

III. Institutional Priorities: Rochester

The University of Minnesota Rochester was substantially restructured in July 1999. Its mission, based on academic partnerships that have grown with other institutions in southeastern Minnesota, is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational opportunities and to respond to the economic, cultural, and research needs of Rochester, southeastern Minnesota, and, when appropriate, regions beyond the Minnesota border. To achieve these goals, UMR will continue to increase credit and noncredit course production, to increase revenues, to build its relationships with Rochester business and community groups, to establish financial support for research, and to enhance its collaboration with its higher education partners in Rochester.

Academic Excellence

Investing to Strengthen Academic Programs

- **High-priority disciplines:** During the past three years, the focus has been placed on academic programming in the disciplines of education/social services, information technology, business, and health care delivery. These disciplines relate directly to southeastern Minnesota economic development, research, and outreach needs, and each area will continue to be significant in the future growth of programming. Within these disciplines, special emphasis will be devoted to developing programming in the health care professions and information technology.
- **New degree programs:** A number of degree programs are currently under development and are at various stages of readiness for approval and implementation. The programs will be implemented in Rochester over the next several years. During the 2001-02 academic year, the following degree programs were implemented:
 - Master of Public Health, featuring a relationship with the Mayo Medical School whereby students can concurrently earn an MD degree with Mayo and an MPH with UM
 - Master of Business Administration
 - Bachelors of Applied Science in manufacturing technology
 - Certificate in translation, designed to serve Rochester's large immigrant populationThe 2002-03 academic year will bring implementation of the Master of Social Work and Bachelor of Science in nursing degree programs, plus two additional tracks in the Master of Public Health program, and an advanced certificate in translation program. Additional programs in advanced stages of development include a master's degree program in special education and bachelor's degrees in information technology infrastructure, respiratory care, radiation therapy, and medical technology.

Investments to Strengthen Interdisciplinary Initiatives

- The assistant director for industrial liaison for the Digital Technology Center initiative is based in Rochester and is charged with the responsibility of identifying industry research needs and making connections with University resources. These activities resulted in the initial phase of the application process for UMR's first patent and the development of community relationships for working with local public and private energy groups to generate grants and contracts.

- Rochester-based education faculty collaborated with IBM to win a grant that provided funding for IBM staff, UMR faculty, public school teachers, and others to develop a two-week curriculum for high school teachers of computer science.
- UMR participated with University Center Rochester partner institutions, the Greater Rochester Area University Center Advisory Committee, the Southern Minnesota Initiative Fund, and others to plan and conduct a two-day conference dealing with distance learning and educational technological innovation.
- UMR received its first research grant of \$50,000 this summer from the Sota Tec funds. The project's long-term objective is the development of efficient methods for solving the magnitude-only restoration problem. This software project is a refinement of a method developed by a UMR faculty member and is related to UMR's first patent application filed in 2002.
- An important provision of the spring 2002 revision of "Academic Leadership and Programs for Higher Education in Rochester" is the leadership that UMR administration will provide in the review of credit and noncredit academic programming at the University Center Rochester. This study will be conducted during the fall and spring semesters and will focus on insuring greater articulation, efficiency, and cross-referencing of curriculum across degree programs at the University Center Rochester.

Students

Investments to Strengthen the Undergraduate Experience

- **Credit enrollments:** As outlined previously, upper-division and graduate academic programs will continue to be developed. Many students pursuing the new programs are currently enrolled in prerequisite coursework at University Center Rochester partner institutions. New UMR programming has been designed to take advantage of higher education opportunities currently available in the southeastern Minnesota region. Credit-hour production increased approximately 17 percent from fall 2001 to fall 2002.
- **Noncredit enrollments:** The goal for noncredit enrollments was to achieve an increase of 25 percent by fall 2002, through rigorous recruitment in target industries, cooperative relationships among UCR partners, and a robust advertising campaign. The headcount increased 32 percent from the 2000 academic year to the 2001 academic year, surpassing the goal in a single year. This trend is projected to continue.
- **Student recruitment:** During the months prior to fall semester 2002, a significant marketing campaign was initiated, with television, radio, magazine, newspaper, and billboard advertising, plus more than 20 individual group presentations throughout the community. Fall 2002 enrollment increases illustrate the effectiveness of the strategy. A recently completed independent study of higher education awareness, attitude, and usage indicated that the unaided recognition of UM Rochester in southeastern Minnesota has grown from 26 percent in 2001 to 40 percent in 2002.
- **Student scholarships:** Student scholarships and foundation accounts will continue to be developed through a fundraising campaign. During the past year, UMR worked with the UMR Advisory Committee to develop and implement a strategy for increasing student scholarships. In conjunction with the UM Foundation, activities included preparation of an initial and revised business plan, focus groups, and a retreat with community leaders. Over the next year, fundraising efforts will continue with the "silent phase" of the development process. During the

past year, three new scholarships were established and the strategic initiative fund grew modestly.

- **Technology – Telepro Project:** The TelePro project was completed during spring 2002, with a few elements in the plan yet to be finished. This initiative has greatly enhanced the potential quality of distance learning capabilities in the areas of instructional television, computer-based instruction, and streaming video. As new academic programming is developed and implemented, special attention will be given to identifying courses and programs that are suitable for packaging in a distance-learning format. The long-range plan is to involve UMR in greater use of media for instruction, to collaborate with other campuses in developing and expanding a research agenda on issues connected with distance learning, and to take advantage of Rochester’s workforce as a potential resource for adjunct faculty recruitment to the UMTC and other regions of the state.
- **Student data:** The use of UM student reporting systems will be improved to assure accurate data collection and credit attribution. The Collegeware student contact tracking system was purchased by the University Center Rochester and will be implemented over the next year. This initiative will involve all UCR partner institutions and will permit more effective tracking of student inquiries for all disciplines and institutions.

Measuring Results

- Seventy-one percent of courses offered during fall 2001 and 65 percent of spring 2002 courses were taught via ITV, Internet, and UNITE.
- Selected student demographic data are provided below. (Note that students are not required to provide this information on their application forms, so data reflects only those students who voluntarily completed this section of the form.)

Student Status and Age (Spring 2002)

	Age 18 - 22	Age 23 – 28	Age 29 – 34	Age 35 - 40	Age 41 - 46	Age 47 - 52	Age 53+
Undergraduate Male	0	6	2	1	2	5	0
Undergraduate Female	0	6	6	5	8	5	1
Graduate Male	1	25	25	11	9	8	3
Graduate Female	1	13	17	16	22	20	4
TOTAL	2	50	50	33	41	38	8

Student Status and Ethnicity (Spring 2002)

	Caucasian	African American	Asian	Native American	Hispanic	Unknown
Undergraduate Male	9	1	0	0	0	5
Undergraduate Female	23	0	1	0	1	6
Graduate Male	73	3	3	3	1	19
Graduate Female	93	0	4	1	1	20
TOTAL	198	4	8	4	3	50

- The student headcount increased both fall and spring semesters (7 percent and 14 percent, respectively); however, credit-hour production was essentially unchanged. The two primary reasons for this outcome were: a downturn in the local economy causing more students to seek education with reduced academic loads, and the introduction of new degree programs which require that students complete lower-division prerequisite coursework prior to enrolling in upper-division courses. An increase in credit-hour production is anticipated for fall semester 2002.

Credit Courses

Credit Courses	Fall 1999	Fall 2000	Fall 2001	% Increase 01-02
Headcount	Data not available	323	346	7%
Credits Generated	1,065	1289	1276	-1%

Credit Courses	Spring 2000	Spring 2001	Spring 2002	% Increase 01-02
Headcount	Data not available	285	326	14%
Credits Generated	805	1218	1239	2%

Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	Fall 2001 Spring 2002	% Increase 00-01 to 01-02
Total Credits Generated	1870	2507	2515	.3%

These numbers do not include the 56 students on the UMTC campus who took courses originating from UM Rochester or the six students in the University of Minnesota Talented Youth Math Program (UMTYMP) taught by a Rochester faculty member.

Noncredit Courses

UM Rochester strives to serve the city of Rochester and the southeastern region of Minnesota. Special emphasis is placed on providing higher education opportunities that respond to business needs, often through providing noncredit workshops, courses, and seminars. This academic service yielded substantial (32 percent) growth during the past year.

Advanced Level Noncredit Courses, Workshops, Seminars

Non-Credit Courses	Fall 1999	Fall 2000	Fall 2001	% Increase 01-02
Headcount	145	195	223	14%

Non-Credit Courses	Spring 2000	Spring 2001	Spring 2002	% Increase 01-02
Headcount	87	381	539	41%

Non-Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	Fall 2001 Spring 2002	% Increase 00-01 to 01-02
Total Headcount	232	576	762	32%

Engagement: Access and Outreach

Expanding Access: Educational Programs

The preceding information demonstrates UMR's extension of regional access to the University's learning, research, and outreach programs.

- **Distance learning:** One of UMR's priorities is to take advantage of distance delivery of instruction to create learning experiences that provide convenience, quality, and productivity of courses and programs.
 - Plans will be developed for increasing effectiveness of distributed learning modalities.
 - A strategic plan will be developed to build upon the integration of distributed learning delivery systems among the UCR partners.
 - The Master of Social Work and Bachelor of Science in Nursing programs each present the didactic elements of the course work via instructional television. Technological and human resource problems and strengths are being identified and will be incorporated into the development of future degree programs. While the Master of Business Administration program is being delivered on-site in Rochester by UM Duluth faculty, weather may prevent faculty or students from being able to attend all class sessions in Rochester. In anticipation of these challenges, distance learning protocols are being developed that will offset the impact of such potential problems.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Community support:** UM Rochester has the benefit of several community groups that provide ideas relating to potential credit and noncredit programming opportunities, foundation support, and long-range planning. A partial list includes:
 - **University of Minnesota Rochester Advisory Committee:** This committee is appointed by the University's regents to advise on short-range plans for program development, faculty recruitment, availability and use of adjunct faculty, estimates of cost, timetables for providing programming in Rochester, and other assistance as requested. The committee has been especially active in assisting with fundraising activities for scholarships and institutional strategic initiatives.
 - **Greater Rochester Area University Center Advisory Committee (GRAUC):** This group is comprised of leaders representing a broad cross-section of the Rochester community including health care, technology, communications, government, and nonprofit agencies. GRAUC is committed to the enhancement and expansion of quality higher education that meets the needs of all students in a dynamic, diverse, and growing region.
 - **University Center Rochester Advisory Board:** The board membership includes a cross-section of community leaders representing health care delivery, technology, business, and education. The board focuses on assisting all three University Center Rochester institutions to find resources that satisfy UCR partner needs.
 - **Rochester Math and Science Partnership Board:** The board is comprised of members from 10 southeastern Minnesota school districts, Mayo Clinic, IBM Corporation, and UM Rochester. The role of the board is to establish and provide strategic direction and cooperation with member districts and partners; support continuous improvement dedicated to students achieving world-class standards in math, science, and technology; provide evaluative assistance; allocate resources; and encourage new members to join in the partnership.

Strengthening the University Community: Human Resources

Recruiting and Retaining a Diverse Faculty and Staff

- **New staff:** UM Rochester is staffed by 24 employees. These positions include academic, student support, and administrative functions. Four of these current employees and four new faculty for spring 2003 are employed in support of the new Bachelor of Science in Nursing program.

Enhancing Leadership and Managerial Effectiveness

- **Staff development:** A significant advantage enjoyed by a new unit such as UM Rochester is that it has the opportunity to build, from the ground up, a culture of excellence in service. Through the UM Center for Human Resource Development, the workshop series on customer service was brought to Rochester.
- UMR staff and faculty are actively involved in UMTC committees. During the 2002-03 academic year, the associate to the provost will participate in the Emerging Leaders program, will serve on the Training Advisory Committee, and will represent UMR on the UM Steering Committee of the Great Service Initiative (GSI). In addition, a program director represents UMR on the UM Council on Public Engagement.

Institutional Efficiency and Excellence

Service Improvements

- A significant element of the spring 2002 revision of “Academic Leadership and Programs for Higher Education in Rochester” is a mandate for UM Rochester administration to provide leadership in the review of student services. The purpose of this review is to develop a more coordinated student services operation for information, marketing, advising, admission, registration, and other relevant student services.
- During the 2001-02 academic year, a student services survey was administered to assess a range of issues of concern to baccalaureate and graduate students. These data were analyzed and presented to the program directors and support staff for review and action. One of the primary student recommendations was a request for new student orientation that centered on use of OneStop. Student orientations were accordingly provided. The effectiveness of sessions was assessed and refinements to the orientation will be instituted with the incoming class in spring 2003.
- **Community awareness:** Enhancing community awareness of the opportunities at UM Rochester is an important activity. In addition to extending the information and marketing campaign addressed earlier in this report, modifications to the Web page will continue in response to expressed needs of current and potential students.

Implications for 2003-2004 Planning and Initiatives

The mission of UM Rochester is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational program opportunities and to respond to the economic, cultural, and research needs of Rochester, southeastern Minnesota, and, when appropriate,

regions beyond the Minnesota border. The primary challenges for realizing this mission are to: a) increase the number of academic and noncredit programs available in Rochester, b) increase student enrollment, and c) increase revenues. Initiatives to meet these challenges include:

- Expand the marketing campaign to inform the region about UM Rochester and motivate residents to pursue formal education at UM Rochester.
- Further strengthen UM Rochester relationships with stakeholders – Rochester and southeastern Minnesota communities, advisory groups, for-profit and nonprofit organizations, and government leaders.
- Implement the transition from the university allocation model of funding to an IMG model.
- Seek opportunities for obtaining grants and contracts.
- Create a fundraising strategy for increasing the number of Rochester-based scholarships and graduate research assistantships.
- Create a fundraising strategy for increasing the level of resources available to support curricular development, educational technology innovation, and recruitment of students and faculty.
- Continue to identify regional educational needs and provide programming to satisfy those needs.