

UNIVERSITY OF MINNESOTA

1991 Enrollment Update

Progress Toward Enrollment Goals

Office of the Vice President for Student Affairs
February 5, 1992

Introduction

The University produces many different enrollment reports in varying detail to answer questions about the size and composition of the student body on its five campuses. This report focuses on progress toward broad enrollment policy goals over the last five years. The report is intended to be a "big picture" assessment to supplement the other specific reports such as the *Official Registration Statistics* and *Minority Enrollment Report* from the Office of the Registrar and the *New Student Characteristics Report* from the Office of Admissions.

At a large university, specific enrollment management is frequently the responsibility of both central and collegiate offices who negotiate and adjust specific targets as resources and conditions change. While this has been the case at the University, the past five years have seen a consistent commitment to the following goals:

Enrollment Goals 1987-1991

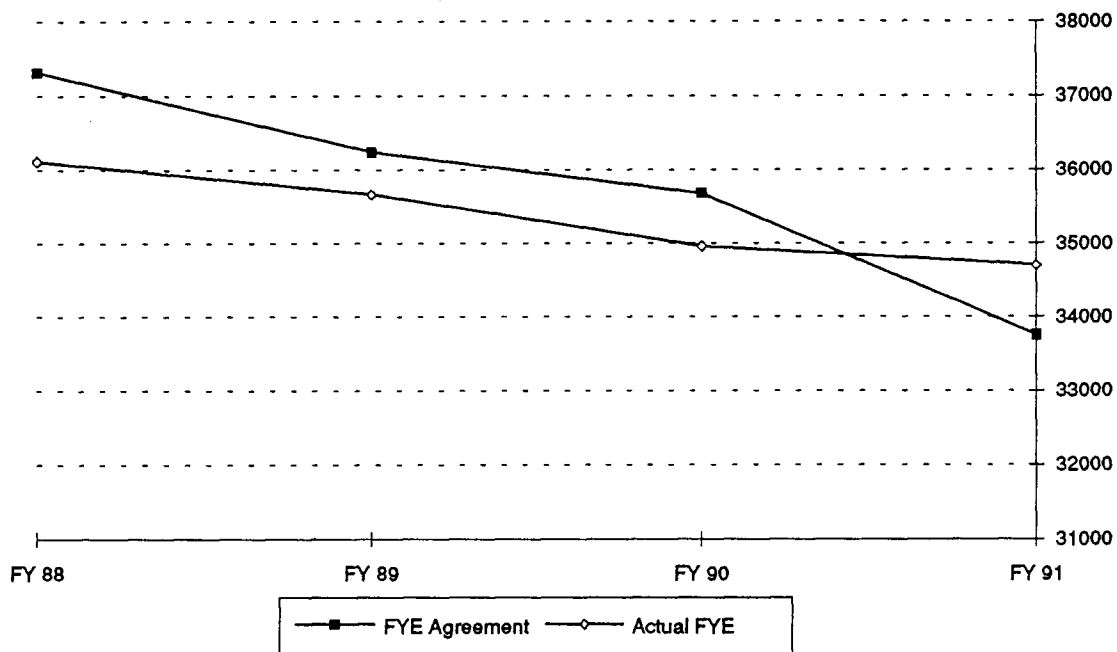
1. Decrease undergraduate headcounts to meet FYE legislative agreements.
2. Decrease undergraduate/graduate ratio on the Twin Cities campus.
3. Increase numbers and proportions of students of color.
4. Strengthen the academic preparation of the student body.
5. Increase numbers and proportions of high-ability students of all ethnic backgrounds.

Data notes: Unless otherwise noted, the University of Minnesota data presented in this report are taken from the Fall 1987-1991 Official Registration Statistics files produced by the Office of the Registrar, and the New Student Characteristics files produced by Data and Reporting Services and the Office of Admissions.

Goal 1. Decrease undergraduate headcounts to meet legislative FYE agreements

Enrollment agreements with the legislature have required reductions in the number of undergraduate FYE* (Full Year Equivalent) students. The reductions have been accomplished by reducing the actual numbers of students enrolled (headcounts). The headcount reductions have been primarily on the Twin Cities campus, and have been due to both reduced admissions and a smaller pool of state high school graduates. For fiscal year 1991, however, the undergraduate FYE total exceeded the legislative figure.

Undergraduate FYE, system total, compared with legislative agreements



Undergraduate fall headcount enrollments (actual numbers of students) by campus and year

	1987	1988	1989	1990	1991
Twin Cities	31,651	29,948	28,481	28,035	26,108
Duluth	6,993	7,128	7,412	7,530	7,350
Morris	1,967	2,021	2,041	2,021	1,915
Crookston	1,136	1,221	1,288	1,336	1,336
Waseca	1,163	1,169	1,174	1,042	550
System Total	42,910	41,487	40,396	39,964	37,259

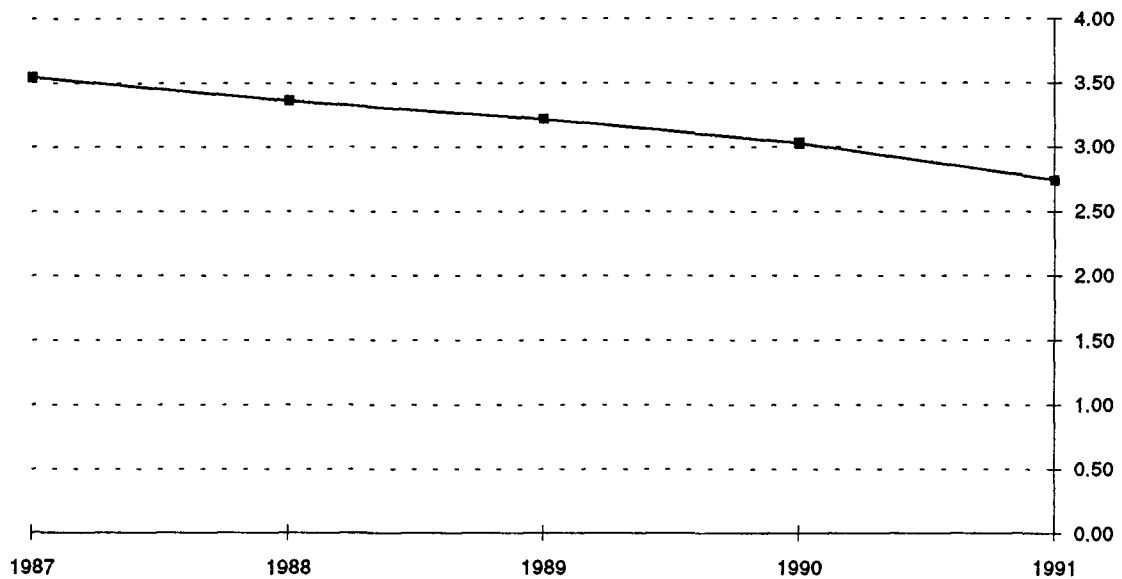
Data notes: Data for these displays come from the 1991 report *Revised Headcount and Full Year Equivalent Enrollment Data* produced by Management Planning and Information Services. Undergraduate headcounts are MPIS legislative figures, and differ somewhat from those in the *Official Registration Statistics*.

*A Full Year Equivalent (FYE) student is a standardized measure of instructional effort. For undergraduates, it is the total number of credit hours provided to undergraduates divided by 45, the number of credit hours a full-time student would be expected to take in an academic year.

Goal 2. Decrease undergraduate/graduate ratio on the Twin Cities campus

At the same time undergraduate enrollments have been decreasing on the Twin Cities campus, enrollments of graduate and professional students have remained stable. The net effect has been that the ratio of undergraduate to graduate students has dropped from 3.54 in 1987 to 2.74 in 1991.

Undergraduate/graduate ratio, Twin Cities campus, by year

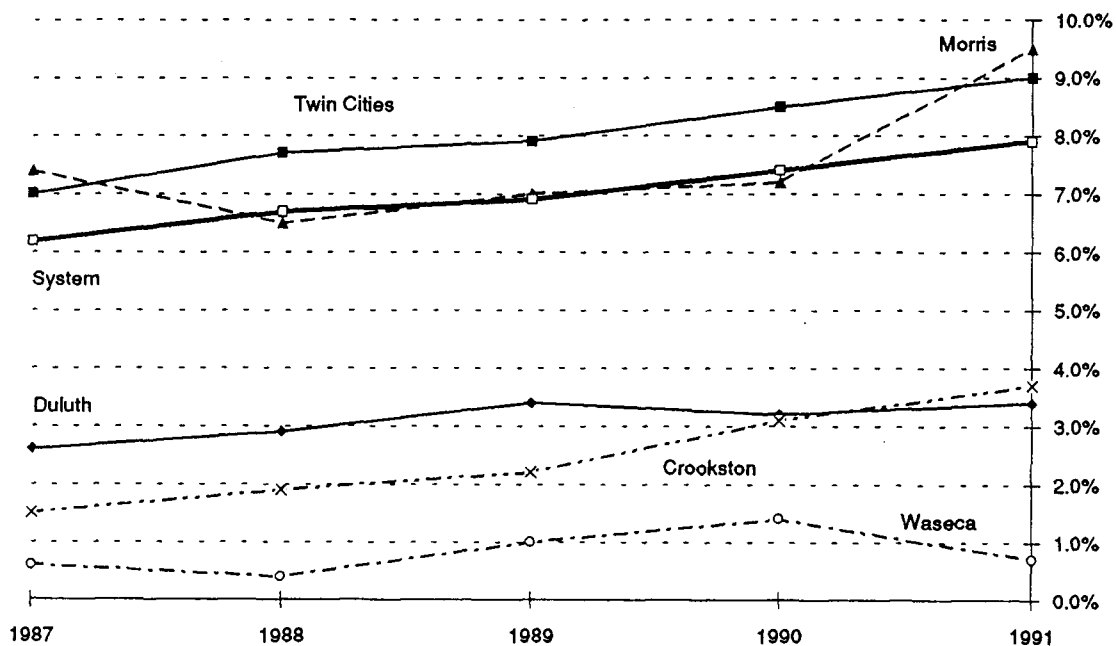


Data notes: Data for these displays come from the 1991 report *Revised Headcount and Full Year Equivalent Enrollment Data* produced by Management Planning and Information Services.

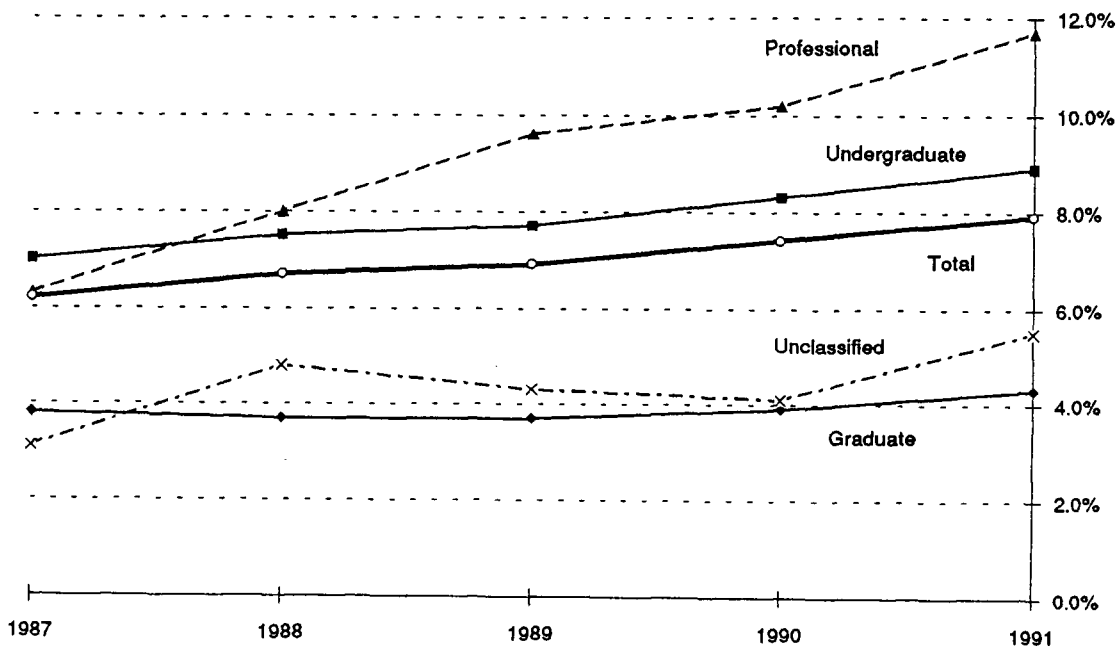
Goal 3. Increase proportion of students of color

Each of the campuses has made progress in enrolling a greater proportion of students of color. For the University system as a whole, the proportion has risen from 6.2% in 1987 to 7.9% in 1991. When broken down by level, the proportion of students of color has reached 8.9% among undergraduates and 11.7% among professional school students. The proportions among graduate and unclassified students are lower, but have begun to increase.

Percentage of students of color by campus and year



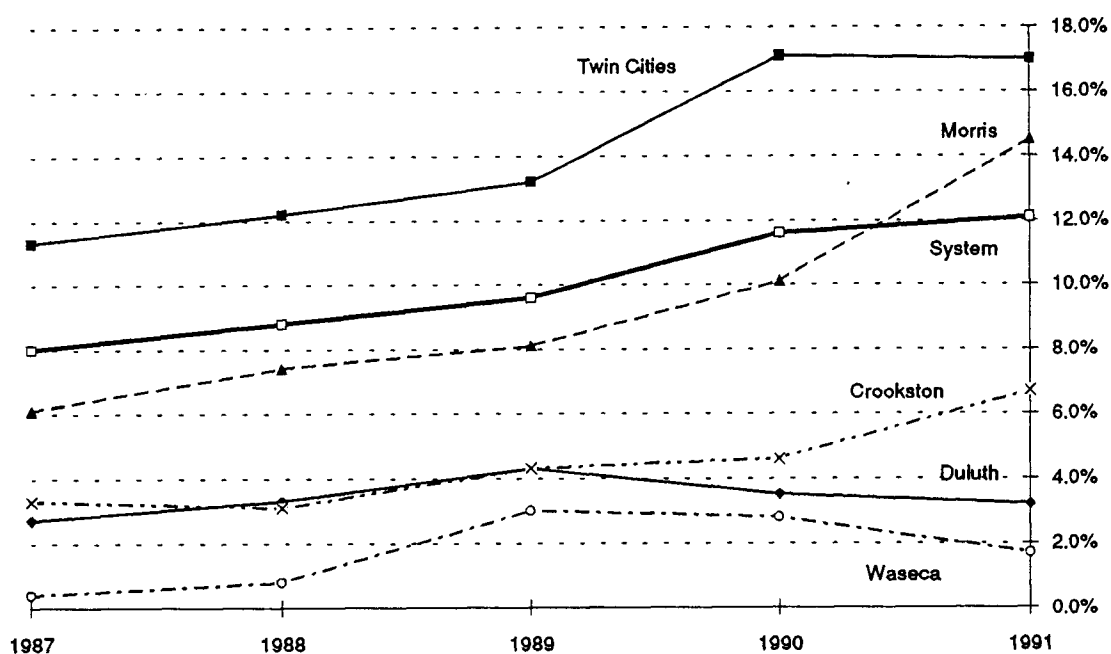
Percentage of students of color by level and year, system total



Goal 3. Increase proportion of students of color (continued)

The University's recruitment of new freshmen (NHS) of color has been relatively strong. For the system as a whole, the proportion of new freshmen who are students of color has risen from 8.0% in 1987 to 12.1% in 1991. Another way to gauge progress is to compare the number of University freshmen of color from Minnesota with the number of Minnesota high school graduates in the previous year. This approximate market share* analysis is shown for each ethnic group for the University as whole. In the fall of 1990, (the most recent high school data) the University's market share was greater for each minority group than for whites.

Percentage of students of color among New High School students by campus and year



Numbers of fall 1990 New High School students (system total) compared with 1989-1990 Minnesota public high school graduates by ethnic background

	African American	Asian/Pacific	Hispanic American	American Indian	Minority Subtotal	White
a. 1989-90 MN high school graduates	1,030	1,263	514	435	3,242	45,845
b. Fall 1990 UM NHS from MN	145	311	74	59	589	4322
c. Approximate market share (b/a)	14.1%	24.6%	14.4%	13.6%	18.2%	9.4%

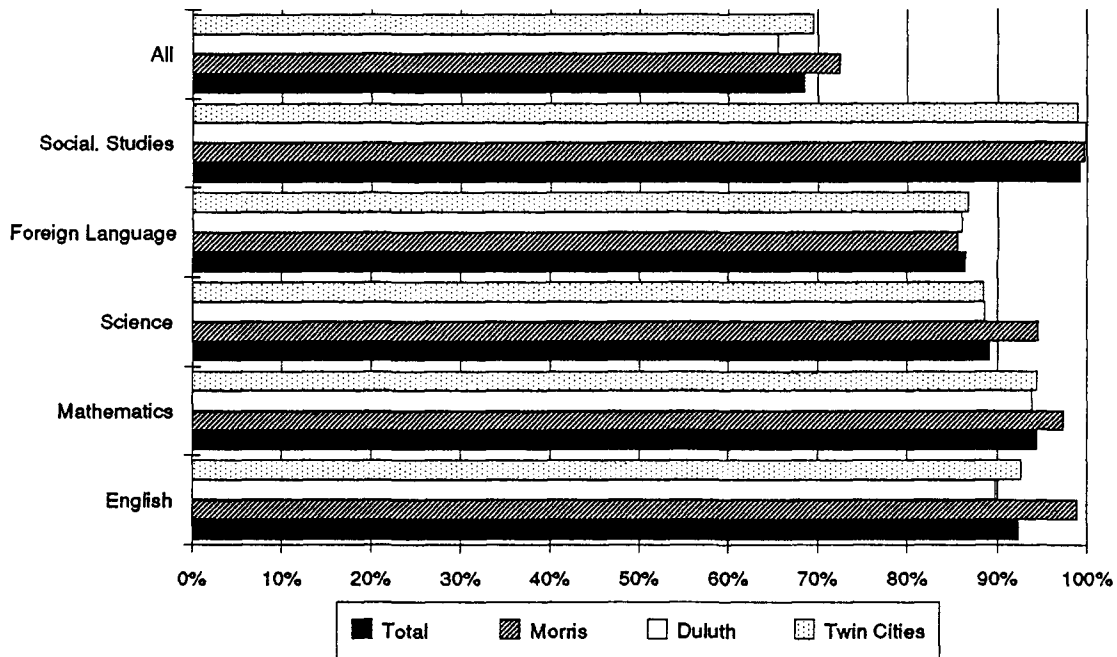
Source for high school data: *High School Graduation by Ethnic Background, 1989-90*. Minnesota Department of Education, 3/28/91.

*The market share figures are approximate because some of the University of MN NHS students may have graduated from high school earlier than the previous year; private high schools are not included, and not all high school graduates were college bound. University figures do not include those with missing data.

Goal 4. Strengthen academic preparation of the student body

In 1985 the University announced new standards of minimum high school course preparation for incoming freshmen (NHS), to be required in the Fall of 1991. The standards include four years of English, three years of mathematics, three years of science, two years of social studies, and two years of foreign language. The chart below shows that in Fall 1991, 69% of all NHS students on the Twin Cities, Duluth, and Morris campuses met all the requirements; 90% or more met the English, math, and social studies requirements; and over 85% met the science and foreign language requirements. (Students in two-year degree programs at Crookston and Waseca are not held to the requirements unless they are in a joint program with a four-year college.)

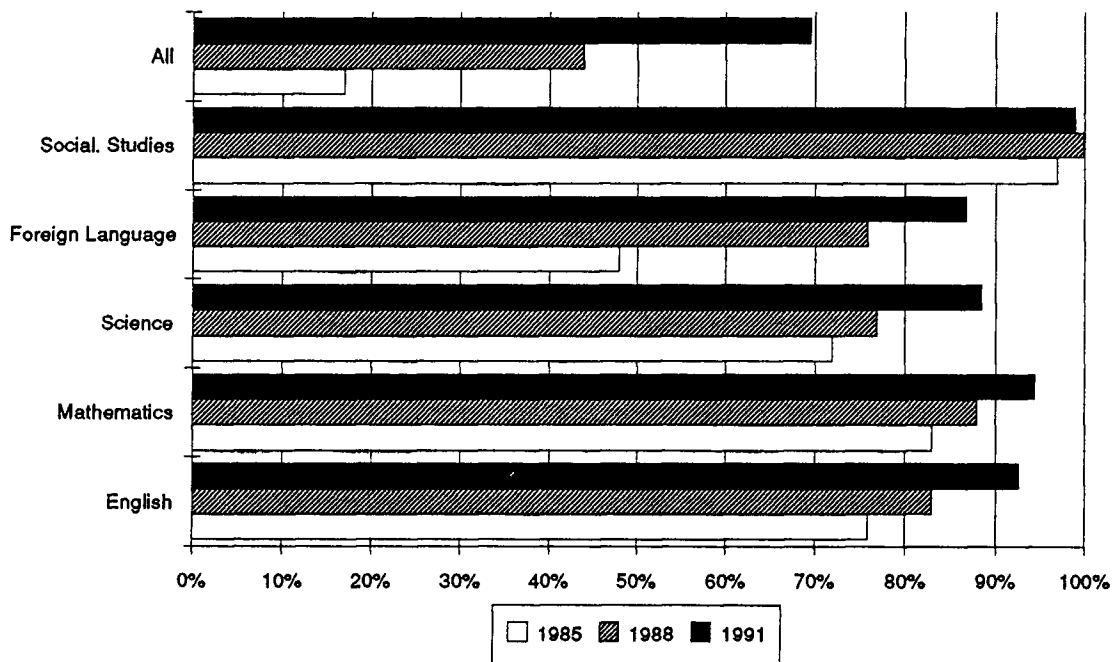
Percentages of fall 1991 New High School students meeting high school preparation standards by campus (Crookston and Waseca students are exempt.)



Goal 4. Strengthen academic preparation of the student body (continued)

The University widely publicized its preparation standards and worked closely with the state's high schools in finding ways to adjust their curricula to prepare students for University study. The effects of this groundwork can be estimated from studies of the percentage of Twin Cities campus students meeting the requirements in 1985, 1988 and 1991. The percentage meeting all the requirements rose from 17% in 1985 to 70% in 1991. Except in social studies, where students were already well prepared, substantial gains were made in each of the subject areas. Gains were especially strong in languages, where the percentage meeting the requirement rose from 48% in 1985 to 87% in 1991.

Estimated percentages of Twin Cities campus New High School students meeting high school preparation standards by year

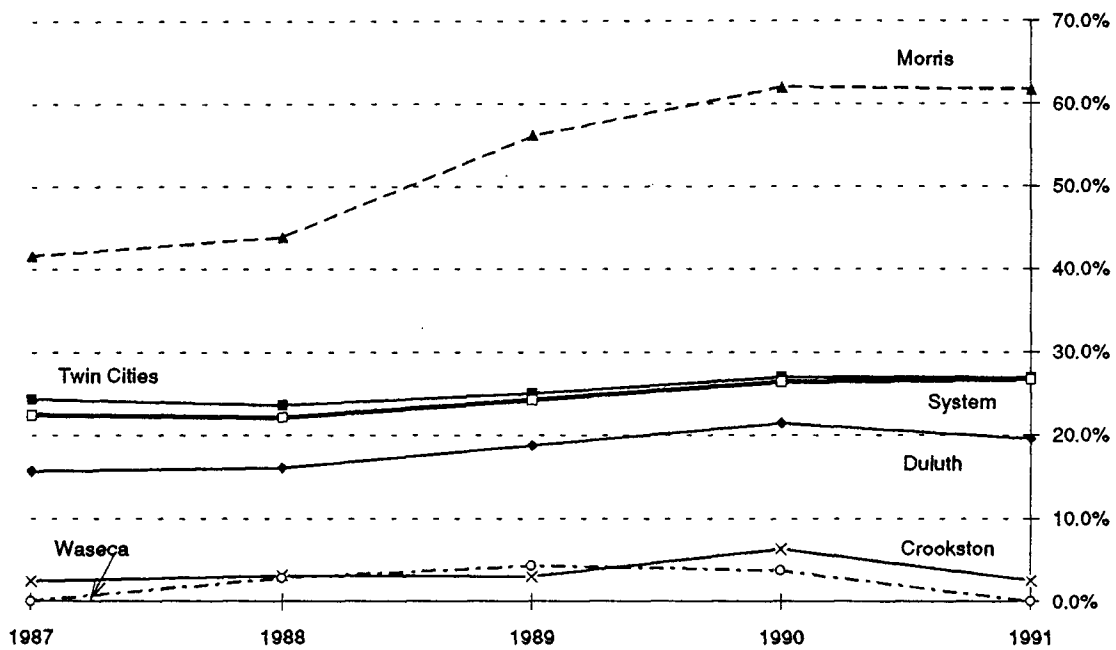


Data notes: 1985 and 1988 data are from random sample transcript studies done by the Admissions Office and Data and Reporting Services. 1991 data are from the *1991 New Student Characteristics Report*, Office of Admissions.

Goal 5. Increase numbers and proportions of high-ability students of all ethnic backgrounds

The chart below shows the percentage of new freshmen (NHS) who were from the top 10% of their high school classes. From 1987 to 1991 the percentage on the Morris campus rose dramatically, while the gains at the other campuses were modest (from 22.4% to 26.7% for the system as a whole). Also of note are changes in the overall caliber of the student body, as indicated by a rise in average high school rank percentile on each campus. The average for the system as a whole rose from 67.7 in 1987 to 72.6 in 1991, with Morris and Duluth registering the greatest gains.

Percentage of New High School students in the top 10% high school rank percentile group, by year and campus



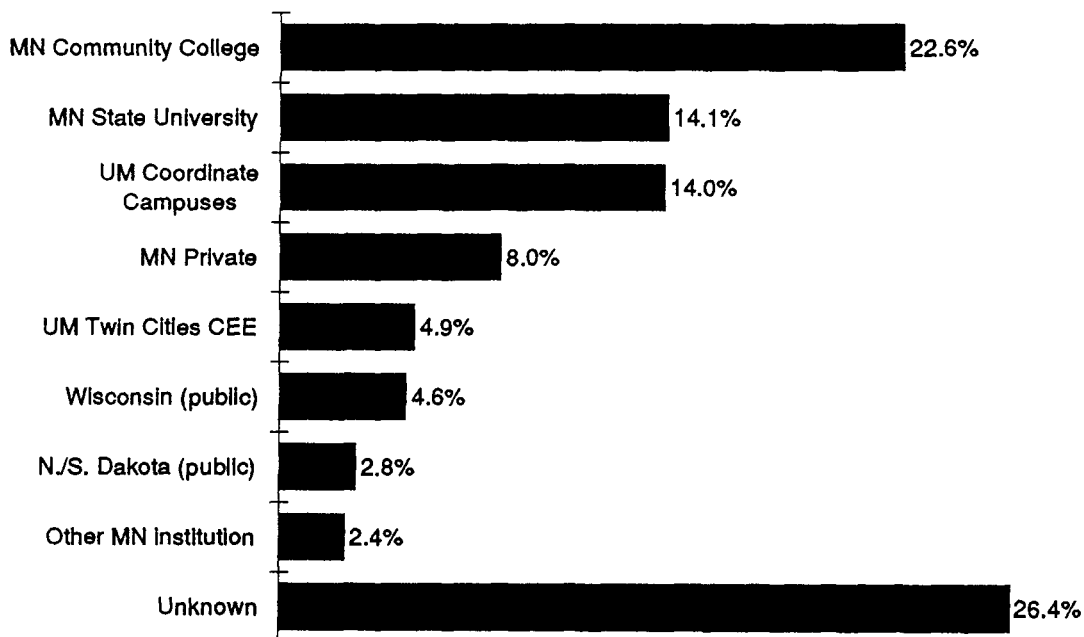
Average high school rank of New High School students by year and campus

	1987	1988	1989	1990	1991
Twin Cities	68.7	69.0	69.6	70.6	72.4
Duluth	65.9	68.1	70.8	73.6	72.4
Morris	79.2	81.9	88.0	89.2	88.6
Crookston	46.0	43.1	46.8	45.8	44.9
Waseca	42.7	46.4	46.1	47.2	38.9
System	67.7	68.4	69.8	71.0	72.6

Access: A special concern

One of the initial concerns raised about the enrollment directions taken in the last five years was whether these directions would deny qualified students access to higher education in general. At least two out of three freshman applicants to the University are admitted, but there has been continuing concern about those who are not admitted. In 1989 the University worked with the Higher Education Coordinating Board to do a special study of what happened to fall 1988 freshman applicants to the Twin Cities campus who were denied admission for scholastic reasons. The study queried the HECB enrollment and reciprocity data bases to determine how many of these students were enrolled elsewhere in higher education institutions and in public universities in Wisconsin and the Dakotas in the fall of 1988. As shown in the chart below, approximately three out of four did enroll elsewhere that fall, the largest proportion in Minnesota community colleges. Among the 26% whose status was unknown, some may have enrolled later or at schools in other states.

Fall 1988 enrollment of Twin Cities campus New High School applicants not accepted for scholastic reasons



Issues and implications

Overall, the University's enrollments have been moving in the directions that were intended five years ago. The University's student body has become more diverse and more evenly balanced between graduates and undergraduates. New freshmen are better prepared, and are of somewhat higher academic caliber. These changes have occurred without a severe constriction of access.

The University needs now to delineate specific enrollment targets and strategies for meeting them. Doing so will require dealing with several difficult issues:

- **Staying close to the legislative FYE limits.** The University needs to admit enough students to be a good match for its capacity, not over and not too far under. Decreasing numbers of high school graduates (until the mid-1990s) and declining revenues make the calibration of overall numbers rather complex.
- **Increasing the numbers of adequately prepared students of color in the face of increased competition.** The proportions of students of color in the high school graduate population should increase over the next few years. Recruiting these students to the University will be a challenge, because we should be recruiting those students who are sufficiently prepared to have a good chance of succeeding. These students will also be recruited by other institutions with similar diversity goals.
- **Increasing the numbers of high-ability students in the face of increased competition.** The University's success in recruiting from the highest ability levels has been mixed. While the Morris campus has assertively and successfully recruited high-ability students, the Twin Cities campus has done less well. Competition for such students is intense, and will require aggressive recruiting and competitive financial aid packages.
- **Maintaining adequate numbers of new freshmen.** Early indications are that the numbers of Fall 1992 freshmen may be lower than anticipated. If this is the case, we may need to look at a variety of measures to increase freshman enrollments.