

### III. Institutional Priorities: [Crookston](#)

#### 1. Academic Excellence – Faculty, Reputation

Since 1993 the faculty at the University of Minnesota, Crookston have been (a) transitioning from a 2-year technical curriculum to a 4-year polytechnic curriculum, (b) reconfiguring courses to a semester system, and (c) implementing the first campus-wide notebook computer initiative in the nation. These are outstanding accomplishments resulting in a 44 percent growth in degree seeking students and increased productivity leading to the highest faculty/student ratio in the University system.

#### Goals

##### Investing in Best Departments

- **Reallocation Investments:** Through reallocation and the Compact Process UMC has been able to increase by three the complement of tenure-track faculty at Crookston, one each in Natural Resources, Equine Management, and Information Technology Management, three of the programs with the largest student enrollments. A new Degree Program Review process is being implemented in conjunction with the UMC Curriculum Committee that will allow for a systematic approach to programmatic reallocation.
- **Technology Investments:** UMC has been recognized as a national and regional leader in the integration of technology in the teaching and learning process. Over 150 other institutions throughout the world have visited UMC to learn about the “Notebook Computer Initiative.” UMC has increased its investment in technology over the past eight years from 2 percent of the budget to over 10 percent of the budget. This funds notebook computers for all faculty, including software, instructional support (ITC) and other computer and network support services (Helpdesk, local area network software and equipment, and Webmaster).

##### Investments to Strengthen Interdisciplinary Initiatives

- **Interdisciplinary Support:** UMC’s interdisciplinary initiative investment through the strategic investment process of the University of Minnesota has included external funding for faculty and staff technology training, distance-delivered health course development, a Farm Wrap program for those leaving farming, and an INFOCON grant for technology training for K-12 faculty.
- **Curriculum Support:** A Veden Foundation grant for \$400,000 and a Bremer Foundation grant for \$100,000 support the delivery of interdisciplinary curriculum in the area of Rural Economic Development.

##### Measuring Results

- **Instructional Quality:** The graduating student experiences survey indicated that 94.2 percent of graduating seniors rate the quality of instruction in their major field as “excellent/very good/good.”
- **Faculty Advancement:** In 1997 UMC had one probationary faculty position (of a total of 32 tenured/tenure track positions); by 2001 this has increased to 15 probationary appointments (of 40 tenured/tenure track positions).

- **Student Satisfaction:**
  - 77.6 percent of graduating students indicate they would attend UMC again if starting over.
  - 92.1 percent of graduating students indicate computer technology skills developed at UMC are essential to future employment.
  - 83.3 percent of graduating students agree that having their own computer helped them assume personal responsibility for learning.
- **Assessment:** A comprehensive plan for assessing student learning outcomes is being implemented that will provide campus wide and individual program data. This data will be used to provide direction for changes in curriculum and instruction.

## 2. Students

UMC's academic programs emphasize technology experiences for careers in the information age workplace and seamless career connections that support life-long learning. The programs, requiring field experiences, internships, practical training, and personal growth, are delivered in an applications-rich teaching and learning environment.

In 1998 (undergraduate enrollment 913) UMC initiated an enrollment management plan designed to improve the institution's academic profile, increase the number of New High School (NHS) and New Advanced Standing (NAS) admits, and to improve student retention in order to achieve an overall enrollment of 1,500 undergraduate students (+64 percent).

Effective fall 2001 UMC changed from an "open" to a "traditional" admission policy, increasing the entrance requirements from a high school diploma or GED, to a high school rank within the top half of the student's graduating class or an ACT test score of 21 or higher. Additionally, UMC's academic progress policies were made more stringent, resulting in greater numbers of student academic suspensions. These policy changes, together with more strict enforcement of registration "holds" for students with accounts receivable balances, has contributed to a reduction in enrollment for fall 2001 (estimated 5 percent undergraduate reduction). Also contributing to the decline in enrollment has been the large tuition increase. UMC registered 25 fewer (-12 percent) North Dakota residents fall 2001. Tuition and fees at North Dakota colleges increased approximately 5 percent this year while tuition and fees at UMC increased 13.5 percent, further aggravating an already existing cost differential of \$2,369 for this year. This cost difference makes UMC 73 percent more expensive than North Dakota colleges, and may limit its capacity to increase enrollment.

### Investments to Strengthen the Undergraduate Experience

- **Student Retention:** Focused on the First Year Experience and initiated activities in fall 2001 with a \$50,000 allocation.
- **Technology Advancement:** Invested \$1,000 in laptop technology lease costs for every student and employee.
- **Student Profile:** Improved academic profile of students – changing admissions policy from "open" to "traditional" for fall 2001.

- **Service Learning:** Expanded service learning by investing in two half-time positions and by designating a service learning community for new freshmen in residential life. Also, UMC has been awarded a grant from the Otto Bremer Foundation that will provide a total of \$100,000 over the next four years. The grant will be used to support UMC's Service Learning Program that involves students and faculty in course-related community service projects. Funding will provide staff positions for the program and allow for the creation of a volunteer clearinghouse to benefit the entire community.
- **Diversity Counselor:** Since 1995, enrollment of undergraduate students of color has increased from 34 to 61 students (an increase of 109 percent). UMC intends to act aggressively and affirmatively to build on this success to improve the overall educational experience and satisfaction level of students of color and to increase the presence and participation of multi-ethnic students on campus by hiring a half-time Student Life Diversity Counselor during FY02.
- **Gender Equity:** UMC is committed to offering equitable, high quality athletic and academic experiences for male and female student-athletes. Effective fall semester 2001, UMC converted its student equestrian program from "club" sport status to an official athletic team sport sponsored by the Intercollegiate Athletic Department.

#### **Measuring Results**

- **Student Retention:** Current retention rate of 64 percent freshman to sophomore with a goal of 75 percent.
- **Graduates:** Baccalaureate degrees awarded – FY 00: 144 with a 6-year cohort graduation rate of 42 percent (students entering in fall 94). The goal is 200 bachelors' degree graduates annually, with a graduation rate of 50 percent.
- **Technology:** 94 percent of graduates rate incorporation of technology in major as excellent/good.
- **Recognition:** UMC rated #1 Baccalaureate II "wired college" by Yahoo Online Magazine 2000.
- **Academic Profiling:** ACT Composite score – currently 20 with a goal of 22.1.
- **Service Learning:** Currently 46 percent of graduates participate – goal 100 percent.
- **Gender Equity:** Increase proportion of female student-athletes (36 percent in 2000) to approximate the overall undergraduate student population (44 percent) through the addition of 40 women equestrian athletes and increased participation in other intercollegiate women's sports. Increase the number of females coaching women's teams (from one to three) during FY 02 by hiring two new women's part-time assistant coaches in softball and soccer and adding a female head coach in women's golf/assistant women's basketball.

#### **UMC Experiences (from Graduating Student Survey, Spring 2001)**

- 86.4 percent of graduates participated in at least one student club/organization, athletic or intramural team, or other student group.
- 52 percent "strongly agree/agree" that extracurricular activities were a valuable part of their college experiences.
- 80.4 percent "strongly agree/agree" that University offices were friendly and helpful.
- 68.9 percent have a friend from a different country.

### 3. Engagement - Access and Outreach

Each campus of the University of Minnesota shares in the access and outreach mission of the University of Minnesota. The Crookston campus provides its contribution through its polytechnic programs and in collaboration with other colleges of the University through the Northwest Research and Outreach Center, Minnesota Extension Service, Northwest Regional Sustainable Development Partnership, and College of Continuing Education, all of which are located on campus or in the region.

The strength of the campus is its baccalaureate career-oriented programs and its research and outreach programs in rural development focusing on the integration of technology in the work force.

#### Goals

##### Expanding Access: Educational Programs

- **First Generation Students:** For students entering fall 2000, 32 percent of the parents have never attended college and 64 percent do not have a bachelor's degree.
- **Access:** UMC is a traditional admission college that serves students in the top half of high school class or with an ACT score of 21 or higher.
- **Merit Scholarships:** Merit scholarships are targeted to students in the above profile. Many are first generation college students.
- **Program Articulation:** There are articulated programs with community and technical colleges for nearly all baccalaureate degrees. Connections in agriculture, business, manufacturing, hotel and restaurant management, and applied studies are most prevalent.
- **Distributive Learning Initiatives:** UMC is an active member in the Distributive Learning Workshop that focuses on the development of high-end computer mediated courseware. Also, several courses are available on-line.
- **BS Program Off Site Access:** The BS degree in Hotel, Restaurant, and Institutional Management (HRI) is available at Southwest State University in Marshall. The Bachelor of Manufacturing (BOM) is available in Warroad and courses leading to a BOM are now available in the Twin Cities.
- **College in High School:** At present, UMC has partnerships with 27 area high schools with an enrollment of approximately 780 students.
- **New Programs:** A new degree program offering a bachelor of science in Nursing is in the planning stages. This program is being developed to address a critical shortage of registered nurses in rural communities.

##### Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Valley Technology Park:** Opened in 1999 as collaborative venture involving local government and UMC; launched in response to the lack of technical expertise in rural businesses and communities.
- **Northern Great Plains, Inc:** Initiated in 1990 with a focus on trade in the Red River Valley but has expanded to include projects in agriculture and natural resources, information technologies, and economic vitality in five states and two provinces. Annually secures about \$500,000 in contracts and grants.

- **Northwest Minnesota Health Care Purchasing Alliance:** Initiated with \$50,000 Minnesota legislative grant to develop affordable health care coverage for area residents.
- **Veden Chair in Rural Development:** \$1.5 M endowed chair established to support rural development programming through faculty fellowships.
- **Center for Adult Learning:** Serves as UMC's Center for working with professionals, organizations, businesses, industries, young adults, and senior citizens, providing programming for day, evening and weekend courses; workshops and conferences; customized training on campus or on-site; and selected programs statewide.

### Measuring Results

- **Merit Scholarships:** UMC targeted academically better-prepared students, increasing the average scholarship offer from \$1,002 in fall 2000 to \$1,652 (+65 percent) in fall 2001. While the total offers decreased from 249 to 174 (-30 percent) the total dollars offered increased from \$249,630 to \$287,482 (+15 percent).
- **Profile of Freshmen Goals:**
  - Increase number from 300 to 350
  - Increase average ACT composite from 20 to 22
  - Increase average high school rank from 51.9 to 55
  - Increase number of students of color from 5 percent to 7.5 percent and international students from 3 percent to 5 percent
  - Improve freshman to sophomore retention from 62 percent to 75 percent
  - Increase 6-year graduation rate from 40 percent to 50 percent
- **Advance Standing/Transfer Students:** Fall 2001 number of transfer students increased from 130 to 175.
- **Cooperative Programs:** UMC currently has 14 academic partnerships with MnSCU institutions, private industry, and other private and public institutions of higher education. These partnerships provide courses and programs for students at UMC, and for other higher education institutions and business and industry, to improve cost effectiveness and course quality.
- **Non-Degree Enrollment:** Changes in non-degree student enrollments will be monitored. There have been decreases in enrollment at Northwest Technical College in East Grand Forks from 695 in FY 2000 to 480 in 2001, primarily due to the decision to offer their own General Education. College in the High School enrollment has increased from 780 in FY 2000 to 816 in FY 2001. The PSEO enrollment decreased from 75 in FY 2000 to 47 in FY 2001, after a change in UMC's admission and continuing enrollment requirements.
- **Off Site and On Line Courses and Enrollment:** The number of adults served and the number of courses offered continues to increase. Distance learning course offerings have increased from 20 in fall 2000 to 37 in fall 2001. Enrollment has also increased from 119 in fall 2000 to 247 in fall 2001. Student numbers have increased from 86 in fall 2000 to 176 in fall 2001.

#### 4. Human Resources: Faculty, Staff and Community

Our goal is to pursue the recruitment and retention of a diverse and exceptionally qualified faculty and staff to meet the unique mission of a polytechnic educational institution. To achieve this goal, we target investments to provide faculty and staff with the latest technology, networks, and infrastructure in which to succeed: we invest in their development and reward them on merit. We recognize and celebrate the contributions of faculty and staff towards teaching, research, and service. We also foster and encourage faculty and staff, their governance bodies, and their labor organizations to actively and effectively participate and lend direction to the University's vision, goals, and mission, with shared leadership responsibility of the Board of Regents, administration, faculty, staff, and students.

##### Goals

##### Supporting and Developing a Diverse Faculty and Staff as Teachers and Researchers

- **Faculty Development:** Provide \$27,000 faculty enhancement/professional development funds to assist faculty with advanced degrees and to support involvement in workshops, research projects, and professional organizations.
- **Technology Enhancements:** Provide \$20,000 mini-grant funds to assist faculty with the incorporation of technology within the curriculum.
- **Instructional Technology Support:** Provide the services of the Instructional Technology Center (ITC) as a resource center for UMC faculty and staff, who are incorporating computer, interactive multimedia, and Internet technologies into their courses and administrative and student support services.
- **Recognizing Excellence:** Reward excellent teaching through the Morse Alumni Teaching Award, the Academy of Distinguished Teachers, and the Faculty of the Year Award.
- **Grant Writing:** Make available more extensive training to help faculty prepare grant proposals

##### Recruiting and Retaining a Diverse Faculty and Staff

- **Training:** Provide training on core issues of discrimination and equal opportunity for all employees.
- **Recruiting:** Provide resources, training and guidance to hiring authorities on recruiting, retention, development, and promotion.
- **Hiring:** Support the hiring of diverse faculty and staff.
- **Globalize Perspectives:** Assist faculty and staff to advance international aspects of campus and programs.
- **Professional Development:** Provide comprehensive orientation and training to all new faculty and staff.

##### Enhancing Leadership and Managerial Effectiveness

- **Organizational Training:** Provide training opportunities on financial policies, procedures, emerging technology, and supervision for all administrators.
- **Leadership Enhancement:** Support the President's Emerging Leaders program.
- **Grant Management:** Mandatory training for principal investigators on management of their sponsored activities.

- **Resources:** Provide professional development funds to support attendance at skill building workshops or programs.
- **Advanced Degree Support:** Provide support through Regent's Scholarship program for formal educational opportunities at UMC.

### Measuring Results

- **Professional Development:** Reports on the usage of the various professional development/enhancement/mini-grant/Regent's Scholarship funds.
- **Advancement:** Reports on number of participants in training programs (new employee orientation, ITC training, grant writing, and supervisory).
- **Demographics:** Employee counts; applicants; hires; promotions; terminations; international faculty; increase in positive outcomes of retention cases.
- **Risk Management:** Number of complaints, formal grievances, and lawsuits.

## 5. Heritage & Integrity

The campus master plan, revised in fall 2001, has focused on creating and maintaining a distinctive and aspiring vision for the physical development of the campus, on enriching the experience of all who come to the campus, and on maximizing the value of the campus's existing physical assets while responding to emerging and changing physical needs.

Key planning issues have been:

- to strengthen the campus mall landscape,
- to enable existing aging buildings to meet future needs,
- to maximize the impact of technological innovation in the classroom,
- to meet the demand for additional parking, and
- to increase student housing to meet the demand of increased enrollment.

### Goals

#### Preserving the Past and Nurturing the Future

- **Campus Mall:** The campus mall is recognized as the premier historical open space on the campus and its related landscapes reinforce its association and unity with UMC as a land grant university. The mall loop road will be completed.
- **Controlled Environmental Science:** In 1995, a new controlled environmental science state-of-the-art facility opened to enhance the biological, agricultural, and environmental sciences. The facility includes environmentally controlled areas for commercial plant production; growth chambers; laboratories for chemical treatment of plants and studies in tissue culture, plant nutrition, and plant pathology; and preparation and work areas.
- **Gazebo:** A new landmark on the campus mall, the Harris A. Peterson Centennial Park Gazebo, is the focal point of a planned centennial park and garden. The centennial park concept will evolve as the campus nears the year 2005 when we will celebrate 100 years of research, outreach, and educational service at the UMC site.

- **Kiehle:** Currently under construction is the \$6.5 million renovation and expansion of Kiehle Building, built in 1910. The renovation plan will maintain the distinctive architecture of the original building and will house UMC's Alumni and Development Center; a technology center allowing the campus to centralize all technology-related services and staff; more space for UMC's Music and Theater Department, including a new music classroom/rehearsal room; improvements to the library; and a student technology center where students will have access to various multimedia computer workstations. Construction will be completed in July 2002.
- **Early Childhood:** The new Early Childhood Development Building opened in fall 2000 and serves as a model child development laboratory for students majoring in Early Childhood Education; provides a high quality early childhood care and education program for young children and their families, for the University community, and the community-at-large; and provides a teaching and learning environment for quality educational programming and applied research in child development, early childhood education, parent education, and parent involvement.
- **Residential Life:** UMC plans to install fire sprinklers and upgrade fire alarms to all housing facilities by fall 2005. These upgrades, however, will be difficult for the campus to absorb in its operating budget while maintaining student affordability and competitiveness with the off-campus market. McCall Hall was sprinkled in fall 2001.

#### **Enhancing a Student- and Community-Friendly University**

- **One Stop:** A One Stop Student Services Center was opened in spring 2000 in renovated Owen Hall lab space. The One Stop Center provides easy access to a variety of services. It includes the Academic Assistance Center, Admissions, Counseling and Career Services, Disability Services, Registrar, Student Financial Aid, and Student Support Services.
- **Student Portal:** UMC Computer Center staff has been working with the University's Web team to develop a student customized and personalized portal that provides information exchange, content, transactions, and entertainment. It will provide students with a single log-on, search capabilities, and extensive links to external Web site resources. It will enable users to arrange elements in a way that makes the most sense to them, allowing the flexibility to tailor the site to the student's own preferences, needs, and interests.

#### **Managing Physical Assets Efficiently**

- **Bede:** Replacement of the Bede Student Center and Student Services Building to better meet the needs of today's student is UMC's top priority in the University's FY 02 Capital Budget. Bede Hall was constructed for the Northwest School of Agriculture High School in 1921 to serve an enrollment of 155 students and 18 faculty. The new building will serve 1500 students by strengthening the undergraduate experience for students and improving the campus environment for student services and student development programs, recreational activities, and outreach. It will also assist in attracting and retaining good students from diverse backgrounds.
- **Knutson:** In the planning stage is a project for an addition to the Knutson athletic complex for recreational and intramural sports. The new facility would consist of tennis and racquetball courts and an indoor walking/running track. The project would also provide a concession area, public restrooms, and men's and women's locker rooms, which would also be available to serve the outdoor athletic complex. Renovation would include the gym and fitness center facilities and provide a linkage between the sports center and residence halls.

- **Residential Life:** Planning is currently in progress to construct an 80-bed apartment facility for occupancy fall 2002. This, however, will only result in the addition of a net total of 30 beds, as the planned demolition of Robertson Hall will eliminate 50 beds.

### Measuring Results

- **Graduating Student Experiences Survey; Spring 2001**
  - **Satisfaction:** 86.4 percent are “very or moderately” satisfied with their UMC experience
  - **Starting over:** 77.6 percent would attend UMC again if starting over
  - **Quality of instruction:** 94.2 percent rate the quality of instruction in their major field as “excellent/very good/good”
  - **Customer service:** 93.1 percent “strongly agree/agree” that the campus is a friendly place
  - **Facilities satisfaction:** 90.2 percent “strongly agree/agree” that the campus is a physically attractive place
  - **Student involvement:** 86.4 percent of graduates participated in at least one student club/organization, athletic or intramural team, or other student group
  - **Technology application:** 92.1 percent “strongly agree/agree” that the computer technology skills developed at UMC are essential to future employment

## 6. Institutional Efficiency and Excellence

Using a continuous quality improvement process, UMC consistently strives to improve efficiency and quality of services for students and employees. It intends to effectively use its operational resources.

### Goals

#### Service Improvements

- **Leveraging Technology:** UMC provides all students, faculty, and staff with computers for use in courseware development and use and for access to administrative and student support functions. All groups are supported with a help desk, training (Instructional Technology Center), and an environment where nearly everyone can help each other in their use of the technology in their work. The expectation is that teaching and support service will have a Web presence that leads to streamlining and increased access to the teaching and business processes.
- **Client Surveys:** The technology rich environment provides UMC with a cost effective, efficient, fast way to obtain client input for improving services. The Web is a common means for conducting individual and unit input and evaluation.

#### Effective Institutional Resource Management

- **Faculty Work Load:** During the transition from a two- to a four-year institution, there has been a significant increase in the faculty/student FYE ratio. Student enrollment increased 44 percent in the last eight years while the number of tenure track faculty has basically remained the same. The FY01 student/faculty FYE ratio is 24:1. An emphasis has been placed on reducing

that ratio to 18:1 in the next few years by adding faculty appointments and converting some part-time appointments to full-time appointments.

- **Operational Costs:** Enrollment increases have led to efficiency improvements in facility (classroom) use and operating cost/student FYE. The operating cost increases have been funded primarily by tuition and not matched by a corresponding increase in the state appropriation. Thus, UMC students are paying a significantly larger portion of UMC's operational costs each year.

### Measuring Results

- **Student/Faculty Ratio:** Increased from 18:1 to 24:1 (35 percent); goal ratio 18:1.
- **Operating and Maintenance Cost:** Student cost per FYE has decreased by over 27 percent from FY92 to FY01 (FY92 constant dollars).
- **Tuition Income:** Increased 76 percent from 1992 to 2001 while state appropriation increased only 48 percent.
- **Classroom Utilization:** 72 percent utilization from 8 a.m. to 4 p.m., Monday through Friday.
- **Web-based Grading:** Mid-term grade notification system supports faculty entry and e-mail messages.
- **Web-based Assessment of Learning:** Students evaluate teaching and in some cases take course examinations via Web.
- **On-line Surveys:** Student, faculty, staff surveys (satisfaction, P&A reappointment review, student services fee, etc.) – Web based.
- **Employer Demand:** Employer needs for specific degrees and certificate programs are being assessed.