University of Minnesota Morris

Institutional Data Book

2016-17
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FINANCIAL AND STAFFING INFORMATION

Information is provided on the expenditure of the general operations and maintenance fund and any legislative special appropriations for that particular year. The table shows actual expenditures, a more accurate financial indicator than the annual budget. Five-year summaries of that same information are also provided showing the total amount and separate summaries for compensation and supplies, expense, and equipment expenditures. It should be noted that the financial information may show only a rough correspondence to that provided by the central administration for the University as a whole because of differences in methods of collection and aggregation of the data. Revenue and expenditure data from the most recent IPEDS reports prepared by the central administration is also included. The financial charts show that, over the past five years, total college expenditures have decreased by 2.1%, salaries and fringe benefits have risen by 3.7%, and supplies, expense, and equipment (SE&E) expenditures have declined by 16.7%. The proportion of total expenditures allotted to SE&E expenditures was 26% in 2012-13 and was 22% in 2016-17. The line chart indicates the proportion of expenditures most directly related to the academic program in comparison to those for administrative support.

Financial aid information for the past five years shows the actual distribution of aid including the number of eligible recipients and the average award per student. The information comes from the annual report from the Financial Aid Office. A table showing trends in tuition, fees, room and board is included.

A financial table is provided showing fund raising and endowment growth from 2000 to 2016. Endowment values have increased 20% over the past ten years with commitments averaging $1,910,737 per year for the past five years. Another financial table shows trends in the level of funded research at UMM. Over the past five years, funded research has averaged 17 awards annually for an average total of $1,333,249 per year.

Staffing counts include part-time, temporary staff, but do not include student employment. Teaching faculty are shown under the category of "Instruction and Research," with additional administrative faculty appearing under the categories of "Academic Affairs," "Executive Management," and "Support Professionals."

The reader is encouraged to study the definitions on the tables in order to understand which units are included under each of the categories shown. The information in the five-year summaries is broken down, first, by occupational classification and, secondly, by the principal function performed by the employees.
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Cost Pools and Enterprise Taxes

**GRAND TOTALS**

- Support Services Administration includes Chancellor’s Office, University Relations, Business Office, VC Finance, and Post Office.
- Academic Services Administration includes Vice Chancellor for Academic Affairs Office.
- Continuing Education items are part of the UMM budget base.
- Academic Divisions/Interdisciplinary and General item includes unassigned instruction from all four divisions, Educational Development Program, interdisciplinary courses, faculty recruiting and travel support.

*Depreciation Expense is included in SE&E expenses starting in FY09.*

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3
---Support Services includes Administration, Student Affairs, Intercollegiate Athletics, and Facilities Management.
---Academic Divisions includes the four academic divisions, interdisciplinary, Educational Development Program, faculty recruiting and travel support.
---Academic Services includes the VCAA Office, Information Technology, Continuing Ed-Morris, and Library/Media Services.

---Support Services includes Administration, Student Affairs, Intercollegiate Athletics, and Facilities Management.
---Academic Divisions includes the four academic divisions, interdisciplinary, Educational Development Program, faculty recruiting and travel support.
---Academic Services includes the VCAA Office, Information Technology, Continuing Ed-Morris, and Library/Media Services.
University of Minnesota, Morris  
A Five-Year Summary of Total Expenditures from the  
General Operations and Maintenance Fund and  
State Legislative Special Appropriations  

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Cost Pools and Enterprise Taxes | $4,193,954 | $4,261,678 | $4,116,900 | $4,163,274 | $4,161,124 |

**GRAND TOTALS** | $37,273,401 | $36,537,173 | $36,269,808 | $38,150,927 | $36,503,293 |

---Support Services Administration includes Chancellor’s Office, University Relations, Business Office, VC Finance, and Post Office.

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General Operations and Maintenance Fund and State Legislative Special Appropriations  

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---Support Services Administration includes Chancellor's Office, University Relations, Business Office, VC Finance, and Post Office.

---Academic Services Administration includes Vice Chancellor for Academic Affairs Office. Continuing Education is part of the UMM budget base.

---Academic Divisions/Interdisciplinary and General item includes unassigned instruction from all four divisions, Educational Development Program, interdisciplinary courses, faculty recruiting and travel support.

*Includes Center for Small Towns budget. **Includes Summer Session salaries.
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Support Services Administration includes Chancellor's Office, University Relations, Business Office, VC Finance, and Post Office.

Academic Services Administration includes Vice Chancellor for Academic Affairs Office. Beginning 2003-04, Continuing Education is part of the UMM budget base.

Academic Divisions/Interdisciplinary and General item includes unassigned instruction from all four divisions, Educational Development Program, interdisciplinary courses, faculty recruiting and travel support.

*Includes Center for Small Towns budget.
UMM Expenditures, O&M Fund

- SE&E Expenditures
- Salaries & Fringe

Fiscal Year

- '06
- '07
- '08
- '09
- '10
- '11
- '12
- '13
- '14
- '15
- '16
- '17
### University of Minnesota, Morris Revenues and Expenditures

From IPEDS Reports Supplied by Central Administration

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<th>Fourth FY Prior</th>
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<td><strong>Total Auxiliary Enterprises</strong></td>
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Note: A glossary of IPEDS terms is available on the following pages.
REVENUES:

**Tuition and fees:** The amount of tuition and required fees covering a full academic year most frequently charged to students. These values represent what a typical student would be charged and may not be the same for all students at an institution. If tuition is charged on a per-credit-hour basis, the average full-time credit hour load for an entire academic year is used to estimate average tuition. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception.

**Federal, state, and local appropriations:** Revenues received by an institution through acts of a legislative body, except grants and contracts. These funds are for meeting current operating expenses and not for specific projects or programs. The most common example is a state's general appropriation. Appropriations primarily to fund capital assets are classified as capital appropriations.

**Grants and contracts:** Revenues from governmental agencies and nongovernmental parties that are for specific research projects, other types of programs, or for general institutional operations (if not government appropriations). Examples are research projects, training programs, student financial assistance, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Includes Pell Grants and reimbursement for costs of administering federal financial aid programs. Grants and contracts should be classified to identify the governmental level – federal, state, or local – funding the grant or contract to the institution; grants and contracts from other sources are classified as nongovernmental grants and contracts. GASB institutions are required to classify in financial reports such grants and contracts as either operating or nonoperating.

**Endowment income:** includes: (1) the unrestricted income of endowment and similar funds; (2) restricted income of endowment and similar funds to the extent expended for current operating purposes, and (3) income from funds held in trust by others under irrevocable trusts. Excludes capital gains or losses unless the institution has adopted a spending formula by which it expends not only the yield but also a prudent portion of the appreciation of the principal. Does not include gains spent for current operations, which are treated as transfers.

**Sales & services of educational activities:** Revenues from the sales of goods or services that are incidental to the conduct of instruction, research or public service. Examples include film rentals, sales of scientific and literary publications, testing services, university presses, dairy products, machine shop products, data processing services, cosmetology services, and sales of handcrafts prepared in classes.

**Auxiliary enterprises:** Revenues generated by or collected from the auxiliary enterprise operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are residence halls, food services, student health services, intercollegiate athletics, college unions, college stores, and movie theaters.

**Other:** Other sources of revenues not covered elsewhere in the collection of IPEDS Finance data from schools reporting under the pre GASB 34/35 Standards. Examples are interest income and gains (net of losses) from investments of unrestricted current funds, miscellaneous rentals and sales, expired term endowments, and terminated annuity or life income agreements, if not material. Also includes revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution (e.g., the sale of computer time).

EDUCATIONAL & GENERAL EXPENDITURES AND TRANSFERS

**Instruction:** A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions. Also includes expenses for both credit and non-credit activities. Excludes expenses for academic administration where the primary function is administration (e.g., academic deans). Information technology expenses related to instructional activities if the institution
separately budgets and expenses information technology resources are included (otherwise these expenses are included in academic support). Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

**Research:** A functional expense category that includes expenses for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. This function does not include nonresearch sponsored programs (e.g., training programs). Also included are information technology expenses related to research activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support.) Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

**Public services:** A functional expense category that includes expenses for activities established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory service, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services. Also includes information technology expenses related to the public service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support). GASB institutions include actual or allocated costs for operation and maintenance of plant and depreciation.

**Academic support:** A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a college of education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic administration (including academic deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

**Student services:** A functional expense category that includes expenses for admissions, registrar activities, and activities whose primary purpose is to contribute to students emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal administration, and student records. Intercollegiate athletics and student health services may also be included except when operated as self-supporting auxiliary enterprises. Also may include information technology expenses related to student service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in institutional support.) Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

**Institutional support:** A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function.

**Operation and maintenance of plant:** An expense category that includes expenses for operations established to provide service and maintenance related to campus grounds and facilities used for educational and general purposes. Specific expenses include utilities, fire protection, property insurance, and similar items. This expense does include amounts charged to auxiliary enterprises, hospitals, and
independent operations. Also includes information technology expenses related to operation and maintenance of plant activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in institutional support).

**Scholarships and fellowships:** That portion of scholarships and fellowships granted that exceeds the amount applied to institutional charges such as tuition and fees or room and board. The amount reported as expense excludes allowances and discounts.

**Nonmandatory transfers:** Transfers from current funds to other fund groups made at the discretion of the governing board to serve a variety of objectives, such as additions to loan funds, funds functioning as endowment (quasi-endowment), general or specific plant additions, voluntary renewals and replacement of plant, and prepayments on debt principal.

**Mandatory transfers:** Those transfers that must be made to fulfill a binding legal obligation of the institution. Includes mandatory debt-service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest; and (2) required provisions for renewal and replacements to the extent not financed from other sources. Also includes the institutional matching portion for Perkins loans when the source of funds is current revenue.

**AUXILIARY ENTERPRISES**

**Expenditures:** Expenses for essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics (only if essentially self-supporting), college unions, college stores, faculty and staff parking, and faculty housing. Institutions include actual or allocated costs for operation and maintenance of plant, interest and depreciation.

Source: https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf
### University of Minnesota, Morris

#### A Five-Year Summary of Financial Aid Distributed

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<td><strong>TOTAL OUTSIDE ASSISTANCE/PROGRAMS</strong></td>
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<td>$23,399,839</td>
<td>$24,998,108</td>
<td>$24,207,444</td>
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</table>

*Other State of Minnesota Programs include MN Post Secondary Child Care Grant, MN Public Safety Officers Grant, MN GI Bill, MN Indian Scholarship Program, MN DREAM Act, and State of MN Tuition Waivers.

#Other Federal Programs include Teacher Education Assistance for College and Higher Education Grant (TEACH).

^Other Outside Assistance/Programs include Federal Tuition Assistance (Veterans), Vocational Rehabilitation, Wisconsin Reciprocity Grant, and AmeriCorps.
## University of Minnesota, Morris
### A Summary of Tuition, Fees, Room and Board Rates

#### Tuition Costs

<table>
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<tr>
<td><strong>Resident per credit tuition</strong></td>
<td>$316.54</td>
<td>$339.61</td>
<td>$364.70</td>
<td>$435.47</td>
<td>$450.77</td>
<td>$450.77</td>
<td>$450.77</td>
<td>$457.54</td>
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<td>$364.70</td>
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<td>$450.77</td>
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<td>$450.77</td>
<td>$457.54</td>
<td>$457.54</td>
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<td><strong>Mandatory fees</strong></td>
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<td>--</td>
<td>--</td>
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<td>$39.00</td>
<td>$39.00</td>
<td>$39.00</td>
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<td>$39.00</td>
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<td>Intercollegiate Athletics</td>
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<td>$35.00</td>
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<td>$35.00</td>
<td>$45.00</td>
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<td>University^*</td>
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<td>$600.00</td>
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<td>$70.00</td>
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<td>$90.00</td>
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<td>Regional Fitness Center</td>
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<tr>
<td>Dorm--double room</td>
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<td>$1,645.00</td>
<td>$1,645.00</td>
<td>$1,685.00</td>
<td>$1,730.00</td>
<td>$1,770.00</td>
<td>$1,770.00</td>
<td>$1,821.00</td>
<td>$1,876.00</td>
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<td>$1,865.00</td>
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<td>$1,900.00</td>
<td>$1,920.00</td>
<td>$1,920.00</td>
<td>$1,958.00</td>
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<td>$1,880.00</td>
<td>$1,880.00</td>
<td>$1,912.00</td>
<td>$1,932.00</td>
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<tr>
<td>Resident tuition**^</td>
<td>$8,230.00</td>
<td>$8,830.00</td>
<td>$9,482.00</td>
<td>$11,322.00</td>
<td>$11,720.00</td>
<td>$11,720.00</td>
<td>$11,720.00</td>
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<td>$11,896.00</td>
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<tr>
<td>Non-resident tuition**</td>
<td>$8,230.00</td>
<td>$8,830.00</td>
<td>$9,482.00</td>
<td>$11,322.00</td>
<td>$11,720.00</td>
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<td>$863.00</td>
<td>$950.00</td>
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<td>Room and board***</td>
<td>$16,706.00</td>
<td>$17,765.00</td>
<td>$18,582.00</td>
<td>$19,211.00</td>
<td>$19,873.00</td>
<td>$20,065.00</td>
<td>$20,065.00</td>
<td>$20,650.00</td>
<td>$20,760.00</td>
<td>$21,222.00</td>
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<tr>
<td>Comprehensive cost resident</td>
<td>$16,706.00</td>
<td>$17,765.00</td>
<td>$18,582.00</td>
<td>$19,211.00</td>
<td>$19,873.00</td>
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<td>$20,065.00</td>
<td>$20,650.00</td>
<td>$20,760.00</td>
<td>$21,222.00</td>
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<tr>
<td>Comprehensive cost non-resident</td>
<td>$16,706.00</td>
<td>$17,765.00</td>
<td>$18,582.00</td>
<td>$19,211.00</td>
<td>$19,873.00</td>
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<td>$20,065.00</td>
<td>$20,650.00</td>
<td>$20,760.00</td>
<td>$21,222.00</td>
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<tr>
<td>Percentage increase for residents:</td>
<td>'07 to '08</td>
<td>'08 to '09</td>
<td>'09 to '10</td>
<td>'10 to '11</td>
<td>'11 to '12</td>
<td>'12 to '13</td>
<td>'12 to '13</td>
<td>'14 to '15</td>
<td>'15 to '16</td>
<td>'16 to '17</td>
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<tr>
<td>in annual tuition^</td>
<td>6.9%</td>
<td>7.3%</td>
<td>7.4%</td>
<td>19.4%</td>
<td>3.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>in comprehensive cost</td>
<td>6.4%</td>
<td>6.3%</td>
<td>4.6%</td>
<td>3.4%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>2.2%</td>
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<td>Median Student Loan Debt#</td>
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<td>All U of MN Campuses</td>
<td>$21,037</td>
<td>$21,971</td>
<td>$19,384</td>
<td>$22,910</td>
<td>$22,728</td>
<td>$19,977</td>
<td>$23,910</td>
<td>$23,292</td>
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<td>not avail.</td>
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<td>$19,384</td>
<td>$22,910</td>
<td>$22,728</td>
<td>$19,977</td>
<td>$23,910</td>
<td>$23,292</td>
<td>not avail.</td>
<td>not avail.</td>
</tr>
</tbody>
</table>

^The University Fee was rolled into tuition beginning 2011-12.

*Based on tuition band of 13 or more credits per term for 2007-08 to present; prior to fall 2007, 15-20 credits per term was the tuition band.

**Morris has a reciprocity agreement with the states of North Dakota, South Dakota, Wisconsin, and the province of Manitoba, Canada. As of Fall 2016, new out-of-state students that are not residents of reciprocity states and international students are charged the non-resident rate.

***Based on rates for double room in a dorm plus 19-meal plan.

#Source: University of Minnesota Office of Institutional Research Student Financial Support report. Calculations include only students that completed a bachelor's degree, and do not include PLUS loans.
### University of Minnesota, Morris
#### Trends in Fund Raising and Endowment Growth from 2000 to 2016

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Commitments</th>
<th>Endowment Values</th>
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<td>2000</td>
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<tr>
<td>2001</td>
<td>$1,023,515</td>
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<td>2002</td>
<td>$1,642,570</td>
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<td>2003</td>
<td>$1,212,462</td>
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<td>2004</td>
<td>$255,865</td>
<td>$6,621,750</td>
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<tr>
<td>2005</td>
<td>$1,099,993</td>
<td>$7,792,072</td>
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<tr>
<td>2006</td>
<td>$1,104,893</td>
<td>$8,821,696</td>
</tr>
<tr>
<td>2007</td>
<td>$1,201,081</td>
<td>$10,619,831</td>
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<tr>
<td>2008</td>
<td>$1,487,703</td>
<td>$10,382,079</td>
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<tr>
<td>2009</td>
<td>$1,853,707</td>
<td>$8,173,097</td>
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<tr>
<td>2010</td>
<td>$952,747</td>
<td>$8,713,415</td>
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<tr>
<td>2011</td>
<td>$2,142,676</td>
<td>$10,086,825</td>
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<td>2012</td>
<td>$1,346,680</td>
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<td>2013</td>
<td>$2,272,737</td>
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<td>2014</td>
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<td>2015</td>
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<tr>
<td>2016</td>
<td>$3,126,999</td>
<td>$12,754,774</td>
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</tbody>
</table>

Source: FY02-FY16 from University of Minnesota Foundation Donor Management System (DMS) Executive Reports. FY00-FY01 data from query of DMS production and receipted tables. Commitments are outright gifts, pledge obligations, deferred obligations and dollars to be matched. Endowment values are the 6/30 market values of both true and quasi endowments held by both UMM and by the University of Minnesota Foundation. A true endowment is a fund in which the principal balance cannot be spent; only the available balance can be spent, which is approximately 4.5% (this figure subject to change) of a trailing average of the principal fund balance. A quasi endowment is a fund that earns market return like a true endowment but its principal balance can be spent.
**University of Minnesota, Morris**  
**Trends in Level of Sponsored Support**

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<tbody>
<tr>
<td>Proposals Submitted</td>
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<td>$6,057,798</td>
<td>22</td>
<td>$5,481,004</td>
<td>22</td>
<td>$3,630,642</td>
<td>32</td>
<td>$8,282,285</td>
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<td>$1,375,973</td>
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<td>$2,181,691</td>
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<td>$1,018,245</td>
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<td>Sponsored Expenditures</td>
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<td>--</td>
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<td>--</td>
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<td>$1,340,896</td>
<td>--</td>
<td>$1,257,000</td>
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</tr>
</tbody>
</table>

Source: Electronic Grants Management System (EGMS) Database, UM Data Warehouse, and PeopleSoft Data Modules.
### Staffing by Dept.

#### 2016-17

<table>
<thead>
<tr>
<th>Department</th>
<th>Instruction and Research</th>
<th>Academic Affairs</th>
<th>Chancellor's Office</th>
<th>Intercol. Athletics</th>
<th>Student Affairs</th>
<th>Business Services</th>
<th>Plant Services</th>
<th>Auxiliary Enterprises</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Faculty</td>
<td>123.8</td>
<td>2.0</td>
<td>-</td>
<td>4.4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>130.2</td>
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<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
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<tr>
<td>Support Professionals</td>
<td>-</td>
<td>25.0</td>
<td>22.3</td>
<td>16.4</td>
<td>24.8</td>
<td>1.0</td>
<td>7.1</td>
<td>3.0</td>
<td>99.6</td>
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<tr>
<td>Technical Employees</td>
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<td>9.4</td>
<td>-</td>
<td>-</td>
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<td>1.0</td>
<td>15.4</td>
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<tr>
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<td>41.5</td>
<td>22.8</td>
<td>31.8</td>
<td>7.0</td>
<td>56.5</td>
<td>39.4</td>
<td>384.7</td>
</tr>
</tbody>
</table>

**Definitions:**

---Instruction and Research includes the academic divisions. The division chairs are counted as 0.5 under Instruction and Research and 0.5 under Academic Affairs. Staff with athletic and teaching responsibilities are counted as 0.25 under Instruction and Research and 0.75 under Intercollegiate Athletics.

---Academic Affairs includes the Vice Chancellor’s Office, Library, Instructional and Media Technologies, Advising, Academic Assistance and Disability Services, Registrar’s Office, Online Learning and Summer Session, Career Center, Grants Development, and divisional offices. Center for Small Towns staff are shown under Auxiliary Enterprises.


---Student Affairs includes the Vice Chancellor’s Office, Counseling, Health Service, Residential Life office staff, Student Activities, and Equity, Diversity, and Multi-cultural Programs. Residential Life custodial staff are shown under Auxiliary Enterprises.

---Business Services includes the Finance director and Business Office. Food Services and the Bookstore are shown under Auxiliary Enterprises.

---Plant Services includes Information Technology, Post Office, Campus Police, Planning, Telephone, General and Custodial Maintenance, Building Trades, Grounds, and Transportation. Duplicating and Vending are shown under Auxiliary Enterprises.

---Auxiliary Enterprises includes Food Service, Vending, Duplicating, Bookstore, Residential Life custodial staff, and Center for Small Towns.

---Counts do not include faculty leave replacements, student employment, part-time faculty or staff employed less than 25% time.

---For 2016-17, 1.46 FTE staff and .25 FTE faculty were paid by grant funds in Academic Affairs and 6.77 FTE staff were paid by grant funds in Student Affairs.
Distribution of Full-Time Equivalent Counts of Faculty/Staff for 2016-2017

- Instruction/Research
- Academic Affairs
- Plant Services
- Chancellor's Office
- Auxiliary Enterprises
- Student Affairs
- Inter. Athletics
- Business Services
**University of Minnesota, Morris**  
**A Five-Year Summary of the Academic, Civil Service, and Bargaining Unit Staffing by Occupational Classification**  
**Full-time Equivalent Counts for 2012-2017**

<table>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching Faculty</td>
<td>129.8</td>
<td>131.7</td>
<td>132.0</td>
<td>136.4</td>
<td>130.2</td>
</tr>
<tr>
<td>Executive Management</td>
<td>5.0</td>
<td>4.7</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Support Professionals</td>
<td>90.5</td>
<td>94.1</td>
<td>95.8</td>
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<td>99.6</td>
</tr>
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<td>Technical Employees</td>
<td>17.5</td>
<td>16.2</td>
<td>15.9</td>
<td>16.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Office/Clerical</td>
<td>65.9</td>
<td>64.9</td>
<td>62.8</td>
<td>65.1</td>
<td>65.7</td>
</tr>
<tr>
<td>Crafts/Trades</td>
<td>22.3</td>
<td>21.9</td>
<td>21.8</td>
<td>22.0</td>
<td>21.4</td>
</tr>
<tr>
<td>Service Employees</td>
<td>48.8</td>
<td>49.5</td>
<td>48.0</td>
<td>50.6</td>
<td>48.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>379.6</td>
<td>383.0</td>
<td>380.2</td>
<td>391.1</td>
<td>384.7</td>
</tr>
</tbody>
</table>

Most temporary and continuing part-time employees are counted on a percentage basis (faculty on leave are counted but not their replacements).

**Definitions:**
- Teaching Faculty category includes instructional faculty and division chairs.
- Executive Management category includes the chancellor and vice chancellors.
- Support Professionals category includes Academic and Student Affairs directors, librarians, coaches, police, nurse, trainer, etc.
- Technical Employees category includes junior engineer, landscape supervisor, computer specialists, electronic technicians, etc.
- Office and Clerical category includes Clerical and Office supervisory staff and assistant administrators.
- Crafts and Trades category includes bargaining unit staff in skilled trades such as carpenters, electricians, plumbers, etc.
- Service Employees category includes primarily bargaining unit staff in custodial and food Service positions.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Research</td>
<td>124.6</td>
<td>126.5</td>
<td>125.6</td>
<td>130.7</td>
<td>123.8</td>
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<tr>
<td>Academic Affairs</td>
<td>60.1</td>
<td>60.4</td>
<td>60.5</td>
<td>61.9</td>
<td>58.9</td>
</tr>
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<td>Chancellor's Office</td>
<td>36.5</td>
<td>36.8</td>
<td>37.6</td>
<td>38.2</td>
<td>41.5</td>
</tr>
<tr>
<td>Inter. Athletics</td>
<td>20.7</td>
<td>22.1</td>
<td>21.2</td>
<td>23.5</td>
<td>22.8</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>27.1</td>
<td>27.8</td>
<td>29.4</td>
<td>30.7</td>
<td>34.8</td>
</tr>
<tr>
<td>Business Services</td>
<td>7.5</td>
<td>7.0</td>
<td>7.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Plant Services</td>
<td>66.2</td>
<td>64.7</td>
<td>63.4</td>
<td>62.7</td>
<td>56.5</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>37.0</td>
<td>37.8</td>
<td>35.5</td>
<td>36.4</td>
<td>39.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>379.6</td>
<td>383.0</td>
<td>380.2</td>
<td>391.1</td>
<td>384.7</td>
</tr>
</tbody>
</table>

---Instruction and Research includes the academic Divisions and all Continuing Education faculty. Staff with athletic responsibilities are split between Instruction and Intercollegiate Athletics; Division Chairs are split between Instruction and Academic Affairs.

---Academic Affairs includes the Vice Chancellor's Office, Divisional Offices, Library, Instructional and Media Technologies, Advising, Academic Assistance and Disability Services, Registrar's Office, Online Learning and Summer Session, Career Center, Grants Development, and Continuing Education.

---Chancellor's Office also includes University Relations, Alumni Relations, Fund Development, Human Resources, Sustainability, Institutional Effectiveness and Research, Admissions, and Financial Aid.

---Student Affairs includes the Vice Chancellor's Office, Counseling, Health Service, Residential Life office staff, Student Activities, and Equity, Diversity, and Multicultural Programs. Residential Life custodial staff are shown under Auxiliary Services.

---Business Services includes the Finance Mgr. and Business Office. Food Services and Bookstore are shown under Auxiliary Enterprises.

---Plant Services includes Information Technology, Post Office, Campus Police, Planning, Telephone, General and Custodial Maintenance, Building Trades, Grounds, and Transportation. Duplicating and Vending are shown under Auxiliary Enterprises.

---Auxiliary Enterprises includes Food Services, Vending, Duplicating, Bookstore, Residential Life custodial staff, and Center for Small Towns.
Beginning in FY10, Admissions and Financial Aid are included in Chancellor’s Staff rather than Enrollment. Computing Services was moved from Academic Affairs to Plant Services.
Beginning FY10, Computing Services was moved from Academic Affairs to Plant Services.
CERP is Continuing Education and Regional Programs. FTE is Full-time Equivalent.

*Paid by UMM; in prior years CERP staff were paid by the central U of MN Continuing Education and Extension.
STUDENT INFORMATION

Information provided in this section has been selected primarily because it relates to enrollment and retention. The summary sheet "Student Body Information" provides a brief profile of each successive freshman class as well as certain demographic information regarding the student body as a whole. The map of Minnesota shows the distribution of Minnesota students within the student body. Changes in ACT scores over the past five years are shown. Included are a table and charts showing study abroad activity of UMM students.

The five-year summaries of headcount, full-year equivalent enrollment, and student-of-color enrollment show not only data for UMM but for the University system as a whole and are the official figures provided by the central administration. Fall term headcount enrollment uses the standard definition: students registered for one or more credits at the end of the second week of the fall term. Full-year equivalent (FYE) enrollments are determined by dividing the total student credit hours by the full-time credit enrollment for one year and are compiled at the end of the academic year. The charts related to enrollment show fall term headcounts at UMM since it opened in 1960. The data showing the numbers of students from other states is based on the home location of students at the time of application.

A chart shows cohort retention and graduation rates for UMM freshmen who remained at UMM and, in addition, those who transferred to any other college within the University of Minnesota system.

The tables provided show only a small amount of the profile, enrollment, demographic, aptitude, student demand, grade, and follow-up information available on the UMM student body. In many instances, considerable data is available with University-wide, state, and national comparisons as well. Contact the UMM Institutional Research Office for more information.
## University of Minnesota, Morris
### Student Body Information

### ENROLLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall New Freshmen*</th>
<th>Fall New Transfers</th>
<th>Fall Total Headcount</th>
<th>FYE Students**</th>
<th>Male:Female Ratio (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>363</td>
<td>101</td>
<td>1,686</td>
<td>1,592</td>
<td>42:58</td>
</tr>
<tr>
<td>2008-09</td>
<td>374</td>
<td>79</td>
<td>1,607</td>
<td>1,515</td>
<td>42:58</td>
</tr>
<tr>
<td>2009-10</td>
<td>405</td>
<td>103</td>
<td>1,705</td>
<td>1,630</td>
<td>43:57</td>
</tr>
<tr>
<td>2010-11</td>
<td>419</td>
<td>132</td>
<td>1,811</td>
<td>1,898</td>
<td>44:56</td>
</tr>
<tr>
<td>2011-12</td>
<td>465</td>
<td>126</td>
<td>1,932</td>
<td>1,898</td>
<td>45:55</td>
</tr>
<tr>
<td>2012-13</td>
<td>413</td>
<td>111</td>
<td>1,969</td>
<td>1,876</td>
<td>46:54</td>
</tr>
<tr>
<td>2013-14</td>
<td>469</td>
<td>99</td>
<td>2,007</td>
<td>1,859</td>
<td>46:54</td>
</tr>
<tr>
<td>2014-15</td>
<td>413</td>
<td>119</td>
<td>1,975</td>
<td>1,807</td>
<td>46:54</td>
</tr>
<tr>
<td>2015-16</td>
<td>416</td>
<td>109</td>
<td>1,888</td>
<td>1,755</td>
<td>46:54</td>
</tr>
<tr>
<td>2016-17</td>
<td>376</td>
<td>101</td>
<td>1,771</td>
<td>1,688</td>
<td>44:56</td>
</tr>
</tbody>
</table>

*The "Fall New Freshmen" figure excludes PSEO enrolled students.

### FRESHMAN APTITUDE

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Median HSR</td>
<td>79</td>
<td>80</td>
<td>79</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>78</td>
<td>78</td>
<td>75</td>
</tr>
<tr>
<td>Upper 25% HSR</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>59%</td>
<td>61%</td>
<td>59%</td>
<td>59%</td>
<td>55%</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Upper 5% HSR</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td>12%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### FRESHMAN APPLICATIONS

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>1,145</td>
<td>1,506</td>
<td>1,467</td>
<td>2,312</td>
<td>2,397</td>
<td>2,374</td>
<td>2,649</td>
<td>2,900</td>
<td>3,621</td>
<td>3,414</td>
</tr>
<tr>
<td>% Offered Admission</td>
<td>76%</td>
<td>71%</td>
<td>73%</td>
<td>64%</td>
<td>61%</td>
<td>59%</td>
<td>58%</td>
<td>63%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>% Accepted Who Enrolled</td>
<td>42%</td>
<td>35%</td>
<td>38%</td>
<td>28%</td>
<td>32%</td>
<td>29%</td>
<td>31%</td>
<td>23%</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### TRANSFER APPLICATIONS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>194</td>
<td>216</td>
<td>257</td>
<td>298</td>
<td>435</td>
<td>387</td>
<td>399</td>
<td>404</td>
<td>382</td>
<td>303</td>
</tr>
<tr>
<td>% Offered Admission</td>
<td>67%</td>
<td>64%</td>
<td>58%</td>
<td>58%</td>
<td>43%</td>
<td>46%</td>
<td>43%</td>
<td>46%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>% Accepted Who Enrolled</td>
<td>78%</td>
<td>57%</td>
<td>70%</td>
<td>76%</td>
<td>68%</td>
<td>62%</td>
<td>58%</td>
<td>64%</td>
<td>62%</td>
<td>70%</td>
</tr>
</tbody>
</table>

### STUDENT ORIGIN

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Students</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
<td>84%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>78%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Out of State Students</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>International Students</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Surrounding Counties</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>7 County Metro Area</td>
<td>37%</td>
<td>38%</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
<td>33%</td>
<td>33%</td>
<td>31%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Live On Campus</td>
<td>44%</td>
<td>46%</td>
<td>47%</td>
<td>46%</td>
<td>49%</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
</tr>
</tbody>
</table>

### STUDENT: FACULTY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Faculty</td>
<td>126.4</td>
<td>122.9</td>
<td>114.8</td>
<td>114.6</td>
<td>120.1</td>
<td>125.3</td>
<td>128.2</td>
<td>128.5</td>
<td>127.9</td>
<td>127.8</td>
</tr>
</tbody>
</table>

*FYE (Full-Year Equivalent) student count is calculated by adding full-time students plus 1/3 part-time students.
A Five-Year Summary of Average ACT Scores
University of Minnesota, Morris Scores
Compared to National Norms

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Means: Fall of Academic Year</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>25.0</td>
<td>25.3</td>
</tr>
<tr>
<td>Nationwide</td>
<td>21.1</td>
<td>20.9</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>24.6</td>
<td>24.9</td>
</tr>
<tr>
<td>Nationwide</td>
<td>20.5</td>
<td>20.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>24.6</td>
<td>24.7</td>
</tr>
<tr>
<td>Nationwide</td>
<td>21.1</td>
<td>20.9</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>26.2</td>
<td>26.3</td>
</tr>
<tr>
<td>Nationwide</td>
<td>21.3</td>
<td>21.1</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>24.6</td>
<td>24.7</td>
</tr>
<tr>
<td>Nationwide</td>
<td>20.9</td>
<td>20.7</td>
</tr>
</tbody>
</table>

National norms show the mean of the high school graduating class for the prior spring.
ACT Composite Scores of UMM Entering Students
5-Year Average (F'11 to F'15) vs. Fall 2016

<table>
<thead>
<tr>
<th>ACT Composite Score Range</th>
<th>5-Yr. Average, F'11-F'15</th>
<th>ACT Composite Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-27</td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>28-30</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>31-36</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Origin of the UMM Student Body
Fall 2017

**MINNESOTA**
- Counties: 78
- Students: 1,200 (73.7%)

**OUT-OF-STATE**
- States: 32
- Students: 239 (14.7%)

**INTERNATIONAL**
- Countries: 24
- Students: 188 (11.6%)

**TOTAL STUDENTS**
- 1,627
### Headcount Enrollment

A Five-Year Summary of Fall Headcount Enrollment for the University of Minnesota System

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall of Academic Year</th>
<th>Percent of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
<td>2014-15</td>
</tr>
<tr>
<td>Crookston</td>
<td>2,839</td>
<td>2,850</td>
</tr>
<tr>
<td>Duluth</td>
<td>11,241</td>
<td>11,093</td>
</tr>
<tr>
<td>Morris</td>
<td>1,946</td>
<td>1,899</td>
</tr>
<tr>
<td>Rochester</td>
<td>495</td>
<td>488</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>51,526</td>
<td>51,147</td>
</tr>
<tr>
<td>TOTAL</td>
<td>68,047</td>
<td>67,477</td>
</tr>
</tbody>
</table>

Note: Totals for each FY (fiscal year) ending June 30. Rochester FYE included with Twin Cities.

### FYE Enrollment

A Five-Year Summary of Full-Year Equivalent Enrollment in Regular Instruction for the University of Minnesota System

<table>
<thead>
<tr>
<th>Campus</th>
<th>Academic Year</th>
<th>Percent of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>1,949</td>
<td>1,904</td>
</tr>
<tr>
<td>Duluth</td>
<td>10,855</td>
<td>10,595</td>
</tr>
<tr>
<td>Morris</td>
<td>1,876</td>
<td>1,909</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>50,563</td>
<td>50,510</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65,243</td>
<td>64,917</td>
</tr>
</tbody>
</table>

Note: Totals for each FY (fiscal year) ending June 30. Rochester FYE included with Twin Cities.
Note: Non-degree headcount consists of new and continuing non-degree students. New non-degree counts include non-degree intercampus transfers, readmits and PSEO students.
## University of Minnesota, Morris
### A Five-Year Summary of Fall Headcount of Students of Color (SOC)* for All Students within the University of Minnesota System

<table>
<thead>
<tr>
<th>Campus</th>
<th>Academic Year</th>
<th>2017-18 SOC as % of Total Campus Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>SOC</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>2,574</td>
</tr>
<tr>
<td>Duluth</td>
<td>SOC</td>
<td>1,117</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>10,124</td>
</tr>
<tr>
<td>Morris</td>
<td>SOC</td>
<td>467</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>1,479</td>
</tr>
<tr>
<td>Rochester</td>
<td>SOC</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>403</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>SOC</td>
<td>8,583</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>42,943</td>
</tr>
<tr>
<td>TOTAL</td>
<td>SOC</td>
<td>10,524</td>
</tr>
<tr>
<td></td>
<td>Non-SOC</td>
<td>57,523</td>
</tr>
</tbody>
</table>

*Students of Color (SOC). Includes all non International students who identify their primary ethnic background as African American, American Indian, Asian/Pacific, Hawaiian, or Hispanic.
Non Students of Color (Non-SOC). Includes all International students and others who do not fit into the Student of Color category.
### UMM Fall Headcount by Ethnic Background

Degree-seeking Undergraduate Headcount and Entire Student Body Headcount

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Fall 1995</th>
<th>Fall 2000</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree-seeking Undergraduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>77 4.0%</td>
<td>108 6.1%</td>
<td>142 9.3%</td>
<td>213 12.6%</td>
<td>317 17.6%</td>
<td>311 17.9%</td>
<td>311 18.5%</td>
<td>320 20.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>74 3.8%</td>
<td>48 2.7%</td>
<td>46 3.0%</td>
<td>54 3.2%</td>
<td>67 3.7%</td>
<td>65 3.7%</td>
<td>65 3.9%</td>
<td>65 4.2%</td>
</tr>
<tr>
<td>Hawaiian+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1 0.1%</td>
<td>5 0.0%</td>
<td>2 0.1%</td>
<td>1 0.1%</td>
<td>3 0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>83 4.3%</td>
<td>103 5.9%</td>
<td>32 2.1%</td>
<td>43 2.5%</td>
<td>35 1.9%</td>
<td>41 2.4%</td>
<td>43 2.6%</td>
<td>41 2.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30 1.5%</td>
<td>25 1.4%</td>
<td>22 1.4%</td>
<td>33 1.8%</td>
<td>51 2.8%</td>
<td>53 3.2%</td>
<td>53 3.2%</td>
<td>51 3.3%</td>
</tr>
<tr>
<td>Subtotal Students of Color*</td>
<td>264 13.6%</td>
<td>284 16.2%</td>
<td>242 15.8%</td>
<td>342 20.2%</td>
<td>475 26.3%</td>
<td>474 27.2%</td>
<td>473 28.2%</td>
<td>480 30.9%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>1651 84.9%</td>
<td>1439 81.9%</td>
<td>1241 81.0%</td>
<td>1222 72.3%</td>
<td>1153 63.9%</td>
<td>1078 61.9%</td>
<td>1009 60.1%</td>
<td>899 57.9%</td>
</tr>
<tr>
<td>International</td>
<td>18 0.9%</td>
<td>6 0.3%</td>
<td>17 1.1%</td>
<td>100 5.9%</td>
<td>173 9.6%</td>
<td>184 10.6%</td>
<td>191 11.4%</td>
<td>171 11.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>11 0.6%</td>
<td>29 1.6%</td>
<td>33 2.2%</td>
<td>26 1.5%</td>
<td>2 0.1%</td>
<td>5 0.3%</td>
<td>7 0.4%</td>
<td>4 0.3%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>1944 100%</td>
<td>1758 100%</td>
<td>1533 100%</td>
<td>1690 100%</td>
<td>1803 100%</td>
<td>1741 100%</td>
<td>1680 100%</td>
<td>1554 100%</td>
</tr>
</tbody>
</table>

*Does not include international students of color.

**Entire Student Body**

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Fall 1995</th>
<th>Fall 2000</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>77 3.9%</td>
<td>109 5.9%</td>
<td>148 8.8%</td>
<td>221 12.2%</td>
<td>326 17.2%</td>
<td>317 17.1%</td>
<td>315 17.8%</td>
<td>321 19.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>74 3.8%</td>
<td>48 2.6%</td>
<td>46 2.7%</td>
<td>56 3.1%</td>
<td>67 3.5%</td>
<td>65 3.5%</td>
<td>68 3.8%</td>
<td>65 4.0%</td>
</tr>
<tr>
<td>Hawaiian+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1 0.1%</td>
<td>5 0.0%</td>
<td>2 0.1%</td>
<td>1 0.1%</td>
<td>3 0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>83 4.3%</td>
<td>103 5.6%</td>
<td>32 1.9%</td>
<td>43 2.4%</td>
<td>36 1.9%</td>
<td>41 2.2%</td>
<td>43 2.4%</td>
<td>41 2.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30 1.5%</td>
<td>25 1.4%</td>
<td>23 1.4%</td>
<td>33 1.8%</td>
<td>51 2.7%</td>
<td>55 3.0%</td>
<td>55 3.1%</td>
<td>55 3.4%</td>
</tr>
<tr>
<td>Subtotal Students of Color*</td>
<td>264 13.5%</td>
<td>285 15.5%</td>
<td>249 14.8%</td>
<td>354 19.5%</td>
<td>485 25.5%</td>
<td>480 25.9%</td>
<td>482 27.2%</td>
<td>485 29.8%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>1659 85.0%</td>
<td>1501 81.5%</td>
<td>1313 78.0%</td>
<td>1306 72.1%</td>
<td>1227 64.6%</td>
<td>1170 63.0%</td>
<td>1072 60.5%</td>
<td>943 58.0%</td>
</tr>
<tr>
<td>International</td>
<td>18 0.9%</td>
<td>6 0.3%</td>
<td>19 1.1%</td>
<td>100 5.5%</td>
<td>176 9.3%</td>
<td>193 10.4%</td>
<td>201 11.3%</td>
<td>188 11.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>11 0.6%</td>
<td>50 2.7%</td>
<td>103 6.1%</td>
<td>51 2.8%</td>
<td>11 0.6%</td>
<td>13 0.7%</td>
<td>16 0.9%</td>
<td>11 0.7%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>1952 100%</td>
<td>1842 100%</td>
<td>1684 100%</td>
<td>1811 100%</td>
<td>1899 100%</td>
<td>1856 100%</td>
<td>1771 100%</td>
<td>1627 100%</td>
</tr>
</tbody>
</table>

*Does not include international students of color.

**Source:** UMM Institutional Research extract of OIR-TC official fall stix file

---

**Notes:**
- Hawaiian students included with Asian prior to Fall 2009.
- Hawaiian+ students included with Asian prior to Fall 2009.
- Subtotal Students of Color* includes all ethnic groups listed.
- International students of color are included in the Total Headcount.

---

**Source:** UMM Institutional Research extract of OIR-TC official fall stix file
# UMM Fall Headcount by Ethnic Background

## New High School Student Headcounts and Transfer Student Headcounts

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Fall 1995</th>
<th>Fall 2000</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New High School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(NHS) Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>17</td>
<td>22</td>
<td>41</td>
<td>71</td>
<td>80</td>
<td>71</td>
<td>76</td>
<td>83</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Hawaiian+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>33</td>
<td>20</td>
<td>7</td>
<td>15</td>
<td>6</td>
<td>14</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Subtotal Students of Color*</td>
<td>73</td>
<td>64</td>
<td>68</td>
<td>114</td>
<td>128</td>
<td>119</td>
<td>115</td>
<td>140</td>
</tr>
<tr>
<td>White</td>
<td>453</td>
<td>393</td>
<td>278</td>
<td>297</td>
<td>274</td>
<td>275</td>
<td>243</td>
<td>208</td>
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<tr>
<td>International</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>534</td>
<td>474</td>
<td>358</td>
<td>419</td>
<td>413</td>
<td>416</td>
<td>376</td>
<td>356</td>
</tr>
</tbody>
</table>

*Does not include international students of color.

## New Advanced Standing** (NAS) Students

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Fall 1995</th>
<th>Fall 2000</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Advanced Standing</strong></td>
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</tr>
<tr>
<td>(NAS) Students</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
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<td>10</td>
<td>16</td>
<td>24</td>
<td>19</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
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<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hawaiian+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal Students of Color*</td>
<td>15</td>
<td>28</td>
<td>10</td>
<td>18</td>
<td>34</td>
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<td>20</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
<td>51</td>
<td>59</td>
<td>38</td>
<td>65</td>
<td>45</td>
<td>31</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>International</td>
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<td>3</td>
<td>48</td>
<td>40</td>
<td>48</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Unknown</td>
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<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>73</td>
<td>94</td>
<td>56</td>
<td>132</td>
<td>119</td>
<td>109</td>
<td>101</td>
<td>92</td>
</tr>
</tbody>
</table>

**Transfer students +Hawaiian students included with Asian prior to F09.

*Source: UMM Institutional Research extract of OIR-TC official fall stix file*
## University of Minnesota, Morris
Official Student Enrollment Statistics for Fall 2001-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree-Seeking (DS) Students</th>
<th>Non-Degree (ND) Students</th>
<th>%-age DS / ND</th>
<th>Not Avail.</th>
<th>Total Headcount</th>
<th>Total FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Freshmen</td>
<td>New Advanced</td>
<td>Readmit, ICT, NA</td>
<td>Total New</td>
<td>Cont.</td>
<td>Total</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>480</td>
<td>82</td>
<td>17</td>
<td>579</td>
<td>1233</td>
<td>1812</td>
</tr>
<tr>
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<td>67</td>
<td>8</td>
<td>552</td>
<td>1235</td>
<td>1787</td>
</tr>
<tr>
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<td>412</td>
<td>74</td>
<td>9</td>
<td>495</td>
<td>1231</td>
<td>1726</td>
</tr>
<tr>
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<td>387</td>
<td>63</td>
<td>14</td>
<td>464</td>
<td>1216</td>
<td>1680</td>
</tr>
<tr>
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<td>56</td>
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<td>1109</td>
<td>1532</td>
</tr>
<tr>
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<td>106</td>
<td>12</td>
<td>498</td>
<td>1065</td>
<td>1563</td>
</tr>
<tr>
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<td>101</td>
<td>17</td>
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<td>1062</td>
<td>1543</td>
</tr>
<tr>
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<td>374</td>
<td>79</td>
<td>18</td>
<td>471</td>
<td>1019</td>
<td>1490</td>
</tr>
<tr>
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<td>527</td>
<td>1071</td>
<td>1598</td>
</tr>
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<td>Fall 2010</td>
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<td>585</td>
<td>1105</td>
<td>1690</td>
</tr>
<tr>
<td>Fall 2011</td>
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<td>126</td>
<td>17</td>
<td>608</td>
<td>1214</td>
<td>1822</td>
</tr>
<tr>
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<td>111</td>
<td>13</td>
<td>537</td>
<td>1251</td>
<td>1788</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>469</td>
<td>99</td>
<td>7</td>
<td>575</td>
<td>1271</td>
<td>1846</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>413</td>
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<td>9</td>
<td>541</td>
<td>1262</td>
<td>1803</td>
</tr>
<tr>
<td>Fall 2015</td>
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<td>109</td>
<td>19</td>
<td>544</td>
<td>1197</td>
<td>1741</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>376</td>
<td>101</td>
<td>14</td>
<td>491</td>
<td>1189</td>
<td>1680</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>356</td>
<td>92</td>
<td>7</td>
<td>455</td>
<td>1099</td>
<td>1554</td>
</tr>
</tbody>
</table>

FYE from official University of Minnesota Institutional Research report or query.

Notes: "ICT" refers to Inter-Campus Transfers; "Cont." refers to continuing students; "FYE" to Full-Year Equivalent. Continuing students enrolled at UMM the previous year are labeled as "Same Unit" in official reports. New non-degree counts include non-degree ICT and readmits. PSEO students are counted in "New Non-Degree" counts.
### University of Minnesota, Morris
### Out-of-State and International Student Enrollments*

<table>
<thead>
<tr>
<th>Home State</th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Fall 2016</th>
<th></th>
<th>Fall 2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%-age</td>
<td>No.</td>
<td>%-age</td>
<td>No.</td>
<td>%-age</td>
<td>No.</td>
<td>%-age</td>
<td>No.</td>
<td>%-age</td>
</tr>
<tr>
<td>North Dakota</td>
<td>19</td>
<td>1.0%</td>
<td>21</td>
<td>1.1%</td>
<td>18</td>
<td>1.0%</td>
<td>15</td>
<td>0.8%</td>
<td>18</td>
<td>1.1%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>65</td>
<td>3.3%</td>
<td>80</td>
<td>4.2%</td>
<td>75</td>
<td>4.0%</td>
<td>74</td>
<td>4.2%</td>
<td>76</td>
<td>4.7%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>29</td>
<td>1.5%</td>
<td>31</td>
<td>1.6%</td>
<td>37</td>
<td>2.0%</td>
<td>33</td>
<td>1.9%</td>
<td>43</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other States (Not Minn.)</td>
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<td>90</td>
<td>5.1%</td>
<td>102</td>
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</tr>
<tr>
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<td>212</td>
<td>12.0%</td>
<td>239</td>
<td>14.7%</td>
</tr>
<tr>
<td>International</td>
<td>181</td>
<td>9.3%</td>
<td>177</td>
<td>9.3%</td>
<td>195</td>
<td>10.5%</td>
<td>207</td>
<td>11.7%</td>
<td>193</td>
<td>11.9%</td>
</tr>
<tr>
<td>Not reported</td>
<td>32</td>
<td>1.6%</td>
<td>43</td>
<td>2.3%</td>
<td>47</td>
<td>2.5%</td>
<td>37</td>
<td>2.1%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total UMM Headcount</td>
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<td>1,899</td>
<td>1.6%</td>
<td>1,856</td>
<td>1.6%</td>
<td>1,771</td>
<td>1.6%</td>
<td>1,627</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

*Data is based on the home county, state, or country that students indicated when first applying to UMM.
### University of Minnesota, Morris
**Student Study Abroad Enrollments**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Europe</td>
<td>69</td>
<td>83</td>
<td>54</td>
<td>68</td>
<td>93</td>
<td>66</td>
<td>88</td>
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<tr>
<td>Latin America/Caribbean</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>7</td>
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<tr>
<td>Asia, Pacific, Africa</td>
<td>17</td>
<td>16</td>
<td>11</td>
<td>15</td>
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<td>16</td>
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<tr>
<td>Australia, New Zealand, Canada</td>
<td>10</td>
<td>20</td>
<td>81</td>
<td>27</td>
<td>4</td>
<td>26</td>
<td>59</td>
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<tr>
<td>Multiple Regions</td>
<td>28</td>
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<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>127</td>
<td>155</td>
<td>119</td>
<td>128</td>
<td>116</td>
<td>168</td>
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<table>
<thead>
<tr>
<th>Duration</th>
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<tbody>
<tr>
<td>Academic or Calendar Year</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Quarter or Semester (10-15 wks)</td>
<td>33</td>
<td>50</td>
<td>27</td>
<td>21</td>
<td>30</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Summer (4-10 weeks)</td>
<td>21</td>
<td>42</td>
<td>41</td>
<td>19</td>
<td>7</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Short-term (3 weeks)</td>
<td>70</td>
<td>32</td>
<td>83</td>
<td>71</td>
<td>86</td>
<td>69</td>
<td>107</td>
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<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>127</td>
<td>155</td>
<td>119</td>
<td>128</td>
<td>116</td>
<td>168</td>
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<table>
<thead>
<tr>
<th>Academic Level</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>16</td>
<td>6</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Sophomore</td>
<td>9</td>
<td>12</td>
<td>30</td>
<td>28</td>
<td>27</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Junior</td>
<td>28</td>
<td>24</td>
<td>31</td>
<td>29</td>
<td>40</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Senior</td>
<td>71</td>
<td>86</td>
<td>81</td>
<td>45</td>
<td>55</td>
<td>51</td>
<td>103</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>127</td>
<td>155</td>
<td>119</td>
<td>128</td>
<td>116</td>
<td>168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Female</td>
<td>81</td>
<td>87</td>
<td>117</td>
<td>90</td>
<td>92</td>
<td>90</td>
<td>123</td>
</tr>
<tr>
<td>Male</td>
<td>47</td>
<td>40</td>
<td>38</td>
<td>29</td>
<td>36</td>
<td>26</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>127</td>
<td>155</td>
<td>119</td>
<td>128</td>
<td>116</td>
<td>168</td>
</tr>
</tbody>
</table>

**UMM Students**

<table>
<thead>
<tr>
<th>Total Travelling Abroad-UMM</th>
<th>118</th>
<th>98</th>
<th>152</th>
<th>119</th>
<th>128</th>
<th>116</th>
<th>168</th>
</tr>
</thead>
<tbody>
<tr>
<td>As % of Total Enrollment</td>
<td>6.5%</td>
<td>5.1%</td>
<td>8.0%</td>
<td>7.1%</td>
<td>7.9%</td>
<td>7.5%</td>
<td>11.3%</td>
</tr>
<tr>
<td>As % of Degrees Granted</td>
<td>42.0%</td>
<td>29.0%</td>
<td>44.2%</td>
<td>32.0%</td>
<td>34.1%</td>
<td>33.0%</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

Beginning with 2013-14, this data includes only degree-seeking students at UMM who are U.S. citizens or permanent residents.
National Survey of Student Engagement (NSSE)  
2017 UMM Student Responses: Seniors

Through its student survey, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn’t assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

NSSE is administered during spring semester. UMM’s 2017 response rate for first-year students was 47% and for senior students was 51%. This compares with average response rates at other Baccalaurate Liberal Arts institutions of 35% for first-year students and 38% for seniors. UMM participates in the NSSE survey every three years.

Which of the following have you done or do you plan to do before you graduate?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Morris</th>
<th>COPLAC¹</th>
<th>BAC-LA²</th>
<th>NSSE³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a study abroad program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have not decided</td>
<td>13</td>
<td>507</td>
<td>789</td>
<td>30,892</td>
</tr>
<tr>
<td>Do not plan to do</td>
<td>84</td>
<td>3,465</td>
<td>8,877</td>
<td>180,808</td>
</tr>
<tr>
<td>Plan to do or Done</td>
<td>79</td>
<td>971</td>
<td>7,612</td>
<td>61,375</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>4,943</td>
<td>17,278</td>
<td>273,075</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work with a faculty member on a research project</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have not decided</td>
<td>14</td>
<td>593</td>
<td>1,027</td>
<td>39,768</td>
</tr>
<tr>
<td>Do not plan to do</td>
<td>73</td>
<td>2,337</td>
<td>6,994</td>
<td>133,997</td>
</tr>
<tr>
<td>Plan to do or Done</td>
<td>90</td>
<td>2,011</td>
<td>9,214</td>
<td>98,855</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>4,941</td>
<td>17,235</td>
<td>272,620</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have not decided</td>
<td>4</td>
<td>321</td>
<td>414</td>
<td>24,347</td>
</tr>
<tr>
<td>Do not plan to do</td>
<td>9</td>
<td>772</td>
<td>2,068</td>
<td>55,731</td>
</tr>
<tr>
<td>Plan to do or Done</td>
<td>163</td>
<td>3,847</td>
<td>14,787</td>
<td>192,574</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>4,940</td>
<td>17,269</td>
<td>272,652</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hold a formal leadership role in a student organization or group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have not decided</td>
<td>4</td>
<td>450</td>
<td>724</td>
<td>29,829</td>
</tr>
<tr>
<td>Do not plan to do</td>
<td>59</td>
<td>2,215</td>
<td>4,510</td>
<td>118,549</td>
</tr>
<tr>
<td>Plan to do or Done</td>
<td>114</td>
<td>2,298</td>
<td>12,077</td>
<td>125,210</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>4,963</td>
<td>17,311</td>
<td>272,588</td>
</tr>
</tbody>
</table>

(Continued next page)
National Survey of Student Engagement (NSSE)
2017 UMM Student Responses: Seniors

How much does your institution emphasize the following?

<table>
<thead>
<tr>
<th>Attending campus activities and events (performing arts, athletic events, etc.)</th>
<th>Morris</th>
<th>COPLAC(^1)</th>
<th>BAC-LA(^2)</th>
<th>NSSE(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td>Very little</td>
<td>6</td>
<td>3%</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>48</td>
<td>28%</td>
<td>1,374</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>80</td>
<td>45%</td>
<td>1,738</td>
</tr>
<tr>
<td></td>
<td>Very much</td>
<td>42</td>
<td>24%</td>
<td>1,037</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>4,730</td>
<td>100%</td>
</tr>
</tbody>
</table>

About how many hours do you spend in a typical 7-day week doing the following?

<table>
<thead>
<tr>
<th>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</th>
<th>Morris</th>
<th>COPLAC(^1)</th>
<th>BAC-LA(^2)</th>
<th>NSSE(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td>0 hrs</td>
<td>31</td>
<td>17%</td>
<td>1,844</td>
</tr>
<tr>
<td></td>
<td>1-10 hrs</td>
<td>98</td>
<td>57%</td>
<td>2,072</td>
</tr>
<tr>
<td></td>
<td>11-20 hrs</td>
<td>35</td>
<td>20%</td>
<td>552</td>
</tr>
<tr>
<td></td>
<td>More than 20 hrs</td>
<td>12</td>
<td>7%</td>
<td>249</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100%</td>
<td>4,717</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Working for pay on campus</th>
<th>Morris</th>
<th>COPLAC(^1)</th>
<th>BAC-LA(^2)</th>
<th>NSSE(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Students</td>
<td>0 hrs</td>
<td>65</td>
<td>37%</td>
<td>3,127</td>
</tr>
<tr>
<td></td>
<td>1-10 hrs</td>
<td>95</td>
<td>53%</td>
<td>776</td>
</tr>
<tr>
<td></td>
<td>11-20 hrs</td>
<td>15</td>
<td>9%</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>More than 20 hrs</td>
<td>2</td>
<td>1%</td>
<td>174</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>100%</td>
<td>4,724</td>
<td>100%</td>
</tr>
</tbody>
</table>

\(^1\)COPLAC is the Council of Public Liberal Arts Colleges, consisting of 30 colleges and universities in 28 states and one Canadian province; 23 of these colleges participated in NSSE 2017.

\(^2\)BAC-LA is a group of 143 baccalaureate colleges with an arts and sciences focus who participated in NSSE 2017.

\(^3\)The NSSE group includes 961 U.S. colleges who participated in NSSE 2016 and/or 2017.

Note: Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
### University of Minnesota, Morris

#### Cohort Retention/Graduation Rates for UMM Freshmen

<table>
<thead>
<tr>
<th>Entered</th>
<th>Returned for Subsequent Year</th>
<th>Graduated</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Soph Year</td>
<td>Jr Year</td>
<td>Sr Year</td>
<td>In 4 Yrs</td>
<td>In 5 Yrs</td>
<td>In 6 Yrs</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>UMM Only</td>
<td>78.6%</td>
<td>60.2%</td>
<td>54.2%</td>
<td>37.9%</td>
<td>48.7%</td>
</tr>
<tr>
<td>N=522</td>
<td>UMM in All-UM</td>
<td>81.6%</td>
<td>66.7%</td>
<td>61.3%</td>
<td>39.7%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>UMM Only</td>
<td>76.2%</td>
<td>64.7%</td>
<td>59.4%</td>
<td>38.4%</td>
<td>52.3%</td>
</tr>
<tr>
<td>N=453</td>
<td>UMM in All-UM</td>
<td>80.4%</td>
<td>65.9%</td>
<td>66.0%</td>
<td>40.2%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>UMM Only</td>
<td>82.4%</td>
<td>66.3%</td>
<td>61.8%</td>
<td>39.9%</td>
<td>53.4%</td>
</tr>
<tr>
<td>N=479</td>
<td>UMM in All-UM</td>
<td>85.0%</td>
<td>71.7%</td>
<td>68.5%</td>
<td>41.0%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>UMM Only</td>
<td>82.1%</td>
<td>66.4%</td>
<td>63.4%</td>
<td>42.8%</td>
<td>59.4%</td>
</tr>
<tr>
<td>N=473</td>
<td>UMM in All-UM</td>
<td>82.7%</td>
<td>70.2%</td>
<td>68.1%</td>
<td>44.4%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>UMM Only</td>
<td>77.3%</td>
<td>71.6%</td>
<td>64.2%</td>
<td>46.1%</td>
<td>60.0%</td>
</tr>
<tr>
<td>N=475</td>
<td>UMM in All-UM</td>
<td>79.6%</td>
<td>74.1%</td>
<td>67.6%</td>
<td>47.4%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>UMM Only</td>
<td>83.7%</td>
<td>70.3%</td>
<td>65.9%</td>
<td>43.6%</td>
<td>58.2%</td>
</tr>
<tr>
<td>N=411</td>
<td>UMM in All-UM</td>
<td>86.6%</td>
<td>76.4%</td>
<td>72.7%</td>
<td>45.0%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>UMM Only</td>
<td>81.2%</td>
<td>74.9%</td>
<td>70.5%</td>
<td>53.5%</td>
<td>64.2%</td>
</tr>
<tr>
<td>N=383</td>
<td>UMM in All-UM</td>
<td>85.6%</td>
<td>80.7%</td>
<td>77.3%</td>
<td>56.1%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>UMM Only</td>
<td>79.9%</td>
<td>67.1%</td>
<td>63.7%</td>
<td>48.4%</td>
<td>59.2%</td>
</tr>
<tr>
<td>N=353</td>
<td>UMM in All-UM</td>
<td>83.0%</td>
<td>73.7%</td>
<td>71.1%</td>
<td>50.7%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>UMM Only</td>
<td>81.1%</td>
<td>68.6%</td>
<td>64.9%</td>
<td>47.6%</td>
<td>58.2%</td>
</tr>
<tr>
<td>N=376</td>
<td>UMM in All-UM</td>
<td>84.0%</td>
<td>72.6%</td>
<td>68.6%</td>
<td>49.7%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>UMM Only</td>
<td>84.6%</td>
<td>74.6%</td>
<td>68.2%</td>
<td>50.3%</td>
<td>60.6%</td>
</tr>
<tr>
<td>N=358</td>
<td>UMM in All-UM</td>
<td>87.4%</td>
<td>80.3%</td>
<td>72.2%</td>
<td>51.7%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>UMM Only</td>
<td>85.5%</td>
<td>74.3%</td>
<td>67.4%</td>
<td>53.6%</td>
<td>65.4%</td>
</tr>
<tr>
<td>N=373</td>
<td>UMM in All-UM</td>
<td>87.4%</td>
<td>79.9%</td>
<td>77.5%</td>
<td>57.4%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>UMM Only</td>
<td>81.2%</td>
<td>73.3%</td>
<td>70.3%</td>
<td>51.0%</td>
<td>63.9%</td>
</tr>
<tr>
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<td>73.8%</td>
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<td>66.3%</td>
</tr>
<tr>
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<td>UMM Only</td>
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<td>67.2%</td>
<td>50.5%</td>
<td>62.2%</td>
</tr>
<tr>
<td>N=418</td>
<td>UMM in All-UM</td>
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<td>77.0%</td>
<td>72.5%</td>
<td>53.3%</td>
<td>67.0%</td>
</tr>
<tr>
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<td>UMM Only</td>
<td>78.4%</td>
<td>68.2%</td>
<td>65.2%</td>
<td>49.6%</td>
<td>57.4%</td>
</tr>
<tr>
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<td>71.0%</td>
<td>52.6%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>UMM Only</td>
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<td>75.3%</td>
<td>70.9%</td>
<td>51.8%</td>
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</tr>
<tr>
<td>Fall 2013</td>
<td>UMM Only</td>
<td>78.8%</td>
<td>66.7%</td>
<td>63.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=468</td>
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<td>68.6%</td>
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</tr>
<tr>
<td>Fall 2014</td>
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<td>67.2%</td>
<td></td>
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</tr>
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<tr>
<td>Fall 2015</td>
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<td>77.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=414</td>
<td>UMM in All-UM</td>
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<td></td>
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</tr>
<tr>
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<td>71.8%</td>
<td>53.4%</td>
<td>65.1%</td>
</tr>
</tbody>
</table>

Note: Beginning fall 2000, retention statistics are based on revised cohort definitions. Rates are shown first for freshmen who entered UMM and remained on the Morris campus, and second, for freshmen who entered UMM and remained or graduated from any campus within the University of Minnesota system. Cohort retention shows the percentage of the entering freshmen returning for their sophomore year and so on for each subsequent year. Includes students retained or who graduated in less than 4 years. Data from the University of Minnesota Undergraduate Retention Report.
Morris Graduation Rates: Within UM System

Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students who entered the University of Minnesota, Morris, and graduated anywhere within the University of Minnesota system.
<table>
<thead>
<tr>
<th>Entered Year</th>
<th>Retained for Subsequent Year</th>
<th>Graduated To Date</th>
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<tr>
<td>White</td>
<td>298</td>
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<tr>
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<tr>
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<tr>
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<td>SOC</td>
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<td>54.2%</td>
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<tr>
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<tr>
<td>Fall 2008</td>
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<tr>
<td>AmerIndian</td>
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<td>34.2%</td>
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<tr>
<td>SOC</td>
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<td>51.7%</td>
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<tr>
<td>White</td>
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<td>60.8%</td>
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<tr>
<td>All UMM</td>
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<td></td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
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<td></td>
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<tr>
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<tr>
<td>White</td>
<td>357</td>
<td>56.9%</td>
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<tr>
<td>All UMM</td>
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<td>52.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
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<td></td>
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<tr>
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<tr>
<td>White</td>
<td>295</td>
<td>60.7%</td>
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<tr>
<td>All UMM</td>
<td>462</td>
<td>52.6%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AmerIndian</td>
<td>70</td>
<td>54.3%</td>
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<tr>
<td>SOC</td>
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<td>72.3%</td>
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<tr>
<td>White</td>
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<td>69.5%</td>
</tr>
<tr>
<td>All UMM</td>
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</tr>
<tr>
<td>Fall 2014</td>
<td></td>
<td></td>
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<tr>
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<tr>
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<td>72.3%</td>
</tr>
<tr>
<td>White</td>
<td>297</td>
<td>75.8%</td>
</tr>
<tr>
<td>All UMM</td>
<td>411</td>
<td>72.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AmerIndian</td>
<td>71</td>
<td>78.9%</td>
</tr>
<tr>
<td>SOC</td>
<td>48</td>
<td>77.1%</td>
</tr>
<tr>
<td>White</td>
<td>309</td>
<td>81.9%</td>
</tr>
<tr>
<td>All UMM</td>
<td>414</td>
<td>81.4%</td>
</tr>
</tbody>
</table>

| 5-Year | AmerIndian | 73.7 | 74.8% | 67.9% | 61.6% | 33.8% | 44.9% | 50.3% | 56.2% |
|        | SOC        | 47.3 | 60.3% | 69.4% | 64.6% | 36.1% | 57.4% | 69.0% | 72.2% |
|        | White      | 324  | 81.4% | 77.2% | 75.1% | 58.4% | 69.3% | 73.8% | 73.8% |
| All UMM| 431.0 | 81.0% | 74.4% | 72.0% | 53.4% | 65.1% | 70.2% | 71.1% |   |

*Students of Color (SOC) for this table do not include American Indian students.

Rates are shown first for freshmen who entered UMM and remained or graduated from any campus within the University of Minnesota system.
Cohort retention shows the percentage of the entering freshmen returning for their sophomore year and so on for each subsequent year. Includes students retained or who graduated in less than 4 years. Data from the University of Minnesota Student Retention Report of 2016.
ACADEMIC PROGRAM INFORMATION

Five-year summaries of the declared majors and minors for the entire student body as well as degrees granted by major and minor are provided as an indication of student interest and demand for programs offered at UMM. A line chart shows the change in the pattern of declared majors of the student body from spring 2012 to 2017. The table showing student:faculty ratios also contains a column for Full-Year Equivalent (FYE) students which represents a student demand for the courses of that discipline. This statistic is determined by dividing the academic year total student credit hours taught in a given discipline by the normal full-time credit load for a single student.

The student:faculty ratio table also indicates Full-Time Equivalent (FTE) faculty which is based upon the actual teaching loads of both the full- and part-time faculty or instructional staff in that discipline for the given year. The current student:faculty ratios are shown as well as the five-year average. Two related charts show the distribution of course enrollments expressed as FYE students among the four divisions and the distribution of instructional resources expressed as FTE faculty among those same divisions. The charts illustrate both student demand and the allocation of faculty resources. An additional table is provided showing the annual total of student credit hours taught, total enrollment in all courses offered, number of upper and lower division classes (including multiple sections), and FTE faculty for each discipline. The data represent some of the more conventional indices of discipline teaching load.

One of the tables shows FTE teaching positions for the most recent five years. During the past several years, UMM has shifted some civil service and faculty positions into the Academic Professional and Administrative (P&A) staff category; these instructional staff positions are included in the FTE teaching count. The FTE calculation prorates the equivalent of full-time teaching positions committed to instruction in that discipline. Part-time positions are added in proportion to the number of credits taught. Teaching faculty with administrative responsibilities have a portion of their position deducted in like fashion (division chairs and sport studies and athletics staff with coaching responsibilities are examples).

The table showing faculty salaries includes nine- and ten-month faculty with full-time teaching responsibilities. Division chairs and faculty members with primarily administrative responsibilities have been excluded. Ten-month salaries have been converted to show their nine-month equivalent. Finally, the percentage of the total faculty who are tenured, who are women, or who are faculty of color is shown. The final chart shows the change in the percentages of tenured faculty, women faculty, and faculty of color over the years.

Elaborate academic profile and planning data covering nearly every facet of faculty characteristics, salaries, student demand, work load, cost and productivity statistics are maintained. Most have been collected annually in a consistent fashion for several decades. In addition, University-wide information is available on many of these same characteristics provided by the central administration. The UMM Institutional Research Office is the best single source for this data.
# Declared Majors of the Student Body as of Spring Term

## EDUCATION DIVISION

<table>
<thead>
<tr>
<th>Declared Major</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>91</td>
<td>105</td>
<td>96</td>
<td>92</td>
<td>81</td>
</tr>
<tr>
<td>Secondary Education*</td>
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<td>118</td>
<td>114</td>
<td>101</td>
<td>84</td>
</tr>
<tr>
<td>Sport Management</td>
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<td>56</td>
<td>60</td>
<td>64</td>
<td>54</td>
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<tr>
<td><strong>Subtotal:</strong></td>
<td>263</td>
<td>279</td>
<td>270</td>
<td>257</td>
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## HUMANITIES DIVISION

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<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>42</td>
<td>42</td>
<td>42</td>
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<tr>
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<td>62</td>
<td>61</td>
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<td>46</td>
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<tr>
<td>English</td>
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<td>French</td>
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<td>13</td>
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## SCIENCE & MATH DIVISION

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<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
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## SOCIAL SCIENCE DIVISION

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(Continued next page)
## Declared Majors of the Student Body as of Spring Term

<table>
<thead>
<tr>
<th>Declared Major</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
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*Secondary education is a licensure program, not a major.

@Mgmt includes students admitted to the Mgmt program and any other students who declare Mgmt as their major.

#Four-year bachelor of arts programs.

Information from UM Management Reporting Student Roster Detail Report.
Trends in Percentage of Declared Majors by Division

Note: Education Division percentages include secondary education licensure students.
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as of Spring Term

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Information from UM Management Reporting Student Roster Detail Report.
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Note: Graduates with multiple majors counted more than once.  
\(^1\)Licensure program--secondary education is not a major.  
\(^2\)This major discontinued; last term to be admitted was Spring 2011; last term to graduate is approximately Spring 2018.  
\(^3\)New major; first term admitting students was Fall 2011.
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Note: Graduates with multiple minors counted more than once.
## University of Minnesota, Morris
### 2016-2017 Student/Faculty Ratios by Discipline

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#### 2016-2017 Student/Faculty Ratios by Discipline

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FYE Student = SCH/30; FTE Faculty based on actual teaching load of full- and part-time faculty. Note: FYE and FTE do not include summer counts.
Full-Year Equivalent (FYE) Student Course Enrollment by Division

Year

Number of FYE Students

SSci  Hum  S&M  Educ
FTE is the Full-time-Equivalent faculty count. Note: Beginning 2011-12, Online Learning was counted as a separate category; before that time, online courses were counted with regular classroom courses in the Division.
### University of Minnesota, Morris
#### 2016-2017 Statistics on Enrollment, Classes, and Faculty

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Notes: SCH includes official counts for the fiscal year, including summer. SCH is calculated by multiplying total end-of-second-week class enrollments by number of credits; SCH for online learning is counted in the home disciplines; enrollment is the end-of-term enrollment in all courses offered by the discipline; no. of classes incl. multiple sections (excl. 0-1 cr. courses, music lessons, SSA skills courses); average class size is the average enrollment in the discipline's upper and lower division classes, including multiple sections, but excluding one-credit, noncredit, and directed studies offerings; instructor credit hours (ICH)/FTE is the number of credits taught by faculty in the discipline divided by the number of FTE faculty (e.g., 1 faculty member teaches 5 courses at 4 credits each for a total of 20 ICH).
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## University of Minnesota, Morris
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by Discipline and Division

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<td>3.73</td>
<td>3.70</td>
<td>2.60</td>
<td>3.06</td>
<td>3.28</td>
</tr>
<tr>
<td>Psychology</td>
<td>8.03</td>
<td>8.33</td>
<td>6.83</td>
<td>7.16</td>
<td>6.80</td>
<td>7.43</td>
</tr>
<tr>
<td>Sociology</td>
<td>3.23</td>
<td>2.25</td>
<td>3.40</td>
<td>3.38</td>
<td>2.80</td>
<td>3.01</td>
</tr>
<tr>
<td>Subtotal</td>
<td>31.33</td>
<td>29.76</td>
<td>29.30</td>
<td>28.18</td>
<td>28.94</td>
<td>29.50</td>
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<tr>
<td><strong>INTERDISCIPLINARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian Studies</td>
<td>1.10</td>
<td>0.76</td>
<td>1.34</td>
<td>1.07</td>
<td>1.04</td>
<td>1.06</td>
</tr>
<tr>
<td>Environmental Studies</td>
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<td>1.83</td>
<td>1.50</td>
<td>1.86</td>
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<td>1.66</td>
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<tr>
<td>Latin American Area Studies</td>
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<td>0.45</td>
<td>0.30</td>
<td>0.38</td>
<td>0.40</td>
<td>0.34</td>
</tr>
<tr>
<td>Interdisc. (IS) Honors</td>
<td>0.70</td>
<td>0.75</td>
<td>0.70</td>
<td>0.99</td>
<td>0.96</td>
<td>0.82</td>
</tr>
<tr>
<td>Misc. IS</td>
<td>0.60</td>
<td>1.74</td>
<td>1.48</td>
<td>1.42</td>
<td>1.25</td>
<td>1.30</td>
</tr>
<tr>
<td>Subtotal</td>
<td>3.88</td>
<td>5.54</td>
<td>5.32</td>
<td>5.72</td>
<td>5.43</td>
<td>5.18</td>
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<tr>
<td><strong>ONLINE LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.20</td>
<td>0.85</td>
<td>0.85</td>
<td>1.26</td>
<td>1.28</td>
<td>1.09</td>
</tr>
<tr>
<td><strong>CAMPUS FTE FACULTY</strong></td>
<td>125.26</td>
<td>128.24</td>
<td>128.45</td>
<td>127.91</td>
<td>127.78</td>
<td>127.53</td>
</tr>
<tr>
<td><strong>FULL-YEAR EQUIVALENT (FYE) STUDENTS</strong></td>
<td>1809</td>
<td>1859</td>
<td>1807</td>
<td>1755</td>
<td>1688</td>
<td>1783</td>
</tr>
</tbody>
</table>

*Beginning 2011-12, Geography courses were taught through Online Learning; the FTE attributed to the online Geography courses is listed in brackets. The FTE faculty count includes all instructional staff - ranked faculty along with P&A lecturers and teaching specialists. For this table, FYE students are calculated by adding full-time student headcount to 1/3 of part-time student headcount.
FTE Faculty and Instructional Staff by Appointment Type
University of Minnesota, Morris

<table>
<thead>
<tr>
<th>Year</th>
<th>Temporary/P&amp;A</th>
<th>Tenured/Ten-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>48.74</td>
<td>71.37</td>
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<tr>
<td>2012-13</td>
<td>47.04</td>
<td>78.22</td>
</tr>
<tr>
<td>2013-14</td>
<td>52.16</td>
<td>76.08</td>
</tr>
<tr>
<td>2014-15</td>
<td>44.73</td>
<td>83.72</td>
</tr>
<tr>
<td>2015-16</td>
<td>46.22</td>
<td>81.69</td>
</tr>
<tr>
<td>2016-17</td>
<td>47.29</td>
<td>80.49</td>
</tr>
</tbody>
</table>
### Average Salary for Full-time Teaching Faculty by Rank & Gender

#### University of Minnesota, Morris


<table>
<thead>
<tr>
<th>Rank</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$78,323 (18)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$79,212 (15)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$79,254 (18)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$80,823 (20)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$84,351 (20)</td>
</tr>
<tr>
<td>Associates</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$60,885 (24)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$63,215 (22)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$65,168 (18)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$66,373 (19)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$66,921 (16)</td>
</tr>
<tr>
<td>Assistants</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$52,221 (16)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$52,988 (17)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$54,121 (17)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$54,976 (17)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$56,543 (17)</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>(0)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$48,000 (1)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$49,572 (3)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$52,020 (2)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$56,000 (1)</td>
</tr>
</tbody>
</table>

**All Ranks:** $63,907 (58) $64,140 (55) $65,506 (56) $67,520 (58) $69,907 (54)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$71,245 (5)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$75,800 (9)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$77,906 (10)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$80,229 (9)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$80,360 (11)</td>
</tr>
<tr>
<td>Associates</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$61,766 (25)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$63,384 (26)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$64,978 (26)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$67,383 (26)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$69,936 (23)</td>
</tr>
<tr>
<td>Assistants</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$53,184 (8)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$54,033 (8)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$53,783 (8)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$53,216 (10)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$54,539 (9)</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>(0)</td>
</tr>
<tr>
<td>2013-14</td>
<td>(0)</td>
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<tr>
<td>2014-15</td>
<td>(0)</td>
</tr>
<tr>
<td>2015-16</td>
<td>(0)</td>
</tr>
<tr>
<td>2016-17</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**All Ranks:** $61,206 (38) $64,243 (43) $65,881 (44) $66,804 (45) $69,380 (43)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$76,784 (23)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$77,933 (24)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$78,772 (28)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$80,639 (29)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$82,935 (31)</td>
</tr>
<tr>
<td>Associates</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$61,335 (49)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$63,307 (48)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$65,056 (44)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$66,957 (45)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$68,699 (39)</td>
</tr>
<tr>
<td>Assistants</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>$52,542 (24)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$53,322 (25)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$54,013 (25)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$54,324 (27)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$55,849 (26)</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>(0)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$48,000 (1)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$49,572 (3)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$52,020 (2)</td>
</tr>
<tr>
<td>2016-17</td>
<td>$56,000 (1)</td>
</tr>
</tbody>
</table>

**All Ranks:** $62,838 (96) $64,185 (98) $65,671 (100) $67,207 (103) $69,673 (97)

Figure in parenthesis indicates the number of individuals in each category. 9-month and 10-month converted to 9-month' salaries only. Chancellor/vice chancellor salaries are excluded.
### University of Minnesota, Morris
### Average Faculty Salaries by Rank & Gender
#### 2016-2017

<table>
<thead>
<tr>
<th></th>
<th>Prof</th>
<th>Assoc</th>
<th>Asst</th>
<th>Instr</th>
<th>All Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td>$84,351</td>
<td>$66,921</td>
<td>$56,543</td>
<td>$56,000</td>
<td>$69,907</td>
</tr>
<tr>
<td>Years at UMM</td>
<td>20.5</td>
<td>15.9</td>
<td>3.9</td>
<td>1.0</td>
<td>13.6</td>
</tr>
<tr>
<td>No.</td>
<td>20</td>
<td>16</td>
<td>17</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>$80,360</td>
<td>$69,936</td>
<td>$54,539</td>
<td>NA</td>
<td>$69,380</td>
</tr>
<tr>
<td>Years at UMM</td>
<td>22.6</td>
<td>15.4</td>
<td>4.2</td>
<td>NA</td>
<td>14.9</td>
</tr>
<tr>
<td>No.</td>
<td>11</td>
<td>23</td>
<td>9</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td><strong>Faculty of Color</strong></td>
<td>$82,804</td>
<td>$66,540</td>
<td>$61,322</td>
<td>$56,000</td>
<td>$67,646</td>
</tr>
<tr>
<td>Years at UMM</td>
<td>19.7</td>
<td>23.0</td>
<td>3.0</td>
<td>$1</td>
<td>11.0</td>
</tr>
<tr>
<td>No.</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$82,935</td>
<td>$68,699</td>
<td>$55,849</td>
<td>$56,000</td>
<td>$69,673</td>
</tr>
<tr>
<td>Years at UMM</td>
<td>21.2</td>
<td>15.6</td>
<td>4.0</td>
<td>1.0</td>
<td>14.2</td>
</tr>
<tr>
<td>No.</td>
<td>31</td>
<td>39</td>
<td>26</td>
<td>1</td>
<td>97</td>
</tr>
</tbody>
</table>

9-month salaries (10-mo converted to 9-mo)
Chancellor and Vice Chancellor salaries are excluded.
Sabbatical/LOA included plus replacements.
### Female and Faculty of Color

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty Count</th>
<th>Percent of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>1971-72</td>
<td>85</td>
<td>NA</td>
</tr>
<tr>
<td>1975-76</td>
<td>93</td>
<td>17.2%</td>
</tr>
<tr>
<td>1980-81</td>
<td>96</td>
<td>19.8%</td>
</tr>
<tr>
<td>1985-86</td>
<td>106</td>
<td>27.5%</td>
</tr>
<tr>
<td>1990-91</td>
<td>118</td>
<td>25.4%</td>
</tr>
<tr>
<td>1995-96</td>
<td>123</td>
<td>36.6%</td>
</tr>
<tr>
<td>2000-01</td>
<td>126</td>
<td>41.3%</td>
</tr>
<tr>
<td>2005-06</td>
<td>126</td>
<td>42.1%</td>
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<tr>
<td>2010-11</td>
<td>102</td>
<td>45.1%</td>
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<td>2012-13</td>
<td>96</td>
<td>39.6%</td>
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<td>2013-14</td>
<td>98</td>
<td>43.9%</td>
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<td>2014-15</td>
<td>100</td>
<td>44.0%</td>
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<tr>
<td>2015-16</td>
<td>103</td>
<td>43.7%</td>
</tr>
<tr>
<td>2016-17</td>
<td>97</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Faculty count includes full-time faculty only at the ranks of professor, associate professor, assistant professor, and instructor; does not include administrative faculty. It does include faculty on leave or sabbatical and their replacements. Temporary refers to appointments which are full-time and non-tenure-track.
UMM Full-time Ranked Faculty Characteristics

Percentage of Faculty Who are Tenured

Percentage of Faculty Who are Female

Percentage of Faculty Who are Faculty of Color
The University of Minnesota is committed to the policy that all persons shall have access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.