

North Dakota
University System

Creating a University System for the 21st Century

Enrollment Management/ Service Plan

**State Board of
Higher Education**

January 2003

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TABLE OF CONTENTS

Legislation.....	1
Scope and Expectations	1
Key Factors and Understandings	1
Goals	2
Strategies	
Increase Talent Pool.....	3
Increase Access	5
Expand the State's Population Base	6
Increase and Leverage Resources to Implement Strategies.....	7
Campus Enrollment Goals.....	8
Major Positions and Action Items for Consideration by the SBHE.....	8
Information Sources.....	9
Appendix A	11-23
Actual Enrollments Fall 2002.....	13
Projected Enrollment Goals Fall 2003	14
Projected Enrollment Goals Fall 2004	15
Campus Enrollment Goals Rational	
Bismarck State College	19
Dickinson State University	19
Lake Region State College.....	20
Mayville State University.....	20
Minot State University – Bottineau.....	21
North Dakota State College of Science	22
North Dakota State University	22
University of North Dakota.....	23

Enrollment Management/Service Plan

North Dakota University System

Approved by SBHE November 21, 2002

I. Legislation Regarding Enrollment Management Plan

Senate Bill No. 2003: "It is the intent of the legislative assembly that the SBHE establish a long-term enrollment management plan and procedures for implementation of the plan. The Board shall report to the legislative council during the 2001-02 interim on the Board's progress toward establishing a long-term enrollment management plan and related implementation procedures and provide the final report to the fifty-eighth legislative assembly."

II. Scope and Expectations of Enrollment Management/Service Plan

The scope and expectations of the enrollment management/service plan developed by the State Board of Higher Education is a plan which:

- **Recognizes the realities** of population trends, high school graduation levels, and other demographic and economic trends occurring in the state and in states and provinces from which most out-of state students are drawn,
- **Increases flexibility, supports and empowers campuses** to achieve their campus enrollment and retention goals,
- **Combines and coordinates** the efforts of all of the colleges and universities in the University System to serve the needs of all of North Dakota in a coherent, efficient and effective manner,
- Addresses the need to grow the **working age population of North Dakota** through high value jobs and an attractive living and working environment,
- **Increases the diversity** of students enrolled in the NDUS colleges and universities,
- Responds to the rapid changes taking place regarding credit and non-credit education **needs and expectations** of students and other clients to be served.

III. Key Factors and Understandings Upon Which the Enrollment Management/Service Plan is Based:

- The University System has accepted the request of the Roundtable on Higher Education to be a major force, in cooperation with the private and public sectors, in enhancing the economic and social vitality of North Dakota. **Therefore, the goals and strategies in this enrollment plan are specifically aimed at helping reverse the downward trajectory of the economic and demographic trends of the state rather than accepting and adjusting to them,**
- The strategies included in this plan are aimed at empowering campuses to be successful; i.e., to provide system-level policies, campus level flexibility, support services and an environment which will allow each campus to have the maximum opportunity to be successful in achieving their respective campus enrollment goals,

- It is understood, as articulated by the Roundtable, that the University System will help diversify and expand the economy of North Dakota, and in turn increase state revenues to the campuses. The increased revenue from the expanded economic base will be one important revenue source for achieving the goals and objectives of the long-term finance plan for the University System,
- The enrollment management/service plan is linked to the goal and recommendations of the Roundtable on Higher Education and to the Strategic Plan of the NDUS, including the long-term finance plan,
- At a minimum, the portion (21%) of the general fund currently appropriated to higher education will continue,
- Some of the initiatives included in this plan will require additional resources. It is assumed the additional revenue generated by or provided to the colleges and universities to carry out the initiatives will be in addition to, and not in place of, state general fund appropriations.

IV. Goals

Over-Arching Goal: *To provide assistance to the state in enhancing the economy of North Dakota and increasing the working-age population of the state by maximizing the utilization of the NDUS colleges and universities.*

The specific goals of the enrollment management/service plan are to:

1. **Increase the talent pool** in North Dakota – The number of individuals with the knowledge, skills, and abilities to be successful in the “new economy,”
2. **Increase access** to academic programs and degrees (certificate, associate, baccalaureate and masters degrees) throughout the state; i.e., address the under-served students and clients (geographically, programmatically, part-time and full-time),
3. **Expand the state’s population base** – Take advantage of campus capacities and current investments to attract students and to more effectively serve the needs and opportunities of the state, and thereby support economic development,
4. **Increase the diversity** of students enrolled in the NDUS colleges and universities,
5. **Enhance, support and empower campuses** to achieve their campus enrollment and retention goal,
6. **Increase the resources** available for investment in the initiatives and strategies selected by the SBHE for implementation to support campuses in achieving their enrollment and retention goals.

V. Strategies

Strategies for Goal-1: Increase Talent Pool

Attract and retain in-state Students

- Continue to emphasize the high proportion of North Dakota high school students who obtain education beyond high school as a means of increasing opportunities for as many North Dakota high school graduates as possible to experience a higher standard of living and the ability to adapt to a rapidly changing future,
- Increase emphasis, through implementation of project “Vital Link,” on attracting and encouraging North Dakota high school students to pursue their college education at a NDUS institution,
- Utilize flexibility in tuition, tuition waivers, scholarships and other strategies to attract and retain students,
- Encourage campuses to build their scholarship pools to successfully attract the students the campuses desire to enroll,
- Develop state-wide strategic initiatives and increase state funding for scholarships and merit-based financial aid to encourage high school graduates with high academic achievement to attend a NDUS college or university and, thereby, increase the probability they will remain in the state following graduation,
- Provide more needs-based financial aid to assure access to higher education in North Dakota,
- Develop statewide initiative and encourage campuses to develop marketing strategies aimed at increasing awareness of education and employment opportunities in targeted occupational areas in North Dakota,
- Increase retention (of in-state and out-of-state students) – the percentage of students who complete college and/or achieve their desired education intentions by:
 - Continuing to implement the Retention Management System which is aimed at strengthening advisory and other support services to maximize the opportunities for students to successfully achieve their educational goals,
 - Continuing to develop the SPARC system (Student Progress and Achievement Research Cooperative) which will provide data on students in the University System who continue or complete a college or university degree and those who withdraw,
 - Developing strategies (including addressing remedial and developmental education and follow-up on students who withdraw before receiving a college certificate or degree) to address the students who discontinue their pursuit of an education from a NDUS institution,
 - Continuing the FINDET system for providing follow-up information on graduates and for campus program planning decision-making,
- Encourage and support appropriate undergraduate and graduate articulation agreements among campuses,

- Explore opportunities to more effectively connect the NDUS and the tribal colleges in serving the education needs and opportunities of Native American students,
- Strengthen the connection/relationship with K-12 education,
- Increase support for diversity and continue to support the liberal arts as the foundation for a rich cultural environment and a well-rounded college education.

Attract and retain North Dakota residents (who currently are not students)

- Target increasing access and serving the life-long education and training needs of North Dakota residents who are currently employed, and/or underemployed,
- Continue to develop the state-wide needs identification system as a means of identifying, developing and/or offering education or training programs relevant to the various regions of the state,
- Collaborate with the North Dakota Workforce Development Council and the New Economy Initiative in identifying the “skill gaps” regarding the knowledge and skills of North Dakota’s workforce in relation to those needed to be successful in “new economy” and the targeted growth industries desired by the state,
- Develop a statewide initiative and encourage campuses to develop marketing strategies aimed at increasing awareness of education and employment opportunities in targeted occupational areas in North Dakota,
- Strengthen support systems, on and off campuses, for part-time and older-than-average students,
- Continue to develop and expand the workforce training delivery system to increase the opportunities for those currently in the workforce to continually upgrade their knowledge and skills in order to remain competitive and successful.

Attract and retain out-of-state students

- Endorse and support the New Economy Initiative's statewide talent pool strategy and the following related strategic statements (which were adopted by the Roundtable on Higher Education on June 12, 2002):
 - Attract and embrace a more diverse workforce that targets innovation and technology and other careers identified by the NDUS needs assessment initiative,
 - Utilize the assets of colleges and universities in attracting and retaining a “new economy” workforce,
 - Develop an aggressive marketing campaign promoting North Dakota's "quality of place,"
- Explore a system role in marketing and recruiting out-of state students,
- Encourage campuses to develop strategic initiatives, including scholarships, to attract academically talented students from other states,

- Encourage and support appropriate undergraduate and graduate articulation agreements among campuses,
- Utilize flexibility in tuition, tuition waivers, scholarships and other strategies to attract and retain those out-of-state students the campus desires to enroll,
- Encourage and support efforts by campuses to attract students who are graduates from two-year colleges in North Dakota and in other states.

Attract and retain out-of-country students

- Endorse and support the New Economy Initiative's statewide talent pool strategy and the following related strategic statements (which were adopted by the Roundtable on Higher Education on June 12, 2002):
 - Attract and embrace a more diverse workforce that targets innovation and technology and other careers identified by the NDUS needs assessment initiative,
 - Utilize the assets of colleges and universities in attracting and retaining a “new economy” workforce,
 - Develop an aggressive marketing campaign promoting North Dakota's "quality of place,"
- Determine the feasibility of joint overseas recruiting efforts,
- Determine the feasibility of placing representatives of the NDUS in selected foreign countries to facilitate the process of foreign students attending NDUS colleges or universities,
- Utilize flexibility in tuition, tuition waivers, scholarships and other strategies to attract and retain out-of-country students.
- Encourage and support campuses in increasing emphasis on attracting international students who are graduates of two-year colleges in North Dakota and in other states and are in search of four-year institutions to which to transfer,
- Encourage campuses to develop very selective articulation agreements with institutions in other countries as a means of increasing the number of international students enrolling in NDUS colleges and universities and to increase the probability of international students obtaining student visas.

<h3>Strategies for Goal-2: Increase Access</h3>
--

- Explore the development of “higher education centers” whereby University System campuses host the program delivery of other NDUS campuses to serve areas of the state which are underserved,
- Continue to review and revise SBHE policies and operating procedures to assure there are sufficient incentives and rewards for campuses to collaborate in the brokering, delivery and hosting of programs and services to all areas of the state,
- Develop learning centers within a 45-minute drive proposed by the Roundtable,

- Continue to support the necessary infrastructure to allow access and support for distance education programs and services throughout the state including “one-click” access,
- Continue to increase and coordinate the distance education courses and programs available throughout the state,
- Support continued implementation of Connect-ND and ODIN software replacement for remote access and up-to-date student services,
- (See the cornerstone in the Roundtable Report titled, “Accessible System” and the NDUS Strategic Plan for additional details on access).

Strategies for Goal-3: Expand the State’s Population Base

- Continue to develop a system-wide capability, regarding academic program needs and opportunities (needs identification system), which is specifically charged with identifying the needs and opportunities for employment/careers which are linked to the economy of the future and also to the needs of the state. The focus of the needs and opportunities effort is to create awareness and to maximize the opportunity for the NDUS colleges and universities to intensify the efforts to contribute to the economic vitality of the state,
- Make it clear that students will/should/can pursue degrees which satisfy their personal interests. The colleges and universities can and should continue to provide courses and programs with career opportunities which are beyond North Dakota and the nation,
- Develop and launch an aggressive marketing program targeted at business and industry and in collaboration with the North Dakota Department of Commerce, local development corporations, and the private sector, which emphasizes the high performance capabilities of graduates from NDUS colleges and universities,
- Implement the Valley Research Corridor Initiative as a means of fostering economic development and attracting graduate students,
- Encourage campuses to continue to expand and intensify efforts to transfer technology to the market place,
- Encourage campuses to continue expanding efforts relating to encouraging and supporting entrepreneurship by the institution and by the students,
- Continue to develop and expand the workforce training delivery system to increase the opportunities for those currently in the workforce to continually upgrade their knowledge and skills in order to remain competitive and successful (thus continuing to contribute to the economy of the community, region and state).
- Enhance/expand learning business partnerships (e.g. internships, customized curriculum, equipment/software sharing, etc.),
- Complete the NDUS expertise inventory,
- Take advantage of campus capacities (excess capacity in various programs and campuses and high growth programs) to expand the state’s population base,

- Utilize flexibility in tuition, tuition waivers, scholarships and other strategies to attract students, including new immigrants, to programs,
- Explore possibilities for joint marketing initiatives among the NDUS institutions and in cooperation with the public and private sectors for attracting out-of-state and out-of-country students and potential businesses,
- Adopt and support the New Economy Initiative's statewide talent pool strategy and the following related strategic statements:
 - Attract and embrace a more diverse workforce that targets innovation and technology and other careers identified by the NDUS needs assessment initiative,
 - Utilize the assets of colleges and universities in attracting and retaining a “new economy” workforce,
 - Develop an aggressive marketing campaign promoting North Dakota's "quality of place,"
 - Expand workforce training and lifelong learning to match North Dakota's current workforce to new economy opportunities and move to a high-value workforce,
 - Become a national model for providing rural preschool through postsecondary education and lifelong learning.
- (See the cornerstone in the Roundtable Report titled, “Economic Development Connection” and the NDUS Strategic Plan for additional details).

Strategies for Goal-4: Increase and Leverage Resources to Implement Strategies

- Utilize/expand flexibility regarding tuition. Allow campuses maximum flexibility regarding tuition levels with the board developing a policy which includes consideration and responsibilities to assure-
 - Affordability of higher education
 - Access and assuring all of North Dakota is being served
 - Making sure the accountability measures adopted by the legislature relating to affordability, etc., are addressed
 - Other parameters as determined by the SBHE.
- Provide incentives and rewards for increasing joint ventures with business and industry as well as with public entities,
- Encourage and support increased federal funding for research,
- Encourage and support increased grants for professional development for faculty,
- Encourage and support partnerships with the private sector such as research parks, technology centers and joint ventures,
- Encourage and support increased private fundraising,
- Encourage and support increased partnerships/alliances with state agencies,
- (See the cornerstone in the Roundtable Report on “Funding and Rewards” and the “Finance Plan” in the NDUS Strategic Plan for additional details).

VI. Campus Enrollment Goals

Each college and university within the NDUS will provide enrollment information which relates to the overall enrollment plan for the University System. The information provided will include data on enrollment goals by undergraduate and graduate levels and will also include distance learning delivery currently or expected to be used. (See Appendix A)

VII. Major Positions and Action Items for Consideration by the SBHE

The major positions and action items for consideration by the SBHE relating to the enrollment management/service plan include:

1. The SBHE will work to keep all campuses within the NDUS viable, providing high quality education and continuing to be strong contributors to the economic and social vitality of their respective communities, regions and the state – recognizing the important role of the Governor and legislature in this effort,
2. The SBHE will use the campus enrollment information (referred to in Section VI above) along with the campus missions, long-term finance plan, and student and market demands, as valuable guides in providing support to the campuses in achieving the enrollment goals defined by each of the campuses and approved by the Board,
3. The SBHE will consider and decide whether or not to encourage the research and four-year institutions in the North Dakota University System to raise admission standards and, thereby, allow these campuses to increase their focus on education excellence and lessen efforts on remedial and developmental education. The better preparation of students will increase the rate of success for those admitted at the research and four-year institutions,
4. The University System campuses will increase attention on students who need remedial education at the college level (for students who are recent graduates as well as those who have not attended college recently or at all) so they obtain the preparatory education they need to be successful in the pursuit of their higher education goals,
5. The SBHE will explore the development of incentives and rewards for the creation of higher education centers whereby University System campuses host the program delivery of other campuses to serve areas of the state which are underserved. For example, centers to support offering bachelor and graduate programs in areas without a four-year institution and, conversely, support offering associate and certificate degrees in areas without a community college,
6. The University System, as an important component of serving all of North Dakota and also as part of increasing diversity of the colleges and universities, will aggressively pursue additional opportunities to link with the education and training needs and opportunities of the Native American population in North Dakota,
7. The University System campuses will aggressively pursue additional opportunities to increase the diversity of students enrolled in the colleges and universities of the NDUS as an important dimension of a 21st century college

education and as an effective way of welcoming and integrating individuals of diversity into the population of North Dakota,

8. Increase incentives such as scholarships, work study, coop education, internships, mentorships and other incentives (as identified by the New Economy Initiative) to provide opportunities and to encourage high school graduates with high academic achievement to attend a NDUS college or university and, thereby, increase the probability they will remain in the state following graduation,
9. Since enrollment caps do not necessarily shift enrollments to under-enrollment campuses, the SBHE will not be establishing enrollment caps for individual institutions within the NDUS.

VIII. Information Sources for the Enrollment Management/Service Plan

Some components of the enrollment management/service plan have already been developed and are being implemented. Others will be implemented based on available resources and priorities. The enrollment plan draws upon information from the following major studies completed or being conducted:

1. Portrait of Higher Education Enrollment in North Dakota University System: 1994-95 to 2000-01, North Dakota State Data Center, North Dakota State University, (This report is scheduled for completion in November, 2002, and is being conducted at the request of the SBHE as part of the Enrollment Management/Service Plan),
2. Special Initiative: Needs Assessment Focused on Targeted Programs for North Dakota, Dr. James Croonquist, independent consultant. (This research project is nearing completion and is being conducted at the request of the SBHE as part of the Enrollment Management/ Service Plan),
3. Identifying the Under-Served Areas in North Dakota (geographically and programmatically). This study is being conducted by Dennis Jones, President, National Center for Higher Education Management Systems, as part of enrollment management/service plan. The study is utilizing the results of the draft report prepared by the North Dakota State Data Center referred to above and is specifically aimed at identifying areas of North Dakota considered "under-served" regarding participation in higher education programs and services. A report is scheduled for completion in December, 2002,
4. Information Technology needs identification study being conducted in cooperation with the North Dakota Workforce Development Council, North Dakota Information Technology Division, and the North Dakota University System. The results of the study are expected by the end of 2002,
5. Campus alignment plans which document the alignment of the institutions within the NDUS with the six cornerstones identified by the Roundtable,
6. Recommendations and suggested initiatives from the Information Technology Council of North Dakota,
7. New Economy Initiative, Talent Pool and other cluster groups which are providing information on the roles and opportunities for the University System in contributing to "new economy" opportunities in North Dakota and helping the state move to a high-value workforce,

8. The Retention Management System is being implemented system-wide. It is aimed at strengthening advisory and other support services to maximize the opportunities for students to successfully achieve their education goals. The system will provide valuable information to assist campuses in making key management decisions regarding enrollment and retention,
9. The campus enrollment information (referred to in Section VI above) which will include data on enrollment goals by undergraduate and graduate levels,
10. NDUS enrollment and graduation reports including the revised NDUS enrollment report. The revised enrollment report will provide a more complete picture of the students and clients being served by the NDUS along with information on the various on-campus and distance education delivery methods being used to serve students and clients,
11. Workforce training business plans and annual year-end reports,
12. Information from the FINDET (Follow-up Information on North Dakota Education and Training) and SPARC (Student Progress and Research Cooperative) programs for identifying academic programs and student service needs and opportunities,
13. North Dakota Realities Report: Presentation to North Dakota Higher Education Roundtable, Dennis Jones, President, National Center for Higher Education Management Systems, Jamestown, North Dakota, September 28, 1999,
14. A North Dakota University System for the 21st Century, The Report of the Roundtable on Higher Education, May 25, 2000,
15. The Great Plains Population Symposium National Policy Conference and State and Local conference led by Dickinson State University (<http://gppop.dsu.nodak.edu/>)
16. High priority recommendations resulting from June 12, 2002, meeting of the Roundtable on Higher Education,
17. North Dakota Workforce Development Council including education needs identified by the Youth Council,
18. North Dakota Department of Commerce Strategic Plan released in October, 2002,
19. Job Service North Dakota reports including regular and special reports relating to education and training needs and opportunities,
20. Bureau of Labor Statistics reports.

Appendix A

DEGREE CREDIT ENROLLMENT (IPEDS)

	Actual Enrollments Fall 2002											NDUS Total
	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC	
Total												
Unduplicated FTE	2,384	1,818	640	616	2,789	447	2,112	9,368	10,458	864	611	32,107
¹ Unduplicated headcount	3,168	2,326	1,340	746	3,625	609	2,439	11,146	12,423	1,022	770	39,614
Headcount by category												
Graduate					200			1,272 ²	1,714			3,186
Undergrad	3,168	2,326	1,340	746	3,425	609	2,439	9,874	10,277	1,022	770	35,996
Professional									432			432
Part-time headcount	1,017	661	938	167	1,040	213	568	2,266	2,379	244	209	9,702
Full-time headcount	2,151	1,665	402	579	2,585	396	1,871	8,880	10,044	778	561	29,912
In-state headcount	2,831	1,689	1,262	541	3,076	510	1,746	6,301	7,082	779	652	26,469
Out-of-state headcount	322	550	62	182	336	63	658	4,375	4,900	200	104	11,752
International headcount	15	87	16	23	213	36	35	470	441	43	14	1,393
³ On-campus	2,619	1,916	568	624	2,905	365	2,236	10,956	11,489	913	667	35,258
³ Distance learning	869	453	828	125	1,135	393	218	648	934	109	135	5,847
24 years of age or younger	2,192	1,806	929	580	3,057	409	1,960	9,014	9,472	811	544	30,774
25 or older	971	491	407	166	568	193	479	2,119	2,942	204	226	8,766
Unknown	5	29	4			7		13	9	7		74

¹Unduplicated on a campus, as reported to IPEDS

December 2002

²Includes professional pharmacy students

³On-campus and distance learning enrollments may be duplicated on these lines

When reporting in-state headcount, VCSU and WSC reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, BSC and MiSU-B included military members stationed in North Dakota in their count.

When reporting international headcounts WSC, VCSU, MiSU-B and MiSU reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, LRSC, MaSU, UND and NDSU included permanent resident/refugees in the international student count.

According to HECN, RG540 is compiled using student declared information while RG560 uses the resident field from the campuses official records. The Student Affairs Council will recommend a consistent reporting method for the fall 2003 report.

DEGREE CREDIT ENROLLMENT (IPEDS)

	Projected Enrollment Goals Fall 2003											NDUS Total
	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC	
Total												
Unduplicated FTE	2,425	1,854	658	630	2,853	438	2,200	9,568	10,876	905	600	33,007
¹ Unduplicated headcount	3,250	2,372	1,380	766	3,710	597	2,540	11,300	12,920	1,077	745	40,657
Headcount by category												
Graduate					210			1,372 ²	1,761			3,343
Undergrad	3,250	2,372	1,380	766	3,500	597	2,540	9,928	10,723	1,077	745	36,878
Professional									436			436
Part-time headcount	1,025	674	968	177	1,187	209	584	2,366	2,455	258	225	10,128
Full-time headcount	2,225	1,698	412	589	2,523	388	1,956	8,934	10,465	819	520	30,529
In-state headcount	2,860	1,722	1,292	551	3,105	500	1,750	6,400	7,409	789	630	27,008
Out-of-state headcount	375	561	70	190	385	61	753	4,425	5,021	238	100	12,179
International headcount	15	89	18	25	220	36	37	475	490	50	15	1,470
³ On-campus	2,625	1,954	588	634	2,875	358	2,316	11,074	11,951	958	650	35,983
³ Distance learning	950	462	868	135	1,185	418	224	655	969	129	150	6,145
24 years of age or younger	2,225	1,842	939	601	3,117	401	2,032	9,040	9,819	850	520	31,386
25 or older	1,025	530	441	165	593	196	508	2,260	3,101	227	225	9,271
Unknown												0

¹Unduplicated on a campus, as reported to IPEDS

December 2002

²Includes professional pharmacy students

³on-campus and distance learning enrollments may be duplicated on these lines

When reporting in-state headcount, VCSU and WSC reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, BSC and MiSU-B included military members stationed in North Dakota in their count.

When reporting international headcounts WSC, VCSU, MiSU-B and MiSU reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, LRSC, MaSU, UND and NDSU included permanent resident/refugees in the international student count.

According to HECN, RG540 is compiled using student declared information while RG560 uses the resident field from the campuses official records. The Student Affairs Council will recommend a consistent reporting method for the fall 2003 report.

DEGREE CREDIT ENROLLMENT (IPEDS)

	Projected Enrollment Goals Fall 2004											
	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC	NDUS Total
Total												
Unduplicated FTE	2,450	1,891	673	645	2,938	425	2,300	9,768	11,202	950	600	33,842
¹ Unduplicated headcount	3,300	2,420	1,400	786	3,820	579	2,650	11,500	13,308	1,130	745	41,638
Headcount by category												
Graduate					220			1,450 ²	1,822			3,492
Undergrad	3,300	2,420	1,400	786	3,600	579	2,650	10,050	11,045	1,130	745	37,705
Professional									441			441
Part-time headcount	1,050	688	988	187	1,260	202	609	2,466	2,595	271	230	10,546
Full-time headcount	2,250	1,732	412	599	2,560	377	2,041	9,034	10,713	859	515	31,092
In-state headcount	2,885	1,757	1,297	561	3,158	485	1,755	6,550	7,492	800	615	27,355
Out-of-state headcount	400	572	84	198	435	59	855	4,440	5,366	276	110	12,795
International headcount	15	91	19	27	227	35	40	510	450	54	20	1,488
³ On-campus	2,640	1,993	608	644	2,850	347	2,419	11,270	12,310	1,005	650	36,736
³ Distance learning	985	472	898	145	1,260	443	231	654	998	135	160	6,381
24 years of age or younger	2,240	1,879	939	621	3,200	389	2,120	9,200	10,114	892	510	32,104
25 or older	1,060	541	461	165	620	190	530	2,300	3,194	238	235	9,534
Unknown												

¹Unduplicated on a campus, as reported to IPEDS

December 2002

²Includes professional pharmacy students

³on-campus and distance learning enrollments may be duplicated on these lines

When reporting in-state headcount, VCSU and WSC reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, BSC and MiSU-B included military members stationed in North Dakota in their count.

When reporting international headcounts WSC, VCSU, MiSU-B and MiSU reported using HECN report RG540, other campuses used RG560. Of the remaining campuses, LRSC, MaSU, UND and NDSU included permanent resident/refugees in the international student count.

According to HECN, RG540 is compiled using student declared information while RG560 uses the resident field from the campuses official records. The Student Affairs Council will recommend a consistent reporting method for the fall 2003 report.

Campuses Submitting Enrollment Goals Rational

Bismarck State College

Dickinson State University

Lake Region State College

Mayville State University

Minot State University – Bottineau

North Dakota State College of Science

North Dakota State University

University of North Dakota

Rationals for Minot State University, Williston State College and Valley City State University were unavailable at the time the report was printed.

CAMPUS ENROLLMENT GOALS RATIONAL

BISMARCK STATE COLLEGE

Bismarck State College has experienced continued enrollment growth for the past seven years. Although the numbers of high school students in North Dakota continue to decline, Bismarck State College has been able to maintain or increase the number of 18- and 19-year-old student enrollments. The largest growth area has been the over-24 age group and our projection is that number will continue to grow more readily than the recent high school graduate.

The projections for Bismarck State College for the fall of 2003 and 2004 will see a small increase, most notably in the distance learning community. The assumption is the electronic delivery will become more popular to area residents and most convenient for students at long distances. With the growth of the energy programs, Bismarck State College has been able to enroll older-than-average students who are full-time employed in power plants across the country. BSC has seen significant growth in our energy programs (31%). Our on-campus growth will be limited until additional space is available. We now have waiting lists for the on-campus programs. We feel the on-line programs will continue to experience strong growth. The overall increase will depend on new program development and the success of our marketing efforts.

Another assumption is that the part-time student enrollment will increase more readily than the full-time student. Individuals who are working full time now have access to courses on-line in nearly all disciplines allowing them the convenience to study and communicate with the college at a time that does not interfere with work and family.

DICKINSON STATE UNIVERSITY

The 2% enrollment increase projected by Dickinson State University for each of the next two bienniums is based on the following strategies to achieve this increase: increased efforts to recruit international students, increased efforts to recruit students locally in North Dakota, increased efforts to recruit students in targeted states of the adjacent inter-mountain region (especially Montana and Nevada), increased efforts at retaining more students (especially from the freshman through the sophomore year), increased marketing efforts for new programs that have SBHE approval (such as agriculture studies and psychology), an increase in students in the Bismarck and Williston degree completion programs, and an increase in students enrolled in college courses offered to high schools in southwestern North Dakota through the SPICE interactive video network which DSU is part of. The University feels that if we follow the aforementioned strategies, we will be able to reach our enrollment projections of 2% growth.

LAKE REGION STATE COLLEGE

Enrollment at Lake Region State College has seen modest growth in recent years. The data collection standard was adjusted to reflect all credit bearing enrollments in fiscal year 2002. Several categories of students were not reflected in earlier numbers.

More students have chosen to attend school part-time, often while working at their current job. With an increased availability of on-line course options, we expect part-time enrollments to continue to grow.

We expect continued growth in the age category of 24 and over. Many of our non-traditional students are re-evaluating career plans and changing their career path or continuing for a baccalaureate degree, a process made easier by increased distance delivery options.

More students will be taking courses at a distance, either through technology such as the internet or distance delivery through the Interactive Video Network.

Many part-time students will be active members of the military or their family members. Enrollment at the Grand Forks Air Force Base Campus has grown in recent years. Barring a military call up, we expect continued moderate growth.

Despite demography challenges, we expect moderate, but steady enrollment growth in the coming years at LRSC as we find new ways to reach students. Because much of the growth will be in non-traditional delivery to non-traditional students, we will focus more resources in those areas.

MAYVILLE STATE UNIVERSITY

Following is an explanation for Mayville State's projected enrollment goals for Fall 2003 and Fall 2004.

Headcount: We anticipate a small increase in headcount for each of the next two years with an increase to 786 in fall, 2004 (5.3%) over fall, 2002 enrollment. Most of this increase will come as a result of increased dual enrollment and recruitment of new students from out of state (see explanation below).

Full time Equivalent Enrollment: FTE is expected to increase by 4.7% from fall, 2002 to fall, 2004, largely due to increases in new full time students from out of state. Some of the increase will be because of dual enrollment students and other part time students.

Full Time Headcount: Ten, new full time students are expected to enroll in fall, 2003 and another ten in fall, 2004. Most of these full time students are expected to be new freshmen from out of state or regional transfers from community colleges. Enhanced recruitment efforts, including the use of tuition waiver scholarships for high quality out of state freshmen, will assist with the enrollment of out of state students. Students from the WUE and MHEC states will be targeted in these recruitment efforts. Since fall, 1997 the enrollment of students from WUE states has more than doubled and we anticipate

increasing yields from recruitment efforts in these states. Recent articulation agreements with community colleges in North Dakota and Northwestern Minnesota have also yielded increasing numbers of full time students who are interested in programs in Education, Business and CIS. The off site business administration program offered at Devils Lake will also contribute to some growth in the number of full time students.

Part Time Headcount: Most of the increase in part time enrollment is expected in dual enrollment efforts with area high school students. We anticipate enrollment to increase from the 35 high school students this past fall. Some increase in part time enrollment will occur because of courses offered at a distance to students at other institutions such as Lake Region State, NDSCS, Williston State and others.

In-state/out of state/international Headcount: In state headcount is expected to increase by 20 from fall 2002 to fall 2004 due to the dual credit enrollment of area high school students. The enrollment of other students from North Dakota is expected to be unchanged because of demographics. Out of state headcount will increase slightly due to the enhanced recruitment in WUE and MHEC states. Small increases in international students will help enhance the diversity of the institution and will occur because of greater recruitment efforts and the use of tuition waivers.

On campus/distance delivery: The slight increase (3.2%) in on campus students from fall 2002 to fall 2004 will result because of the greater number of full time freshmen and transfers coming from out of state and the community colleges. The larger increase (16%) in distance learning students during the same time will be a result of greater numbers of dual credit students and part time students enrolled in IVN courses and in the business administration program at Devils Lake.

Age: The increase in 40 students 24 years of age or younger between fall 2002 and fall 2004 will be due to the increased number of dual credit students and freshmen from out of state. Most of the new transfer students are also expected to be younger than 25. There is expected to be no increase in students older than 24, although we may see some shifting in the number of older students served on campus versus those served at a distance.

MINOT STATE UNIVERSITY - BOTTINEAU

MSU-Bottineau had a significant enrollment increase of new, full-time, on campus students for fall semester of 2002. Thus, assuming normal retention, our enrollment of returning students for fall 2003 should show an increase. This increase will nearly offset the slight drop of new students we are expecting for next fall. If this assumption proves correct, our overall enrollment figures will be almost flat, with the exception of increased numbers in our online offerings.

For fall 2004, we are projecting an enrollment decline, except in our online program. Demographics do not encourage us to predict another large freshmen class. We expect the class size to mirror the recent historical average.

NORTH DAKOTA STATE COLLEGE OF SCIENCE

FTE goal for Fall 2003 is 2200, 4.2% more than Fall 2002. Growth from 2003-2004 reflects a similar percentage (4.5%) increase. Approximately the same percentages were applied to headcount, then the numbers rounded to the nearest 10 to obtain Fall 2004 enrollment goal.

Part-time/Full-time enrollment goals assume the current 23%/77% ratio will be maintained. Recruitment efforts will be directed more toward full-time students, but as distance education programs continue to grow with fewer active recruitment efforts, part-time enrollment percentage should remain stable.

Given the continuing decrease in North Dakota's population and the corresponding decline in the number of students graduating from North Dakota high schools, even with increased recruitment activities within the state and improvements in retention we will be doing well to keep in-state enrollment stable for the next two years. We have chosen to focus even more efforts in surrounding states that have steady (SD) or increased (MN, MT) numbers of projected graduating high school seniors. These activities are detailed in the NDSCS Recruitment Plan. These, plus the implementation of new tuition breaks for non-residents should make an increase of 12.9% each year for the next two years in out-of-state enrollment feasible. A similar percentage increase in international student enrollment seems ambitious, but represents an actual numerical increase of only 5 students. International recruitment activities to help achieve this goal are also in the NDSCS Recruitment Plan.

Most recruitment activities will be directed toward prospective on-campus students, but again, the popularity of distance ed programs in remote locations should help us to maintain approximately the same percentage of enrollment increase in that area.

Recruitment activities will be aimed toward both traditional and non-traditional aged students, so proportional increases are projected between the 24 & under and over 24 groups.

NORTH DAKOTA STATE UNIVERSITY

We have been working with a strategic plan aimed at increasing our enrollment to 12,000 students. Our targets have been graduate students and new transfers and some new freshmen from areas outside North Dakota and Minnesota. Within these targets will be opportunities for non-traditional students as we expand our campus into downtown Fargo and develop opportunities for remote sites in our growing metropolitan community.

NDSU is fortunate to be located in Fargo, which is growing and has many things that are attractive to college students. Our research and technology park has attracted national attention and it has made the university more visible nationally. Our decision to move to Division I athletics is also a strategic decision aimed at positioning us to attract a much more diverse group of students geographically.

Our rationale is that we are poised to take advantage of being in Fargo and to take advantage of our expanded academic programs. We see growth as a way to diversify our student body and enrich our educational experience for all students. We also see this as a way to leverage state aid by increasing our financial base through increased tuition revenue.

UNIVERSITY OF NORTH DAKOTA

The establishment of enrollment goals at the University of North Dakota is the outcome of three years of planning efforts beginning in 1999 which resulted in an Enrollment Management Strategic Plan. That plan served as the basis for enrollment strategies and goals included in the UND Strategic Plan: 2001-2002.

The campus enrollment goals are a reflection of a variety of factors. One of these is the demographic reality that there are and will continue to be a declining number of high school graduates in North Dakota. As a result, target states with expanding numbers of prospective college students have been identified and focused marketing and recruitment of academically strong students from these states is occurring.

The institution also has identified a change in the profile of the student body as part of its enrollment management objectives. As part of its objective for a diverse student body, an increase in international and American Indian students is a desired outcome. This is also in alignment with the institution's commitment to having UND be the premier institution in the United States for American Indian students. The increase in graduate students is a reflection of the institution's expanded emphasis on research. The University of North Dakota has a continued commitment to off-campus programs. The UND Strategic Plan enrollment goal of 14,000 students by the fall of 2005 represents 12,200 on campus students and 1,800 distance education students (including correspondence students). The 12,200 goal is consistent with the limitation of the existing campus physical facilities and human resources (especially faculty).