USM Fall 2017 Preliminary Opening Enrollment & FY 2018 Estimated Full-Time Equivalent Report



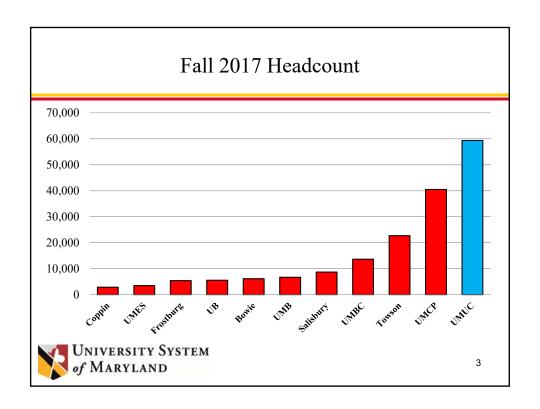
Institutional Research
Office of Administration and Finance
and Chief Operating Officer

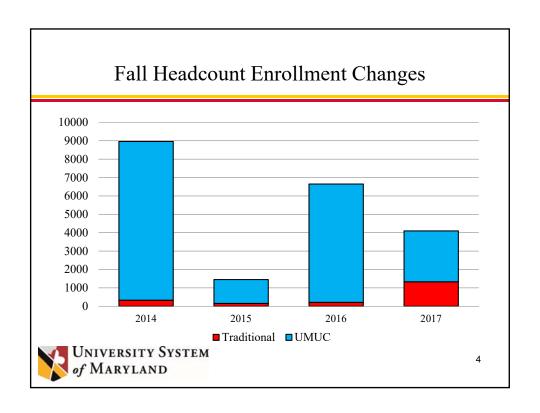
Fall 2017 and FY 2018 Overview

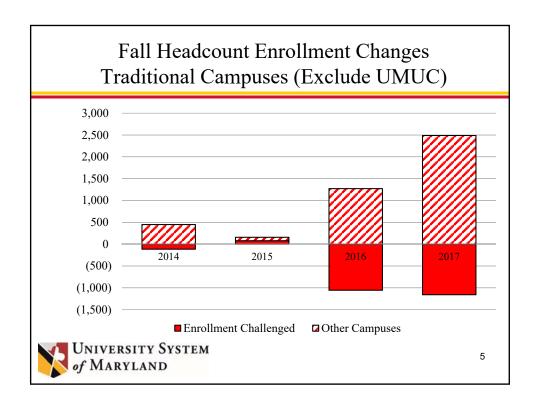
- This Fall 2017, USM Serves 175,176 Students
 - UMUC growth has dominated the trend compared to Traditional Campuses
- For decision making, the focus is on the 131,402 FY Credit Hour Full-time Equivalent (FTE)
 - The actual impact of student enrollment impacts tuition generated
- 14,133 First-time, Full-time New Undergraduates
 - A primary source of new students at many USM institutions
 - Key explanation for enrollment increases and decreases

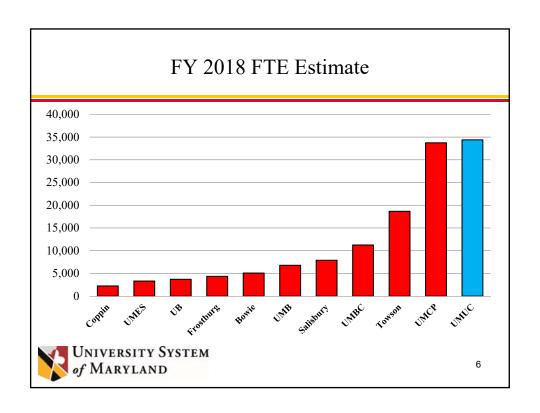


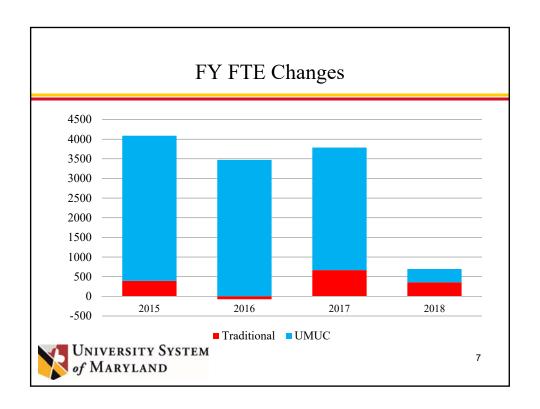
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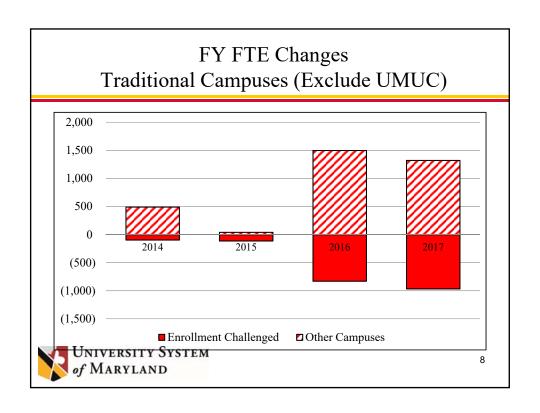












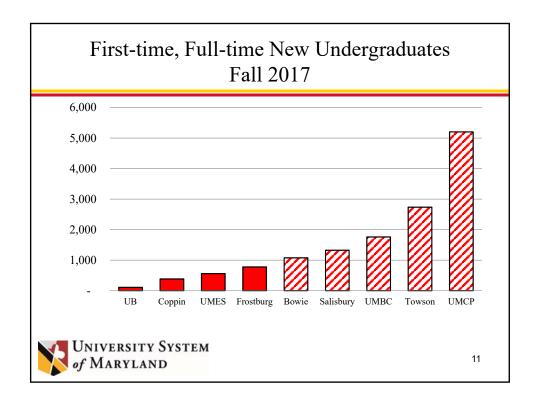
First-time, Full-time New Undergraduates

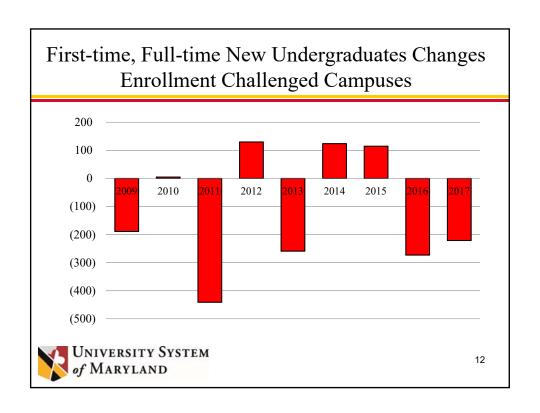
- One-third of USM fiscal year new inputs
- Institutional Reputation
- Large resource investment
- Provides foundation for sustained enrollment On average, 1 Student = 4.5 FTE over next 6 years
- Two-thirds will earn degrees in next 6 years (1,000 = 600-700 degrees)

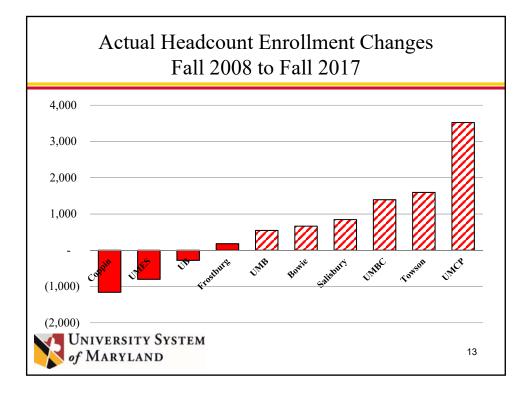


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Maryland High School Graduates Institutional Choices USM Enrollment Growth Opportunities Did Not Attend (Less Prepared & Did not Apply) Left Side—Chooses MD Right Side—Did not **Choose MD** Within the box: One MD Inst. Wins One MD Inst. Loses Chose USM Left Maryland (Prepared & University System Competitive) 10 of MARYLAND







Fall 2017 and FY 2018 Summary

- USM grew slightly from FY 2017 to FY 2018 but not everywhere
 - In aggregate, Fall 2017 enrollment tracks with last spring's projections
 - In aggregate, USM FTE estimate tracks closely to recent Budgeted FTE
- USM is a stratified higher education system
 - Impacts recruitment and retention
 - Impacts graduation and degree mix
- Institutions enrollment management strategies reflect stratification
 - $-\,\,$ Some campuses utilize advanced analytics & recruitment firms
 - Other are striving to maintain quality and reputation
- Enrollment recovery is slower than enrollment loss
 - Quantity of quality new undergraduates is limited
 - New pipelines must be established



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