

### III. Institutional Priorities: Crookston

#### Academic Excellence – Faculty, Reputation

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

#### Investing in Best Departments

- **Reallocation Investments:** A new Degree Program Improvement process approved by UMC's Faculty Assembly was implemented in fall 2002. It provides systematic data and requires that one-third of UMC's degree programs will be reviewed each year. This will allow the completion of the process before the next Higher Learning Commission accreditation visit in 2005. It also facilitates degree program investment changes as they occur.
- **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 and accompanying software for all faculty, the Instructional Technology Center (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 2002 this increased to 17 probationary appointments (of 42 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.
- 94.2 percent rate the quality of instruction in their major field as “excellent/very good/good”
- **Assessment:** A comprehensive plan for assessing student learning outcomes is being implemented that will provide campus wide and individual program data. These data will be used to provide direction for changes in curriculum and instruction.

## 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 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 growth from 913 (1998) to 1,400 undergraduate students.

UMC is at a substantial competitive disadvantage to regional colleges in the relative cost of attendance. UMC’s total direct costs (tuition and fees) increased to \$6,103 in 2002-03. Direct costs at other regional baccalaureate institutions range from \$3,562 to \$4,475, making UMC from 49 to 71 percent more expensive than area North Dakota colleges (University of North Dakota, North Dakota State University, Mayville State) and from 36 to 58 percent more expensive than Bemidji State University and Minnesota State-Moorhead.

### Investments to Strengthen the Undergraduate Experience

- **Student Retention:** During the summer of 2002 UMC initiated a four-day Summer Start program for new freshmen.
- **Technology Advancement:** The Kiehle renovation, which included a new consolidated technology center with help desk, server room, student technology development center, and faculty development lab, was completed.
- **Student Profile:** The admissions policy changed from “open” to “traditional” effective with the class entering fall 2001.
- **Profile of Freshmen Goals:**
  - Increase number from 300 to 350 by 2006
  - Increase average ACT composite from 20 to 22.1
  - Increase average high school rank from 51.9 to 57
  - Increase number of students of color from 6 percent to 7.5 percent of undergraduate enrollment and international students from 2.7 percent to 5 percent by 2006
  - Improve three-year average retention rate, 1<sup>st</sup> year to 2<sup>nd</sup> year, from 62 percent to 75 percent
  - Improve the six-year cohort graduation rate from 35.4 percent (three-year average) to 50 percent

- **Diversity Counselor:** Since 1995, enrollment of undergraduate students of color has increased 79 percent. In 2001-02, UMC added a 50 percent time student life diversity coordinator with the goal 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. This position has been increased to 75 percent time.

### Measuring Results

- **Student Retention:** Over the past three years, the retention rate from first year to second year averaged 62 percent. Ninety-one percent of new entering freshmen participated in the three-day orientation program in fall 2002.
- **Graduates:** In FY02, 231 baccalaureate degrees were awarded, with a six-year cohort graduation rate of 35.4 percent (three-year average). The goal is 275 bachelors' degree graduates annually, with a graduation rate of 50 percent.
- **Technology:** In September 1993 UMC became the first university to provide each full-time student and faculty member with a portable notebook computer. Ninety-four percent of graduates rate incorporation of technology in major as excellent/good.
- **Recognition:** UMC was rated #1 Baccalaureate II "wired college" by Yahoo Online Magazine 2000 and was rated as a "Best College" by *US News & World Report* for the 5<sup>th</sup> consecutive year in 2002.
- **Academic Profile:** The average NHS ACT Composite score is currently 20.8, with a goal of 22.1. The average high school rank is currently 53.6 with a goal of 57.
- **Service Learning:**
  - Currently 46 percent of graduates have participated; the goal is 100 percent.
  - In 2001-02, one-third of the faculty integrated service learning in their courses, with students donating 20,820 hours of service to the community.
  - UMC clubs and organizations provided 2,259 hours of direct service in a myriad of projects ranging from sponsoring a community-wide children's carnival to working with Habitat for Humanity.
  - In 2002, a total of 2,339 students participated in service learning projects. Of those students, 795 continued with ongoing service after the initial project.
- **Student Satisfaction**
  - **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; 36 percent were involved in four or more.
    - 80.4 percent "strongly agree/agree" that University offices were friendly and helpful.
    - 68.9 percent have a friend from a different country.
    - 52 percent "strongly agree/agree" that extracurricular activities were a valuable part of their college experiences.
  - **Student Satisfaction Survey, Spring 2002**
    - 81.6 percent of students are "very or moderately satisfied" with their overall experiences at UMC.
    - 73.2 percent rate the size of classes as "excellent/very good."
    - 66.2 percent rate adviser's attitude toward them as "excellent/very good."
    - 62.2 percent rate quality of faculty in their program of study as "excellent/very good."

## Engagement - Access and Outreach

Each campus of the University of Minnesota shares in the University's access and outreach mission. 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.

### Expanding Access: Educational Programs

- **First Generation Students:** For students entering fall 2002, 32.8 percent of the parents have never attended college and 60.8 percent do not have a bachelor's degree.
- **Access:** UMC is a traditional admission college that serves students in the top half of their high school class or with an ACT score of 21 or higher.
- **Minority Recruitment:** UMC is an active participant with the St. Paul Public Schools Multicultural Excellence Program (MEP). A half-time admissions staff position is dedicated to multicultural recruitment and serves in a leadership role with the Minnesota Admissions Counselors of Color (MnACC). Points of contact have been established with White Earth and Red Lake Tribal communities. Several joint events have occurred this past year.
- **International Recruitment:** International recruitment and domestic recruiting processes were merged in August 2002. Professional development and training has been scheduled.
- **Web-Delivered Distance Education:** UMC is an active member in the Distributive Learning Workshop that focuses on the development of high-end, computer-mediated courseware. UMC has provided college courses via the Internet since 1993, delivering convenience and flexibility and providing students with quality education, curriculum, faculty, and resources.
- **Program Articulation:** There are articulated programs with community and technical colleges for nearly all baccalaureate degrees. In fall 2002 articulation agreements with Northwest Technical College in East Grand Forks were revised to improve student transfer activities.
- **B.S. Program Off Site Access:** The B.S. degree in hotel, restaurant, and institutional management is available at Southwest State University in Marshall. The bachelor of manufacturing degree is available in Warroad and courses leading to it are available in the Twin Cities.
- **College in High School:** UMC has partnerships with 26 area high schools with an enrollment of approximately 800 students. Standards for delivery of concurrent credit are being reviewed and revised.
- **New Programs:** UMC plans to expand career choices by providing additional applied degrees and a pre-professional path in the health sciences. A cooperative venture among the Provost's Office, Academic Health Center, MnSCU, and UMC has been developed to assess the health professional needs of rural northwest Minnesota.

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

- **Valley Technology Park,** launched in response to the lack of technical expertise in rural businesses and communities, opened in 1999 as a collaborative venture involving local government and UMC.

- **Northern Great Plains, Inc.** was initiated in 1990 with a focus on trade in the Red River Valley and has expanded to include projects in agriculture and natural resources, information technologies, and economic vitality in five states and two provinces. It annually secures about \$500,000 in contracts and grants.
- **Northwest Minnesota Health Care Purchasing Alliance** was initiated with a \$50,000 Minnesota legislative grant to develop affordable health care coverage for area residents.
- **Veden Chair in Rural Development** is a \$1.5 million endowed chair established to support rural development programming through faculty fellowships.
- **Center for Adult Learning** serves professionals, organizations, businesses, industries, young adults, and senior citizens, providing 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 percentage of students admitted with a scholarship offer from 47 percent in 2001 to 62 percent in 2002.
- **Advanced Standing/Transfer Students:** The number of NAS students admitted in fall 2002 was 147. The goal is to increase this number to 200 by fall 2006.
- **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 were decreases in enrollment at Northwest Technical College in East Grand Forks from 695 in FY 2000 to 480 in FY 2001, primarily due to NTC's decision to offer its own general education courses. College in the High School enrollment increased from 780 in FY 2000 to 816 in FY 2001. Post-Secondary Enrollment Options 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:** Distance learning course offerings increased from 20 in fall 2000 to 37 in fall 2001. In the fall 2002 class schedule, a total of 33 courses in 16 academic areas were offered. Enrollment increased from 119 in fall 2000 to 247 in fall 2001. Student numbers increased from 86 in fall 2000 to 176 in fall 2001.

### 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.

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

- **Faculty Development:** Provide 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 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**

UMC uses the following measures of progress toward human resources goals:

- **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 new employee orientation, ITC training, grant writing, and supervisory training programs.

- **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.

## Facilities

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.

## 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.
- **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:** The \$6.5 million renovation and expansion of Kiehle Building was completed in fall 2002. The renovation maintained the distinctive architecture of the original building, built in 1910. Kiehle Building houses 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.
- **Early Childhood:** The 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.

## 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**

- **Student Center:** The 2002 legislative session provided \$7.7 million for replacement of Bede Hall with a Student Services Building. 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 1,500 students. It will strengthen the undergraduate experience and improve 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. Construction is expected to begin in May 2003 with occupancy in fall 2004.
- **Knutson:** An addition to the Knutson athletic complex for recreational and intramural sports is in the planning stage. 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.
- **Facilities Management Replacement and Heating Plant Upgrade:** The top campus priority in the FY04 capital budget calls for the relocation of existing shop facilities to the North Campus (to include space for campus maintenance, fleet operations, and general storage), as well as the replacement of three 1950 coal boilers with gas boilers. Relocating these buildings to the North Campus will allow for needed improvements in facilities and will provide the space needed to improve campus access and the general appearance of the "backyard." The new gas boilers will provide reliable back-up steam to the main coal boiler and additional steam when needed in the near future. Estimated cost of this project is \$4.0 million.
- **Residential Life:** UMC plans to install fire sprinklers and upgrade fire alarms to Skyberg in summer 2003. McCall Hall was sprinkled in fall 2001. Planning also calls for construction of an 80-bed apartment facility for occupancy fall 2005. This, however, will only result in a net addition of 30 beds, as the planned demolition of Robertson Hall will eliminate 50 beds.

### **Measuring Results**

- **Graduating Student Experiences Survey, Spring 2001**
  - **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

## **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.

### **Service Improvements**

- **Leveraging Technology:** UMC provides all students, faculty, and staff with computers for 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 technology. 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, and 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 was 24:1. The goal is to reduce 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.

### **Measuring Results**

- **Student/Faculty Ratio:** Increased from 18:1 to 24:1 (35 percent)
- **Operating and Maintenance Cost:** Student cost per FYE 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, and staff surveys, such as satisfaction, P&A reappointment review, student services fee, etc., are Web based.