

II. B. Students: Undergraduate, Graduate, and Professional

Undergraduate Education

The University of Minnesota aspires to provide an undergraduate education on all of our campuses that exceeds the expectation of our students and which is recognizably the highest quality, most hands-on and humane undergraduate education of any comparably sized public research university in America. Over the past decade, the University of Minnesota has made a deliberate commitment to serve our students better; improving undergraduate education is one of the University's highest priorities. Our strengths are being used to create an undergraduate education that better prepares students to take their place in work and society.

The strategy to accomplish this includes cumulative central investments totaling over \$313 million over the past five years. These include compact investments of almost \$10 million in: improving the first-year experience; intensive learning opportunities; expanded opportunities for international experience and research; fostering connections between curricular and co-curricular activities; innovative uses of technology; and creating a better environment for learning, including strengthened academic advisement and student support services. A total of \$25 million has been invested in the new Web-based student registration and course information system; over \$274 million in new classrooms, labs, and student housing; and an additional \$3.1 million of centrally funded financial aid. Curriculum and teaching are also important components of the academic interdisciplinary initiatives and other efforts to strengthen our departments; investments in new faculty positions result directly in new courses for students.

Graduate and Professional Education

The University of Minnesota aspires to provide graduate and professional education programs that are among the very best in the world and where our graduates are recognized as among the best educated and most innovative scholars and professionals in their disciplines, across disciplines, and chosen professions.

To improve the graduate and professional student experience, cumulative, central investments of \$4 million have been made over the past five years in graduate fellowships, in special career-oriented educational opportunities, and in recruiting and retaining a larger proportion of graduate students of color. Special attention is being focused on enhancing Academic Health Center graduate/professional programs to increase enrollments, improve students' experiences and ultimately to develop new strategies to meet the health care workforce needs in the state.

Four broad strategies focus the University's measures of progress toward these goals:

- 1) increasing the readiness to succeed and diversity of entering students;
- 2) using feedback from students to constantly improve student satisfaction, academic achievement, and performance, and to enhance the distinctive instructional role of a research faculty;
- 3) increasing the graduation rate of undergraduate and graduate/professional students; and
- 4) strengthening preparation for and success in careers, further education, and civic and community life.

In this section, undergraduate and graduate and professional education are discussed separately, following these four general areas of focus as illustrated by specific indicators of progress for each. A third section focuses on technology to enhance learning, related to other technology investments presented in sections II.E. and II.F.

1. Undergraduate Education

Improving the Undergraduate Experience

Improving undergraduate education is one of the University's highest priorities. Between 1998 and 2002, over \$310 million has been invested to improve undergraduate education. These investments have supported new positions on all campuses for freshmen seminars, enhanced student services in admissions, financial aid, and disability services, and supported paperless financial aid and increases in scholarships. (See the table below for a summary of recent progress.)

Our strengths are being used to create a unique undergraduate education that enhances students' academic success, retention, and graduation, and that better prepares students to take their place in work and society. It may take four to six years to fully assess the impact of these initiatives, which ultimately should be seen in improved retention, graduation, and student satisfaction rates. However, as the data below indicate, trends suggest that signs of this impact are already becoming visible through the institutional-level measures (selectivity, retention, student satisfaction, diversity) as well as indicators related specifically to elements of the undergraduate improvement initiative (residential living, advising, student involvement with service learning, and more).

Chart A
Framework for Undergraduate Improvement
Initiatives, Impact, and Goals

Academic Initiatives	Impact on Students	Goal
<p>Freshman Seminars 35 new faculty positions 20 seminars in 1998-99 125+ seminars in 2000-01 130 seminars in 2001-02</p>	<p>1999 – 400 students (8%) 2000 – 1,875 students (38%) 2001 – 1,900 (35%) 2002 – 2,003 (38%)</p>	<p>Sufficient freshman seminar capacity to provide all freshmen with a seminar experience</p>
<p>Undergraduate Research (to include all University sponsored undergraduate research programs)</p> <p>UROP – 297 faculty systemwide participated in 2001-02</p> <p>Summer 2002 – 163 faculty involved in 8 summer research programs targeted to under-represented students</p>	<p>272 TC UROP students in 2002</p> <p>Summer programs – 186 TC undergraduates in 2002 from under-represented groups</p>	<p>UROP – 1,000 students per year</p> <p>Summer programs – 200 under-represented students per year</p>
<p>Study Abroad Students can select from 252 study abroad programs in about 80 countries.</p> <p>Figures show the numbers of undergraduates studying abroad each year and the percentage of that year's graduating class that they represent. This is how the percentage is calculated each year for institutions across the U.S.</p>	<p><u>UMTC</u>: 1997-98 – 779 students (16%) 1998-99 – 715 students (14%) 1999-2000 – 988 students (20%) 2000-01 – 1,065 students (22%) 2001-02 – 1,056 students (20%)</p> <p><u>UMD</u>: 1997-98 – 100 students (9%) 1998-99 – 105 students (8%) 1999-2000 – 109 students (9%) 2000-01 – 160 students (14%) 2001-02 – 214 students (17%)</p> <p><u>UMM</u>: 1997-98 – 103 students (28%) 1998-99 – 113 students (33%) 1999-2000 – 88 students (25%) 2000-01 – 129 students (40%)</p> <p><u>UMC</u> (has just begun sending students abroad): 2001-02 – 1 student 2002-03 – 11 students (5%)</p>	<p>50% of graduating students</p>
<p>Writing Intensive Courses Students complete four writing-intensive courses during their college careers.</p>	<p>Required for all students</p>	<p>There are sufficient course seats for students to fulfill the requirement.</p>
<p>Interdisciplinary Minors Nearly 20, including: Leadership, Information Technology, Design, New Media, Business, Violence Prevention, Youth Studies, Disability Studies, Applied Ethics (UMC), Information Design (UMD), Information Technology (UMC), Foreign Studies (UMD)</p>	<p>2001 – 300+ students 2002 data not yet available.</p>	<p>Add minors in high-demand fields to allow students to expand career opportunities</p>

Student Development and Support	Impact on Students	Goal
SEAM (Student Excellence in Academics and Multiculturalism)	1999 – 235 students in 11 learning communities (CLA, GC) 2000 – 200 students in 10 learning communities (CLA, GC) 2001 – 182 students in 11 learning communities (CLA, CBS) 2002 – 175-180 students in 12 learning communities (CLA, CBS)	Enhance academic success for students of color; build community; enhance multicultural awareness and involvement
Service Learning/Community Service	3,250 students in 2001-02 at UMTC	4,000 in 2002-03 at UMTC Facilitate intensive learning experience for students
Convocation 120+ faculty participate each year at UMTC	'98, '99, '00, '01, '02 4,000 UMTC students participated each year.	Continue annually – all freshmen
Advising and Student Support Services Increased Web advising resources	Improved service for all students	Improve student satisfaction with advising
Freshman Orientation	5,205 students (nearly 100 percent of incoming freshmen) attended in summer 2002.	Enhance first-year experience for all freshmen
Residential Living/Learning Communities Also include new first-year experience halls New houses in 2002: Pre-Health Sciences House (2 houses) Residential College redesigned as a First-Year program	7,126 total capacity for student housing (including residence halls, apartments, and co-ops) in 2002-03 (4.7% increase over 2001-02) 5,332 total students in residence halls, 2002-03 1,000 students in 22 living-learning communities in 02-03	26 houses planned for fall 2003
Take Your Professor to Lunch	Approximately 200 students and 35 faculty members in 2001-02	1,000 students per year

Characteristics of Entering Students: Increase the readiness to succeed and diversity of entering students.

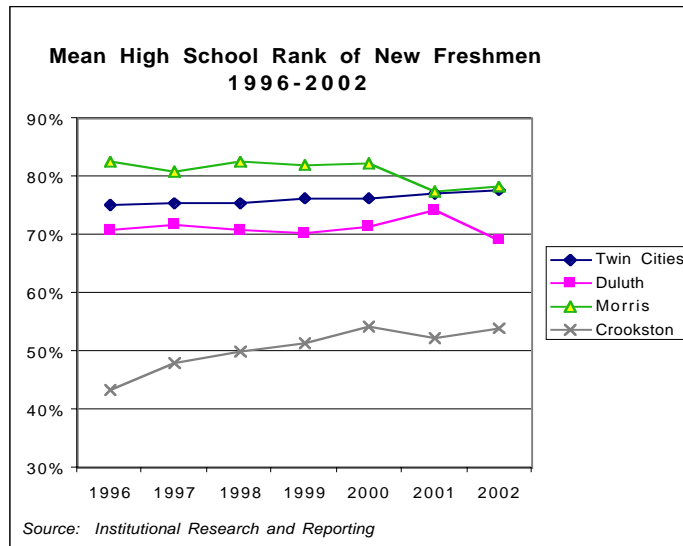
Indicators: new freshmen mean high school rank and percent in top 25 percent of class; acceptance rates

Characteristics of Entering Students

Mean High School Rank

Trends.

Chart B



- In 1997, system-wide, the mean high school rank of the entering freshman class was 73.9. By 2002, it has increased to 74.7, up slightly from the previous year, and still moving toward the 77th percentile goal set in the 1999 Institutional Level Measures.
- In 2002, the Twin Cities campus has continued to exceed this goal slightly, with the mean rank of new freshmen reaching 77.8 percent, the highest ever reached on this campus. The mean has increased steadily over the past decade, from a mean of just over 70 in 1990.

Chart C

Mean High School Rank of Entering Students

Fiscal Year	1996	1997	1998	1999	2000	2001	2002
Twin Cities	75.2%	75.3%	75.5%	76.2%	76.3%	77.1%	77.8%
Duluth	70.9%	71.8%	70.8%	70.2%	71.4%	74.4%	69.1%
Morris	82.7%	81.0%	82.7%	82.1%	82.4%	77.3%	78.3%
Crookston	43.3%	48.0%	50.0%	51.3%	54.4%	52.3%	54.1%
University Total	73.5%	73.9%	74.1%	74.1%	74.6%	74.4%	74.7%

Source: Institutional Research and Reporting

Freshmen in Top 25 Percent of High School Class

- In 1998-99, 60 percent of all UMTC (including General College) freshmen came from the top 25 percent of their high school classes, placing the University fifth among public Big Ten institutions. (Excluding General College yields 75.1 percent in the top quartile). The Big Ten average was 69 percent:

Chart D
Percent of New Freshmen from Top 25 Percent of High School Class
1998-99

Big Ten Publics	
University of Iowa	50%
Indiana University	53%
Michigan State University	54%
Ohio State University	56%
Purdue University	57%
UMTC	60%
University of Illinois Urbana-Champaign	85%
Pennsylvania State University	90%
University of Michigan	90%
University of Wisconsin	93%
Other Top 30 Publics	
Cornell University	95%
SUNY-Stony Brook	63%
UC-Berkeley	100%
UC-Los Angeles	100%
UC-San Diego	100%
UC Santa Barbara	100%
University of North Carolina-Chapel Hill	93%
University of Texas-Austin	80%
University of Washington	72%
Top 30 Privates (average)	97%

Source: *Institutional Research and Reporting*

Trends.

- System-wide, the proportion of freshmen in the top 25 percent of their high school classes has remained stable, at 56 or 57 percent each year. There has been significant variation among campuses. (See Table 1 on page 33.)
- Between 1991 and 2002, the proportion of Twin Cities freshmen in the top 25 percent of their high school classes increased from 56 percent to 65 percent.
- At Crookston, the proportion in the top 25 percent increased from 16 percent to 23 percent.
- The proportion of freshmen in the top 25 percent of their high school classes decreased at Duluth (50 percent to 42 percent) and Morris (88 percent to 66 percent).
- Between 2001 and 2002, the proportion of freshmen in the top 25 percent of their high school classes increased on the Twin Cities campus (63 percent to 65 percent) and at Morris (63 percent to 66 percent). Duluth and Crookston showed slight declines, 1 percent and 2 percent respectively.

Acceptance Rate

- The following charts show freshman acceptance rates for the University's four campuses and Twin Cities campus peer institutions.
- Although the acceptance rate is a rough measure of how selective a campus is, it must be used carefully for two reasons:
 - 1) Large campuses in small states will almost always have a higher admittance rate than similar campuses in large states, simply because the campuses in small states receive fewer applications.
 - 2) This measure is affected by "student self selection," meaning that students do not apply to a campus because they know they will not be admitted.

Ranking.

- Acceptance rates are one measure of an institution's selectivity; the lower the proportion of students accepted, the higher the school's selectivity. Acceptance rate is a function of both the size of the applicant pool and its depth.
- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it sixth among public Big Ten universities.
- All Big Ten publics, with the exception of the University of Michigan and Penn State's main campus, had overall acceptance rates of 70 percent or higher; within this measure these institutions are less selective than other top 30 public and private universities.

Chart E

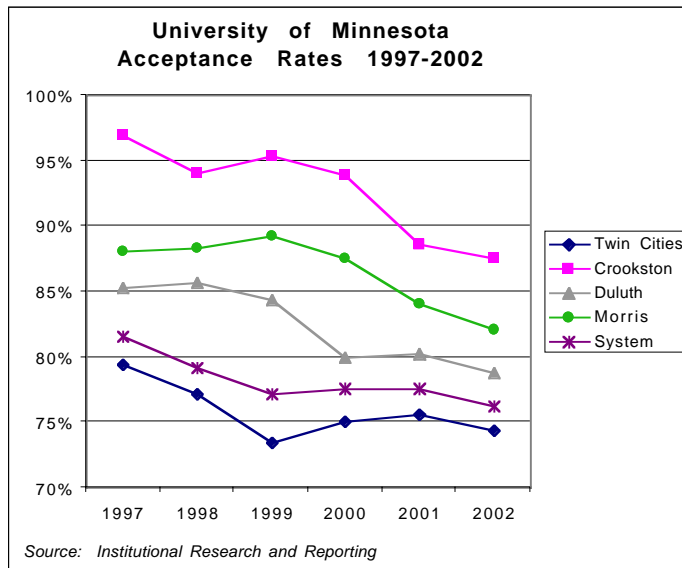
Overall Freshman Acceptance Rate 1998-99

Purdue University	87%
Indiana University	84%
University of Iowa	84%
Ohio State University	79%
UMTC	77%
Michigan State University	77%
University of Wisconsin	73%
University of Illinois Urbana-Champaign	71%
University of Michigan	59%
Pennsylvania State University	47%
Other Top 30 Publics	
Cornell University	34%
SUNY-Stony Brook	54%
UC-Berkeley	28%
UC-Los Angeles	33%
UC-San Diego	48%
UC Santa Barbara	61%
University of North Carolina-Chapel Hill	35%
University of Texas-Austin	71%
University of Washington	66%
Top 30 Privates (average)	26%

Source: Institutional Research and Reporting

Trends.

Chart F



- UMTC has become slightly more selective in recent years; its acceptance rate was 79.4 percent in 1997, 75.6 percent for the class entering in fall 2001, and 74.4 percent for the class entering in fall 2002.
- The University system-wide has also become slightly more selective, moving from a system-wide acceptance rate of 81.6 percent in 1997 to 77.5 percent in 2001 and 76.3 percent in 2002.

Chart G
Acceptance Rates 1997-2002

	97	98	99	00	01	02
Twin Cities	79.4	77.2	73.5	75.1	75.6	74.4
Crookston	97.0	94.0	95.3	93.9	88.6	87.5
Duluth	85.2	85.6	84.4	79.9	80.2	78.8
Morris	88.0	88.3	89.2	87.5	84.1	82.1
System	81.6	79.2	77.2	77.5	77.5	76.3

Source: Institutional Research and Reporting

Freshmen of Color

Trends.

- The goal set in the 1999 Institutional Level Measures was 16 percent students of color; with 18.5 percent freshmen of color in 2002, UMTC continues to exceed its goal.
- In 2002, with 6.2 percent freshmen of color, UMD exceeded its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color decreased to 13 percent in 2002.

- Although a formal goal for UMC has not been set, its proportion of freshmen of color has decreased by 2 percent.
- These results are noteworthy in comparison with the 7.7 percent proportion of Minnesota ACT test takers who were students of color.

Chart H

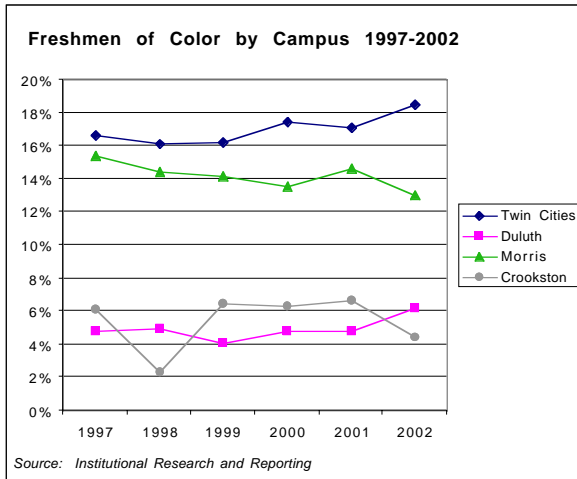


Chart I

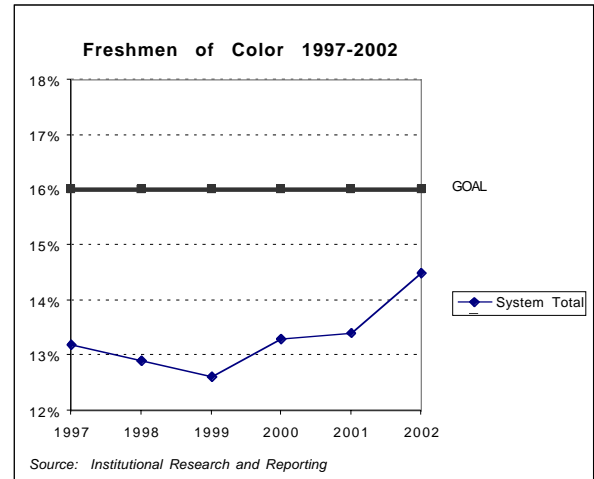


Chart J

Percentage of Entering Freshmen of Color

	1997	1998	1999	2000	2001	2002	1999 Goal
Twin Cities	16.6%	16.1%	16.2%	17.4%	17.1%	18.5%	16.5%
Duluth	4.8%	5.0%	4.1%	4.8%	4.8%	6.2%	5%
Morris	15.4%	14.4%	14.2%	13.5%	14.6%	13.0%	18%
Crookston	6.1%	2.3%	6.5%	6.3%	6.6%	4.4%	TBD
University Total	13.2%	12.9%	12.6%	13.3%	13.4%	14.5%	16%

Source: Institutional Research and Reporting

Student Experience: Use feedback from students to constantly improve student satisfaction, academic achievement and performance, and the distinctive instructional role of a research faculty.

Indicators: 1st and 2nd year retention rates; student satisfaction; diversity; advising; participation in study abroad

Retention Rates

Rankings.

Chart L. Retention Rates for AAU* Institutions

	Cohort: Fall of 2000 1st Year Ret	Cohort: Fall of 1999 2nd Year Ret	Cohort: Fall of 1998 3rd Year Ret
Cornell	96.2%		
Virginia	96.0%	90.3%	89.4%
Carnegie Mellon	92.7%	89.6%	87.5%
Michigan	94.8%	89.6%	86.4%
U North Carolina	95.0%	88.8%	85.7%
UC-Berkeley	95.8%	90.4%	84.8%
Penn St	92.7%	87.0%	84.4%
UCLA	96.9%	90.5%	84.4%
UC-San Diego	96.1%	89.0%	83.9%
Illinois	92.0%	86.0%	83.5%
Wisconsin	90.3%	82.9%	80.8%
UC-Irvine	92.2%	84.4%	79.8%
Texas A&M	88.3%	84.4%	79.7%
UC-Davis	91.6%	83.0%	79.6%
Maryland	91.2%	84.5%	79.1%
Rutgers	87.3%	79.1%	78.3%
Texas	92.0%	83.8%	78.2%
Michigan St	89.9%	83.8%	77.8%
UC-S Barbara	91.2%	83.2%	77.5%
Indiana	86.8%	81.2%	76.9%
U Washington	90.7%	81.9%	76.1%
Toronto	89.0%	80.6%	73.0%
Iowa St	83.7%	76.8%	72.4%
Colorado	82.1%	74.2%	71.8%
Iowa	81.7%	74.3%	71.2%
Missouri	84.0%	73.4%	71.0%
Purdue	87.5%	75.0%	69.0%
Oregon	82.3%	72.2%	68.0%
Ohio St	86.0%	75.8%	66.0%
Minnesota	83.3%	73.9%	65.9%
Nebraska	79.5%	72.0%	65.7%
Kansas	78.1%	70.9%	65.1%
SUNY-Buffalo	84.7%	71.8%	64.7%
SUNY-St Brook	84.8%	70.3%	63.2%
McGill	90.1%	84.0%	62.8%
Arizona	78.4%	64.2%	55.6%

*Association of American Universities

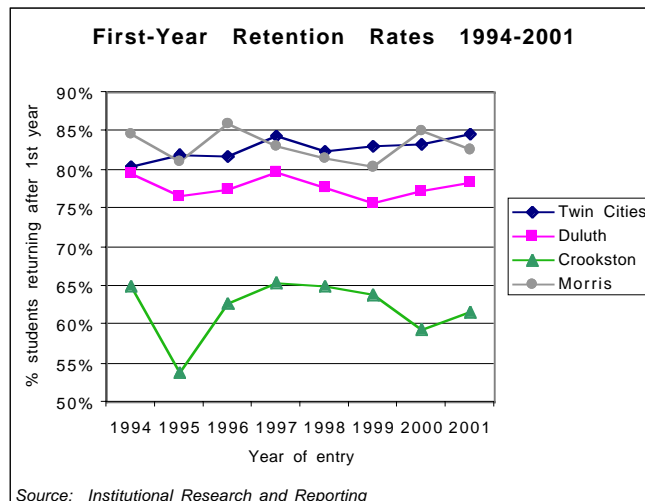
Source: Institutional Research and Reporting

- The table on the previous page shows the most recent retention rates for the Twin Cities campus and selected peer public institutions.
- For the most recent comparative data available, the University's first-year retention rate was 83.3 percent, the lowest in the Big Ten. Illinois, Michigan, Penn State, and Wisconsin all had first-year retention rates over 90 percent.

Trends.

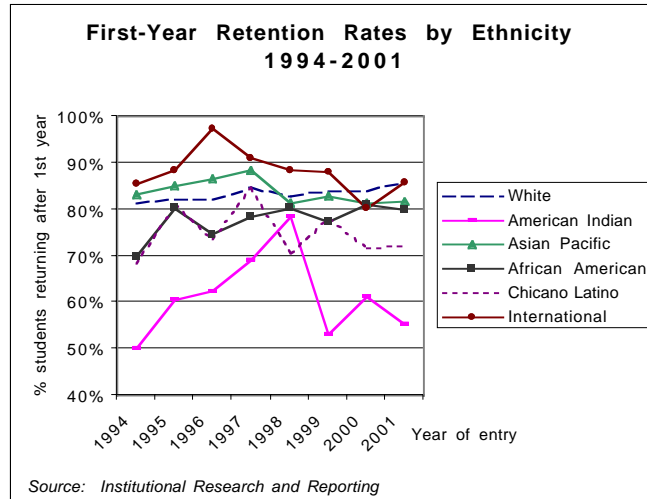
- Since 1992, the Twin Cities campus has shown steady improvement in first-year retention rates, moving from 78.6 percent in 1992 to 84.6 percent in 2001, the latest year for which data are available.
- The first-year retention rates at Morris, Duluth, and Crookston have been fairly level.
- The 2001 report, "Improving our Graduation Rates" (<http://www.umn.edu/evpp/gradrate/>) provides considerable detail on these trends and their multiple causes, and proposes specific strategies to improve in this area (see Graduation section below).

Chart M



- The second-year retention rate at the Twin Cities campus has improved from 67.1 percent in 1992 to 73.6 percent in 2000.
- Retention rates for students of color are approaching those of white students, and even exceeded the retention rates of white students in 2001 at Morris.
- The retention rate for students of color entering in fall 2001 was 79.0 percent in the Twin Cities, 74.5 percent in Duluth, 84.1 percent in Morris, and 41.7 percent in Crookston.
- As shown in Chart N on the next page, first-year retention rates for white students have risen steadily from 81.2 percent in 1994 to 85.8 percent in 2001.

Chart N



Student Experience – Diversity

Trends.

Chart O

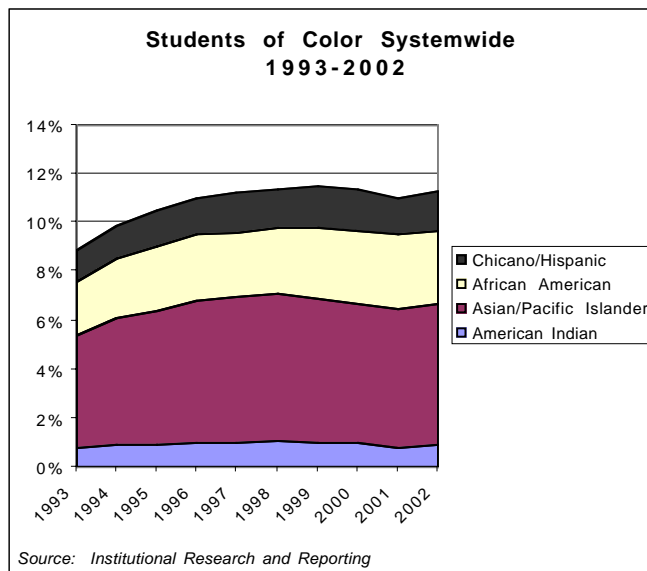
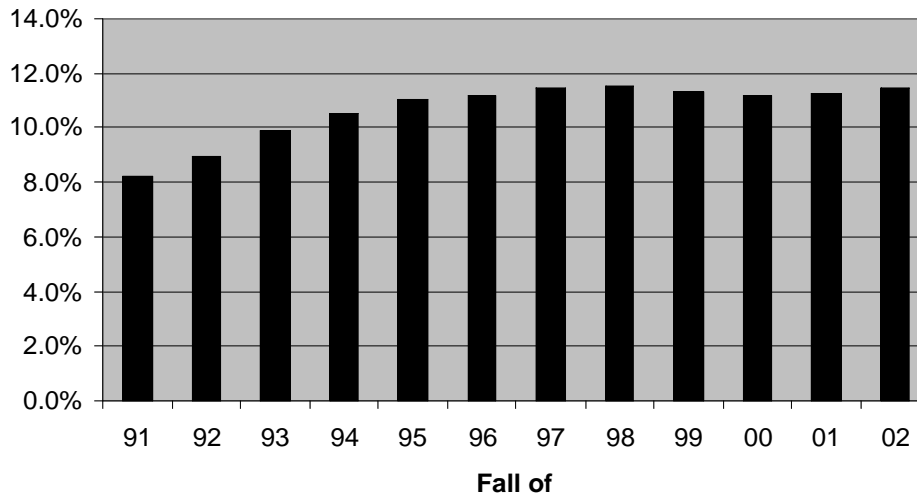


Chart P
Students of Color Systemwide
Fall 1991 – Fall 2002



Source: Institutional Research and Reporting

- Efforts to recruit a diverse student body and to help them succeed as students are underway on every campus and in every college. Examples include work in admissions to recruit students of color; SEAM (Student Excellence in Academics and Multiculturalism), a freshman seminar program; Learning Resource Centers – African American, American Indian, Asian/Pacific Islander, Chicano/Latino; Disability Services; Diversity Institute; and the President’s Distinguished Faculty Mentoring Program.
- While the University’s student body is significantly more diverse than 10 years ago, the number of students of color has remained fairly constant over the past six years.
- Although less than 8 percent of Minnesota’s college-ready high school graduates in the spring of 2002 were students of color (as measured by students who took the ACT), students of color were 18.5 percent of new freshmen on the Twin Cities campus in the fall of 2002 and 13 percent on the Morris campus.

International Students

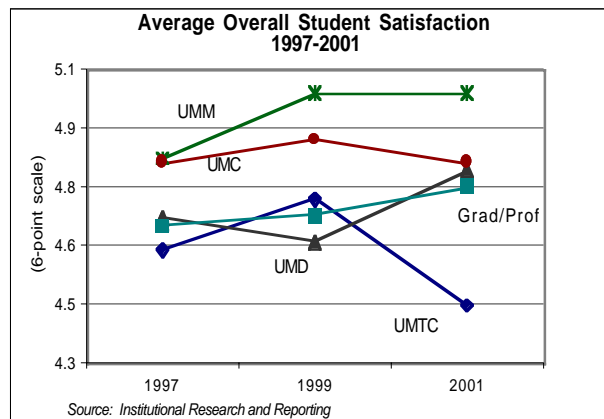
- For fall 2002 there are 3,410 international students enrolled and an additional 1,000 scholars on campus from about 130 countries. (The University ranks in the top 20 research institutions in the number of international students.) About 75 percent of the students are in professional or graduate programs and about 40 percent are female. The largest single group comes from China and the region of East Asia. These students and scholars contribute in numerous ways to our classes, research programs, and extracurricular programs on campus and in the community.
- Since 9/11, federal mandates for tracking international students have triggered much extra work in redesigning current systems and advising for international students, scholars, and their advisors.

Student Satisfaction

Trends.

- The chart below shows overall student satisfaction from the student experience survey that is conducted every other year.
- This measure showed improvement over the period 1997 to 2001 for undergraduate students at Morris and Duluth and for graduate and professional students, and little change at Crookston.
- Undergraduate students on the Twin Cities campus were less satisfied in 2001 than in 1999 and 1997, which is likely attributed to three issues: semester conversion, initial problems with the new student information system, and construction that affected facilities that are heavily used by undergraduate students (e.g., Coffman Union and Walter Library).

Chart Q



- Student satisfaction remains relatively high on all campuses, with some changes from 1999. Our goal is to increase satisfaction toward a consistent rating above “5” on all campuses.
- UMM students continue to have the highest overall levels of satisfaction.
- For detail see “The 2001 Student Experiences Survey Report” (Office of Institutional Research and Reporting, November 2001; <http://www.evpp.umn.edu/evpp/critmeas/stuexp/>).
- The next student experience survey will be conducted in the spring of 2003.

Chart R
Overall Student Satisfaction

Fiscal Year	<u>1997</u>	<u>1999</u>	<u>2001</u>
	(6-point scale)		
Twin Cities	4.59	4.72	4.45
Duluth	4.67	4.61	4.79
Morris	4.82	4.99	4.99
Crookston	4.81	4.87	4.81
Grad/Prof	4.65	4.68	4.75

Students of Color.

Overall satisfaction among students of color with the University's academic programs follows the general trend by campus and student group, although at a slightly lower level of satisfaction.

Chart S
Satisfaction with Academic Programs, by Race
2001

Overall level of satisfaction	Other Students	Students of Color
Ugrd Crookston	4.85	4.27
Ugrd Duluth	4.78	4.64
Ugrd Morris	5.00	4.61
Ugrd Twin Cities	4.48	4.19
Grd/Pfrl Duluth	5.01	4.81
Grd/Pfrl Twin Cities	4.77	4.57

Source: Institutional Research and Reporting

Advising.

- As the 2001 Student Experiences Survey revealed, students continue to rate advising comparatively low among University services.
- Advising satisfaction ratings remain somewhat lower than overall ratings for academic programs. Significant differences exist among campuses in undergraduate satisfaction with advising; these patterns have not changed significantly since 1999.
- Advising is rated highest at Morris and Crookston, and lowest on the Twin Cities campus. The majority of advising is conducted by University faculty members, except on the Twin Cities campus, where only 28 percent of students reported having a faculty advisor (see Table 4 on page 37).
- A new initiative in 2001-02 focuses on pre-health science advising.
- Of prospective first-year students who contacted the University over the past three years, 31,200 out of 198,000 expressed interest in health sciences as a career (nearly as many as those interested in IT, and more than those interested in management).
- For 2001-02, approximately 500 first-year students indicated that they are seeking careers in the health sciences.

Chart T
Satisfaction with Advising 2001

	UMC	UMD	UMM	UMTC
		(6 point scale)		
Overall Satisfaction with Advising	4.08	4.02	4.24	3.85

Source: Institutional Research and Reporting

Financial Aid.

- The implementation of PeopleSoft created serious issues with financial aid and billing. With the successful implementation of paperless financial aid in spring 2001, these problems have been eliminated. Students report satisfaction with the new system.

Study Abroad

Our goal is that 50 percent of graduating seniors will have had a study abroad experience.

Ranking.

- In 2000-01 (the most recent year of comparisons), UMTC was 15th among large universities in study abroad participation rate. The majority of the top 19 of these schools are public institutions. (See Institute of International Education's "Open Doors" report at <http://www.opendoor.iienetwork.org>.)
- The average increase nationally has been 45 percent in student participation in study abroad; it was 50 percent for UMTC between 1997-98 and 2000-01.

Chart U
Study Abroad 2000-01

Rank and Institution	# Students in Study Abroad Program 2000-01
1. Michigan State	1835
2. University of Texas-Austin	1633
3. New York University	1471
4. Florida State University	1464
5. University of Illinois -Champaign	1369
6. University of North Carolina – Chapel Hill	1286
7. Indiana University at Bloomington	1268
8. University of Wisconsin-Madison	1253
9. Arizona State University	1248
10. Brigham Young University	1235
11. University of Pennsylvania	1231
12. University of Georgia	1229
13. University of Arizona	1214
14. Ohio State University – Main Campus	1201
15. University of Minnesota – Twin Cities	1199
16. University of Southern California	1160
17. University of Kansas	1141
18. University of Notre Dame	1133
19. Pennsylvania State University Park Campus	1124

Source: <http://www.opendoors.iienetwork.org>

Trends.

- Students can select from 252 study abroad programs in about 80 countries.
- In 2001-02, 1,056 UMTC undergraduates studied abroad, a 48 percent increase from 1998-99. Although the total number of undergraduates studying abroad held steady from 2000-01 to 2001-02, the number of students participating in short term programs decreased, which we believe relates to 9/11 and the downturn in the economy.

- Almost 70 percent of these students participated in long-term programs from eight weeks to a year in duration. The number one destination was the UK/Ireland and Western Europe as a region, with about one-third going to non-English speaking countries.
- Short-term programs, typically three weeks in duration, involved 32 percent of study abroad enrollment through 25 faculty-led programs in a variety of countries.
- Cost and lack of curriculum integration are cited by students as the two major disincentives for studying abroad. The University is aggressively addressing both issues with a \$225,000 recurring allocation from central administration for study abroad scholarships and a major initiative on curriculum integration on all four campuses.
- A \$900,000 Bush Foundation grant was used to fund 17 curriculum integration workshops for 237 faculty and advisers, and international site visits for 30 faculty and advisers from all four campuses. The goal of this work is to assist programs in identifying study abroad programs around the world that fit into each of more than 200 undergraduate majors on the four campuses.
- The University of Minnesota is one of four universities involved in a new three-year grant of \$548,732 from the Department of Education for research on the variables that impact student learning during study abroad.
- In addition to study abroad, many students participate in international volunteer programs, work, and internships. While it is difficult to give actual statistics on these less-structured activities, we know that the International Service and Travel Center (ISTC) assisted 6,061 students on a walk-in basis; 2,600 students attended ISTC program presentations; and 46 students participated in work abroad programs in the UK. In addition, we know of 69 medical students and master's or professional degree students who gained international experience in one of more than 20 countries.

Campus Safety

- In 2001, the Twin Cities campus remained relatively crime free. In many areas, crime decreased, including areas in which campus crime increased nationally.
- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on campus between 1998 and 2001. Nationwide, the incidence of burglary and arson increased on many college campuses.
- Between 2000 and 2001, there were increases in only two areas related to narcotic and weapon law violations, areas in which there were increases nationally as well.
- Arrests for liquor law violations on the Twin Cities campus decreased from 499 in 2000 to 416 in 2001. During the same period, liquor law violations referred for disciplinary action decreased from 841 to 614.
- Narcotic law violations referred for disciplinary action increased from 44 in 2000 to 49 in 2001, while arrests in this category dropped from 78 to 47.
- In 2001 there were two arrests and eight referrals for disciplinary action for weapon law violations.
- The Twin Cities campus is increasing its investment in education and prevention programs to address these safety issues.
- The University heightened security measures in response to the September 11, 2001 attacks in New York and Washington D.C., providing information sessions, a "Security Updates" Web page (<http://www1.umn.edu/urelate/security/>), and links to additional resources.
- For more detail, see Table 5 on page 38.

Indicators Related to Undergraduate Improvement Initiative

Student Role in Engagement. Students on all campuses have opportunities to participate in service learning and community service projects, which link the classroom to the community and provide active, experiential learning. Examples of such activities can be found in the Engagement section of this report.

Student Development and Campus Life. We continue to make great strides in integrating the academic and student services provided on the Twin Cities campus. This is important in assuring that students receive the best possible service and have an exciting, challenging, and meaningful undergraduate experience.

- First-Year Experience is designed to enhance the undergraduate experience by providing a holistic approach to the college experience via collaboration between academic and co-curricular activities.
- After nearly 30 years without convocation, it was reestablished in 1998. In 2002, over 4,000 first-year students attended convocation with 120 faculty members.
- The Office for Student Development, the College of Education and Human Development, and the Humphrey Institute established the undergraduate leadership minor, a 16-credit interdisciplinary, experiential, and multicultural program designed to help students explore and experience different frameworks of leadership. It enrolls close to 300 students across nearly every college.

Residential Living. In fall 2002, UMTC had a total capacity of 7,126 for student housing, an increase of 4.7 percent over the 2001-02 capacity of 6,801: 5,332 in residence halls, 970 in apartments, and 824 in cooperatives. In addition, 393 students were assigned to expanded housing locations.

- In fall 2002, 78 percent of freshmen lived in University housing; the proportion has increased gradually since 1998.
- Among freshmen students, 998 identified themselves as commuters; of this number, 856 indicated that they live with their parents or another relative.
- 81 percent of all students still live off campus.
- Residential housing is a positive predictor of student retention, graduation rates, and satisfaction.

Chart V
Freshmen in University Housing

	# freshmen	# in University residences	% in University residences
1998	5166	3718	72%
1999	5195	3797	73%
2000	4957	3720	75%
2001	5357	4041	75%
2002	5188	4024	78%

Source: Office of Housing and Residential Life

Graduation Rate: Increase graduation rate of undergraduate students who enter as freshmen, of transfer students, and of graduate and professional students.

Indicators: four-, five-, and six-year graduation rates for undergraduates and undergraduates of color

Ranking.

The University of Minnesota under-performs its predicted six-year graduation rate. Compared to peer institutions, UMTC has been among the three Big Ten public institutions with the lowest four- and five-year graduation rates.

Chart W. Graduation Rates for AAU Institutions

	4 yr. graduation rate (Fall 1997 cohort)	5 yr. graduation rate (Fall 1996 cohort)	6 yr. graduation rate (Fall 1995 cohort)
Big Ten Publics			
University of Michigan	65.4%	81.3%	83.0%
University of Illinois Urbana-Champaign	57.4%	76.9%	77.7%
Pennsylvania State University	48.2%	76.5%	80.9%
Indiana University	45.1%	64.5%	67.3%
University of Wisconsin	41.0%	72.0%	76.9%
University of Iowa	37.3%	61.1%	64.7%
Michigan State University	34.3%	65.1%	70.0%
Purdue University	31.2%	58.9%	64.0%
Ohio State University	29.1%	52.4%	56.0%
Minnesota	27.3%	46.9%	50.3%
Other AAU Campuses			
Cornell	84.1%	87.7%	90.6%
Virginia	83.0%	90.7%	92.1%
McGill	76.9%	79.8%	81.6%
North Carolina	69.4%	78.5%	78.9%
Carnegie Mellon	66.2%	79.6%	78.5%
Catholic U	55.7%	63.7%	66.1%
Florida	49.1%	71.0%	70.2%
Toronto	48.2%	70.1%	73.5%
UC-San Diego	46.6%	73.4%	81.7%
Rutgers	46.4%	66.6%	72.1%
UC-Berkeley	45.7%	76.0%	82.1%
UC-Santa Barbara	44.6%	66.9%	68.2%
UC-Los Angeles	43.8%	73.9%	81.1%
Maryland	42.3%	63.7%	64.3%
Washington	39.7%	64.8%	70.1%
Oregon	36.7%	55.6%	59.1%
Colorado	36.7%	62.4%	65.4%
Missouri	36.5%	60.2%	64.6%
Texas	36.4%	64.8%	70.3%
SUNY-Stonybrook	33.5%	52.3%	53.6%
SUNY-Buffalo	32.9%	51.5%	55.8%
UC-Davis	32.4%	69.2%	74.9%
UC-Irvine	31.8%	63.6%	69.9%
Texas A&M	31.5%	67.4%	74.1%
Arizona	29.0%	49.3%	55.2%
Kansas	28.7%	51.6%	56.4%
Iowa State	27.0%	59.0%	63.7%
Nebraska	21.1%	45.3%	53.2%

Source: Institutional Research and Reporting

Trends.

The University is achieving steady improvements in graduation rates.

- Four-, five-, and six-year graduation rates on the Twin Cities campus have gone up every year since 1992. Four-year rates have improved from 15.2 percent in 1992 to 28.6 percent in 1998; five-year rates from 36.6 percent in 1992 to 48.4 percent in 1997; and six-year rates from 45.0 percent in 1992 to 54.1 percent in 1996.
- The Morris campus had the highest rates: 39.5 percent for four-year graduation (students matriculating in 1998); 55.1 percent for five-year graduation (students matriculating in 1997); and 63.2 percent for six-year graduation (students matriculating in 1996).
- Although rates are generally lowest on the Crookston campus, the most recent cohorts showed improvements in four-, five-, and six-year graduation rates over the previous year.
- There is still some distance to go toward the system goal of a 50 percent five-year graduation rate. Five-year graduation rates for students matriculating in 1997 were 48.4 percent on the Twin Cities campus, 46.6 percent at Duluth, 55.1 percent at Morris, and 38.4 percent at Crookston.

Chart X
University of Minnesota Graduation Rates
for First-Time, Full-Time New Entering Freshmen, by Campus

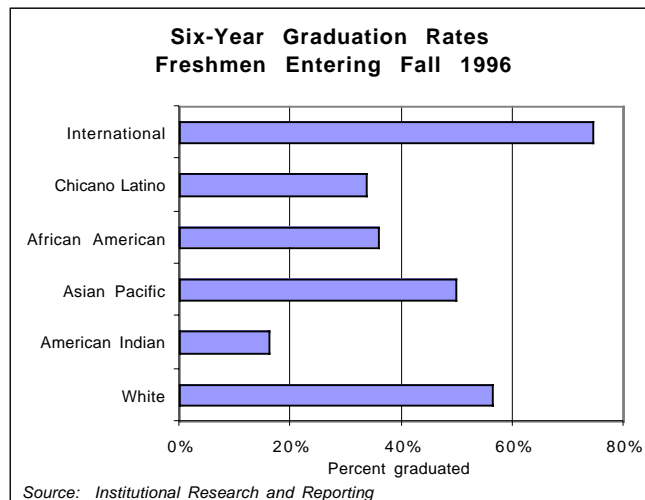
Year of Entry:	1992	1993	1994	1995	1996	1997	1998
4-Year Graduation Rates							
Twin Cities	15.2%	17.9%	18.3%	24.2%	26.1%	27.8%	28.6%
Duluth	22.9%	21.5%	23.0%	27.0%	25.8%	23.4%	22.5%
Morris	44.0%	43.5%	46.1%	45.3%	45.4%	37.7%	39.5%
Crookston	–	17.0%	29.2%	23.9%	19.3%	23.3%	26.3%
5-Year Graduation Rates							
Twin Cities	36.6%	40.3%	43.3%	45.0%	47.6%	48.4%	
Duluth	45.1%	44.3%	44.6%	44.7%	46.8%	46.6%	
Morris	56.5%	60.8%	62.5%	59.0%	61.7%	55.1%	
Crookston	–	28.0%	40.0%	32.8%	34.8%	38.4%	
6-Year Graduation Rates							
Twin Cities	45.0%	48.4%	50.1%	51.6%	54.1%		
Duluth	51.3%	50.6%	50.8%	50.1%	51.1%		
Morris	62.4%	64.0%	68.0%	61.4%	63.2%		
Crookston	–	31.0%	45.8%	34.3%	39.1%		

Source: Institutional Research and Reporting

Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Morris and graduated from Duluth is counted as a Morris graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus, and therefore shows rates somewhat lower than the University rates above.

- Improving graduation rates continues to be a major area of attention and action.
- Based on the 2001 study, "Improving Our Graduation Rates," significant investments have been made in the first-year and undergraduate experience programs.
- In fall 2002, President Bruininks established a minimum course load (13 credits), with exceptions only in cases of special hardship.
- Broader-scale plans include: communicating clear and explicit institutional expectations about academic progress (reaching out to students who live at home and to those concerned about financing their education); making an institutional commitment to help students stay on track (full-year registration for freshmen, email reminders about academic progress, mid-term grade reports); removing institutional barriers and providing incentives for success (paying more attention to retention in the junior and senior years, finding better ways to identify students who may be at risk, continuing to increase grant-based student aid to help reduce students' dependence on work).
- For the freshman class matriculating in fall 1996, six-year graduation rates varied considerably among students of different ethnic backgrounds. The rate for white students was 56.3 percent, up from 52.1 percent for the class matriculating in 1994. Asian/Pacific Islanders had the highest rate of any ethnic group, 49.7 percent, up from 43.8 percent for the 1994 cohort. American Indian students had the lowest rate, 16.2 percent.
- This is an important area of improvement that is being addressed through the inter-related strategies and initiatives noted earlier in the Diversity section.

Chart Y



Undergraduate Degrees Conferred

Ranking.

- The number of bachelor's degrees awarded by the University of Minnesota is low, considering its enrollment.

Chart Z
Degrees Conferred—Peer Comparison 1999-2000

	Associate	Bachelors	Bachelors as % of Total Degrees	Total Degrees Conferred
Florida	419	7,654	66%	11,551
Texas	---	7,826	68%	11,542
Penn St	70	8,981	84%	10,747
Ohio St	325	6,746	63%	10,680
Michigan	---	5,603	58%	9,642
Mich St	---	6,897	72%	9,549
Illinois	---	6,370	67%	9,526
UCLA	---	6,220	66%	9,493
Washington	---	6,148	68%	9,083
Minnesota	0	4,880	54%	9,006
UC-Berkeley	---	6,169	69%	8,901
Wisconsin	---	5,550	65%	8,533
Purdue	858	5,470	66%	8,258
Indiana	72	5,203	68%	7,598
Maryland	---	4,971	70%	7,066
N Carolina	---	3,387	55%	6,123
Iowa	---	3,857	64%	6,018
Virginia	---	3,132	59%	5,298
UCSB	---	4,519	86%	5,228
Iowa St	---	4,039	79%	5,134
UCSD	---	3,530	81%	4,362
SUNY-SB	---	2,270	58%	3,915

Source: Institutional Research and Reporting

Trends.

- Since 1996, the total number of degrees (undergraduate, graduate, and professional) conferred by the University each year has remained essentially level at slightly over 10,000, although in 2002 it increased to over 11,000.
- The number of undergraduate degrees increased on all campuses except Morris.
- This trend is noteworthy because it continued through the early years of implementation of semester conversion.
- In 2002, Crookston granted more than 200 baccalaureate degrees for the first time.
- Engineering accounted for exactly 10 percent of the total baccalaureate, master's, and Ph.D. degrees awarded.

Chart AA
Degrees Conferred 1996-2002

	1996	1997	1998	1999	2000	2001	2002	% change 1996-2002
TC – total	8876	8747	8857	9019	9090	8451	9044	+ 2%
TC – UG	4897	4890	4978	5132	4922	4804	5332	+ 9%
UMD – total	1395	1170	1301	1480	1408	1370	1431	+ 3%
UMD – UG	1203	1005	1147	1293	1218	1164	1221	+ 1%
UMM – total	362	450	384	347	340	315	304	- 16%
UMC – total	122	137	191	216	153	194	238	+ 95%
System – total	10755	10504	10733	11062	10991	10330	11017	+ 2%

Source: Institutional Research and Reporting

**Post-graduation Experience: Strengthen preparation for and success in careers,
further education, and civic and community life for University graduates.**

Indicator: satisfaction of graduates with University preparation

The University most recently surveyed 1996 graduates in 1998 to assess the impact of the University on their careers and education. The report, “The 1998 Graduate Outcomes Survey” (Office of Institutional Research and Reporting, March 1999), reported the following general trends:

Chart BB
1998 Graduate Outcomes Survey – Selected Results

	1998	1988
All campuses: very or moderately satisfied with University experience	82.5%	76.9%
UMTC graduates’ satisfaction	78.7%	68.9%
Teaching: excellent or very good	54.3%	41.1%
Advising: excellent or very good	29.3%	
Most important issues:		
Hold down cost of tuition	48.7%	
Keep high quality faculty	54.0%	
Improve students’ preparation for employment	47.5%	

Source: Institutional Research and Reporting

Collection of updated information is pending for a future year; it should include surveys of recent graduates, first job placements, and starting salaries.

2. Graduate and Professional Education

Characteristics of Entering Students: Increase the readiness to succeed and diversity of entering students.

Indicator: graduate student selectivity

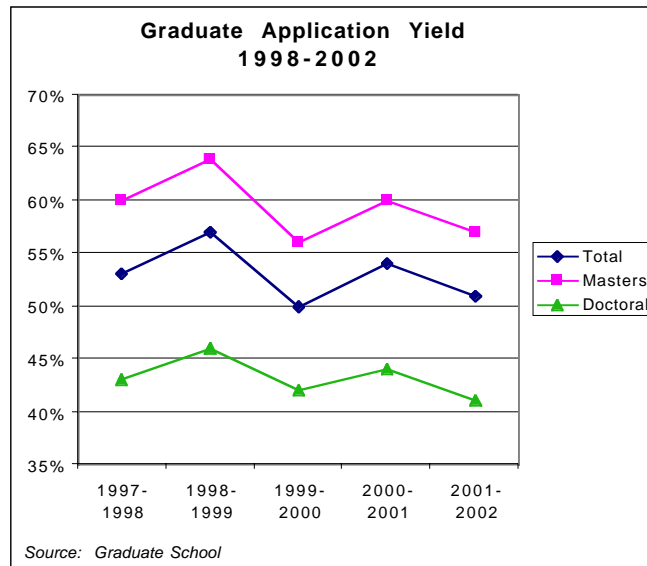
Graduate Student Selectivity

Trends.

Applications and Yield

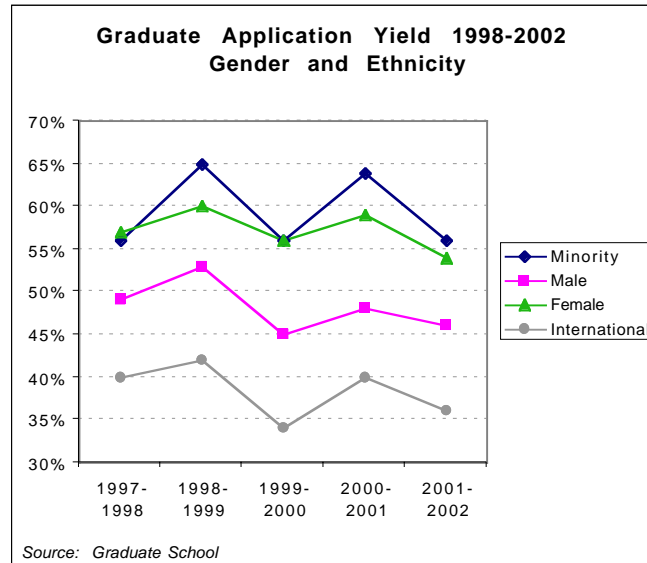
- Between 1997-98 and 2001-02, total applications to the Graduate School increased by 7 percent, from 15,560 to 16,619. The net number of matriculations also increased, from 3,148 in FY 1998 to 3,534 in FY 2002. (See Table 8 on page 41.) The yield rate (number of students matriculating compared with students admitted) decreased slightly, from 53 percent in FY 1998 to 51 percent in FY 2002.
- These data are provided as a baseline; national comparisons and trends will be tracked in the future.

Chart CC



- The yield rate for graduate students of color increased from 54 percent in 1997 to 66 percent in 2001, reflecting commitment of academic units and the Graduate School to recruit students of color.
- The yield rate for international students averaged around 40 percent over the past five years.
- The rate for female students averaged around 59 percent between 1997 and 2001; the rate for male students was comparatively stable, averaging around 50 percent over this period.

Chart DD



Improving the Graduate/Professional Experience

The University aspires to provide graduate and professional education programs that are among the very best in the world, and for our graduates to be recognized as among the best educated and most innovative scholars and professionals in their disciplines, across disciplines, and chosen professions. Between 1998 and 2002, over \$4 million was invested through the Compact Process to improve graduate and professional academic programs.

Investments are being made in graduate fellowships, in recruiting and retaining a larger proportion of graduate students of color, in expanding opportunities for interdisciplinary research and training, and in enhancing Academic Health Center programs. The Academic Health Center is cited as an example of an integrated strategy across a number of units to achieve these and related goals.

Examples of progress.

- New, joint Ph.D./M.D. degree program in law, health, and the life sciences.
- Dual degree program with major in public health practice-veterinary public health.
- Interdisciplinary minors, both master's and doctoral, in bioinformatics and nanoparticle sciences and engineering.
- New Graduate and Professional Teaching Awards.
- Investment in the Graduate School's Educational Opportunity Fellowship program to recruit outstanding scholars from underrepresented backgrounds.

Graduation Rate: Increase graduation rate of graduate and professional students.

Indicators: graduate student graduation rates; degrees granted

Graduate Student Graduation Rates

Trends.

Chart EE

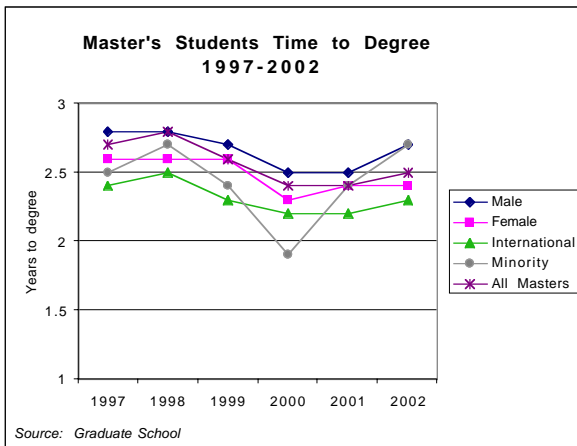
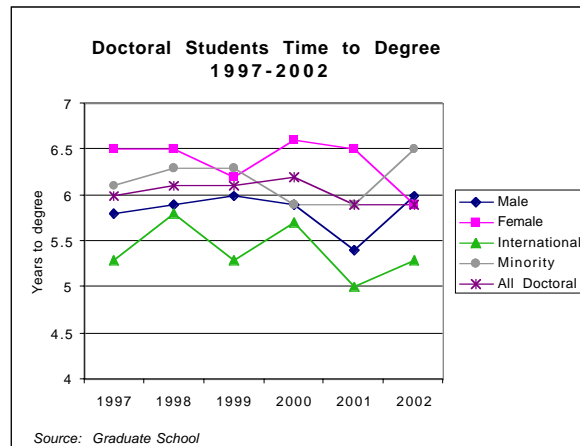


Chart FF



- At the master's level, students complete their degrees in approximately 2.5 years.
- The overall rate went down very slightly (2.8 to 2.5 years) between 1998 and 2002.
- International and female students tended to complete their degrees slightly more quickly.
- See Table 9 on page 42 for more detail.
- According to the 1999 National Science Foundation survey of doctorate recipients, the median time to degree (registered time in a degree program) was 7.3 years.
- The University's doctoral students are completing their degrees faster than the national median.
- At the doctoral level, most graduate students over the past six years completed their degree within approximately six years. The median time to degree was shortest for international students.
- Nationally, registered time to degree is shortest in engineering (6.6 years), a field where male and international students predominate, and longest in humanities (8.9 years), where female students are in the majority.

Graduate Degrees Conferred 1996-2002

Ranking.

- The University of Minnesota-Twin Cities awards more master's degrees than any other campus in its peer group.
- In 1999-2000, Minnesota ranked second in awarding first professional degrees.

Chart GG
Graduate and Professional Degrees Conferred—Peer Comparison
1999-2000

	Masters	Doctors	First-Prof	Total
Florida	2,138	516	824	11,551
Texas	2,545	659	512	11,542
Penn St	1,183	513	---	10,747
Ohio St	2,310	620	679	10,680
Michigan	2,783	629	627	9,642
Mich St	1,893	444	315	9,549
Illinois	2,281	597	278	9,526
UCLA	2,054	606	613	9,493
Washington	2,021	486	428	9,083
Minnesota	2,814	604	708	9,006
UC-Berkeley	1,636	756	340	8,901
Wisconsin	1,744	729	510	8,533
Purdue	1,286	468	176	8,258
Indiana	1,655	409	259	7,598
Maryland	1,634	461	---	7,066
N Carolina	1,723	425	588	6,123
Iowa	1,294	317	550	6,018
Virginia	1,307	343	516	5,298
UCSB	477	232	---	5,228
Iowa St	758	238	99	5,134
UCSD	408	294	130	4,362
SUNY-SB	1,263	244	138	3,915

Source: Institutional Research and Reporting

Trends.

Chart HH
Graduate and Professional Degrees Conferred

	1996	1997	1998	1999	2000	2001	2002	% change 1996-2002
TC – MA	2530	2458	2441	2556	2856	2341	2474	- 2%
TC – Doct/Prof	1449	1399	1438	1331	1312	1306	1238	-15%
UMD – MA	192	165	154	187	190	206	210	+ 9%
System – Total MA/Doct/Professional	4171	4022	4033	4074	4358	3853	3922	- 6%

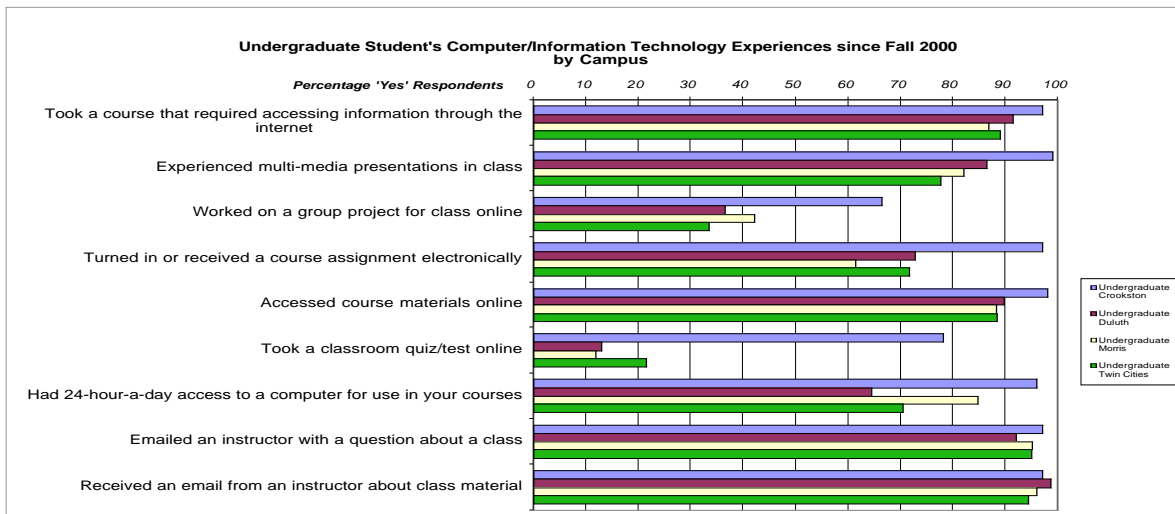
Source: Institutional Research and Reporting

- Of the doctoral degrees awarded, including first professional (e.g., M.D., D.D.S., J.D.), 60 percent were in engineering, mathematics, and the physical, biological, and life sciences.
- 32 percent of the doctoral/first professional degrees awarded were in the social and behavioral sciences, education, law, and management.
- Approximately 70 percent of the degrees in the Academic Health Center were awarded to Minnesota residents. This reflects its commitment to serve working professionals in the community and provides an important form of knowledge transfer across many professions important to Minnesota's economy and quality of life.

3. Technology to Enhance Learning

- The University has invested in broad teaching and learning improvements, such as technology-enhanced learning, technology support for classrooms, and computer-based library resources like Research QuickStudy and QuickStart.
- Availability and use of technology-enhanced classes and services have increased dramatically.

Chart II



Source: Institutional Research and Reporting

- The spring 2001 Student Experiences survey revealed the highly significant expansion of student use of computer and information technology, reflecting the positive impact of the University's considerable investments.
 - Information technology resources are being used by the large majority of undergraduate and graduate students in their courses, in turning in assignments, and in communicating with faculty.
 - On every campus, over 93 percent of students responding to the survey had received an email from an instructor about class material.
- Use of WebCT, a classroom management and electronic authoring tool that expedites learning, has grown significantly over the past three years. WebCT supports creation of electronic classroom materials and management of classroom activities.

- Systemwide in spring 2002 there were 701 courses using WebCT, with 44,924 student seats.
- In fall 2002, 862 courses used WebCT and the total number of student seats increased to 59,256.

Chart JJ
Use of WebCT

Semester	Courses: T.C. Campus	Courses: Other Campuses	% of Courses	# of Student Seats
Fall 99	134	---	2.7%	5,050
Spring 00	310	---	6.2%	10,726
Fall 00	727	17	14.9%	29,170
Spring 01	1,002	42	20.9%	41,716
Fall 01	865	97	18.2%	44,808
Spring 02	611	90	13.2%	44,924
Fall 02	736	126	16.0%	59,256

Source: Digital Media Center

- A recent multi-college survey by the Digital Media Center of student evaluation of learning technologies showed that 79.3 percent of students responding had taken at least one class using a WebCT site. Of these students, 66.6 percent reported finding WebCT sites useful or very useful in their coursework.
- Through the Digital Media Center, 480 faculty have consulted on development of WebCT courses.
- 100 Technology Enhanced Learning grants have gone to faculty for innovative course designs.

See Sections II.E. and II.F. for additional information about technology investments to support learning.

Implications for 2003-2004 Planning and Initiatives

Investments to strengthen programs and student services. The University, as described above, has made real progress in establishing and implementing a strategy to improve its educational programs and student success. It has invested a total of over \$315 million between 1998 and 2002 to strengthen its programs, services, and outcomes for students.

To further strengthen these programs and sustain the gains students are making in retention, graduation, and satisfaction rates, the University will make targeted investments with its FY 2002-03 appropriation totaling \$10,225,825 in FY 02, and \$3,527,900 in FY 03. These investments will support:

- Enhancing the quality of the student educational experience, including hiring additional faculty for expansion of the freshman seminars and writing intensive courses; undergraduate

research; residential learning; interdisciplinary minors; advising; libraries collection development; and support for students with disabilities;

- Academic technology enhancements, increasing resources for as many as 1,500 additional Internet-enhanced courses; technology upgrades for classrooms; and support for digital technology use by faculty in teaching and research; and
- Student support and service enhancements, including streamlining and enhancing the financial aid process; providing additional support for financial aid; and continued investments to improve the student enterprise systems.

Characteristics of entering freshmen. Over the past five years, the University has gradually moved closer to reaching its earlier goals for mean high school rank and targeted readiness of new freshmen. At this point, the University should consider whether its goals in these areas should be changed, and what the policy implications of these changes would be. Goals for the future include improving the aptitude, achievement, and preparation of entering students, and the diversity and retention of new students.

Quality of the undergraduate experience. The University intends to continue strengthening the undergraduate experience on all campuses. This strategy will target those policies and activities that will improve student achievement, satisfaction, retention, and graduation rates.

Student diversity goals. The University has also moved closer to reaching its earlier goal for proportion of students of color among new freshmen, and should now consider whether it requires new goals and the policy implications of possible changes. (Given demographic trends and competition among peer institutions, it is not clear that a higher goal would be useful or feasible. As noted in the 1997 Performance Report, the number of students of color graduating from public high schools in Minnesota has been lower than projected when the University's goals were set; the number of college-bound students of color has also been lower than expected.) The University needs to improve the retention and graduation rates of its students of color to more closely match the rates for the entire student body. It must also continue to work with schools and communities to help improve preK-12 educational outcomes of students, and to improve training of preK-12 teachers.

Academic Health Center. The legislature mandated that in 2001-02 the University develop a plan and report to delineate progress of the Academic Health Center, in cooperation with the Department of Health, in meeting the goals and outcomes that "shall (1) develop new strategies for health care delivery and professional training in this state, taking into account the state's changing racial and ethnic composition; (2) develop new strategies to meet the health care workforce needs in the state; and (3) base these strategies on analysis of the population's health status and opportunities for its improvement."

Assessing student learning. The University, through its academic units, the undergraduate initiative, student development initiatives, the Center for Teaching and Learning, and many other areas, regularly conducts assessment of academic achievement and student experience. For the past decade, the assessment of student learning has been a growing national trend and has become an important component of institutional accreditation review. In July 2002, the Twin Cities Learning Assessment Council was established to formulate a conceptual framework and organize

an institutional approach to assessing student learning outcomes on the Twin Cities campus. Under the umbrella of this council, all colleges on the Twin Cities campus will develop or update assessment plans specific to their unit. Increasing institutional emphasis on the assessment of student learning will promote improvement in the teaching and learning process, as well as strengthen the University's ability to evaluate the outcomes of its investments in academic initiatives.

Appendix: Examples of International Programs, Twin Cities Campus

<p>Exchange programs: More than 250 exchange programs for students and faculty, including Medical School's program with the Karolinska Institute in Sweden.</p>
<p>Executive MBA: Programs offered by Carlson School of Management in Poland, Austria, and China.</p>
<p>Customized leadership training program: Initiated by China Center in spring 2002 for mid-career Chinese professionals, with courses taught by University faculty in market economics, management trends, leadership, and globalization; the first participants were 17 city government employees from Beijing.</p>
<p>Comparative and international development education: M.A. and Ph.D. programs offered by College of Education and Human Development; 163 students enrolled in 2001-02.</p>
<p>Intercultural orientation: 10-day State Department program conducted by International Student and Scholar Services office since 1994 for junior faculty and students from the Newly Independent States prior to their placement as visiting scholars and students at U.S. universities; two programs will be offered in 2002-03.</p>
<p>College of Liberal Arts programs:</p> <ul style="list-style-type: none"> ▪ Instruction in more than 30 foreign languages. ▪ Global Studies major with over 400 students enrolled. ▪ Foreign Language Immersion Program in German, Spanish, or French, with over 50 students enrolled.
<p>Center for Advanced Research in Language Acquisition (CARLA): One of nine national language research centers; received grants of \$1.7 million for core funding to assist study abroad participant experiences and to assist state's teachers of English language learners; over 1,100 workshop participants since 1996.</p>
<p>Minnesota Agricultural Student Trainee (MAST) internship program: Internship placements in 21 states during 2001-02 for 190 trainees from 37 countries; 25 percent from Latin American countries.</p>
<p>International development programs:</p> <ul style="list-style-type: none"> ▪ Humphrey Institute's Center for Nations in Transition program in Ukraine to enhance management and education. ▪ College of Agricultural, Food, and Environmental Sciences' Agricultural Trade and Investment Project in Senegal.
<p>International travel grants: Total of \$110,000 awarded to approximately 135 faculty and staff on all four campuses to attend international conferences, conduct research, or explore international program initiatives in 2000-01.</p>
<p>International faculty, fellows, and medical residents:</p> <ul style="list-style-type: none"> ▪ 20 international faculty hired in 2001-02, compared to 22 hired in 2000-01. ▪ Approximately 1,000 international postdoctoral fellows, medical residents, and others currently on campus conducting research and expanding their expertise.

**Table 1
High School Rank of Freshmen**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Twin Cities												
Top 10%	27%	26%	26%	28%	26%	28%	27%	28%	29%	30%	29%	30%
75-89	29%	30%	29%	31%	30%	32%	32%	32%	31%	32%	34%	36%
50-74	28%	28%	28%	30%	32%	29%	29%	28%	30%	28%	28%	27%
Below 50	16%	16%	17%	12%	13%	11%	12%	12%	10%	11%	9%	8%
Top 25%	56%	56%	55%	58%	55%	60%	60%	60%	60%	62%	63%	65%
Duluth												
Top 10%	19%	19%	17%	19%	16%	18%	18%	19%	18%	19%	18%	16%
75-89	31%	29%	30%	28%	29%	30%	30%	29%	27%	29%	25%	26%
50-74	38%	39%	39%	38%	40%	40%	39%	39%	39%	38%	40%	41%
Below 50	12%	13%	14%	15%	15%	13%	13%	14%	16%	14%	16%	17%
Top 25%	50%	48%	47%	47%	45%	47%	48%	47%	46%	48%	43%	42%
Morris												
Top 10%	62%	57%	53%	54%	45%	44%	39%	44%	43%	41%	32%	33%
75-89	27%	30%	30%	28%	34%	33%	33%	30%	31%	33%	31%	33%
50-74	11%	13%	14%	16%	18%	19%	24%	23%	22%	22%	28%	26%
Below 50	1%	1%	2%	2%	3%	5%	4%	3%	3%	3%	9%	8%
Top 25%	88%	86%	84%	82%	79%	77%	72%	74%	74%	74%	63%	66%
Crookston												
Top 10%	3%	4%	3%	4%	4%	2%	4%	7%	7%	10%	7%	5%
75-89	13%	8%	13%	12%	13%	8%	16%	14%	13%	16%	18%	18%
50-74	26%	32%	23%	24%	31%	28%	26%	30%	33%	29%	29%	32%
Below 50	58%	56%	62%	60%	52%	61%	54%	50%	47%	45%	46%	45%
Top 25%	16%	12%	15%	16%	18%	11%	20%	21%	21%	26%	25%	23%

Source: Institutional Research and Reporting

Table 2
Proportion of Students by Ethnicity 1997-2002

Fiscal Year	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
SYSTEM						
American Indian	1.0%	1.0%	1.0%	1.0%	0.8%	0.9%
Asian/Pacific Islander	5.8%	5.8%	5.7%	5.5%	5.6%	5.8%
African American	2.5%	2.6%	2.8%	2.9%	2.9%	3.0%
Chicano/Hispanic	1.5%	1.6%	1.7%	1.6%	1.5%	1.6%
International	5.5%	5.5%	5.6%	5.5%	5.9%	6.4%
Caucasian	81.3%	80.6%	80.6%	77.9%	77.0%	76.1%
Not Reported	2.3%	2.8%	2.7%	5.6%	6.3%	6.2%
DULUTH						
American Indian	1.1%	1.0%	1.1%	1.1%	0.9%	1.1%
Asian/Pacific Islander	2.4%	2.5%	2.5%	2.0%	1.8%	1.9%
African American	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%
Chicano/Hispanic	0.8%	0.8%	0.9%	0.8%	0.8%	0.9%
International	1.4%	1.3%	1.4%	1.7%	1.8%	2.0%
Caucasian	91.9%	91.5%	91.2%	89.8%	90.6%	90.3%
Not Reported	1.6%	2.2%	2.1%	3.8%	3.3%	2.9%
TWIN CITIES						
American Indian	0.7%	0.8%	0.7%	0.7%	0.6%	0.7%
Asian/Pacific Islander	6.9%	6.9%	6.8%	6.5%	6.6%	6.9%
African American	2.8%	3.0%	3.1%	3.3%	3.3%	3.4%
Chicano/Hispanic	1.7%	1.8%	1.9%	1.8%	1.7%	1.7%
International	6.8%	6.8%	6.8%	6.5%	7.1%	7.8%
Caucasian	78.4%	77.9%	77.7%	74.9%	74.3%	73.1%
Not Reported	2.7%	2.8%	3.0%	6.3%	6.4%	6.3%
CROOKSTON						
American Indian	1.7%	1.8%	1.3%	1.2%	0.8%	0.7%
Asian/Pacific Islander	0.7%	0.6%	0.7%	0.8%	0.9%	1.3%
African American	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%
Chicano/Hispanic	1.1%	0.8%	1.2%	1.3%	0.9%	0.8%
International	1.3%	1.1%	1.3%	1.2%	1.3%	1.3%
Caucasian	94.1%	89.8%	93.2%	91.4%	77.4%	75.8%
Not Reported	0.2%	5.3%	1.4%	3.0%	17.3%	18.9%
MORRIS						
American Indian	5.0%	5.5%	6.5%	6.8%	5.9%	6.4%
Asian/Pacific Islander	3.1%	2.4%	2.7%	2.5%	2.6%	2.9%
African American	4.2%	5.6%	5.5%	5.2%	5.6%	4.7%
Chicano/Hispanic	1.9%	1.6%	1.1%	1.2%	1.4%	1.4%
International	0.9%	1.3%	0.4%	0.8%	0.3%	0.8%
Caucasian	84.4%	83.3%	82.8%	83.0%	81.5%	80.4%
Not Reported	0.5%	0.4%	0.9%	0.5%	2.7%	3.4%

Source: Institutional Research and Reporting

Table 3
University of Minnesota First- and Second-year Retention Rates
for First-time, Full-time New Entering Students, by Year of Matriculation and Race
1992-2001

Year of Matriculation	Student Category	Twin Cities Campus		Duluth Campus	
		1-yr Retention	2-yr Retention	1-yr Retention	2-yr Retention
Fall 1992	White Students	79.2	68.2	80.4	68.2
	Students of Color	<u>75.6</u>	<u>62.1</u>	<u>67.4</u>	<u>52.2</u>
	Overall	78.6	67.1	79.9	67.6
Fall 1993	White Students	80.3	70.7	77.9	66.1
	Students of Color	<u>78.0</u>	<u>66.7</u>	<u>70.7</u>	<u>60.0</u>
	Overall	79.9	69.9	77.5	65.7
Fall 1994	White Students	81.1	70.9	79.6	67.1
	Students of Color	<u>76.3</u>	<u>65.3</u>	<u>75.7</u>	<u>60.8</u>
	Overall	80.3	69.9	79.4	66.8
Fall 1995	White Students	82.0	71.4	77.3	65.2
	Students of Color	<u>81.7</u>	<u>69.0</u>	<u>65.1</u>	<u>55.8</u>
	Overall	82.0	71.0	76.5	64.0
Fall 1996	White Students	82.0	74.3	77.8	67.3
	Students of Color	<u>80.9</u>	<u>69.6</u>	<u>69.4</u>	<u>54.1</u>
	Overall	81.8	73.6	77.4	66.5
Fall 1997	White Students	84.6	73.4	80.0	68.2
	Students of Color	<u>83.9</u>	<u>70.0</u>	<u>75.6</u>	<u>58.5</u>
	Overall	84.5	72.9	79.8	67.7
Fall 1998	White Students	82.9	72.0	77.9	64.4
	Students of Color	<u>79.3</u>	<u>63.2</u>	<u>75.0</u>	<u>65.9</u>
	Overall	82.3	70.6	77.7	64.4
Fall 1999	White Students	83.9	75.2	75.9	66.1
	Students of Color	<u>79.0</u>	<u>68.4</u>	<u>72.3</u>	<u>59.0</u>
	Overall	83.1	74.1	75.1	65.9
Fall 2000	White Students	84.0	74.9	77.4	68.7
	Students of Color	<u>79.5</u>	<u>67.9</u>	<u>73.5</u>	<u>59.8</u>
	Overall	83.2	73.6	77.2	68.3
Fall 2001	White Students	85.7		78.5	
	Students of Color	<u>79.0</u>		<u>74.5</u>	
	Overall	84.6		78.3	

Table 3
University of Minnesota First- and Second-year Retention Rates
for First-time, Full-time New Entering Students, by Year of Matriculation and Race
1992-2001

Year of Matriculation	Student Category	Morris Campus		Crookston Campus	
		1-yr Retention	2-yr Retention	1-yr Retention	2-yr Retention
Fall 1992	White Students	85.2	68.2	---	---
	Students of Color	<u>75.0</u>	<u>57.8</u>		
	Overall	84.1	71.8		
Fall 1993	White Students	86.6	73.1	58.0	46.0
	Students of Color	<u>84.4</u>	<u>78.1</u>	<u>0.0</u>	<u>0.0</u>
	Overall	86.4	73.6	58.0	46.0
Fall 1994	White Students	85.7	74.5	66.1	54.2
	Students of Color	<u>77.1</u>	<u>65.6</u>	<u>0.0</u>	<u>0.0</u>
	Overall	84.7	73.4	65.0	53.3
Fall 1995	White Students	81.4	72.9	54.3	42.5
	Students of Color	<u>79.1</u>	<u>58.2</u>	<u>42.9</u>	<u>14.3</u>
	Overall	81.1	71.0	53.7	41.0
Fall 1996	White Students	86.9	76.4	64.9	52.6
	Students of Color	<u>80.6</u>	<u>65.3</u>	<u>14.3</u>	<u>0.0</u>
	Overall	86.0	74.9	62.7	50.3
Fall 1997	White Students	82.6	74.4	65.8	53.3
	Students of Color	<u>85.9</u>	<u>54.9</u>	<u>57.1</u>	<u>42.9</u>
	Overall	83.1	71.4	65.4	52.8
Fall 1998	White Students	82.7	66.7	65.7	49.4
	Students of Color	<u>74.0</u>	<u>61.0</u>	<u>40.0</u>	<u>40.0</u>
	Overall	81.1	65.9	64.9	49.1
Fall 1999	White Students	83.8	71.2	66.2	46.1
	Students of Color	<u>59.4</u>	<u>56.3</u>	<u>28.6</u>	<u>28.6</u>
	Overall	80.4	69.1	63.8	45.0
Fall 2000	White Students	85.5	73.0	59.4	43.9
	Students of Color	<u>81.7</u>	<u>58.3</u>	<u>60.0</u>	<u>53.3</u>
	Overall	85.0	71.1	59.4	44.5
Fall 2001	White Students	82.5		62.8	
	Students of Color	<u>84.1</u>		<u>41.7</u>	
	Overall	82.7		61.6	

Source: Institutional Research and Reporting

Table 4
Advising Patterns 1999 and 2001 by Campus

Primary academic advisor	Undergraduate <u>Crookston</u>		Undergraduate <u>Duluth</u>		Undergraduate <u>Morris</u>		Undergraduate <u>Twin Cities</u>		Graduate/Prfl <u>Twin Cities</u>		Grad/Prfl <u>Duluth</u>
	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001	2001
	% of respondents										
University faculty member	90.4	72.3	79.1	64.2	93.5	91.0	28.6	27.9	88.3	83.4	94.7
Professional staff member in campus or college advising office	5.8	21.8	13.4	27.6	3.7	8.3	48.8	48.3	8.3	12.3	5.3
Staff advisor in special advising office	1.9	2	1.1	1.7	2.8	0	8.3	10.2	0.8	2.5	0
Student peer advisor in department or office	1.9	4	6.5	6.5	0	0.7	12.6	13.6	2.6	1.8	0

Source: Institutional Research and Reporting

**Table 5
Campus Crime**

	University of Minnesota				National Trend
	1998	1999	2000	2001	1999-2000
On-campus					
Forcible Sex Offenses	56	45	18	14	Decreased
Burglary	49	45	36	33	Increased
Motor Vehicle Theft	17	11	13	12	Decreased
Arson	6	3	4	0	Increased
On-campus Student Residence <i>(of the crimes reported above, the following occurred in student residences)</i>					
Forcible Sex Offenses	6	7	11	13	69.1% on-campus in 2000 occurred in residence halls
Burglary	10	13	5	6	41.3% on-campus in 2000 occurred in residence halls
Motor Vehicle Theft	5	1	3	9	8.2% on-campus in 2000 occurred in residence halls
Arson	5	1	3	0	51.5% on-campus in 2000 occurred in residence halls
Alcohol, Drug, and Weapons Violations					
Liquor Law Arrests	409	344	499	416	Decreased
Liquor Law Violations Referred for Disciplinary Action	n/a	736	841	614	Increased
Narcotic Law Arrests	105	102	78	47	Decreased
Narcotic Law Violations Referred for Disciplinary Action	n/a	27	44	49	Increased
Weapon Law Arrests	4	8	8	2	Increased
Weapon Law Violations Referred for Disciplinary Action	n/a	2	2	6	Increased

Source: University of Minnesota Police www1.umn.edu/umpolice/campsec1.htm#crimetable;
U.S. Department of Education, www.ed.gov/offices/OPE/PPI/ReportToCongress.pdf

Table 6
University of Minnesota Graduation Rates for First-time, Full-time
New Entering Students, by Year of Matriculation and Race, 1992-1998

Year of Matriculation	Student Category	Twin Cities Campus			Duluth Campus		
		4-Year	5-Year	6-Year	4-Year	5-Year	6-Year
Fall 1992	White Students	17.1	39.2	47.1	23.5	45.8	52.2
	Students of Color	<u>6.1</u>	<u>24.6</u>	<u>34.9</u>	<u>8.7</u>	<u>26.1</u>	<u>28.3</u>
	Overall	15.2	36.6	45.0	22.9	45.1	51.3
Fall 1993	White Students	19.3	43.1	51.0	21.7	44.7	50.9
	Students of Color	<u>12.0</u>	<u>27.7</u>	<u>36.8</u>	<u>17.3</u>	<u>36.0</u>	<u>44.0</u>
	Overall	17.9	40.3	48.4	21.5	44.3	50.6
Fall 1994	White Students	19.4	45.7	52.2	23.4	45.5	51.7
	Students of Color	<u>13.4</u>	<u>32.1</u>	<u>40.2</u>	<u>16.2</u>	<u>29.7</u>	<u>35.1</u>
	Overall	18.3	43.3	50.1	23.0	44.6	50.8
Fall 1995	White Students	25.8	47.4	53.9	27.8	45.6	51.2
	Students of Color	<u>16.3</u>	<u>33.1</u>	<u>40.3</u>	<u>14.0</u>	<u>29.1</u>	<u>32.6</u>
	Overall	24.2	45.0	51.6	27.0	44.7	50.1
Fall 1996	White Students	27.7	49.8	56.2	26.9	48.4	52.7
	Students of Color	<u>17.4</u>	<u>35.6</u>	<u>42.6</u>	<u>7.1</u>	<u>20.4</u>	<u>23.5</u>
	Overall	26.1	47.6	54.1	25.8	46.8	51.1
Fall 1997	White Students	29.2	50.3		24.2	47.4	
	Students of Color	<u>20.5</u>	<u>38.8</u>		<u>7.3</u>	<u>30.5</u>	
	Overall	27.8	48.4		23.4	46.6	
Fall 1998	White Students	30.6			22.9		
	Students of Color	<u>18.4</u>			<u>15.9</u>		
	Overall	28.6			22.5		

Year of Matriculation	Student Category	Morris Campus			Crookston Campus		
		4-Year	5-Year	6-Year	4-Year	5-Year	6-Year
Fall 1992	White Students	45.2	57.5	63.5	---	---	---
	Students of Color	<u>34.4</u>	<u>48.4</u>	<u>53.1</u>			
	Overall	44.0	56.5	62.4			
Fall 1993	White Students	45.0	61.6	64.4	17.0	28.0	31.0
	Students of Color	<u>31.3</u>	<u>54.7</u>	<u>60.9</u>	---	---	---
	Overall	43.5	60.8	64.0	17.0	28.0	31.0
Fall 1994	White Students	48.9	65.1	70.2	29.7	40.7	46.6
	Students of Color	<u>24.6</u>	<u>42.6</u>	<u>50.8</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
	Overall	46.1	62.5	68.0	29.2	40.0	45.8
Fall 1995	White Students	48.6	62.4	64.4	24.4	33.9	35.4
	Students of Color	<u>23.9</u>	<u>37.3</u>	<u>41.8</u>	<u>14.3</u>	<u>14.3</u>	<u>14.3</u>
	Overall	45.3	59.0	61.4	23.9	32.8	34.3
Fall 1996	White Students	49.1	64.9	66.4	20.1	36.4	40.9
	Students of Color	<u>22.2</u>	<u>41.7</u>	<u>43.1</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
	Overall	45.4	61.7	63.2	19.3	34.8	39.1
Fall 1997	White Students	40.0	58.7		24.3	39.5	
	Students of Color	<u>25.4</u>	<u>35.2</u>		<u>14.3</u>	<u>14.3</u>	
	Overall	37.7	55.1		23.3	38.4	
Fall 1998	White Students	41.1			26.5		
	Students of Color	<u>29.9</u>			<u>20.0</u>		
	Overall	39.5			26.3		

Table 7
Graduation Rates for University of Minnesota
First-Time, Full-Time New Entering Freshmen Students of Color

Entry Term	Campus	4 th Year		5 th Year		6 th Year	
		%	Total Count	%	Total Count	%	Total Count
Fall 1992	Duluth	8.7%	46	26.1%	46	28.3%	46
	Morris	34.4%	64	48.4%	64	53.1%	64
	Twin Cities	<u>6.1%</u>	<u>541</u>	<u>24.6%</u>	<u>541</u>	<u>34.9%</u>	<u>541</u>
	Total	9.1%	651	27.0%	651	36.3%	651
Fall 1993	Duluth	17.3%	75	36.0%	75	44.0%	75
	Morris	31.3%	64	54.7%	64	60.9%	64
	Twin Cities	<u>12.0%</u>	<u>631</u>	<u>27.7%</u>	<u>631</u>	<u>36.8%</u>	<u>631</u>
	Total	14.2%	770	30.8%	770	39.5%	770
Fall 1994	Crookston	0.0%	2	0.0%	2	0.0%	2
	Duluth	16.2%	74	29.7%	74	35.1%	74
	Morris	24.6%	61	42.6%	61	50.8%	61
	Twin Cities	<u>13.4%</u>	<u>599</u>	<u>32.1%</u>	<u>599</u>	<u>40.2%</u>	<u>599</u>
	Total	14.5%	736	32.6%	736	40.5%	736
Fall 1995	Crookston	14.3%	7	14.3%	7	14.3%	7
	Duluth	14.0%	86	29.1%	86	32.6%	86
	Morris	23.9%	67	37.3%	67	41.8%	67
	Twin Cities	<u>16.3%</u>	<u>704</u>	<u>33.1%</u>	<u>704</u>	<u>40.3%</u>	<u>704</u>
	Total	16.6%	864	32.9%	864	48.3%	864
Fall 1996	Crookston	0.0%	7	0.0%	7	0.0%	7
	Duluth	7.1%	98	20.4%	98	23.5%	98
	Morris	22.2%	72	41.7%	72	43.1%	72
	Twin Cities	<u>17.4%</u>	<u>638</u>	<u>35.6%</u>	<u>638</u>	<u>42.6%</u>	<u>638</u>
	Total	16.4%	815	43.4%	815	51.1%	815
Fall 1997	Crookston	14.3%	7	14.3%	7		
	Duluth	7.3%	82	30.5%	82		
	Morris	25.4%	71	35.2%	71		
	Twin Cities	<u>20.5%</u>	<u>721</u>	<u>38.8%</u>	<u>721</u>		
	Total	19.6%	881	37.6%	881		
Fall 1998	Crookston	0.0%	5				
	Duluth	15.9%	88				
	Morris	29.9%	77				
	Twin Cities	<u>18.4%</u>	<u>798</u>				
	Total	19.0%	968				

Source: Institutional Research and Reporting

**Table 8
Graduate Applicant Selectivity 1998-2002**

	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002						
	%of	%of	%of	%of	%of	%of	%of	%of	%of						
	N	Apps Admits	N	Apps Admits	N	Apps Admits	N	Apps Admits	N	Apps Admits					
Applications	15,560		14,732		16,260		16,058		16,619						
Masters	7,801		7,348		7,979		7,690		8,121						
Doctoral	7,759		7,384		8,281		8,368		8,498						
Male	6,919		6,544		7,387		7,345		7,604						
Female	6,568		6,162		6,554		6,395		6,529						
International	5,284		5,233		6,629		6,559		6,572						
Minority	982		1,009		882		828		951						
Admits	5,905	38%	6,027	41%	6,314	39%	6,607	41%	6,978	42%					
Masters	3,588	46%	3,636	49%	3,811	48%	3,967	52%	4,129	51%					
Doctoral	2,317	30%	2,391	32%	2,503	30%	2,640	32%	2,849	34%					
Male	2,464	36%	2,511	38%	2,746	37%	2,796	38%	2,986	39%					
Female	2,435	37%	2,485	40%	2,529	39%	2,763	43%	2,904	44%					
International	1,504	28%	1,592	30%	1,836	28%	2,005	31%	2,155	33%					
Minority	357	36%	420	42%	333	38%	362	44%	423	44%					
Matriculations	3,148	20%	53%	3,423	23%	57%	3,187	20%	50%	3,543	22%	54%	3,534	21%	51%
Masters	2,162	28%	60%	2,312	31%	64%	2,147	27%	56%	2,394	31%	60%	2,370	29%	57%
Doctoral	986	13%	43%	1,111	15%	46%	1,040	13%	42%	1,149	14%	44%	1,164	14%	41%
Male	1,208	17%	49%	1,330	20%	53%	1,247	17%	45%	1,353	18%	48%	1,369	18%	46%
Female	1,390	21%	57%	1,488	24%	60%	1,417	22%	56%	1,622	25%	59%	1,562	24%	54%
International	604	11%	40%	661	13%	42%	621	9%	34%	792	12%	40%	785	12%	36%
Minority	199	20%	56%	274	27%	65%	188	21%	56%	231	28%	64%	235	25%	56%

1. An academic year is (first) summer term through spring term. For example, 2000-2001 means summer session 2000 through spring semester 2001.
2. Includes only applications for degree-seeking students (certificate, masters, and doctorate). That is, it does not include professional development applications.
3. "Masters" rows include counts for certificates.
4. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicago/Latino applicants who are citizens or permanent residents. Ethnicity is self-reported.
5. Includes applications for the Twin Cities and Duluth campuses.

Source: Graduate School

**Table 9
Graduate Student Time to Degree**

Graduate and Professional Degrees Conferred	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	N	METTD	N	METTD	N	METTD	N	METTD	N	METTD
Masters & Certificates	2,669	2.6	2,784	2.5	2,923	2.3	2,578	2.3	2,735	2.4
Male	1,189	2.7	1,178	2.5	1,298	2.3	1,123	2.3	1,249	2.3
Female	1,404	2.6	1,606	2.5	1,622	2.3	1,451	2.3	1,480	2.4
International	358	2.1	330	2.0	423	2.1	419	2.0	450	2.1
Minority	192	2.5	193	2.2	228	1.9	223	2.4	214	2.6
Professional College										
Doctorates	726	3.7	681	3.7	725	3.6	677	3.6	674	3.6
Male	386	3.7	333	3.7	357	3.6	335	3.6	321	3.6
Female	340	3.7	348	3.7	368	3.6	340	3.6	351	3.6
International	24	3.2	8	3.2	12	3.0	8	3.0	10	3.6
Minority	85	3.7	98	3.7	105	3.6	71	3.6	73	3.6
Graduate School										
Doctorates	715	6.1	654	6.1	686	6.2	635	5.9	565	6.0
Male	439	5.9	363	6.0	383	5.9	335	5.4	308	6.0
Female	276	6.7	291	6.3	303	6.8	300	6.5	257	5.9
International	208	5.8	181	5.3	197	5.7	201	5.0	190	5.3
Minority	45	6.3	55	6.6	56	6.1	43	5.8	37	6.5

1. "Professional College Doctorates" includes DDS, MD, PharmD, JD, and DVM degrees.
2. "Graduate School Doctorates" includes PhD, EdD, DMA, and DPT degrees.
3. Reporting of gender is optional, so male+female may not equal the total.
4. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicano/Latino degree recipients who are citizens or permanent residents. Ethnicity is self-reported.
5. "METTD" is short for median elapsed time to degree, expressed in years, from the first term of degree-seeking enrollment.