University of Maine System

Fall 2014 Enrollment Overview

Presented by: Rosa Redonnett, Chief Student Affairs Officer
Fall 2014 Enrollment: Demographics – Projected High School Graduates

![Graph showing Actual vs. Projected Maine Public High School Graduations](image)

- **Actual**
- **Projected HS Graduates vs. Freshmen entering from HS**

**Legend:**
- **HS Graduates**
- **First-Time Freshmen from HS (est.)**
### 5 Year Percent Change in Maine Population

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</thead>
<tbody>
<tr>
<td>0-14</td>
<td>-3.84%</td>
<td>-4.27%</td>
<td>-4.49%</td>
<td>-2.19%</td>
<td>-0.40%</td>
<td>-0.02%</td>
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<tr>
<td>15-19</td>
<td>2.89%</td>
<td>-6.72%</td>
<td>-6.85%</td>
<td>-5.32%</td>
<td>-4.02%</td>
<td>-1.16%</td>
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<tr>
<td>20-24</td>
<td>11.35%</td>
<td>-1.10%</td>
<td>7.67%</td>
<td>-4.41%</td>
<td>-4.08%</td>
<td>-2.72%</td>
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<tr>
<td>25-29</td>
<td>2.18%</td>
<td>3.10%</td>
<td>1.15%</td>
<td>7.50%</td>
<td>-3.01%</td>
<td>-2.86%</td>
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<tr>
<td>30-44</td>
<td>-7.44%</td>
<td>-9.21%</td>
<td>-7.24%</td>
<td>-1.46%</td>
<td>3.35%</td>
<td>1.67%</td>
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<tr>
<td>45-64</td>
<td>13.98%</td>
<td>6.68%</td>
<td>-1.77%</td>
<td>-6.86%</td>
<td>-9.71%</td>
<td>-7.93%</td>
</tr>
<tr>
<td>65+</td>
<td>3.36%</td>
<td>9.04%</td>
<td>17.14%</td>
<td>16.12%</td>
<td>13.15%</td>
<td>7.12%</td>
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<tr>
<td>ALL AGES</td>
<td>2.57%</td>
<td>0.28%</td>
<td>0.18%</td>
<td>0.13%</td>
<td>-0.06%</td>
<td>-0.38%</td>
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## Noel-Levitz Trends Update - Market Share of College-bound High School Graduates: Maine

<table>
<thead>
<tr>
<th>Market Share of College-bound</th>
<th>Market Share (%)</th>
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<tbody>
<tr>
<td>UMS</td>
<td>33.7% 33.8% 33.1% 33.7% 33.7% 34.0% 32.8% 32.2% 33.4%</td>
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<tr>
<td>ME Community Colleges</td>
<td>9.9% 12.1% 10.7% 15.5% 19.7% 17.9% 20.8% 20.0% 19.5%</td>
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<tr>
<td>ME Four-year Privates</td>
<td>10.5% 8.7% 10.8% 6.7% 7.6% 10.9% 12.7% 11.0% 10.0%</td>
</tr>
<tr>
<td>Out-of-state: New England States</td>
<td>27.7% 25.5% 23.8% 24.1% 20.8% 20.4% 18.1% 18.3% 18.2%</td>
</tr>
<tr>
<td>Out-of-state: All Other States</td>
<td>16.7% 18.1% 18.5% 17.9% 16.9% 15.1% 13.9% 14.8% 14.3%</td>
</tr>
<tr>
<td>In-State</td>
<td>54.2% 54.5% 54.6% 55.9% 61.0% 62.8% 66.3% 63.3% 62.9%</td>
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<tr>
<td>Out-of-State</td>
<td>44.4% 43.6% 42.3% 42.0% 37.7% 35.5% 32.0% 33.2% 32.6%</td>
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National dialogue:
- affordability/indebtedness;
- value of a degree;
- concerns re: student success (retention and graduation);
- national and state focus on associate degrees/community colleges for the credentialing/degree needs of the nation;
- changing model re: how higher education is delivered;
- changing expectations on the part of business and industry in what skills graduates leave us with

How do we tell our story in a way that responds to this dialogue? How do we respond to the changing landscape?
Fall 2014 Enrollment: Update

- Headcount overall down 2.5%; FTE down 2.2%; Credit Hours down 2.2%
  - Driven by decline in associate degree level (-109 FTE), baccalaureate level (-376 FTE) and graduate non-degree (-61 FTE)
- Two of seven campuses saw an increase in credit hours (UM and UMFK)
- UM, UMA, UMFK and UMPI saw an increase in out-of-state credit hours
- UMFK saw a slight increase in in-state credit hours
- Male and female students declined but the actual percentage of each remained relatively unchanged (F: 59.6%, M: 40.4%)
- Part time and overall non-degree enrollment declined
Fall 2014 Enrollment: Update

- Incoming class down 3.9% (5% decrease in first time, 14% decrease in readmit)
  - Only UMM saw an increase in first time/first year
  - In-state full and part time new student headcount fell 9%
  - In state and out of state new graduate headcount fell 4.1%
  - 2.2% increase in all transfers; 4% increases in transfers from MCCS
    - UM, UMA and UMFK saw an increase in transfers
    - USM, UMA and UM have the largest transfer student enrollments

- Graduate student enrollment overall dropped 2.9% due to an ongoing decline in graduate non-degree; slight increase in degree FTE
Out-of-state new first time student enrollment grew 7.9%
- Majority came from MA, NH and CONN

Canadian students represent our largest international population
- China, United Kingdom and Marshall Islands round out the top four

On line credit hours increased to account for 15.5% of all credit hours generated
- Traditional campus course credits declined 4%
Fall 2014 Enrollment: Update

- Two campuses that most impact total System enrollment are UM and USM
  - Aggressive efforts underway – marketing, more sophisticated data mining, financial aid, student success initiatives
  - UM saw an increase for second year, specifically out-of-state (23%)
  - USM contending with same demographic issues as others, located in most competitive region in state with multiple higher education options and has been grappling with many critical issues as a campus community which has further impacted enrollment
Fall 2014 Enrollment: Bright Spots

- UM results
- Out-of-state enrollment
- Transfers from MCCS
- Graduate degree enrollment
- Adult completion scholarships have had a positive impact
- UMFK results
- Early study, dual enrollment and aspirations
- Broad based retention/student success initiatives underway at all campuses
Fall 2014 Enrollment: Major System Initiatives

- Credit Transfer and ABCDE Initiatives
- APRIP
- Employment and salary data: state longitudinal data system work with DOL
- Implemented enrollment management data warehouse
- Technology: Implementation underway for recruitment CRM (TargetX) and retention/early alert system (MapWorks)
- Campuses working with proven enrollment management consultants – Noel Levitz, Royall and Company
- We have frozen tuition and fees for three years to increase affordability and access
Fall 2014 Enrollment: Closing Observation

What requires our attention:

- Sophisticated enrollment management approach for every campus (this is being addressed at many campuses)
- Right combination of personnel and resources at each campus to address both recruitment AND retention initiatives
- An examination of our program/degree inventory to ensure that we are offering programs that respond to the needs of students AND the needs of state
- Active involvement in entire university community in enrollment activities; faculty specifically play a critical role in attracting and retaining students
- The ability to tell the broad based positive story of how our campuses benefit and add value to the citizens of Maine and to demonstrate our critical connection to workforce development and the economy