

6: Rochester Campus

The University of Minnesota – Rochester (UMR) meets the higher education needs of southeastern Minnesota by providing and promoting academic programs, research, and public engagement. In collaboration with the Minnesota State Colleges and Universities system (MnSCU), the University of Minnesota – Rochester provides leadership for upper-division undergraduate and post-baccalaureate programs reflecting the University's tradition of excellence.

The University of Minnesota has provided quality higher education opportunities in Rochester and southeastern Minnesota since 1966. In 1999, the establishment of the University of Minnesota – Rochester created an even stronger local presence. UMR is one of three public higher education 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.

Rochester, the third largest city in Minnesota, is growing rapidly in population, diversity (57 languages are spoken by children in public schools), and economic vitality. Rochester and southeastern Minnesota are distinctive and recognized for world-class health care services, research, and high-technology industries.

These industries and this region are major economic drivers for the state. Rochester-area residents have a strong conviction that locally provided University of Minnesota higher education opportunities, research, and public engagement are critical to the continued

growth and economic development of southeastern Minnesota and the state.

Academic Priorities

UMR's academic strategy focuses on education programs in selected areas: health sciences, business, technology, education, and social work. Increasing emphasis is being placed on additional health science, technology, and business programs in direct response to the needs of southeastern Minnesota's business community.

UMR offers four doctoral degrees, 15 master's degrees, seven baccalaureate degrees, 11 professional certificates, and four licensure programs. Degree programs at UMR are provided by the Twin Cities and Duluth campuses. UMR also offers non-credit programming for continuing education and professional development.

Among new academic programs implemented in the past four years are: a doctoral program in higher education; master's programs in public health, social work, and business administration; baccalaureate programs in nursing, respiratory care, radiation therapy, information technology infrastructure, and manufacturing technology; and certificate programs in translation and business.

Future programming plans include baccalaureate degrees in fine arts (digital technologies) and music technology, as well as graduate studies in healthcare administration.

In addition to offering educational programming, UMR has pursued a number of

research opportunities. Over the past two years, UMR faculty/staff have submitted two patents in the area of image processing and a third in alternative energies that integrate fuel cells and geothermal systems. Ongoing research is being conducted in a public/private partnership in which UMR provides the lead scientist for the study of alternative energy systems. This multi-year initiative is entering phase two of a three-phase project.

Efforts continue to be devoted to a fundraising campaign for student scholarships and academic strategic investments. Building upon President Bruininks’s initiative for matching payout of endowment funds, six newly endowed scholarships have been created in the past 18 months. Students who have previously been unable to pursue educational opportunities at UMR are now being served by these scholarship resources. Developing additional endowments and other scholarship funding remains a priority.

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;
- serving in leadership positions for the local chapter of the University of Minnesota Alumni Association (UMAA), which won its Chapter of the Year Award in 2003-04;
- conducting “Management of Technology-Signature Series” seminars for high-technology industry leaders;
- co-sponsoring political debates and community issues forums;
- 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;
- organizing and coordinating two national health sciences conferences with Mayo Clinic; 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 University’s Twin Cities and coordinate campuses and from MnSCU institutions, it is necessary to maintain a local student services environment that serves as a central clearing point-of-contact for students.

Current initiatives to strengthen student services include: relocating the student services director, academic program directors, and support staff into a single, identifiable location; enhancing Web pages to better organize information for student use; fully integrating Rochester student services with the University of Minnesota’s OneStop service; implementing the College Board’s Recruitment Plus software for the University Center partner institutions to jointly identify, track, and respond to student inquiries; and educating staff to serve as effective liaisons between UMR students and the University system.

In 2004, the University of Minnesota – Rochester conducted a second student experiences survey in order to identify key areas of service requirements for the predominantly non-traditional student population and to establish baseline values

from which UMR can measure changes in performance satisfaction.

Comparison of results between the 2002 and 2004 surveys reveals an increase in student satisfaction with the educational experience at UMR. The customer service experience also improved, with the most dramatic increase taking place in student satisfaction with the quality of advisement toward career and academic goals. These results can be attributed to several actions, including reassigning staff responsibilities to better accommodate students in specific programs, extending office hours while providing a better work/life balance for support staff (flexible scheduling), and centralizing the UMR program director office location.

UMR will continue to improve the student and customer experience. In an effort to further enhance service to prospective students, a new position has been created with responsibilities in academic programming, advising, and development/ coordination of activities and

events to increase the student connection to the University. Space is being reassigned for use as a student self-service area, which will incorporate computer equipment donated by IBM. Services will include dedicated access to online University of Minnesota resources.

UMR personnel have also focused on expanding relationships with Twin Cities campus staff. These efforts are improving UMR's ability to respond quickly and accurately to student concerns, and will be especially important as the number of undergraduate students increases.

The student survey will be conducted annually to track changes and identify requirements as soon as possible. The next survey is scheduled for spring 2005.

Table 6-1 summarizes the 2004 survey responses in three key areas at the UMR campus – overall student experience, customer service, and institutional environment.

Table 6-1. Student experiences survey results, University of Minnesota, Rochester campus, 2004.

<u>Overall Student Experience</u>	<u>Customer Service</u>	<u>Institutional Environment</u>
1: In general, how satisfied are you with your experiences at UMR?	1: The advisors were helpful in guiding you to meet your academic goals:	1: There are sufficient, available places to study on campus:
Very satisfied: 24.06%	Strongly agree: 19.55%	Yes: 34.59%
Satisfied: 68.42%	Agree: 52.63%	Neutral: 57.89%
Dissatisfied: 5.26%	Neutral: 9.77%	No: 7.52%
Very dissatisfied: 2.26%	Disagree: 13.53%	
	Strongly disagree: 4.51%	
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?	2: The University of Minnesota, Rochester staff are helpful when I contact by phone or visit the offices:	
Definitely would: 41.67%	Strongly agree: 15.04%	
Probably would: 40.91%	Agree: 35.34%	
Might not: 15.15%	Neutral: 39.85%	
Definitely not: 2.27%	Disagree: 6.77%	
	Strongly disagree: 3.01%	
3: In your experience, how would you rate the quality of your academic program?	3: The office hours for administration and student services are satisfactory:	
Very good: 36.36%	Strongly agree: 7.52%	
Good: 59.85%	Agree: 51.88%	
Poor: 3.03%	Neutral: 25.56%	
Very poor: 0.76%	Disagree: 12.03%	
	Strongly disagree: 3.01%	

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

Enrollment Trends

Since the University of Minnesota – Rochester was established in 1999, there has been a steady growth of both student head count and credit hour production. During the past five fall semesters, the number of students pursuing degrees at UMR has risen by 21 percent. Credit hour production increased 60 percent from the 1999-00 academic year to 2003-04.

These trends indicate that students attending UMR are moving from part-time to full-time student status. This change is a result of an effort to create new degree programs to attract

and serve a wider range of students and meet business and industry needs, while also increasing enrollment in existing programs.

The demographics of students attending the University of Minnesota – Rochester are changing. In the past, UCR provided primarily graduate programming to students who tended to be part-time students, over 35 years old, employed full time, and with families. Sound academic advising was important to these students but they were not

interested in University-related extra-curricular activities.

More recent initiatives are being directed at baccalaureate offerings. Students pursuing the bachelor’s degree tend to be full-time, in their 20s, part-time workers, and reflect a more traditional student profile that requires a range of extra-curricular opportunities. In response, UMR is developing activities such as working

with local businesses to designate a regular off-campus meeting place for students to socialize, providing a special finals week room with refreshments and a quiet study area, and creating student service projects in the community.

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

Table 6-2. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2000-2004.

Credit Courses	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Headcount	323	346	339	384	392
Credits Generated	1,289	1,276	1,543	1,763	2,321

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

Table 6-3. Fall/spring semester credit course enrollments at the University of Minnesota – Rochester, 1999-2000 – 2003-04.

Credit Courses	Fall 1999 & Spring 2000	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003	Fall 2003 & Spring 2004
Total Credits Generated	2,207	2,507	2,515	3,109	3,712

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

Campus Safety and Security

Historically students in Rochester have a safe environment in which to attend classes and study. Table 6-4 displays safety and security

data for the past four years at the University Center Rochester.

Table 6-4. On-campus criminal offenses at University Center Rochester, 2000-2003.

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

Source: Office of the Provost, University of Minnesota – Rochester; Rochester Police Department

