

5: Crookston Campus

A. Campus Profile

The University of Minnesota, Crookston, established in 1965 on the foundation of the Northwest School of Agriculture, offers academic programs that balance theory and application to prepare its graduates for 21st century careers. As the only four-year polytechnic in Minnesota, UMC's technology-rich educational environment and unique set of baccalaureate programs prepare graduates for rewarding careers, meet the demands of

contemporary society, and create the social and economic basis for regional sustainability and statewide progress. UMC is an adaptive pioneer with a strong entrepreneurial spirit. The campus is on a course of continual change and improvement, growing stronger and providing students with more quality opportunities each year. In 1993, UMC became the first college in the nation to issue a notebook computer to all full-time students.

Founded

1905

Leadership

Joseph Massey, Chief Executive Officer

Degrees Offered

Bachelor of Applied Health
 Bachelor of Science
 Bachelor of Manufacturing Management
 Associate in Applied Science
 Associate in Science

Programs Offered

22 four-year degrees
 6 two-year degrees

Fall 2004 Enrollment

Undergraduate	1,152
Non-degree	936
Total	2,088

Undergraduate Degrees Awarded (FY 2004)

226

Faculty Size (FY 2004)

Tenured/Tenure Track	47
Other Faculty	8

Alumni (FY 2004)

Living Alumni	7,066
---------------	-------

Staff (FY 2004)

Civil Service/ Bargaining Unit	97
Professional and Administrative	93

Number of Buildings

32 (358,000 assignable square feet)

Expenditures (FY 2004)

\$21,747,585

B. Academic Priorities

Crookston's highest priorities are to serve a larger and more diverse learner audience and to create unique value for the region and the state. New, mission-centered programs that meet the needs of students and regional employers have been launched; others are in development.

The campus is working to strengthen the academic profile of its students. Admission has moved from open enrollment to traditional enrollment, and evidence of corresponding increases in average ACT scores and class rank is observable.

Assessment and continuous improvement of student learning are high priorities. The campus is establishing a plan to enhance teaching and learning in the three core components of the curriculum – critical thinking, working with others, and communication. Students will also acquire liberal education competencies as defined by the Minnesota Transfer Curriculum.

This will be accomplished by setting clear learner outcomes and through specific measures. Bush Foundation funding provides partial support to this work.

Student Experience Enrichment

Efforts to enrich the student experience include:

- Undergraduate Research Opportunities Program applications have historically averaged two or three per semester. Seven applications were received for spring 2004, and eight were submitted for fall 2004.
- A new emphasis on promoting global awareness is emerging. Engagement with the University's Study Abroad Curriculum Integration initiative and significant on-

campus effort resulted in 13 study abroad students in 2003-04, and more are expected in coming years.

Public Engagement

Service learning at UMC is a high-profile activity and is embedded in the learner outcomes of many courses. Specific public engagement activities have included:

- continuous enhancement of partnerships with regional employers;
- two planning grants for the new Center for Sustainable Development and continued support for faculty outreach and research in rural development from the Veden Charitable Trust;
- opening of a new diversity center on campus and highlighting the need for curriculum integration of diversity issues;
- engaging faculty and staff in the Crookston Vitality Project and in a community-wide alcohol and other drug abuse prevention effort. The University's "Mini Medical School" was presented in fall 2004 and a free public seminar series is planned.

Efficiency and Effectiveness

The University of Minnesota – Crookston has been a leader among institutions of its type in using technology to enhance learning, make effective use of resources, and maximize efficiency. The campus tracks academic degree program costs per student to provide valuable decision-making information. Crookston's inclusive strategic planning process links resource allocation and management with mission-driven activities, efficient operations, and fiscally responsible budget planning.

Academic Rankings

The Carnegie Foundation for the Advancement of Teaching ranks University of Minnesota – Crookston as a “Comprehensive College – Bachelor’s (Midwest).” These institutions focus on undergraduate education in the liberal arts and professional fields, with fewer than half of their bachelor’s degrees awarded in the liberal arts. The Midwest

region includes 108 colleges, of which 13 are public institutions.

Among those 13 public institutions, *U.S. News & World Report* ranked the Crookston campus third in 2004, as shown in Table 5-1, the same rank as the previous year.

Table 5-1. *U.S. News & World Report, Top Public Comprehensive Colleges – Bachelor’s (Midwest) category, 2004.*

Rank	Institution
1	Southwest Minnesota State University – Marshall
2	Dakota State University – Madison, South Dakota
3	University of Minnesota – Crookston
4	Valley City State University – Valley City, North Dakota
5	Missouri Southern State University – Joplin, Missouri

Source: *America’s Best Colleges: 2005, U.S. News & World Report*

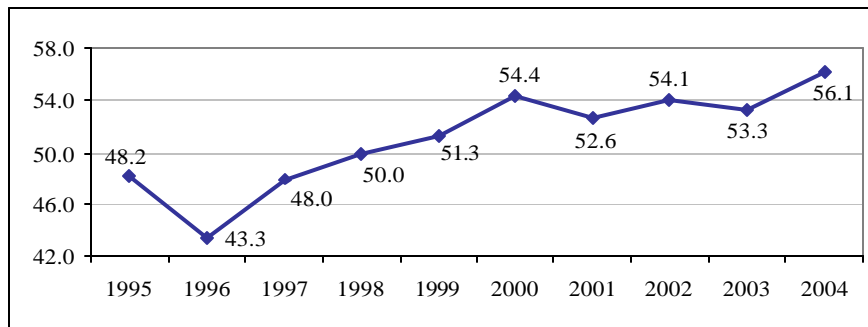
C. Students

The college has made significant progress as a baccalaureate institution in the past decade. The average high school class rank of 56.1 percent in 2004 (the highest ever) and average ACT composite score of 20.9 are indications of a stronger academic profile among students. Progress in improving the diversity of the student population is also noteworthy. In fall

2004, 7.4 percent of new freshmen are students of color, up nearly 1 percent over last year.

Figures 5-1 – 5-3 and Tables 5-2 and 5-3 provide detailed information on UMC student demographics over the past decade.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1995-2004.



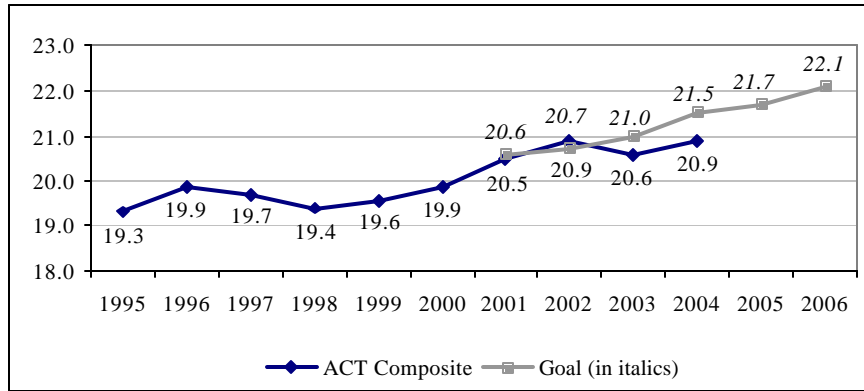
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 5-2. High school rank of freshmen, University of Minnesota – Crookston, 1995-2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	4%	2%	4%	7%	7%	10%	7%	5%	6%	9%
75-89	13	8	16	14	13	16	18	18	16	21
50-74	31	28	26	30	33	29	29	32	35	29
1-49	52	61	54	50	47	45	46	45	43	41

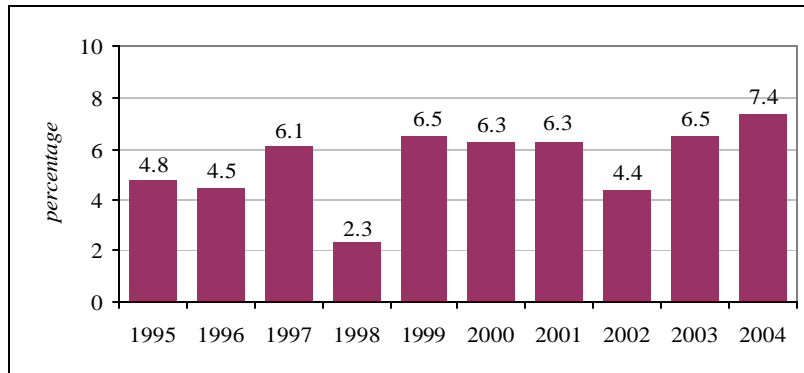
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 5-2. Average ACT composite scores of admitted new entering students, University of Minnesota – Crookston, 1995-2006 (actual and goal).



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

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota – Crookston, fall 1995 – fall 2004.



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

Table 5-3. Proportion of students by racial/ethnic group, University of Minnesota – Crookston, fall 1996 – fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%	1.1%	1.2%	1.4%
American Indian	1.7	1.8	1.3	1.2	0.8	0.7	0.7	0.8	1.1
Asian/Pacific Islander	0.7	0.6	0.7	0.8	0.9	1.3	1.1	1.5	1.2
Caucasian	94.1	89.8	93.2	91.4	77.4	75.8	72.5	75.1	79.0
Chicano/Hispanic	1.1	0.8	1.2	1.3	0.9	0.8	0.7	1.1	1.4
International	1.3	1.1	1.3	1.2	1.3	1.3	1.5	1.6	1.7
Not Reported	0.2	5.3	1.4	3.0	17.3	18.9	22.4	18.8	14.2

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

Retention and Graduation Rates

Figures 5-4 and 5-5 show UMC’s retention rates over the past decade. First-year retention rates fell 5.8 percentage points from the previous year, but second- and third-year rates rose by more than 4 percentage points.

Because of the small number of students of color at UMC, their first-, second-, and third-year retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

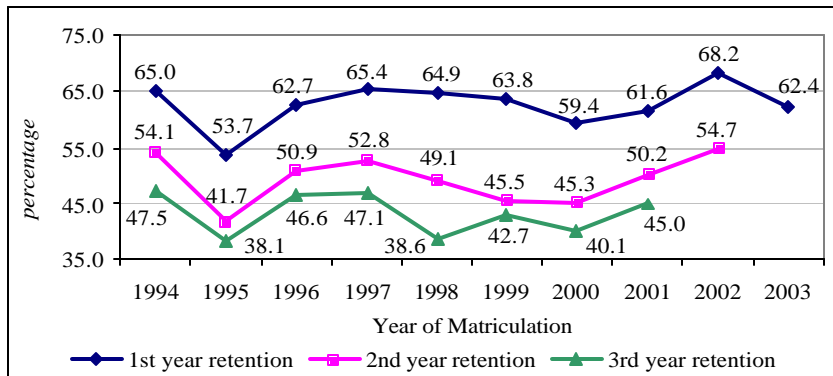
Figure 5-6 shows the graduation rate trends for the Crookston campus over the same period. UMC graduated its largest class ever, 226, in 2004. Four- and five-year graduation rates

held steady over the previous year while six-year rates fell slightly.

UMC is focusing on addressing the underlying factors that will ultimately improve campus retention and graduation rates. As existing academic programs are strengthened, and student life programming and facilities are improved, both retention and graduation rates are expected to increase.

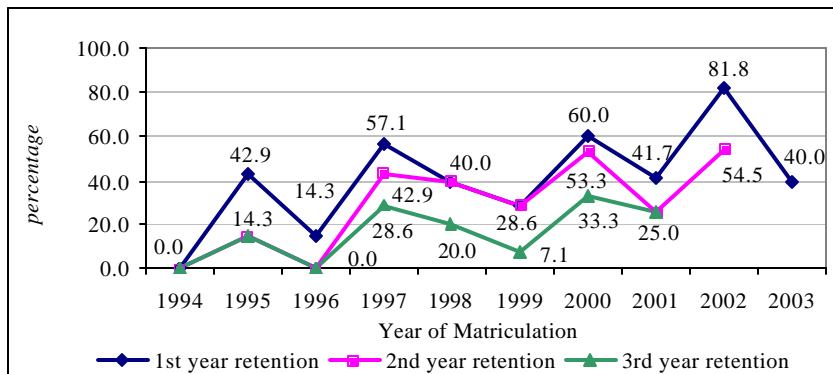
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively.

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Crookston, 1994-2003.



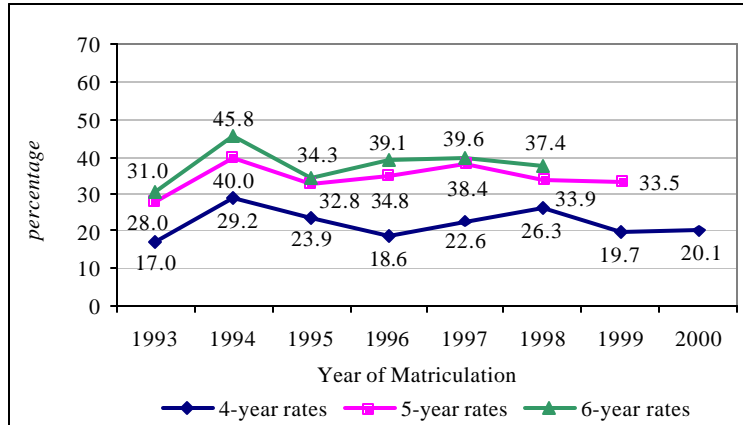
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 5-5. University of Minnesota – Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1994 – 2003.



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

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-2000.



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

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at the Crookston campus. In general, the ratings reflect a high degree of satisfaction by UMC students with their educational experience. A general upward trend is

observable with the exception of “cost” and “physical environment.” The latter item is likely a result of the closing and demolition of the old Bede Student Center in 2003 and the corresponding loss of student recreation, socialization, and lounge space for the past two years. This problem will be rectified with the opening of the new and greatly expanded and improved Student Center in June 2005.

Table 5-4 shows the safety and security record of the Crookston campus over the past five years.

Crookston Campus

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2003.

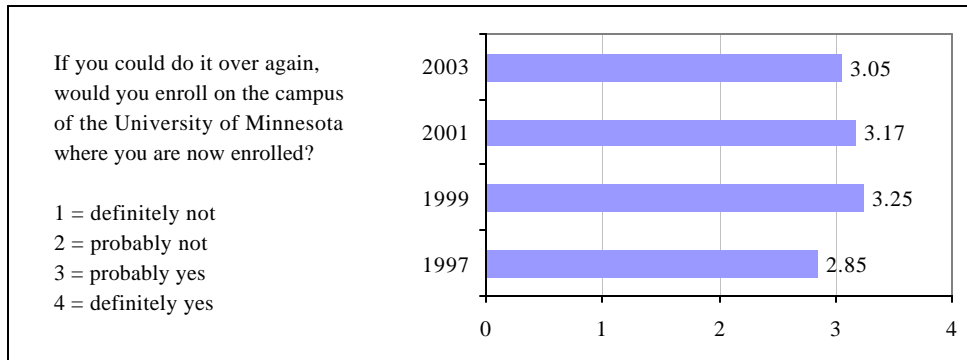
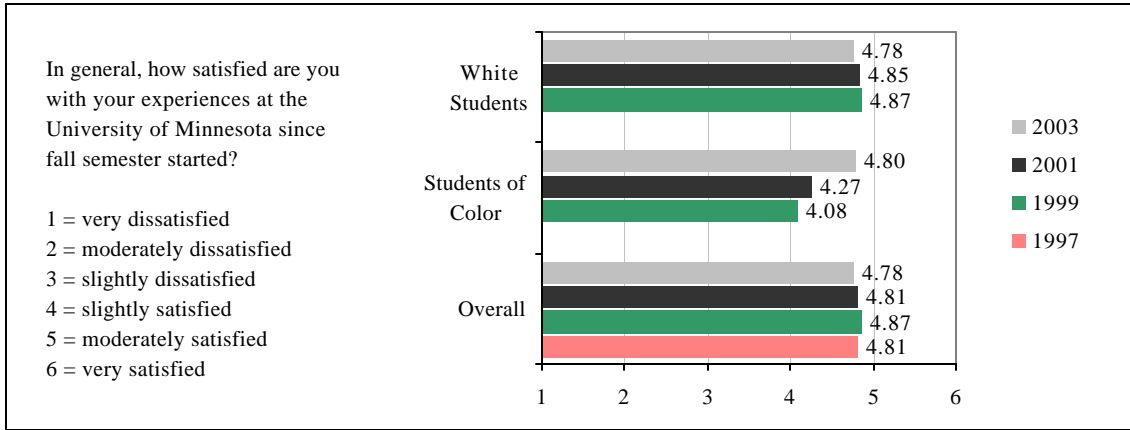
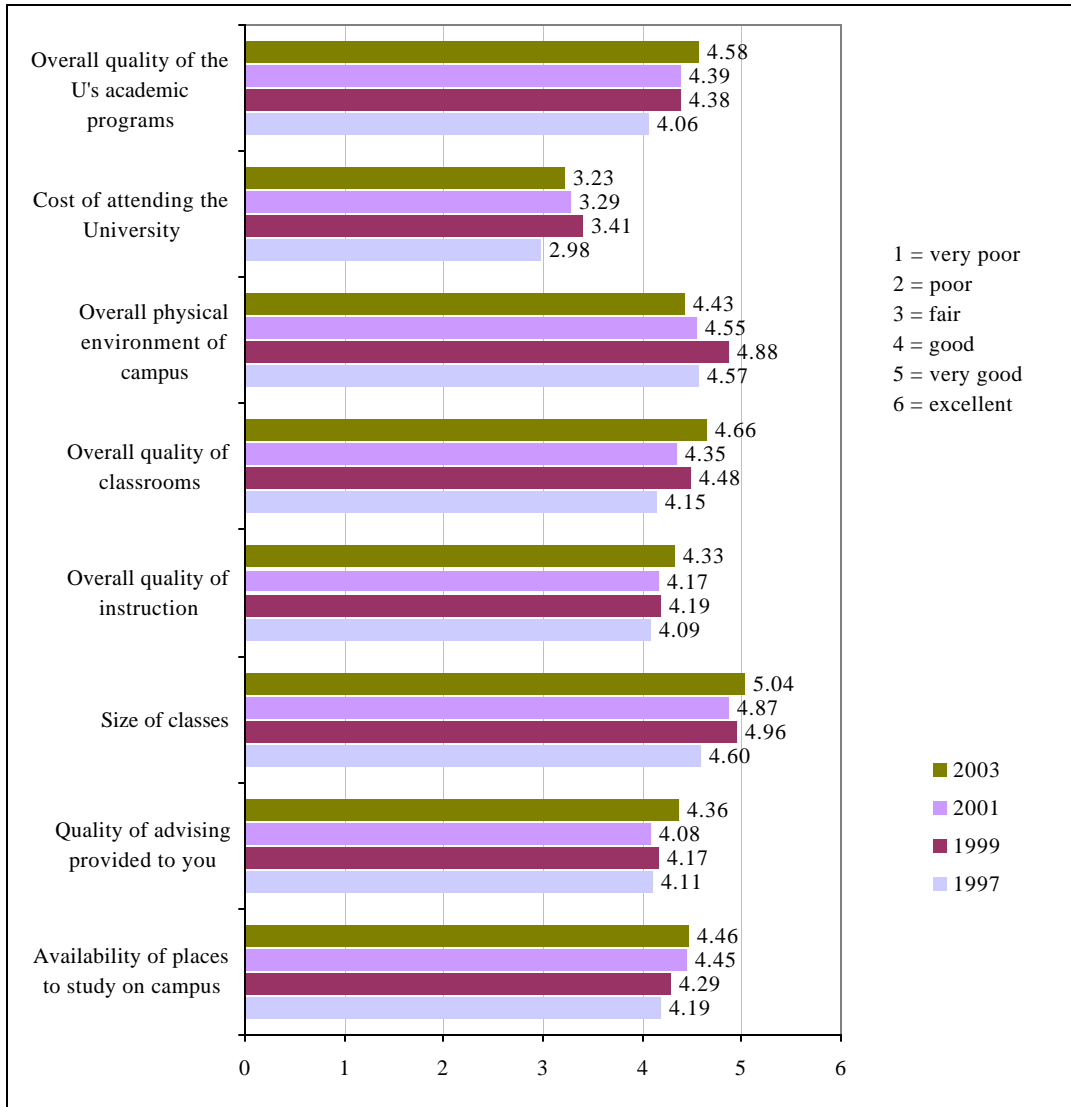


Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results.



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

Campus Safety and Security

Table 5-4. On-campus criminal offenses at University of Minnesota – Crookston, 1999-2003.

Offense	1999	2000	2001	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	1	0	0	0	0
Non-forcible sex offenses	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	0	0	0	0
Burglary	4	1	1	2	1
Motor vehicle theft	0	0	0	0	0
Arson	3	4	3	2	3
Negligent manslaughter	0	0	0	0	0

Source: Campus Police, University of Minnesota – Crookston.

D. Intercollegiate Athletics

UMC is committed to a strong, well-balanced program of intercollegiate athletics which offers competition in 11 sports:

- Men – baseball, basketball, football, golf, hockey;
- Women – basketball, equestrian, golf, soccer, softball, volleyball.

UMC is in its seventh season in Division II of the National Collegiate Athletic Association (NCAA) and is a member of the Northern Sun Intercollegiate Conference (NSIC). The hockey program is a member of the Midwest Collegiate Hockey Association (MCHA) and the equestrian team is a member of the Intercollegiate Horse Show Association.

Nearly 300 student-athletes compete in UMC athletics – 58 percent, men; 42 percent, women. Many athletes have earned All-Conference and All-Academic honors while competing for UMC. Some of the athletic teams' recent accomplishments include:

- Women's soccer qualified for their first ever NSIC Tournament.
- Three students participated in the NCAA Division II Men's Golf Championship.

- Hockey won its fourth MCHA championship in five years in 2004.
- Equestrian advanced to the 2004 national tournament.
- In the Division II Top 25 poll, the UMC women's basketball team was ranked 8th with a 3.451 cumulative team grade point average, the highest-rated NSIC team.

UMC mirrors the national trend of improved student-athlete graduation rates that exceed those of the general student body. According to the 2003 NCAA report, UMC's student-athletes' six-year graduation rate is 42 percent higher than that of the general student body.

Student-athletes also participate in many community service activities through the Student Athletic Advisory Committee (SAAC). SAAC projects such as "Book Buddies" and "Meals on Wheels" have been a positive bridge builder to the community.

While student-athlete centered, the UMC athletic program enhances the University experience of all students, and embraces its role in building community and pride on campus among alumni, friends, and the community at large.

E. Human Resources

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty and exclude medical school faculty. The Crookston campus's peer group of seven institutions nationwide is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty. However,

comparing salaries and compensation across campuses is inherently imperfect because campuses differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

As shown in Tables 5-5 – 5-9, UMC compares very favorably with its peer institutions in

average salaries for professors. UMC pays above the average for the positions of associate professor and assistant professor and it pays approximately 98 percent of the average salary for the position of full

professor. When the total compensation package is taken into consideration, UMC pays five to 17 percent above average in all three categories.

Peer Group Comparisons

Table 5-5. Average faculty salary for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03	Five-Year Change
Full Professor						
Peer Group Average*	\$55,300	\$56,500	\$59,800	\$62,900	\$63,000	+ \$7,700
% Change		+ 2.2%	+ 5.8%	+ 5.2%	+ 0.2%	+ 13.9%
UM – Crookston	\$54,300	\$54,900	\$56,800	\$58,300	\$61,700	+ \$7,400
% Change		+ 1.1%	+ 3.5%	+ 2.6%	+ 5.8%	+ 13.6%
Associate Professor						
Peer Group Average*	\$46,400	\$48,400	\$49,800	\$51,700	\$52,600	+ \$6,200
% Change		+ 4.3%	+ 2.9%	+ 3.8%	+ 1.7%	+ 13.4%
UM – Crookston	\$51,000	\$51,800	\$46,600	\$54,200	\$56,800	+ \$5,800
% Change		+ 1.6%	- 10.0%	+ 16.3%	+ 4.8%	+ 11.4%
Assistant Professor						
Peer Group Average*	\$39,500	\$41,400	\$43,300	\$44,300	\$45,200	+ \$5,700
% Change		+ 4.8%	+ 4.6%	+ 2.3%	+ 2.0%	+ 14.4%
UM – Crookston	\$43,200	\$44,300	\$44,200	\$46,900	\$49,000	+ \$5,800
% Change		+ 2.5%	- 0.2%	+ 6.1%	+ 4.5%	+ 13.4%

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

*Average excluding University of Minnesota – Crookston

Table 5-6. Average faculty compensation for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.

Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03	Five-Year Change
Full Professor						
Peer Group Average*	\$69,200	\$71,500	\$75,700	\$78,000	\$80,300	+ \$11,100
% Change		+ 3.3%	+ 5.9%	+ 3.0%	+ 2.9%	+ 16.0%
UM – Crookston	\$71,200	\$72,900	\$76,500	\$80,100	\$84,900	+ \$13,700
% Change		+ 2.4%	+ 4.9%	+ 4.7%	+ 6.0%	+ 19.2%
Associate Professor						
Peer Group Average*	\$58,800	\$62,000	\$63,800	\$65,100	\$68,300	+ \$9,500
% Change		+ 5.4%	+ 2.9%	+ 2.0%	+ 4.9%	+ 16.2%
UM – Crookston	\$67,200	\$69,200	\$64,200	\$75,000	\$79,000	+ \$11,800
% Change		+ 3.0%	- 7.2%	+ 16.8%	+ 5.3%	+ 17.6%
Assistant Professor						
Peer Group Average*	\$50,600	\$53,500	\$55,600	\$56,600	\$59,100	+ \$8,500
% Change		+ 5.7%	+ 3.9%	+ 1.8%	+ 4.4%	+ 16.8%
UM – Crookston	\$57,800	\$60,100	\$61,300	\$66,300	\$69,600	+ \$11,800
% Change		+ 4.0%	+ 2.0%	+ 8.2%	+ 5.0%	+ 20.4%

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

*Average excluding University of Minnesota – Crookston

Full Professors

Table 5-7. Full professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	University of Wisconsin– Stout	\$67,000		1	University of Wisconsin– Stout	\$87,300
2	Ferris State University	63,700		2	University of Minnesota – Crookston	84,900
3	Pittsburg State University	63,300		3	Ferris State University	83,700
4	University of Minnesota – Crookston	61,700		4	Pittsburg State University	79,900
5	SUNY College of Technology – Alfred	60,600		5	SUNY College of Technology – Alfred	78,400
6	University of Southern Colorado	60,500		6	University of Southern Colorado	72,200
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

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

Associate Professors

Table 5-8. Associate professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	University of Minnesota – Crookston	\$56,800		1	University of Minnesota – Crookston	\$79,000
2	Ferris State University	56,100		2	Ferris State University	76,000
3	University of Wisconsin – Stout	53,800		3	University of Wisconsin – Stout	71,700
4	Pittsburg State University	53,600		4	Pittsburg State University	68,600
5	University of Southern Colorado	49,900		5	SUNY College of Technology – Alfred	65,600
5	SUNY College of Technology – Alfred	49,900		6	University of Southern Colorado	59,500
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

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

Assistant Professors

Table 5-9. Assistant professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	University of Minnesota – Crookston	\$49,000		1	University of Minnesota – Crookston	\$69,600
2	Ferris State University	48,700		2	Ferris State University	68,500
3	University of Wisconsin – Stout	46,300		3	University of Wisconsin – Stout	62,800
4	University of Southern Colorado	46,200		4	Pittsburg State University	56,900
5	Pittsburg State University	43,900		5	University of Southern Colorado	55,100
6	SUNY College of Technology – Alfred	40,800		6	SUNY College of Technology – Alfred	52,300
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

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

Faculty and Staff Diversity

UMC aspires to enrich further the life of the campus by attracting and retaining a more diverse faculty and staff. The college has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004.

Figure 5-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. Figure 5-10

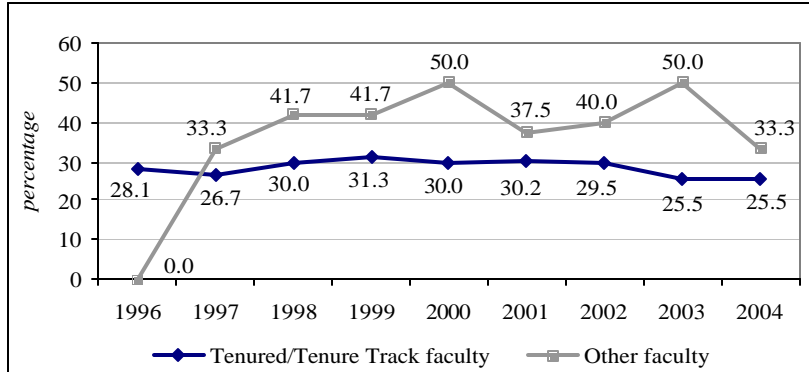
shows the ethnic and racial diversity of the UMC faculty.

Figures 5-11 and 5-12 show the percentage of female staff and staff of color, respectively, during the period 1996-2004 for each of the three staff classifications.

Note: The Crookston campus has only 55 faculty members, considerably fewer than other University of Minnesota campuses. Adding or subtracting even one person among female faculty or faculty of color from year to year can cause wide year-to-year fluctuations.

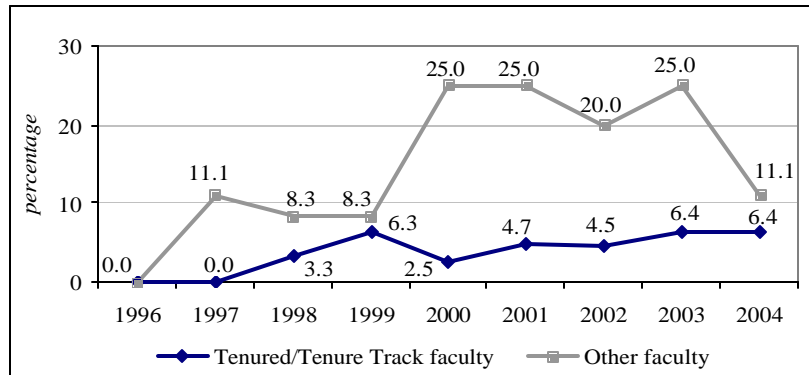
Crookston Campus

Figure 5-8. Female faculty at University of Minnesota – Crookston, 1996-2004.



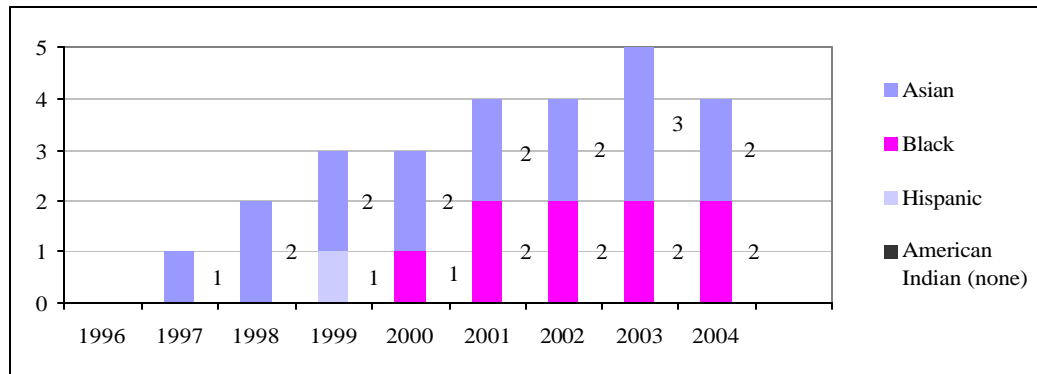
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 5-9. Faculty of color at University of Minnesota – Crookston, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

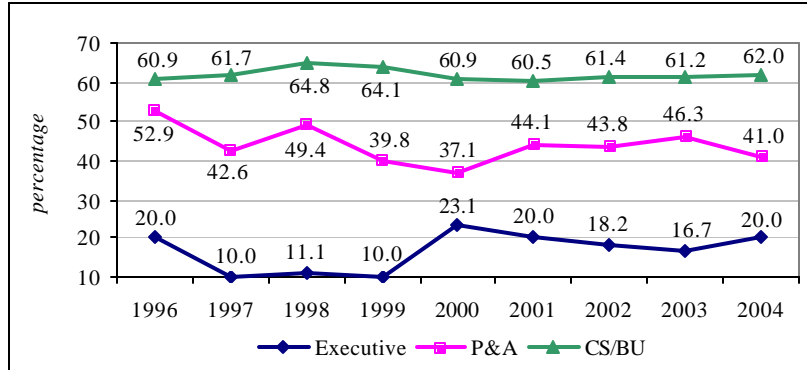
Figure 5-10. Faculty diversity at University of Minnesota – Crookston, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

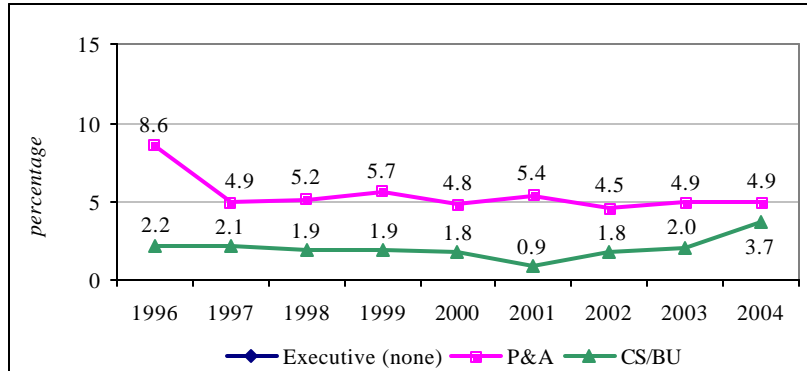
Crookston Campus

Figure 5-11. Percentage of female staff employees, University of Minnesota – Crookston, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 5-12. Percentage of staff of color, University of Minnesota – Crookston, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.