

II. C. Engagement: Access and Outreach

Access and outreach are integral parts of the University of Minnesota's fundamental mission as a public, land-grant institution. In its 150th year, the University of Minnesota rededicated itself to being an "engaged university," through programs that will enhance its connections to its community, strengthen access to its resources, and build ongoing connections to help define and solve community issues.

This goal is translated into a diverse array of access and outreach activities that, taken together, benefit Minnesotans across every community in the state. Engagement is, therefore, about more than bringing the University into communities or using its resources to meet needs and solve problems. Beyond these important contributions, the University intends to act more as an active citizen, along with our fellow Minnesota citizens, considering and taking action on issues of mutual interest and importance. At the same time, it faces the pressing issue of financing outreach as sources of public support decrease, and as it moves toward a hybrid financing model.

Between 1998 and 2001, the University centrally invested nearly \$3 million in research-linked engagement-related activities, in addition to the wide range of college and campus-based activities that take place every year. Examples of the range and focus of these activities are listed in the Appendix.

Access

The University of Minnesota intends that information about programs and services is easily accessible for students and the public; that high-quality academic programs of all types will be readily accessible for qualified students on our campuses and through distributed education; and that technology will be used to make any-time, any-place learning responsive to professional, personal enrichment, and workforce needs of individuals and employers.

Outreach

The University of Minnesota ensures that individuals, organizations, and communities are actively engaged and mutually share with the University in the identification and solution of issues and concerns related to local, state, and world problems; that our students, faculty, and staff are actively engaged in the development of civic responsibility that uses their academic expertise and experience; that we utilize technology to make readily accessible information about the University's multitude of programs and services available for public use; and that we listen, value, and respond to the concerns and opinions of the general public.

Two broad goals focus University priorities and measures of performance in this area:

- 1) increasing satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state; and,
- 2) continuing to increase the University's successful interactions with and benefits to its external constituencies.

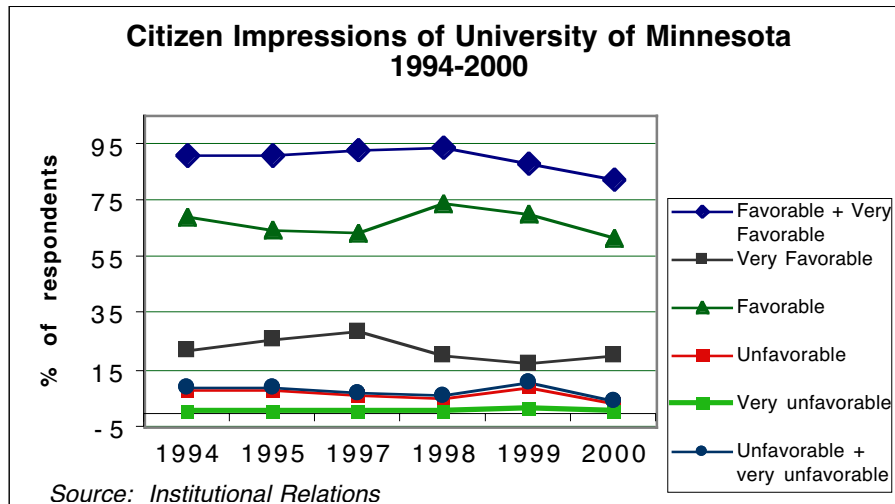
Increase satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state.

Indicator: Percentage of Minnesota citizens expressing overall satisfaction

Trends

Favorable Impression.

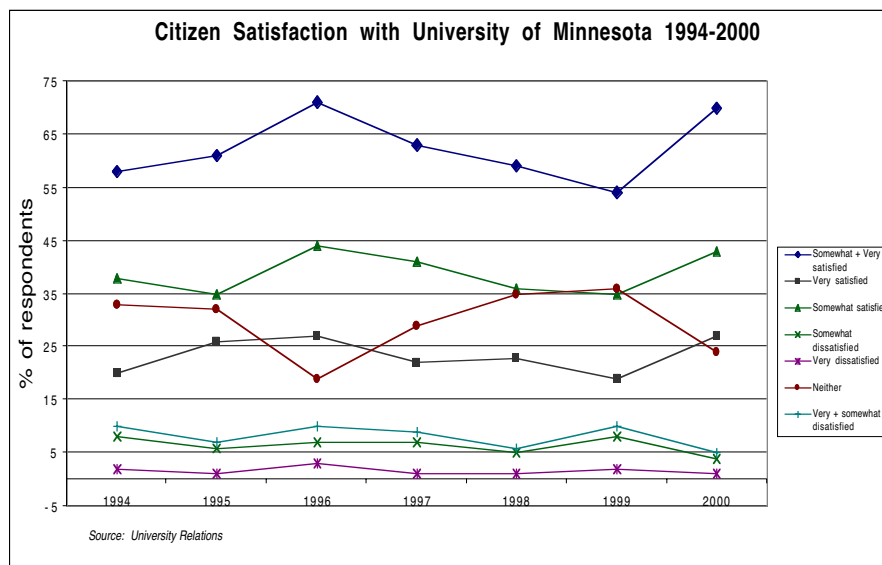
- Over the past six years, citizens' favorable impression of the University has averaged around 90 percent of those polled, when those expressing a favorable and very favorable impression are combined.
- In 2000, the combined favorable impression response was at its lowest percentage – 82 percent – for the period 1994-2000.



(See Tables 1 and 2 for more detail)

Satisfaction.

- Citizen satisfaction has been lower, averaging just over 62 percent when strong and somewhat satisfied responses are combined.
- The combined satisfaction response has rebounded – after declining to 59 percent in 1998, it reached 70 percent in 2000.



Continue to increase the University's successful interactions with and benefits to its external constituents.

Indicators: On-line library holdings; metro-area transfer students; students participating in community service

On-Line Library Holdings and Service

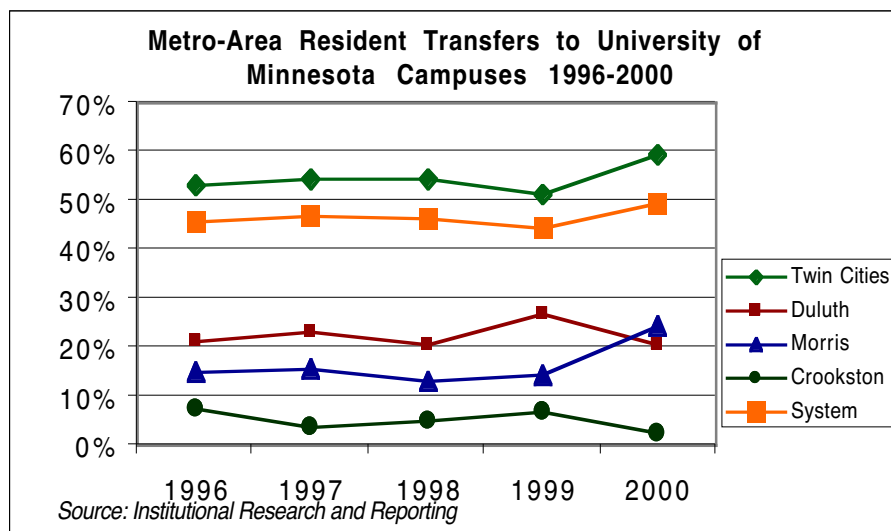
	1995	1998	2001
Online files, databases, indexing and abstracting tools	39	122	198
CD-ROMs	200	--	3,475
Catalogued electronic journals	--	--	9,300
Catalogued full-text electronic resources (e-books, government publications)	--	--	14,549
Average daily access to lib.umn.edu	--	--	300,000

- Digital collections have grown considerably in recent years and promote access for all users of University Library resources.
- As the table illustrates, until very recently, holdings were small, or not even measured in groups.
- Online files have increased 408 percent between 1995 and 2001.
- The libraries receive 300,000 hits on their home Web page every day.

Metro-Area Transfer Students

Trends.

- The total number of metro-area transfers to University of Minnesota campuses has increased by 22.19 percent between 1996 and 2000, from 1,104 to 1,349.
- Metropolitan-area students transfer to all University of Minnesota campuses; the largest proportion transfer to the Twin Cities campus.
- In 2000, the proportion of transfer students from the metropolitan area increased on the Twin Cities and Morris campuses; it declined on the Crookston and Duluth campuses (see Tables 3 and 4 for more detail).
- In 2000, 1,233 students from the metropolitan area transferred to UMTC, 90 to UMD, 23 to UMM, and 3 to UMC, for a total of 1,349 transfer students.



Students Participating in Community Service

- 3,000 undergraduate students participated in community service or service learning experiences in 2000-01.
- The goal is to involve 4,000 undergraduates each year in community service activities.
- Examples:
 - School of Dentistry faculty and students use mobile clinics to provide dental care to uninsured patients in several rural and urban communities.
 - On the Morris campus, students are involved in helping surrounding communities with planning projects, through the Center for Small Towns.
 - In Duluth, students work with members of the senior community through the University for Seniors program that provides academic programs and facilities to a significant group of retirees.

Implications for planning and initiatives for 2001-2002

Compact Investments and Collegiate/Campus Outreach Activities. See Appendix for a listing of representative engagement-related activities on all campuses, many supported by Compact Process investments. Between 1998 and 2001, these investments totaled nearly \$3 million.

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and compact-level measures. Important contributions to this development will come from the review of outreach needs and activities in units across the University, and reports issued in 2001 by the [Civic Engagement Task Force](#), the [Distributed Learning Task Force](#), the [Nonprofit Management Task Force](#), and special compact studies of college and campus outreach activities conducted by the Associate Vice President for Outreach.

Over the past several years, considerable priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach. These efforts included the establishment in 1999 of the Outstanding Community Service Awards that recognize the special impact on the community of six to eight Twin Cities faculty and staff each year, and substantial restructuring of Continuing Education and the Extension Service.

In 2001-02, an ad hoc committee of the Board of Regents will address expectations and priorities for outreach activities at the University. In addition, the Provost has established an administrative advisory committee on public engagement and outreach that will review and advise on policies, priorities, resources, models, and accountability for public engagement and outreach activities. These discussions will help delineate future priorities for outreach and more robust measures and indicators of success. The University will also face the issue of financing outreach, as state and federal support for outreach declines, and it moves toward a hybrid model of financing its activities.

Special Areas of Focus for 2001-2002

- A website is being developed that will describe the outreach mission and examples of the many ways the University connects with the community.
- A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.
- An outreach plan will be requested from colleges as part of their compact including the measures to be used for assessing the impact of their outreach efforts.
- Measures and processes to evaluate needs, quality, and impact of University outreach activities will be developed.

Table 1

**Citizen Impressions of University of Minnesota
1994-2000**

	1994	1995	1997	1998	1999	2000
	(% of respondents)					
Favorable + very favorable	91	91	93	94	88	82
Very favorable	22	26	29	20	18	20
Favorable	69	65	64	74	70	62
Unfavorable	8	8	6	5	9	3
Very unfavorable	1	1	1	1	2	1
Unfavorable + very unfavorable	9	9	7	6	11	4

Source: Minnesota State Surveys, Minnesota Center for Survey Research

Table 2

**Citizen Satisfaction with University of Minnesota
1994-2000**

	1994	1995	1996	1997	1998	1999	2000
	(% of respondents)						
Somewhat + very satisfied	58	61	71	63	59	54	70
Very satisfied	20	26	27	22	23	19	27
Somewhat satisfied	38	35	44	41	36	35	43
Somewhat dissatisfied	8	6	7	7	5	8	4
Very dissatisfied	2	1	3	1	1	2	1
Neither	33	32	19	29	35	36	24
Very + somewhat dissatisfied	10	7	10	9	6	10	5

Source: Minnesota State Surveys, Minnesota Center for Survey Research

Table 3

Fall 1996-2000 New Undergraduate Transfers by Home Location and Campus					
Twin Cities	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	1,005	1,040	1,097	1,047	1,233
Other MN	357	384	352	455	357
Other States	428	409	459	492	436
Foreign	84	86	102	59	45
Unattributed	7	1	0	0	0
Total	1,881	1,920	2,010	2,053	2,071
Duluth	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	84	87	93	113	90
Other MN	242	251	282	267	277
Other States	57	35	65	42	64
Foreign	6	5	7	1	0
Unattributed	3	1	0	0	0
Total	392	379	447	423	431
Morris	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	10	12	13	11	23
Other MN	36	25	56	42	48
Other States	18	24	21	25	23
Foreign	3	14	10	0	0
Unattributed	0	3	0	0	0
Total	67	78	100	78	94
Crookston	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	5	2	3	6	3
Other MN	46	31	33	59	59
Other States	16	21	24	29	67
Foreign	0	1	0	0	0
Unattributed	0	0	0	0	0
Total	67	55	60	94	129
System	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	1,104	1,141	1,206	1,177	1,349
Other MN	681	691	723	823	741
Other States	519	489	569	588	590
Foreign	93	106	119	60	45
Unattributed	10	5	0	0	0
Total	2,407	2,432	2,617	2,648	2,725

Source: Institutional Research and Reporting

Table 4

Fall 1996-2000 New Undergraduate Transfers by Home Location and Campus Percentages

Twin Cities	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	53.4%	54.2%	54.6%	51.0%	59.5%
Other MN	19.0%	20.0%	17.5%	22.2%	17.2%
Other States	22.8%	21.3%	22.8%	24.0%	21.1%
Foreign	4.5%	4.5%	5.1%	2.9%	2.2%
Unattributed	0.4%	0.1%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%
Duluth	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	21.4%	23.0%	20.8%	26.6%	20.9%
Other MN	61.7%	66.2%	63.1%	63.2%	64.3%
Other States	14.5%	9.2%	14.5%	9.9%	14.8%
Foreign	1.5%	1.3%	1.6%	0.2%	0.0%
Unattributed	0.8%	0.3%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%
Morris	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	14.9%	15.4%	13.0%	14.2%	24.5%
Other MN	53.7%	32.1%	56.0%	53.7%	51.1%
Other States	26.9%	30.8%	21.0%	32.1%	24.5%
Foreign	4.5%	17.9%	10.0%	0.0%	0.0%
Unattributed	0.0%	3.8%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%
Crookston	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	7.5%	3.6%	5.0%	6.6%	2.3%
Other MN	68.7%	56.4%	55.0%	62.6%	45.7%
Other States	23.9%	38.2%	40.0%	30.9%	51.9%
Foreign	0.0%	1.8%	0.0%	0.0%	0.0%
Unattributed	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%
System	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
TC Metro, 7-county	45.9%	46.9%	46.1%	44.4%	49.5%
Other MN	28.3%	28.4%	27.6%	31.1%	27.2%
Other States	21.6%	20.1%	21.7%	22.2%	21.7%
Foreign	3.9%	4.4%	4.5%	2.3%	1.7%
Unattributed	0.4%	0.2%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Source: Institutional Research and Reporting

Appendix

Expanding Access: Education Programs and Partnerships

<p>Contributions to Workforce Development</p>	<p>Continuing education training programs:</p> <ul style="list-style-type: none"> ▪ Career and Lifework Center for Adults; targeted programs to build the workforce ▪ Vital Aging, new immigrants ▪ Nonprofit Management Certificate proposal ▪ UMR workforce-oriented programs: Ed.D. in Educational Administration; new professional baccalaureate and graduate programs in health care and technology fields ▪ UMD Social Work distance education master’s program – provides American Indian professionals opportunity to obtain a master’s degree in social work, through learning technology; partnership with Bemidji State University
<p>Lifelong Access to University of Minnesota Programs</p>	<p>Lifelong educated citizenry – flexible programs for alumni and adult learners of all ages on all five campuses</p>
<p>Distributed Education Initiatives</p>	<p>Increasing access for learners – student support 24 hours/day; electronic access to bookstore, paperless financial aid, registrar; wired and wireless networks; flexible tuition for distance learners; digital collections and other electronic library resources (QuickStart, CourseLib); technology equipped classrooms</p> <p>Enhancing learning quality – preparing instructors to use appropriate and varied technologies through Digital Media Center, Center for Teaching and Learning, Technology Enhanced Learning (TEL) grants program, Web CT training, Web Teaching Assistant certificates; ongoing applied research in best practices; high standards for online, Interactive Television, TEL, and mixed media courses; adaptive technologies training for Web courses; participation in Minnesota Higher Education Council Distributed Education Workshop Program</p> <ul style="list-style-type: none"> ▪ WebCT use increased from 310 courses and 10,726 students in spring 1999 to 1,002 courses and 41,716 students in spring 2001 ▪ \$900,000 grant from Bush Foundation will support technology and faculty development over three years <p>Increasing learning productivity – technology deployed to improve teaching and service excellence; portal strategy and development enables personalized access to system-wide resources for teaching and learning; development of high impact programs: UM Rochester investment, UNITE, Public Health, Social Work</p>
<p>University Libraries</p>	<ul style="list-style-type: none"> ▪ 14,549 catalogued e-books/government publications and other full-text resources are now in University Libraries collections ▪ 300,000 average daily hits on lib.umn.edu ▪ The MnLINK cooperative library automation project is designed to improve access to library materials and databases for Minnesota citizens: <ul style="list-style-type: none"> ▪ The MnLINK Gateway provides access to the library catalogues of the University campuses, MnSCU institutions, state agencies, and Twin Cities and regional public library systems, as well as some private colleges and a few K-12 school systems ▪ The MnLINK integrated library system will replace current systems used by all the University campuses, MnSCU institutions, and state agency libraries, some private colleges, one regional public library system, and one K-12 school system ▪ University Libraries collaborate with a consortium of university libraries around the state, using MINITEX to provide greater interlibrary cooperation, including development of a virtual digital library for Minnesota. This group recently received a planning grant from the Minnesota Department of Children, Families, and Learning for this purpose.

	<ul style="list-style-type: none"> ▪ Through the MINITEX Library Information Network, the University can leverage the costly print-on-paper periodical subscriptions owned by the UMTC libraries ▪ The Minnesota Library Access Center houses materials from other institutions, including Minnesota State University-Mankato, and Minneapolis Public Library ▪ The Biomedical Library’s server, and now an Internet server access point, provides access to MnSCU libraries with Nursing programs on campus ▪ The University Libraries provides library staff training and professional development, involving as many as 500 librarians from across the state
<p>Metropolitan Education: Improving PreK-12 Education</p>	<p>Strengthen preK-12 program evaluation and research, and disseminate best practices to education community – Center for Early Education and Development; Center for Applied Research and Educational Improvement; Institute for Community Integration</p> <ul style="list-style-type: none"> ▪ Over 200 K-12 connection programs each year sponsored by many colleges ▪ Strengthen urban education – student placements in urban schools; Literacy Initiative; Patrick Henry Professional Practice School; professional development programs for preK-12 educators ▪ Strengthen professional development programs for preK-12 educators beyond Twin Cities – Ed. D. leadership program in Duluth, and with MnSCU partners; Rochester cohorts of Ed.D. programs; Crookston Agricultural Education program ▪ Strengthen preK-12 schools and educational leadership <ul style="list-style-type: none"> ▪ Academic programs with schools – Physics Force; Science CentrUM; Commanding English (GC); Monarchs in the Classroom (CBS); Project Success (Theatre); White Earth Reservation Science and Math Summer Program (CNR); Raptor Center (VetMed); University of Minnesota Talented Youth Mathematics Program (IT) ▪ Programs in partnership with metropolitan area schools and educators – Jane Addams School for Democracy in St. Paul ▪ UMD Center for Economic Education – a teaching/learning initiative to improve economic education and literacy, with a focus on K-12 teachers ▪ UMD Arrowhead Preparing Teachers for Tomorrow’s Technology Today – faculty, teachers, and students work together in “collaboratories” learning and applying technology for preK-12 classrooms, to address issues related to diversity, rural communities, and the digital divide
<p>Metropolitan Education: Building Diversity and Success in Postsecondary Education – Youth and School Programs</p>	<ul style="list-style-type: none"> ▪ PreK-12 linkages – to build a seamless pathway to the University, through programs including: Multicultural Excellence Program (St. Paul); College Encouragement Program (Minneapolis); mentoring programs such as the Multicultural Mentoring Program (including El Puente and Project Lighthouse) ▪ Improve access to information – coordinate and catalogue preK-12/higher education initiatives in partnership with Minnesota Minority Education Partnership ▪ Programs for families and communities – to help families and community members advise students to pursue higher education: Family Day, relationships with Minority Advisory Committees ▪ Literacy Initiative: America Reads, Literacy Council, Early Intervention Reading program ▪ University of Promise ▪ UM/MnSCU Partnership – to encourage students, who applied but did not gain immediate admission to the University, to enter the University as transfer students from selected community colleges (MnCAP)

Expanding Outreach: Regional and Statewide Service, Partnerships, and Community Engagement	
Civic Engagement Initiative	<p>Enhancing local, state, and national relationships – advance the process of civic engagement at the University of Minnesota</p> <p>Integrating civic engagement across all units of the University – advance public scholarship; civic learning, and community partnerships through Civic Engagement Consortium; civic learning opportunities; public spaces state-wide</p>
Strengthening Communities	<p>Land, food, environment – biotechnology and food safety; nutrition; farm safety; farm business management, horticulture (including Master Gardener); leadership for land use and water quality; safe, healthy and affordable housing; economic opportunity from natural resources; connecting people to natural resources through education; environmental quality; enhancing agricultural production systems</p> <p>Youth development and family living – positive out of school time; building family strengths; Vital Aging Initiative; 4-H; Info U</p>
Economic Development	<p>UM Community Economic Development Office – promote targeted business program in the Twin Cities for businesses run by women and persons of color; form strategic partnerships with government, corporate, and community-based organizations to foster economic diversification; coordinate University resources to assist and support diverse business and communities; CSOM programs for targeted businesses; small business field projects program</p> <p>UMC Northern Great Plains, Inc. project – since 1990, has focused on trade in the Red River Valley, now expanded to include agriculture, natural resource, information technology, and economic vitality projects in five states</p> <p>UMD Natural Resources Research Institute – fosters economic development of Minnesota's natural resources (minerals – taconite; forestry/forest products; water and the environment)</p> <p>UMD Center for Economic Development – provides management counseling and education to small- and medium-sized businesses; assists in new business start-ups</p> <p>UMM Center for Small Towns – involves students and faculty in working with communities on planning issues, supported by 3-year, \$217,000 Blandin Foundation grant</p>
Outreach through Interdisciplinary Centers	<p>The University sponsors more than 150 centers and institutes designed to link research with community needs. Noteworthy examples are:</p> <ul style="list-style-type: none"> ▪ Consortium for Children, Youth, and Families ▪ Center for Urban and Regional Affairs ▪ Center for Transportation Studies ▪ Community health centers ▪ Tourism Center ▪ Minnesota Seagrant Program (UMD) ▪ Crookston Valley Technology Park (UMC) ▪ Law School clinics ▪ Minnesota Center Against Violence and Abuse ▪ Institute on Race and Poverty ▪ Center for Applied Research and Educational Improvement

Advancing Sustainable Development	Regional sustainable partnerships – research, education, and outreach programming; experimentation with and validation of models of engagement where citizens have active leadership roles, or partner in setting program priorities and in decision-making
Outreach through Academic Initiatives	<ul style="list-style-type: none"> ▪ Digital Technology Initiative – Industry liaison in Rochester to foster industry/University research and technology transfer collaborations ▪ Rosemount (UMore Park) – a model site for public education about agriculture, health and the environment, emerging from the interdisciplinary initiatives in cellular and molecular biology, agricultural research and outreach, and design
Academic Health Center Clinical Enterprise and Outreach	<ul style="list-style-type: none"> ▪ \$2 million investment pool created for new joint University-Fairview initiatives ▪ Strengthening the Community-University Health Care Center and relationships in the Phillips neighborhood of Minneapolis ▪ Launching the School of Public Health’s Center for Public Health Education and Outreach to strengthen the school’s outreach efforts. The center facilitates conferences, continuing education courses and programs, and other outreach activities. ▪ Increased patient care visits and revenues in the Dentistry and Veterinary Medicine clinical practices ▪ Sustaining the outreach efforts of the College of Veterinary Medicine. Veterinary Medicine faculty presented 255 continuing education programs to veterinarians and sponsored 27 conferences involving 363 presentations to an audience of 2,589. The college sponsored, in conjunction with the Minnesota Extension Service, 32 extension programs. Education staff and volunteers reached an estimated 25,000 individuals at schools, community groups, and corporations. Faculty participated in 117 outreach programs. ▪ New 1-888-CancerMN phone service and new Website ▪ New Center for Infectious Diseases and Center for Food Safety will focus on bioterrorism, food safety, and prevention of infectious disease