

## 6: Rochester Campus

### From the Provost

The University of Minnesota Rochester (UMR) is a distinctive higher education institution serving southeastern Minnesota through unique relationships with other universities and colleges to provide and facilitate academic programming, research, and service. UMR is a partner in delivering higher education offerings at the University Center Rochester along with two Minnesota State Colleges and Universities institutions – Rochester Community and Technical College and Winona State University – Rochester Center. In this professional collaborative relationship, UMR provides leadership for new baccalaureate and graduate level programming.

During the past three years several new baccalaureate and graduate level degree and certificate programs have been implemented, primarily in health sciences, technology, education, and business. Of particular note are master's programs in public health, business administration, and social work; bachelor's programs in nursing and manufacturing technology; a certificate program in translation; and a doctoral degree in higher education. One of the great strengths of this programming is that UMR is able to draw upon the full academic and support resources provided by the University of Minnesota system.

The city of Rochester and southeastern Minnesota are distinctive and recognized for world-class health care and research, high technology industries, and PK-12 education. Residents of the greater Rochester area believe that locally provided University of Minnesota higher education and research opportunities are critical to the continued growth and economic development of the region. Decisions relating to program implementation are made by UMR staff working directly with regional business, health service, technology, education, and government leaders. Academic programming is directly linked to the economic development and viability of the region.

UMR offers robust professional, community, and continuing education programs. During the past year, 2,000 people participated in programs sponsored or co-sponsored with community groups and UMR. Programming encompasses political debates, training in genomics for high school educators, and advanced management seminars.

Initiatives are underway in fuel cell research and are being conducted in collaboration with Rochester Public Utilities. The research team is preparing to move into the second of a three-phase research plan. In addition, UMR faculty have submitted two U.S. patents for approval in image processing.

David L. Carl  
Provost  
University of Minnesota – Rochester

## **Overview**

The University of Minnesota has provided quality higher education opportunities in Rochester and southeastern Minnesota since 1966. It is one of three institutions located on the University Center Rochester (UCR) campus, which is also home to Rochester Community and Technical College and Winona State University-Rochester Center.

Located in Minnesota's third largest city, the University of Minnesota – Rochester (UMR) offers undergraduate, graduate, and workforce education programs. The Rochester campus serves as a regional hub for educational, cultural, and recreational activities in one of Minnesota's fastest growing cities.

UMR provides leadership and coordination of upper-division undergraduate and post-baccalaureate programs at the University Center Rochester. The University offers doctoral, master's, and baccalaureate programs and several certificate and licensure programs. Credit courses that fulfill degree requirements, provide professional updating, and respond to personal interests are offered as well. UMR also offers noncredit courses for continuing education and professional development.

Doctoral degrees are offered in five fields of study, master's degrees in 16, baccalaureate degrees in nine, professional certificate programs in six, and licensure programs in five fields. Degree programs at UMR are provided by the Twin Cities and coordinate campuses.

## **Academic Priorities**

UMR emphasizes four areas of academic development: health sciences, business, technology, and education. Increasing emphasis is being placed on offering additional health sciences and technology programs to meet the needs of these locally predominant industries.

Programs implemented in the past three years include a certificate program in translation; baccalaureate programs in nursing, information technology infrastructure, and management technology; master's programs in public health, social work, and business administration; and a doctoral program in higher education. Additional programming plans are in place to be implemented in 2004.

One facet of UMR's academic leadership at the University Center Rochester involves guiding its curricular review team. This team is charged with enhancing the effectiveness and efficiency of academic programming offered by the partners at the Center. Among activities pursued by team members during the past year have been the creation of a database of all credit and noncredit programming offered by the Center partners, and refinement of the inter-institutional process for articulation of new programming. Among the successes has been development of the annual "UCR Common Theme" for coordinating continuing education initiatives among the partner institutions and the community. The theme this year is corporate responsibility.

Related academic activities include the initiation of a development campaign focused on student scholarships and academic strategic investments. Since this effort began a year ago, three endowed scholarships and several smaller scholarships have been created.

## **Public Engagement**

UMR faculty and staff are involved in public engagement activities in Rochester and southeastern Minnesota. Examples include:

- serving on community and non-profit governing boards;
- conducting "Best of Management of Technology" seminars for high technology industry leaders;

- co-sponsoring political debates;
- conducting a presentation on microbiology and genomics for high school biology teachers;
- conducting summer computer camps for high school students;
- bringing national speakers, University scholars, and researchers to Rochester;
- participating in the University of Minnesota Talented Youth Math Program;
- partnering with IBM in promoting the “Women in Technology” series of workshops.
- and collaborating with community groups to develop a “Corporate Responsibility” theme that integrates parts of the UMR and UCR curricula.

### **Student Satisfaction**

Since UMR leverages talent and resources from the UMTC, coordinate campuses, and MnSCU institutions, it is necessary to create a local student services environment that serves

as a central clearing point-of-contact for students.

Current initiatives to strengthen student services include: physical relocation of the student services director, academic program directors, and support staff into a single identifiable location; enhancement of web pages to better organize information for student use; full integration of Rochester student services with the UM OneStop service; implementation of ClassMaker software for the University Center that jointly identifies, tracks, and responds to student inquiries; and education of staff to serve as effective liaisons between UMR students and the University system.

The University of Minnesota Rochester conducted its first Student Experiences Survey in 2002 in order to identify key areas of service requirements for the predominantly non-traditional student base and to establish baseline values from which UMR can measure changes in performance satisfaction. The next survey is scheduled for Spring 2004.

Table 6-1 summarizes the 2002 survey responses in three key areas at the University of Minnesota Rochester campus.

**Table 6-1. Undergraduate and predominantly graduate student experiences survey results, University of Minnesota, Rochester campus, 2002.**

<u>Overall Student Experience</u>	<u>Customer Service</u>	<u>Institutional Environment</u>
<p><b>1: In general, your satisfaction to date with your experience at the University of Minnesota – Rochester campus was:</b></p> <p>Better than I expected: 38.75%            As I expected: 43.75%            Worse than I expected: 17.50%</p> <p><b>2: If you could do it over again, would you enroll on the Rochester campus of the University of Minnesota, where you are now enrolled?</b></p> <p>Definitely would: 55.00%            Probably would: 27.50%            Might not: 13.75%            Definitely not: 3.75%</p> <p><b>3: I am better off because of my experience at the University of Minnesota – Rochester campus.</b></p> <p>Strongly agree: 33.33%            Agree: 34.57%            Neutral: 25.93%            Disagree: 3.70%            Strongly disagree: 2.47%</p>	<p><b>1: The advisors were helpful in guiding you to meet your academic goals:</b></p> <p>Strongly agree: 7.50%            Agree: 36.25%            Neutral: 37.50%            Disagree: 13.75%            Strongly disagree: 5.00%</p> <p><b>2: The University of Minnesota, Rochester staff are helpful when I visit the offices:</b></p> <p>Strongly agree: 31.17%            Agree: 49.35%            Neutral: 16.88%            Disagree: 2.60%            Strongly disagree: 0.00%</p> <p><b>3: How would you rate the customer service you received from the University of Minnesota Rochester staff when you called on the phone?</b></p> <p>Excellent: 21.25%            Good: 23.75%            Average: 20.00%            Poor: 3.75 %            Very poor: 5.00%            N/A: 26.25%</p>	<p><b>1: How would you rate the overall quality of classrooms?</b></p> <p>Excellent: 8.64%            Good: 29.63%            Average: 43.21%            Poor: 11.11 %            Very poor: 7.41%</p> <p><b>2: There are sufficient, available places to study on campus:</b></p> <p>Strongly agree: 5.13%            Agree: 28.21%            Neutral: 51.28%            Disagree: 11.54%            Strongly disagree: 3.85%</p>

Source: Office of Institutional Research and Reporting, University of Minnesota

## Enrollment Trends

Tables 6-2 and 6-3 show the positive trends in enrollment and indicate a growing level of student participation and community satisfaction.

Table 6-4 shows safety and security data for the past four years at the University Center Rochester.

**Table 6-2. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2000-2003.**

Credit Courses	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Headcount	323	346	339	384
Credits Generated	1,289	1,276	1,543	1,763

Source: Office of the Provost, University of Minnesota – Rochester.

**Table 6-3. Fall/Spring semester credit course enrollments at the University of Minnesota – Rochester, 2000-2003.**

Credit Courses	Fall 1999 & Spring 2000	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003
Total Credits Generated	2,207	2,507	2,515	3,109

Source: Office of the Provost, University of Minnesota – Rochester

## **Campus Safety and Security**

**Table 6-4. On-campus criminal offenses at University Center Rochester, 2000-2002.**

Offense	2000	2001	2002
Murder/Non-negligent manslaughter	0	0	0
Forcible sex offenses (including forcible rape)	0	0	1
Non-forcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	1
Motor vehicle theft	0	1	2
Arson	0	0	0
Negligent manslaughter	0	0	0
Alcohol violations	0	2	1
Drug violations	0	0	0
Weapons violations	0	0	0

Source: Campus Security Office, University Center Rochester.

