

University of Minnesota: Access, Diversity and Success

April 27, 2005

The University is committed to access and diversity—we will remain a community that welcomes students from disadvantaged or under-represented backgrounds. The University will strengthen its commitment to success. We will increase our commitment to recruit, retain and graduate a diverse student body, including first-generation students and students of color. The goal of academic success for our students is compatible with access.

University of Minnesota Twin Cities (TC) Campus Undergraduate Student Body

▪ Total undergraduate students, fall 2004:	28,740
▪ Undergraduates who are Minnesota residents, fall 2004:	20,793
▪ Undergraduates who are from reciprocity states, fall 2004:	5,903
▪ Transfer students admitted, fall 2004:	1,729
▪ Students of color on TC campus, fall 2004:	4,709
▪ Students of color in General College:	19%
▪ Students of color in other colleges:	81%
▪ Freshman applications, fall 2005:	20,500
▪ Capacity for freshman, fall 2005:	5,300

Recommended Changes for General College (GC)

- Create a new Department of General Developmental Education (former GC) in the College of Education and Human Development.
- Faculty and staff from GC would transfer to the College of Education and Human Development.
- Faculty and staff would continue to teach, advise students and conduct developmental education research in the expanded College of Education and Human Development.
- All freshmen would be admitted into a degree granting college, including those who need specialized academic support.
- Most freshmen who are now accepted into GC did not name GC as their first choice; rather their first choice was a degree granting college.
- Each degree granting college's administration will be committed to an environment that attracts and assures success for a diverse student body as well as for first generation students.
- Academic support and other student support services will be enhanced and available to more students.

Rationale for Changes to General College

- Not enough students succeed in the current model, as measured by graduation rates.

Current 4-year graduation rate of GC students:	7.7%
Current 6-year graduation rate of GC students:	30.8%
Current TC campus 4-year graduation rate, inc. GC:	32.2%
Current TC campus 6-year graduation rate, inc. GC:	56.4%

- Students who transfer to the TC campus from another institution graduate at a higher rate after five years than GC students who successfully transfer to another TC college.
- Immediately upon admission to the University, students formerly admitted through GC will be integrated into the larger student body and into the diverse resources and learning environment of the degree granting colleges, rather than being channeled through GC.
- Many more higher education options are available to high school graduates today than in past years.

General College established:	1932
Number of community colleges in Twin Cities area, 1956:	0
Number of community colleges in Twin Cities area, 2005:	10
- The goal of excellence is compatible with access, but access without success is meaningless.

The University is committed to attracting and retaining students of color and first-generation students.

- The Founders Opportunity Scholarship will provide a full tuition scholarship for students from low-income families, starting with freshmen in 2006.
- The University will increase the number of transfer students accepted and work cooperatively with MnSCU to assure successful transfer of students from two- and four-year campuses to the Twin Cities campus.
- To assure that more high school graduates are prepared to succeed at a research university, the University will increase support to the PK-12 education system by a number of means: providing early information on skills needed to succeed at the U, summer enrollment, expanded mentoring programs, and programs such as Post-Secondary Education Options, Advanced Placement, and College in the Schools. A newly constituted Consortium for Post–Secondary Academic Success will promote existing programs, leverage resources and increase the impact of the University’s partnership with public education throughout the state.
- The University’s Office of Admissions will continue to use a holistic admissions review process, one that considers all the attributes of an applicant, not just ACT scores and high school rank.
- The University is committed to enhanced academic support to assure timely graduation for all undergraduate students.