



Board of Regents Work Session

October 2016

October 13, 2016

3:30 p.m. - 5:00 p.m.

West Committee Room, McNamara Alumni Center

BOR - OCT 2016 - Work Session

1. Enhancing the Student Experience: Admissions Principles and Holistic Review

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents Work Session

October 13, 2016

AGENDA ITEM: Enhancing the Student Experience: Admissions Principles & Holistic Review

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Barbara Keinath, Vice Chancellor for Academic Affairs, UMC
Brian Slovt, Director, Litigation Services, Office of General Counsel

PURPOSE & KEY POINTS

The purpose of the item is to discuss the goals and principles used in managing enrollment across the University's five campuses. The Board will discuss the holistic admission process and how it is used in selecting a new class of students. The work session will also include discussion of the Supreme Court's decision in *Fisher v. University of Texas at Austin*, as it relates to holistic review.

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

- May 2016: *Information Item: Strategies for System Admission Collaboration*, Academic and Student Affairs
- March 2016: *Resolution on Enrollment Principles and Tuition/Aid Philosophy*, Board of Regents
- December 2015: *Aligning Tuition / Aid Philosophy with Enrollment Strategy*, Board of Regents Work Session
- October 2015: *Principles and Objectives to Govern Enrollment Management Through 2025*, Board of Regents Work Session
- October 2015: *University Enrollment Management*, Academic and Student Affairs
- October 2014: *Demographic Trends & System-wide Enrollment Management*, Board of Regents

University of Minnesota Board of Regents
Work Session
October 13, 2016

**Enhancing the Student Experience:
Admissions Principles and Holistic Review**

Enrollment at the University of Minnesota is carefully managed to build diverse classes of entering students who will succeed at the University. The processes and decisions around both freshmen and transfer admissions are managed by offices on each campus, with communication and collaboration across the system.

Admission decisions are guided by the following principles:

1. **Adjust enrollments to capacity.** Enrollments should be adjusted according to our ability to provide a high quality education to our students.
2. **Admit for success.** The University should admit students who will benefit from our curriculum and who have a strong probability of graduating.
3. **Support student success.** The University should direct resources to help ensure that students graduate in a timely way.
4. **Admit holistically.** The University should continue to use a holistic review process in evaluating student records, using both primary and secondary factors.
5. **Incorporate ethnic, social, and economic diversity.** As a land grant university, the University is committed to enrolling and graduating a broad spectrum of Minnesota students.
6. **Incorporate geographic diversity.** We believe that the educational experience of all students is enhanced if they can interact with students from a variety of other states and countries. The University is also a magnet for bringing talent into the state.
7. **Meet state needs.** The University needs to be sensitive to the workforce needs of the state and ensure that University graduates are equipped to meet the present and future challenges faced by the state.
8. **Maintain affordability.** The University must remain affordable to a broad cross-section of talented Minnesota students.
9. **Maintain revenue.** Enrollments should be adjusted to maintain needed levels of tuition income.
10. **Partner with other systems but retain our unique mission.** The University should partner with other higher education systems to advance the state's common agenda, but maintain its distinctive mission within the state to provide its students with the opportunities and benefits of attending a world class research institution.

Campus-Based Enrollment Strategies

Each of the University of Minnesota campuses maintains a unique enrollment strategy, yet each utilizes holistic review in the admissions process. Several examples are provided below. For example, on the **University of Minnesota Twin Cities** campus, student success is at the center of the admissions process, and the recruitment and admissions cycle is considered to be the start of that work. The focus on student success over the last decade has resulted in freshman retention rates that are at an all-time high, over 93 percent for the fall 2016 class. The Twin Cities admissions office encourages strong student preparation at the junior high and high school levels, as academic preparation is key to a student's college success. Submission of senior year grades is required not only to confirm high school graduation for financial aid eligibility, but also to confirm that academic progress has remained strong during this important foundation-building year. Although academic preparation is the foundation for a student's success on campus, other factors are also taken into consideration that may lead to a student's preparation for success at the University.

The Twin Cities campus "Student Learning and Development Outcomes" outline the goal of providing an educational environment that prepares our students "to be responsible and engaged citizens who, upon University graduation, are ready to participate in and meet the challenges of a complex, diverse, and global society." The holistic review process ensures that *the whole student* is evaluated, which allows admission of students who are academically ready for University study, and who will most benefit from and contribute to our thriving and diverse campus environment. The Twin Cities campus does not base undergraduate admission decisions on an automated or numeric process. The review process considers many factors, including a student's likelihood of success at the University. In the admissions review process, those characteristics are considered that lend themselves to the success of our enrolled students.

Of course, no two students are alike. Students with similar academic credentials may have different interests and experiences, and the pool of applicants and fit for a particular program at the U of M can vary by student and by freshman-admitting college. The holistic review allows a deeper knowledge of applicants, so that the best decision is made for students and for the University. The holistic review of each applicant—coupled with the fact that the Twin Cities admits students directly to one of seven freshman-admitting colleges—means the application review process can take some time to complete.

The **University of Minnesota Rochester** offers one major for incoming high school students, a Bachelor of Science in Health Sciences degree. UMR's BSHS degree will prepare students for everything pre-health. In the fast-moving world of health sciences, overlap is constant and change is inevitable. Rather than segregate health care topics, the BSHS weaves them across natural and social sciences, math, arts, and humanities for an approach that deepens understanding and sharpens problem-solving and critical thinking skills. The UMR admissions website notes that "At the University of Minnesota Rochester (UMR) each student is respected as an individual. We begin this individual attention at the point of application. We have prepared an application checklist that will help guide you through the application process. Once your application is complete, it will be reviewed individually and holistically, meaning we consider every part of your application, not just your GPA and ACT/SAT scores."

The **University of Minnesota Duluth** utilizes a holistic undergraduate review process by which the strength of the applicant is evaluated through multiple factors that incorporate academic measures, relevant co-curricular and work experiences, and other individual characteristics. Additionally, recruitment practices reflect the second paragraph of the campus Diversity Statement, stated below.

UMD Diversity Statement (UMD Catalog)

The University of Minnesota Duluth (UMD) values diversity as a means of enriching the educational experiences of all students. Studying and learning in a diverse environment helps prepare students to live and work in an increasingly heterogeneous and global society. As part of the educational experience, students benefit when they interact with multiple diverse groups, including those who have been historically underrepresented in post-secondary institutions. UMD is committed to educating students in a diverse environment that recognizes the broader culture and society beyond northeastern Minnesota.

Therefore, UMD shall actively seek to recruit, admit, retain, and graduate a broad and diverse population of qualified students. The admissions process will maintain rigorous academic standards, while at the same time it strives to promote diversity among the student body.

The admissions strategy for the **University of Minnesota Crookston** states that undergraduate students are admitted to the University of Minnesota Crookston campus to pursue a baccalaureate degree. The Office of Admissions is responsible for undergraduate admission decisions. The Office of Admissions sets the criteria and standards, in consultation with the Admissions Committee, to be used in admitting NHS and NAS students. The Strategic Enrollment Management Committee assists with the enrollment management planning, which includes determining the enrollment targets using predictive modeling while incorporating institutional data for future academic years.

The **University of Minnesota Morris** Office of Admissions is guided by the goal of providing access to a high-quality, affordable liberal arts education to residents of Minnesota and beyond. With a firm belief in and evidence to prove the transformative power of a Morris education, the Morris campus has shaped enrollment principles and practice to allow both traditionally served and those underserved by higher education (first generation, low-income, students of color) access to college and guidance through the often-times complex process of enrolling in college. Each year Morris shapes a class of talented students composed of Minnesota residents, students from across the United States, students from various countries, and students who represent a diversity of race, ethnicity, gender, and socioeconomic status.

Holistic Review and the Fisher vs. University of Texas Case

The leading case on the topic of affirmative action in university admissions plans is *Fisher v. University of Texas at Austin* (“*Fisher II*”), decided in June of 2016. In *Fisher II*, the Court held UT’s race-conscious admissions plan constitutional.

At UT, 75 percent of the spots in each freshman class are filled through a “Top Ten Percent Plan,” which guarantees students who graduate in the top ten percent of their high school class

admission to a state university. The remaining 25 percent of the incoming class is admitted based on a holistic review of each application. In this holistic review, the race of each applicant is one of many factors considered.

The Court held that it is permissible for a university to consider race in admissions if it has a compelling interest in doing so, and held that attaining a diverse student body can be a compelling interest. A diverse student body, the Court explained, “promotes cross-racial understanding, helps to break down racial stereotypes, and enables students to better understand persons of different races,” while “better prepar[ing] students for an increasingly diverse workforce and society.” That said, a university must ensure that its consideration of race in admissions plays no greater role than necessary to achieve a diverse student body. To this end, “[i]t is the University’s ongoing obligation to engage in constant deliberation and continued reflection regarding its admissions policies.”

As did UT, the University does include race among the many factors considered holistically in admissions. Also as did UT, the University considers race only insofar as it supports the University’s commitment to a diverse student body.

BOARD OF REGENTS

ENHANCING THE STUDENT EXPERIENCE: ADMISSIONS PRINCIPLES AND HOLISTIC REVIEW

OCTOBER 13, 2016

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education
Twin Cities Campus

Barbara J. Keinath

Vice Chancellor for Academic and Student Affairs
Crookston Campus

Brian Slovut

Director, Litigation Services
Office of the General Counsel



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

PRINCIPLES

Adjust enrollments to capacity. Enrollments should be adjusted according to our ability to provide a high quality education to our students.

Admit for success. The University should admit students who will benefit from our curriculum and who have a strong probability of graduating.

Support student success. The University should direct resources to help ensure that students graduate in a timely way.

Admit holistically. The University should continue to use a holistic review process in evaluating student records, using both primary and secondary factors.

Incorporate ethnic, social, and economic diversity. As a land grant university, the University is committed to enrolling and graduating a broad spectrum of Minnesota students.



PRINCIPLES

Incorporate geographic diversity. The educational experience of all students is enhanced if they can interact with students from a variety of other states and countries. The University is also a magnet for bringing talent into the state.

Meet state needs. The University needs to be sensitive to the workforce needs of the state and ensure that University graduates are equipped to meet the present and future challenges faced by the state.

Maintain affordability. The University must remain affordable to a broad cross-section of talented Minnesota students.

Maintain revenue. Enrollments should be adjusted to maintain needed levels of tuition income.

Partner with other systems but retain our unique mission. The University should partner with other higher education systems to advance the state's common agenda, but maintain its distinctive mission to provide its students with the opportunities and benefits of attending a world class institution.



HOLISTIC REVIEW DEFINED

- ❑ “A robust, essential strategy pursued by many institutions of higher education to admit student bodies that can fulfill mission-driven institutional goals” (p. 8).
- ❑ “A common, rigorous, and data-driven process, guided by well-developed evaluation systems and informed by professional judgment in undergraduate, graduate, and professional school admissions” (p. 11).

Source: *Amicus Brief* filed by COLLEGE BOARD, AACRAO, NACAC, AND LSAC, filed in ABIGAIL NOEL FISHER, Petitioner, v. UNIVERSITY OF TEXAS AT AUSTIN, et al., Respondents.



HOLISTIC REVIEW: SYSTEM CAMPUSES

- ❑ Crookston—Reviews high school coursework, GPA, ACT/SAT test scores, and other indicators of academic potential.
- ❑ Duluth—Utilizes a holistic undergraduate review process by which the strength of the application is evaluated through multiple factors that incorporate academic measures, relevant co-curricular and work experiences, and other individual characteristics.



HOLISTIC REVIEW: SYSTEM CAMPUSES

- ❑ Morris—Shapes a class of talented students composed of Minnesota residents, students from across the United States, students from various countries, and students who represent a diversity of race, ethnicity, gender, and socioeconomic status.
- ❑ Rochester—[Your application] will be reviewed individually and holistically, meaning we consider every part of your application, not just your GPA and ACT/SAT scores.



CASES IN POINT

Crookston:

- Automatic admit for applicants with 21 ACT and 2.0 cumulative GPA.
- Admission Committee review for all other applicants
- Conditional admit option

Duluth:

- Primary factors--Completion of high school preparation requirements, GPA, ACT/SAT scores
- Secondary factors—May result in admission of student who would not likely be admitted if only primary factors were considered in a formula



Holistic Review Approach

- ❑ Decisions are not based on automatic admission criteria.
- ❑ We consider both academic and personal characteristics that lend themselves to the success of our enrolled students with the goal of admitting students for success.
 - *We emphasize academic preparation and success through senior year*
 - *We consider a number of secondary factors that provide additional, personal information about each applicant*



HOW WE REVIEW: ADMISSIONS SELECTION

- Decisions are based on an individual assessment in our review of each student's application materials**
- We review students for the colleges they have indicated, in the order in which they are indicated. Then, applicants are automatically considered for other U of M colleges that may be a good match with their academic interests and preparation.**
- We consider a student's academic performance, as well as the additional information provided in the application**



PRIMARY REVIEW FACTORS

- Coursework through high school graduation (Admitted students typically exceed the University's high school requirements.)**
- Grade point average**
- Class rank (if available)**
- ACT or SAT scores**



SECONDARY REVIEW FACTORS

- An exceptionally rigorous academic curriculum (enrollment in honors, AP, IB, or college-level courses)
- Strong commitment to community service and leadership
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body
- Significant responsibility in a family, community, job, or activity
- Extenuating circumstances
- Outstanding talent, achievement, or aptitude in a particular area
- Military service
- Evidence of having overcome social, economic, or physical barriers to educational achievement
- First-generation college student
- Family employment or attendance at the University of Minnesota



MINIMUM HIGH SCHOOL REQUIREMENTS

Applicants are expected to complete, at minimum:

- ❑ 4 years of English
- ❑ 4 years of math
- ❑ 3 years of science
- ❑ 3 years of social studies
- ❑ 2 years of a single second language
- ❑ 1 year of visual and/or performing arts

The strongest applicants exceed these requirements.

CBS, CSE, and Carlson require three years of Science to include Physics.



President's Emerging Scholars Consideration

- Mission match program selection**
- Students admitted to the University with participation in the President's Emerging Scholars Program a condition of admission**
- Selected students have demonstrated the potential to succeed academically, but whose high school academic records and personal circumstances suggest participation in the Program will ensure a smooth transition to college and their successful development as student scholars.**



PRESIDENT'S EMERGING SCHOLARS

President's Emerging Scholars benefit from a full range of services that enhance and support the academic success of students with diverse backgrounds and characteristics including:

- urban students
- rural students
- first-generation college students
- student parents
- students with disabilities
- multicultural students
- older students
- students who have overcome barriers that have impacted their success
- students for whom English is not their first language.

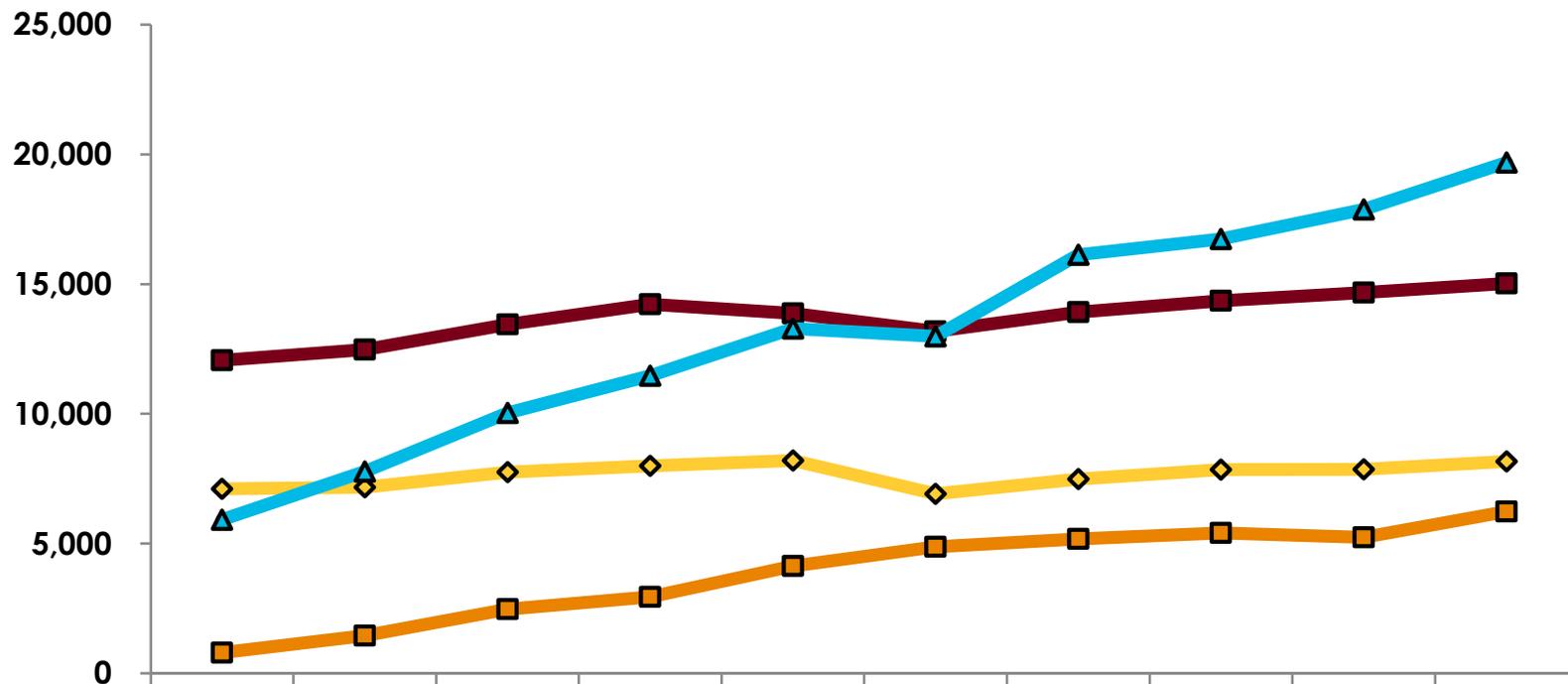


2016 ADMITTED FRESHMAN ACADEMIC PROFILE

FALL 2016 ADMITTED FRESHMAN ACADEMIC PROFILE	Middle 50 percentile of fall 2016 admitted freshmen			
	ACT Composite Score	New SAT (Estimated score out of 1600*)	Old SAT (Score out of 2400)	High School Rank (if applicable)
Overall admission to the University of Minnesota Twin Cities	27-32	1320-1470	1850-2110	82-97
<i>Breakdown by College</i>				
Carlson School of Management	28-32	1340-1470	1890-2110	87-97
College of Biological Sciences	29-32	1350-1500	1910-2160	90-99
College of Design	25-29	1250-1400	1750-1990	75-92
College of Education + Human Development	23-28	1250-1380	1740-1963	78-94
College of Food, Agricultural and Natural Resource Sciences	25-29	1250-1390	1740-1965	76-93
College of Liberal Arts	26-30	1290-1430	1800-2040	78-94
College of Science and Engineering	30-34	1410-1520	2010-2220	93-99

*1600 score estimates were calculated using last year's averages on the 2400 scale, then converting them using the College Board's concordance table at <https://collegereadiness.collegeboard.org/pdf/understanding-sat-scores-2016.pdf>

TWIN CITIES CAMPUS APPLICATIONS FOR FRESHMAN ADMISSION BY MINNESOTA RESIDENT, RECIPROcity, OTHER US AND INTERNATIONAL ORIGIN



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
■ MN	12,069	12,480	13,444	14,221	13,877	13,179	13,923	14,364	14,674	15,027
◆ WI/ND/SD	7,111	7,172	7,753	7,990	8,203	6,909	7,488	7,855	7,865	8,168
▲ Other US	5,919	7,780	10,030	11,465	13,295	12,990	16,128	16,742	17,881	19,693
■ Intl	792	1,445	2,464	2,943	4,135	4,872	5,180	5,409	5,238	6,229



CASE STUDIES



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

CASE STUDIES: ADMISSIONS COMMITTEE REVIEW

Student A:

Applicant to CSE, interested in biomedical engineering

- GPA: 4.52
- High school rank: 99th percentile
- ACT composite score: 24 (25 in math)
- Minnesota magnet school student
- Additional information: Letters from teachers indicate strong commitment to learning. English teacher indicates one of top students she's seen in her 20 years.
- Admit, selected to participate in the President's Emerging Scholars Program



CASE STUDIES: ADMISSIONS COMMITTEE REVIEW

Student B:

Applicant to CLA, interested in art

- GPA: 3.67
- High school rank: school does not rank
- ACT composite score: 25
- Additional information: great deal of leadership; highly involved in school and community
- Minnesota arts high school student
- Admit



CASE STUDIES: ADMISSIONS COMMITTEE REVIEW

Student C:

Applicant to CBS, interested in biology

- GPA: 3.30
- High school rank: 19%ile (bottom quartile of class)
- ACT composite score: 28
- Non-resident, large suburban high school student.
- Additional information: student works 25 hours a week.
- Deny



CASE STUDIES: ADMISSIONS COMMITTEE REVIEW

Student D:

Applicant to CLA, CFANS listed as alternate choice college

- GPA: 3.38
- High school rank: school does not rank
- ACT composite score: 25
- Reciprocity, private high school student
- Additional information: student works 25 hours a week, improving grade trend in math courses.
- Admit, alternate choice college (CFANS)



CASE STUDIES: ADMISSIONS COMMITTEE REVIEW

Student E: Applicant to CSE

- GPA: 3.53
- High school rank: school does not rank
- SAT composite score: 2230 (equivalent to 33 ACT)
- Non-resident, private high school
- Additional information: Student is involved with FIRST Robotics. Strong letters of recommendation.
- Waitlist



Supreme Court recently affirmed that race may be considered a factor in admission decisions if the following is true:

- Institution has a compelling interest to consider race; and
- Consideration of race is necessary to achieve the institution's goals.

An institution's goal of attaining a diverse student body is a compelling interest according to the Supreme Court.

