

## 3: Coordinate Campus Reports

Within the shared mission and values of the University of Minnesota are the distinctive contributions of the coordinate campuses in Duluth, Morris, Crookston, and Rochester. Each campus aims to pursue excellence while investing in well-differentiated strengths and strategic priorities that create unique added value for the University and the state.

Each campus in the University system has a responsibility—consistent with its history and mission—to move toward making the University one of the top three public research institutions in the world. The coordinate campuses are conducting a thorough evaluation of their mission, priorities, strengths, and future direction as part of this institutional commitment. This evaluation is carefully examining the current status of the campus and its programs, and determining where change is needed to address current trends and anticipate future needs.

### **Strategic Positioning Charge**

Specifically, the coordinate campuses have been charged to:

- Evaluate background data about demographic, programmatic, and fiscal issues facing the campus.

- Address enrollment issues and associated financial considerations.
- Identify ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.
- Establish a financial and academic accountability framework under which the campus will operate.
- Develop operating assumptions that lead to successful implementation of goals.
- Develop measures by which progress toward goals will be assessed.

The coordinate campuses are in the process of developing their strategic plans for further review by the University and their various constituencies.

The sections which follow provide current overviews of the coordinate campuses and their performance on key measures:

- Duluth campus
- Morris campus
- Crookston campus
- Rochester

## University of Minnesota Duluth (UMD)

The University of Minnesota Duluth serves northeastern Minnesota, the state, and the nation as a medium-sized, broad-based university dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, its faculty recognizes the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

Central to the mission of UMD is high-quality teaching nurtured by the research and artistic efforts of its faculty. This undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs generally will mesh with and support its mission and focus on the undergraduate learning experience. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

The programmatic focus of UMD is on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, and medicine. Defined future development will include strengthening the core liberal arts and sciences, K-12 professional development in education, and strength-

ened relationships with regional and Iron Range community colleges. Maintenance of a high-quality residential learning environment makes a critical contribution to the strength of the undergraduate learning environment.

Ultimately, UMD's challenge is to provide innovative solutions to the issues challenging the future of northeastern Minnesota, to make a difference in the lives of people in this state and elsewhere, and to contribute meaningfully to the quality of life through improving public policy and finding solutions to those problems that impact people's lives.

### Profile

The University of Minnesota Duluth is a comprehensive regional university. Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to a two-year program at the University's School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields (16 Graduate School programs and three collegiate graduate programs), plus six cooperative programs offered through the Twin Cities. Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

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<b><u>Duluth Campus At A Glance</u></b>	
<b>Founded</b> 1895	<b>Degrees Awarded (FY2005)</b> Undergraduate 1,632 Master's 192
<b>Leadership</b> Kathryn A. Martin, Chancellor	<b>Fall 2005 Enrollment</b> Undergraduate 8,931 Graduate 958 Non-degree 607 Total 10,496
<b>Colleges/Schools</b> Business and Economics Continuing Education Education and Human Service Professions Fine Arts Liberal Arts Medicine* Pharmacy* Science and Engineering <small>*School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.</small>	<b>Faculty (Fall 2005)*</b> Tenured/Tenure Track 316 Other Faculty 218 <small>*Does not include Duluth faculty in the University's School of Medicine or College of Pharmacy, which are counted as part of the Twin Cities</small>
<b>Degrees and Majors Offered</b> Undergraduate degrees in 75 majors. Graduate programs in 19 fields, plus six cooperative programs offered through the Twin Cities campus. Two-year program at the School of Medicine and a four-year College of Pharmacy program.	<b>Alumni (FY 2004)</b> Living Alumni 47,173
<b>Number of Buildings</b> 54 (1,679,000 assignable square feet)	<b>Staff (FY 2005)</b> Civil Service/ Bargaining Unit 783 Professional and Administrative 203
	<b>Expenditures (FY 2005)</b> \$164,474,144

### **Students**

Figure 3-1 and Table 3-1 provide trend data for high school rank percentile and high school rank.

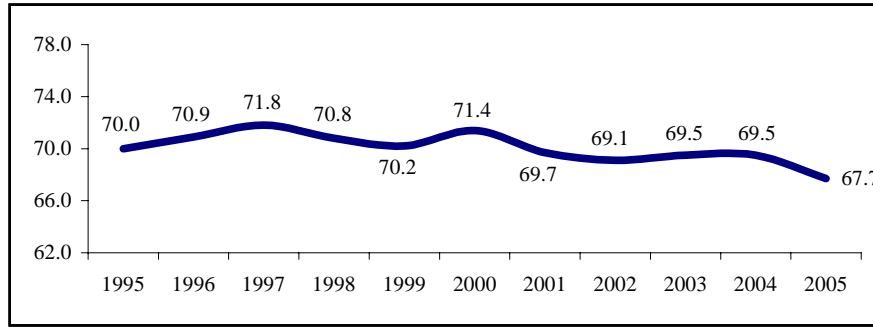
The fact that both of these variables have remained relatively flat over the last decade reflects UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD also has remained relatively flat, increasing from 22.9 in 1996 to 23.1 in 2005.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing freshman (new high school student) enrollment from 1,662 in 1996 to 2,248 in 2005.

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**Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Duluth, 1995 – 2005.**



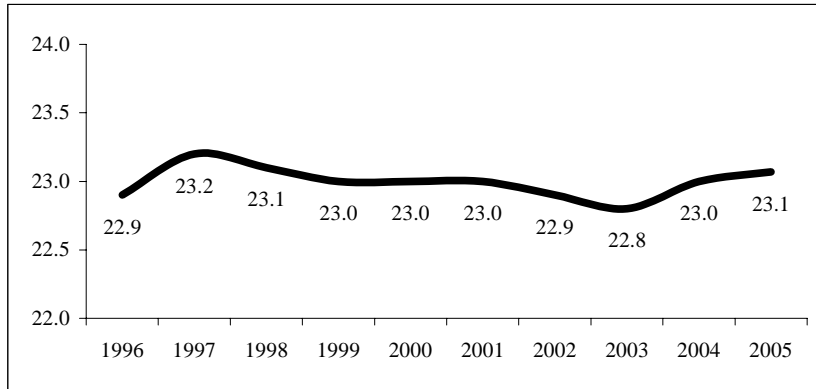
Source: Office of Institutional Research, University of Minnesota.

**Table 3-1. High school rank of freshmen, University of Minnesota – Duluth, 1996-2005.**

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	18%	18%	19%	18%	19%	18%	16%	16%	17%	14%
75-89	30	30	29	27	29	25	26	28	26	25
50-74	40	39	39	39	38	40	41	40	40	42
1-49	13	13	14	16	14	16	17	16	17	19

Source: Office of Institutional Research, University of Minnesota

**Figure 3-2. Average ACT score of new, entering freshman, University of Minnesota - Duluth, 1996-2005.**



Source: Office of Institutional Research, University of Minnesota.

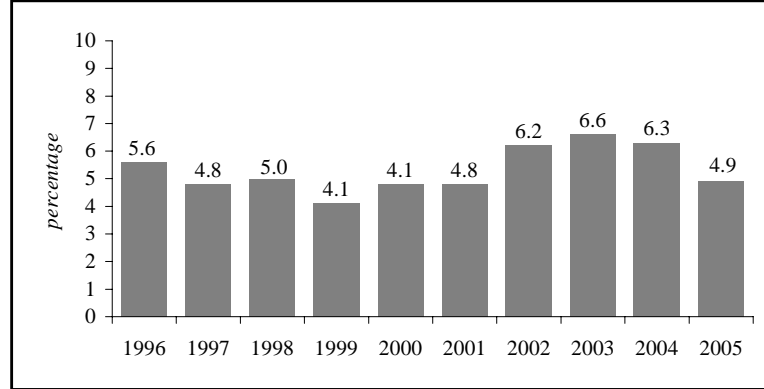
## Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus

community. Although 2005 showed a decrease in the percentage of students of color, over the past decade the campus overall has gained in the number of students of color.

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**Figure 3-3. Percentage of entering freshman of color, University of Minnesota - Duluth, fall 1996-2005.**



Source: Office of Institutional Research, University of Minnesota

**Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota - Duluth, Fall 1996-Fall 2005.**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>African American</b>	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%
<b>American Indian</b>	1.1	1	1.1	1.1	0.9	1.1	1	1.1	1.2	1.2
<b>Asian/Pacific Islander</b>	2.4	2.5	2.5	2	1.8	1.9	2.2	2.4	2.5	2.6
<b>Caucasian</b>	91.9	91.5	91.2	89.8	90.6	90.3	90	89	88.2	88.2
<b>Chicano/Hispanic</b>	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0
<b>International</b>	1.4	1.3	1.4	1.7	1.8	2	2.2	2.3	2.1	1.9
<b>Not Reported</b>	1.6	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8

(Prior to Fall 2004, students in the Duluth School of Medicine were included in Twin Cities enrollment figures.)

Source: Office of Institutional Research, University of Minnesota

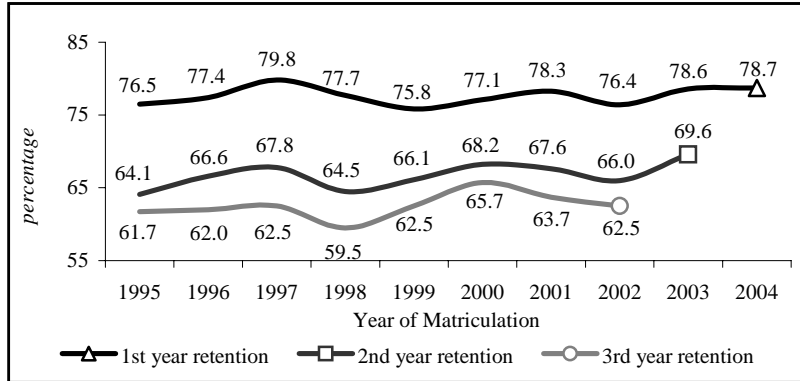
### Retention and Graduation Rates

**Retention Rates:** Figure 3-4 shows first-, second-, and third-year student retention rates that were fairly consistent during the last decade. The first-year retention rate is down slightly from the previous year but second- and third-year rates are higher. All retention rates are higher than they were for students who matriculated in 1995.

Figure 3-5 compares retention of students of color from 1995-2004. First- and second- year retention rates increased substantially over the previous year (7.6 percent and 11.6 percent, respectively), but third-year retention declined by 6.5 percent. However, all students-of-color retention rates are higher than they were for those who matriculated in 1995.

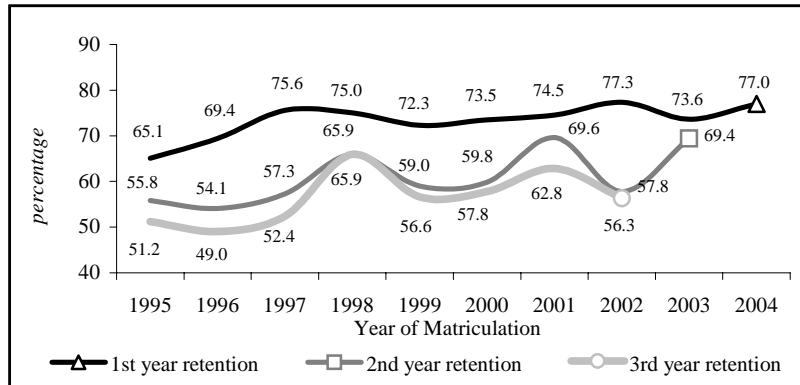
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**Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Duluth, 1995-2004.**



Source: Office of Institutional Research, University of Minnesota

**Figure 3-5. University of Minnesota – Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.**



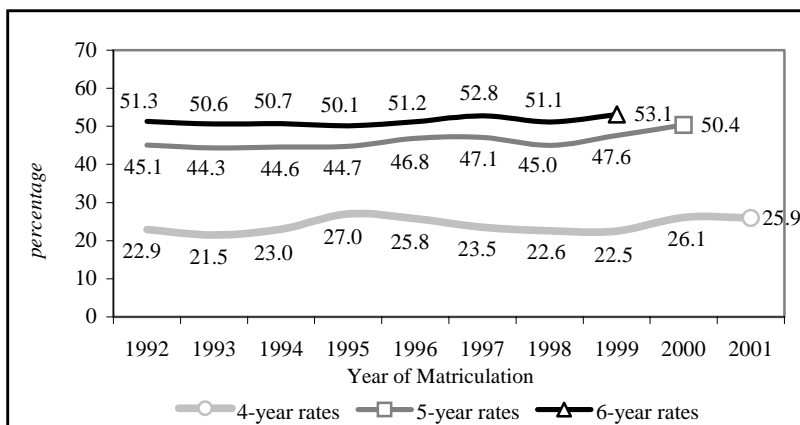
Source: Office of Institutional Research, University of Minnesota.

**Graduation Rates:** Figure 3-6 shows that while the four-year graduation rate for all students declined slightly from the previous year, five- and six-year rates improved. Over the past decade all rates have improved. All three graduation rates for students of color, however, declined from the previous year, as shown in Figure 3-7, although they have improved from the beginning of the decade.

UMD has established four-, five-, and six-year graduation rate goals for 2012 of 30 percent, 53 percent, and 58 percent, respectively. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University’s strategic positioning goals.

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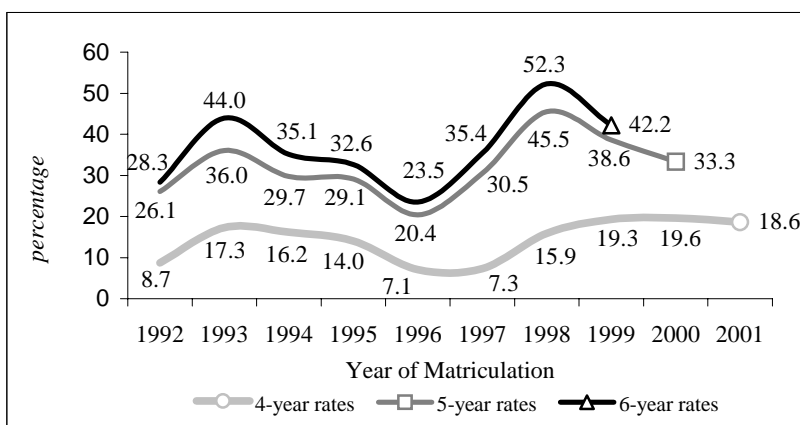
Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1992-2001.



Source: Office of Institutional Research, University of Minnesota

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth 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.

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Duluth, 1992-01.



Source: Office of Institutional Research, University of Minnesota.

Note: See note for Figure 3-6 above.

## Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since 1997 to measure results.

Recent results reflect a number of UMD priorities. The campus's attempt to diversify its community and provide support for students of

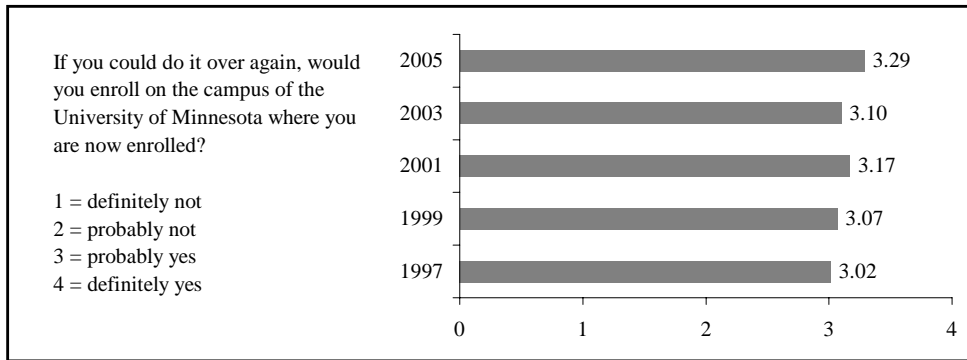
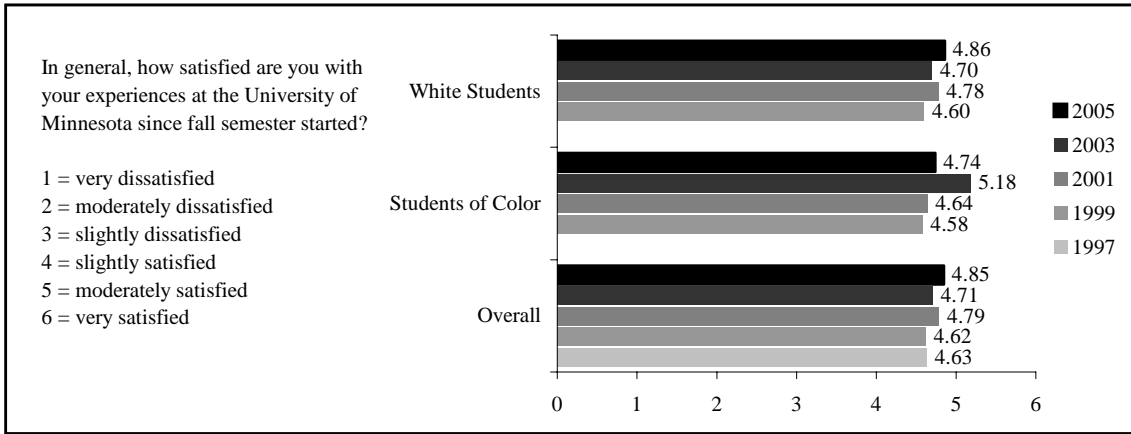
color has been met with an increase of general satisfaction from students of color. The campus also has made substantial improvements in its physical environment with the addition of new buildings and upgraded classrooms. These improvements have been followed by increases in satisfaction with the physical environment. Decreased satisfaction in the cost of attendance remains a concern.

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Figure 3-8 summarizes undergraduate student responses in the 10 survey areas.

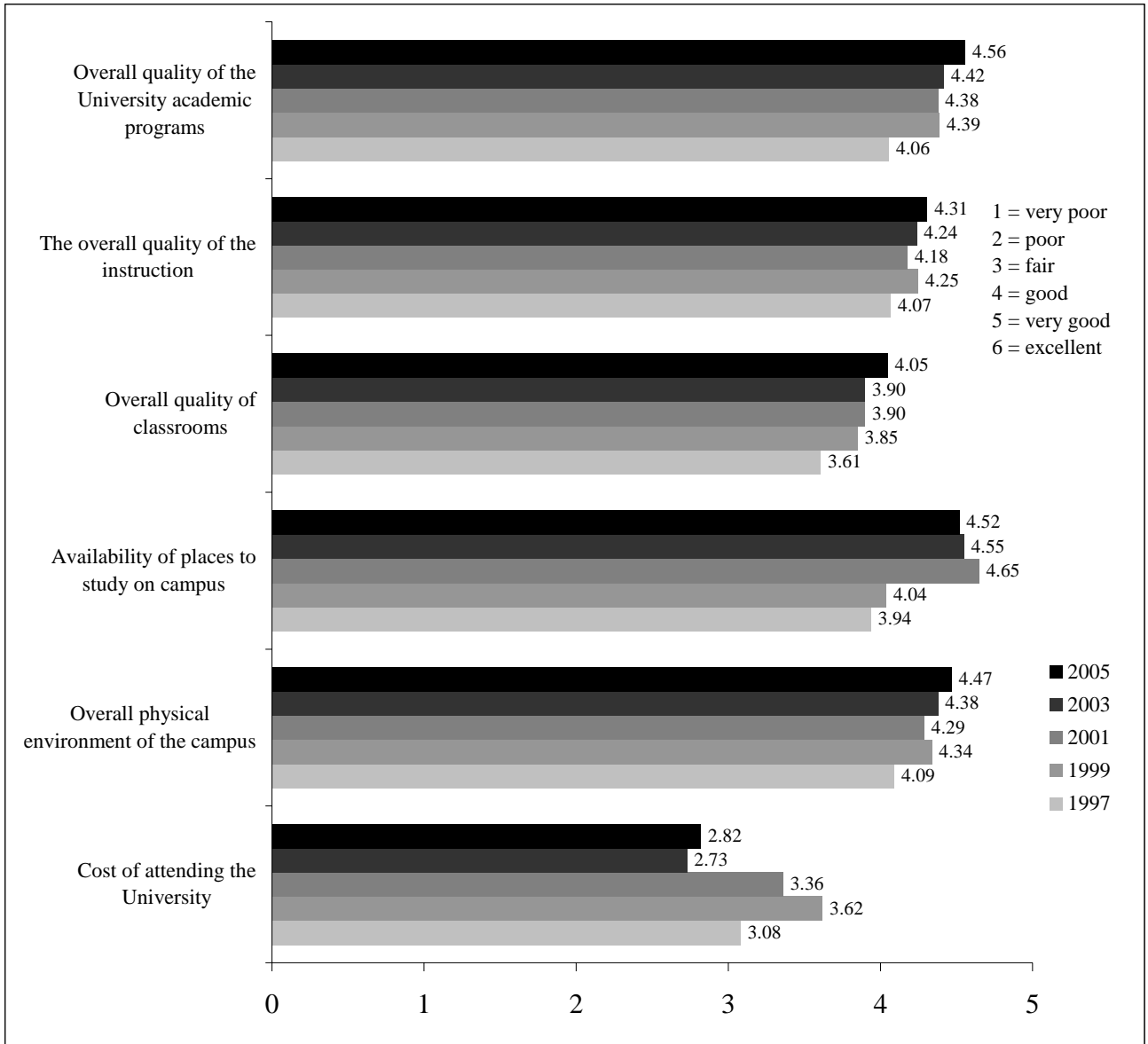
Figure 3-9 shows findings from the graduate student survey.

**Figure 3-8. Undergraduate student experiences survey results, University of Minnesota – Duluth, 1997-2005.**



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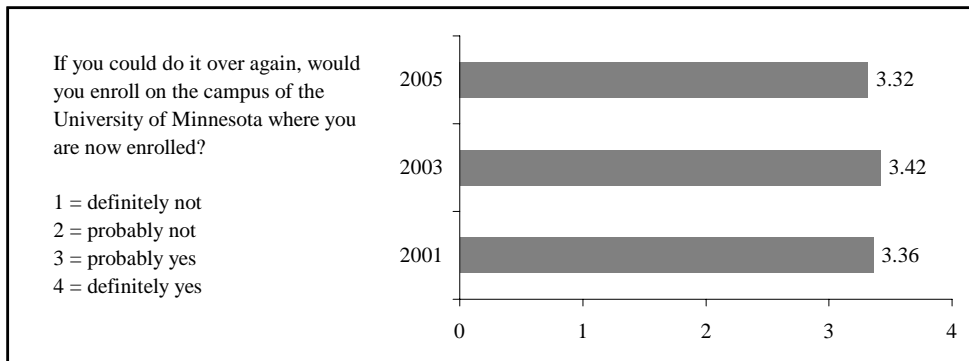
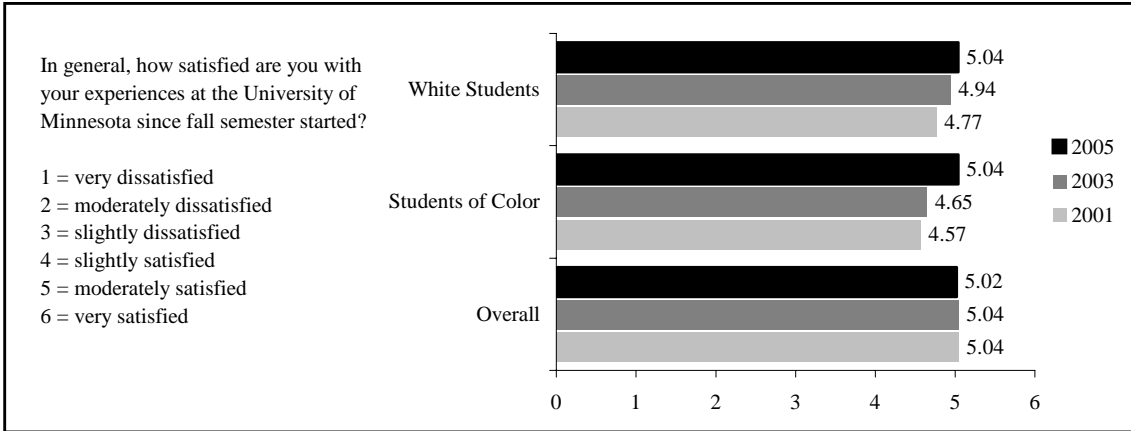
Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research, University of Minnesota.

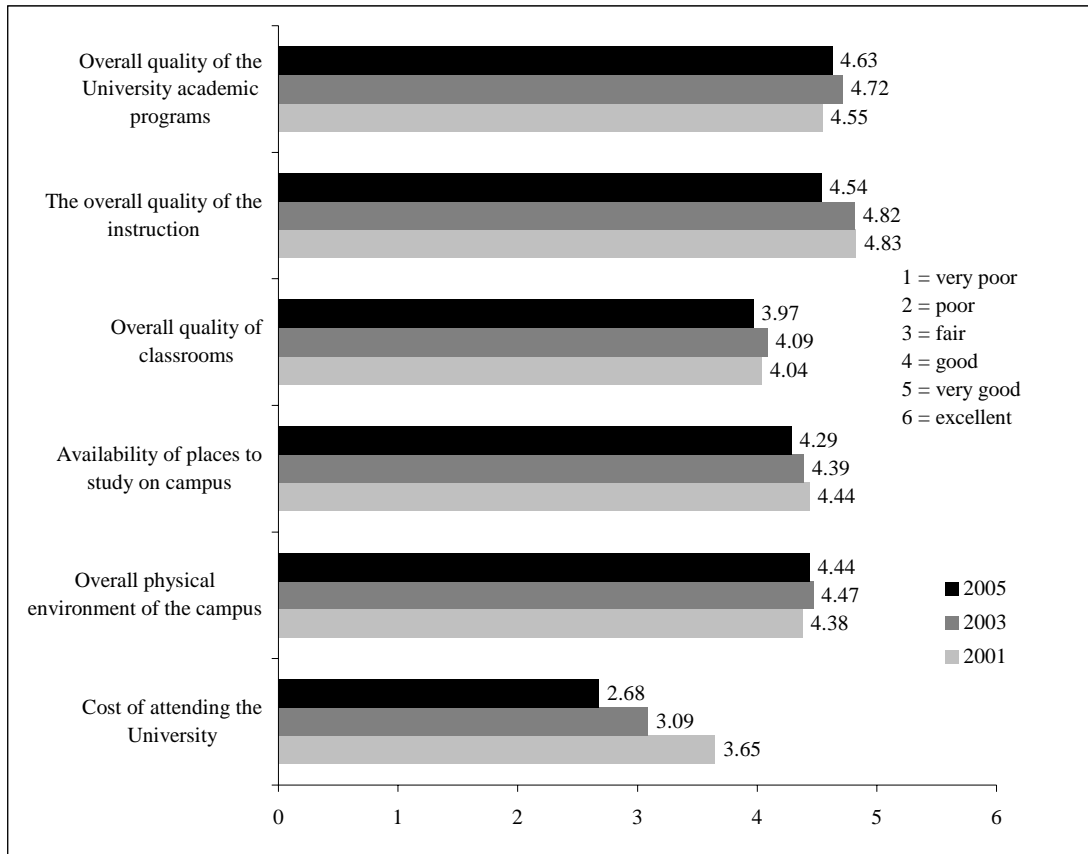
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**Figure 3-9. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2005.**



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**Figure 3-9 continued. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2005.**



Source: Office of Institutional Research, University of Minnesota.

### Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they 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.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also

are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

Average salary and compensation for UMD faculty are shown in comparison to the UMD peer group institutions in Tables 3-3 – 3-6.

For the first time this year, medical school faculty are excluded from Duluth salary and compensation figures, so it is not possible to compare FY 2004 data for the Duluth campus with prior years. For FY 2004:

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- Average salaries for assistant professors at University of Minnesota Duluth are below the peer group averages.
- Average compensation for associate professors is above the peer group average.

### Peer Group Comparisons

Table 3-3. Average faculty salary for UMD and peer group institutions, 1999-00 – 2004-05.

Average Salary†						
Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Full Professor</b>						
Peer Group Average*	\$75,600	\$78,900	\$82,200	\$85,400	\$86,800	\$90,800
% Change		+ 4.4%	+ 4.2%	+ 3.9%	+1.6%	+4.6%
<b>UM – Duluth</b>	\$72,800	not available	\$78,800	\$81,500	\$79,900	\$80,900
% Change				+ 3.4%	-2.0	+1.3%
<b>Associate Professor</b>						
Peer Group Average*	\$57,600	\$60,000	\$62,000	\$64,200	\$65,100	\$67,700
% Change		+ 4.2%	+ 3.3%	+ 3.5%	+1.4%	+4.0%
<b>UM – Duluth</b>	\$59,400	not available	\$63,600	\$65,900	\$65,500	\$66,900
% Change				+ 3.6%	-0.6%	+2.1%
<b>Assistant Professor</b>						
Peer Group Average*	\$47,800	\$49,600	\$51,600	\$53,100	\$54,300	\$56,600
% Change		+ 3.8%	+ 4.0%	+ 2.9%	+2.3%	+4.2%
<b>UM – Duluth</b>	\$47,500	not available	\$49,700	\$52,000	\$50,400	\$51,100
% Change				+ 4.6%	-3.1%	+1.4%

Source: Office of Institutional Research, University of Minnesota.

\* Average excluding University of Minnesota – Duluth.

† Prior to 2003-04, University of Minnesota – Duluth salaries included faculty salaries in the UMD School of Medicine.

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**Table 3-4. Average faculty compensation for UMD and peer group institutions, 1999-00 – 2004-05.**

Average Compensation†						
Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Full Professor</b>						
Peer Group Average*	\$93,800	\$97,400	\$101,300	\$105,300	\$107,400	\$113,100
% Change		+ 3.8%	+ 4.0%	+ 3.9%	+2.0%	+5.3%
<b>UM – Duluth</b>	\$94,500	not available	\$104,300	\$107,800	\$106,100	\$108,600
% Change				+ 3.4%	-1.9%	+2.4%
<b>Associate Professor</b>						
Peer Group Average*	\$72,900	\$75,500	\$77,900	\$81,000	\$82,400	\$91,600
% Change		+ 3.6%	+ 3.2%	+ 4.0%	+1.7%	+11.2%
<b>UM – Duluth</b>	\$78,200	not available	\$85,900	\$89,000	\$88,700	\$86,500
% Change				+ 3.6%	-0.3%	-2.5%
<b>Assistant Professor</b>						
Peer Group Average*	\$60,900	\$62,800	\$65,400	\$67,700	\$69,000	\$73,200
% Change		+ 3.1%	+ 4.1%	+ 3.5%	+1.9%	6.1%
<b>UM – Duluth</b>	\$63,900	not available	\$69,200	\$72,200	\$70,400	\$72,400
% Change				+ 4.3%	-2.5%	2.8%

Source: Office of Institutional Research, University of Minnesota.

\* Average excluding University of Minnesota – Duluth

† Prior to 2003-04, UMD compensation included faculty compensation in the UMD School of Medicine.

### Full Professors

**Table 3-5. Full professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.**

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Villanova U	\$106,100	1	Villanova U	\$133,100	
2	U Nevada-Reno	102,800	2	U New Hampshire	121,600	
3	U Nevada-Las Vegas	98,900	3	U Central Florida	120,400	
4	U New Hampshire	95,400	4	U Massachusetts-Dartmouth	120,100	
5	U Central Florida	94,700	5	Marquette U	119,900	
6	U Massachusetts-Dartmouth	94,200	6	U Nevada-Las Vegas	118,600	
7	Marquette U	94,100	7	U Nevada-Reno	116,300	
8	U Colorado-Denver	89,700	8	Oakland U	110,600	
9	U North Carolina-Charlotte	89,000	9	Cleveland St U	109,900	
10	Cleveland St U	88,500	10	Wright St U-Main	109,000	
11	Wright St U-Main	87,800	11	U Wisconsin-Milwaukee	108,700	
12	Old Dominion U	85,500	<b>12</b>	<b>U Minnesota-Duluth</b>	<b>108,600</b>	
13	Florida Atlantic U	85,100	13	U North Carolina-Charlotte	107,800	
14	U Wisconsin-Milwaukee	84,400	14	Old Dominion U	106,600	
15	Oakland U	82,800	15	Florida Atlantic U	106,600	
<b>16</b>	<b>U Minnesota-Duluth</b>	<b>80,900</b>	16	U Colorado-Denver	104,700	
17	U Maine-Orono	74,200	17	U Maine-Orono	95,800	

Source: Office of Institutional Research, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

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#### Associate Professors

**Table 3-6. Associate professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.**

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	U Nevada-Reno	\$75,600	1	Villanova U	\$98,700	
2	Villanova U	75,400	2	U New Hampshire	94,700	
3	U Nevada-Las Vegas	73,400	3	U Massachusetts-Dartmouth	93,900	
4	U Massachusetts-Dartmouth	73,000	<b>4</b>	<b>U Minnesota-Duluth</b>	<b>91,600</b>	
5	U New Hampshire	71,600	5	Marquette U	91,600	
6	Marquette U	69,700	6	U Nevada-Las Vegas	89,900	
<b>7</b>	<b>U Minnesota-Duluth</b>	<b>66,900</b>	7	Oakland U	89,300	
8	U Colorado-Denver	66,800	8	U Nevada-Reno	85,800	
9	U Central Florida	66,100	9	U Wisconsin-Milwaukee	85,700	
10	U North Carolina-Charlotte	65,700	9	U Central Florida	84,400	
11	Cleveland St U	65,600	11	Wright St U-Main	83,700	
12	Wright St U-Main	65,600	12	Cleveland St U	83,500	
13	U Wisconsin-Milwaukee	64,900	13	U Maine-Orono	82,700	
14	Oakland U	64,500	13	U Colorado-Denver	81,700	
15	U Maine-Orono	63,000	15	U North Carolina-Charlotte	80,900	
16	Florida Atlantic U	61,600	16	Florida Atlantic U	79,000	
17	Old Dominion U	61,200	17	Old Dominion U	78,100	

Source: Office of Institutional Research, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

#### Assistant Professors

**Table 3-7. Assistant professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.**

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Marquette University	\$58,700	1	Oakland U	\$89,500	
2	Villanova University	58,600	2	U Massachusetts-Dartmouth	78,900	
3	University of Colorado – Denver	56,600	3	Villanova U	77,900	
3	University of Wisconsin – Milwaukee	56,600	4	U New Hampshire	77,400	
5	University of New Hampshire	56,100	5	U Wisconsin-Milwaukee	75,800	
6	Oakland University	55,200	6	Marquette U	75,600	
7	University of Massachusetts – Dartmouth	55,100	7	U Nevada-Las Vegas	75,500	
7	University of Nevada – Las Vegas	55,100	8	U Colorado-Denver	73,300	
9	University of Nevada – Reno	54,700	<b>9</b>	<b>U Minnesota-Duluth</b>	<b>72,400</b>	
10	University of Central Florida	53,900	10	Florida Atlantic U	71,400	
11	University of North Carolina – Charlotte	53,800	11	U North Carolina-Charlotte	70,800	
12	Florida Atlantic University	53,200	12	Old Dominion U	70,600	
13	Old Dominion University	52,300	13	U Central Florida	69,800	
14	Wright State University – Dayton	51,900	14	Wright St U-Main	69,500	
<b>15</b>	<b>University of Minnesota – Duluth</b>	<b>51,100</b>	15	Cleveland St U	66,600	
16	University of Maine – Orono	48,500	16	U Nevada-Reno	66,400	
17	Cleveland State University	48,200	17	U Maine-Orono	63,100	

Source: Office of Institutional Research, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

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#### Faculty Diversity

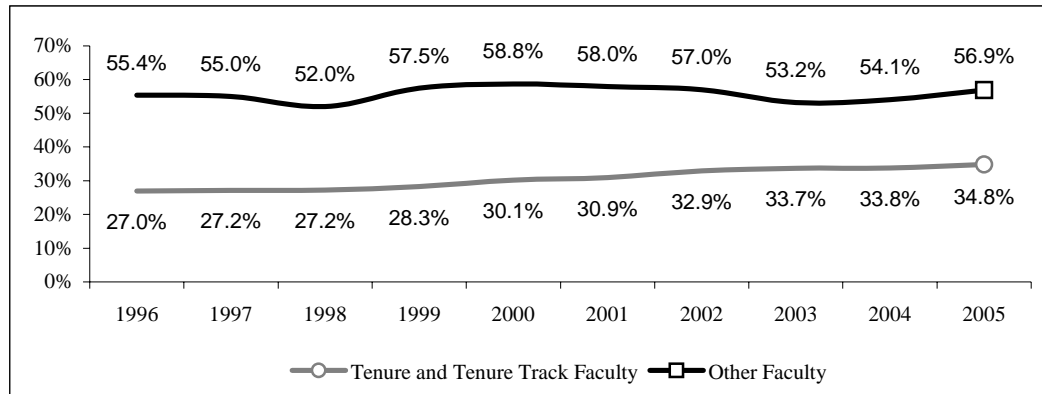
Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005. Nearly 44 percent of UMD's faculty are female, the highest percentage of any University of Minnesota campus.

Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has more than doubled (24 to 58) since 1996.

Figure 3-12 shows the ethnic and racial diversity of the UMD faculty. UMD has a higher percentage of American Indian faculty (2.2 percent) than any other University of Minnesota campus.

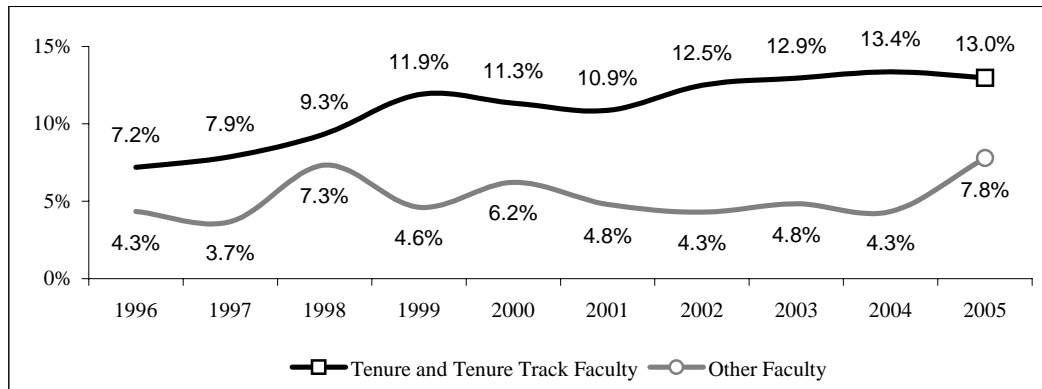
Note: Individuals in executive and administrative positions may also be tenured faculty. For Figures 3-10 – 3-12, each person was counted only once, according to his/her primary appointment.

**Figure 3-10. Percentage of female faculty at University of Minnesota – Duluth, 1996-2005.**



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

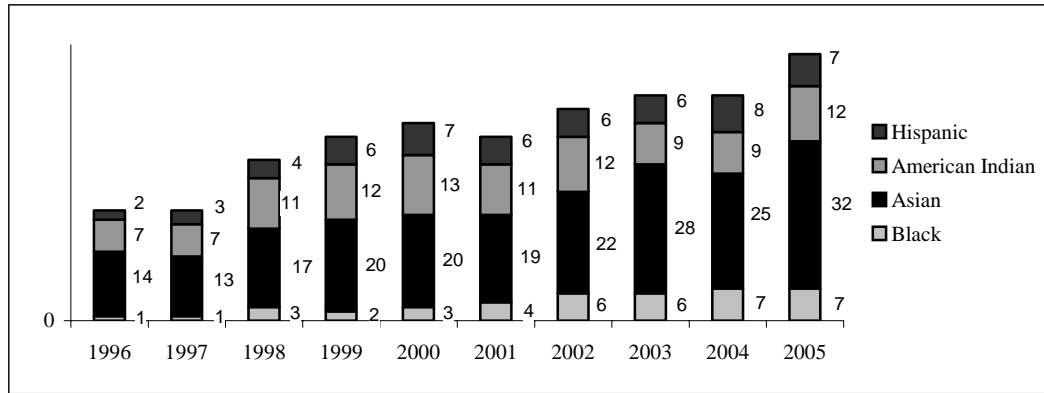
**Figure 3-11. Percentage of faculty of color at University of Minnesota – Duluth, 1996-2005.**



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

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**Figure 3-12. Number of faculty of color at University of Minnesota – Duluth, 1996-2005.**



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

### Staff Diversity

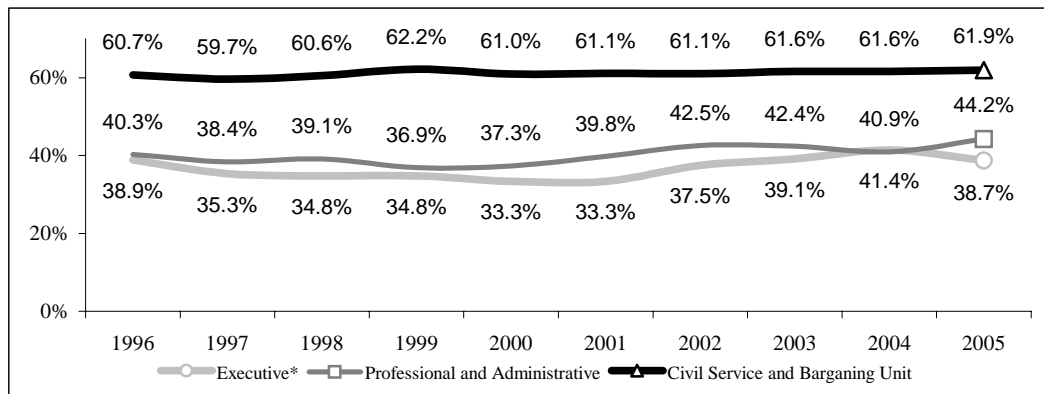
In 2005, the University of Minnesota Duluth had 986 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 58.1 percent were female, approximately the same percentage as in 1996.

Figures 3-13 and 3-14 show the percentage of female staff and staff of color, respectively,

during the period 1996-2005 for each of the three staff classifications.

Between 1996 and 2005, the number of staff of color at UMD decreased from 45 (4.7 percent) to 41 (4.2 percent). In 2005, 2 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

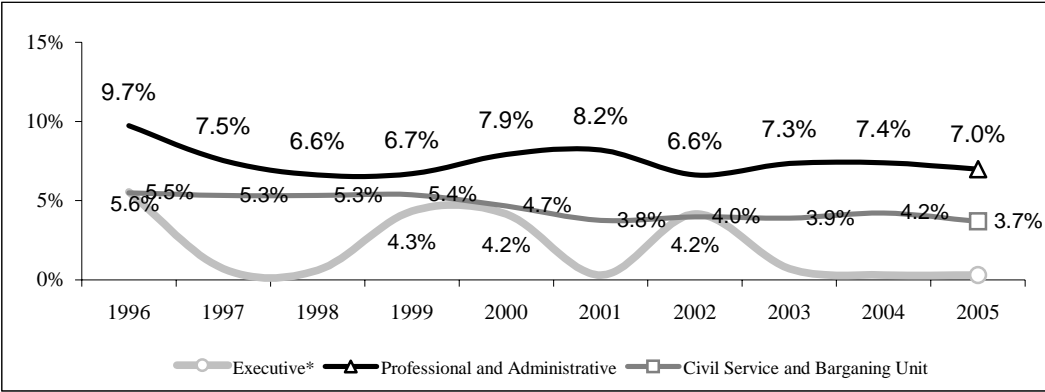
**Figure 3-13. Percentage of female staff employees, University of Minnesota – Duluth, 1996-2005.**



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

3: Coordinate Campus Reports

Figure 3-14. Percentage of staff of color, University of Minnesota – Duluth, 1996-2005.



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

## University of Minnesota Morris (UMM)

The mission of the University of Minnesota Morris is to provide an undergraduate liberal education of uncompromising rigor to students from around the region, the nation and the world. This tightly focused mission as a public honors college has been at the core of the Morris campus since it opened its doors in 1960.

It is UMM's vision to be the best public liberal arts college in America. UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff who understand their important role in the educational process and do their work with prideful excellence.

UMM's culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing Native American heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community. The UMM experience requires a faculty dedicated to excellent classroom teaching and significant scholarship, and a curriculum traditional in its basic shape, but innovative in many of its particulars.

As a public liberal arts college, UMM is committed to offering access to students from all economic, social, and cultural backgrounds. UMM is deeply connected to its region and its people. UMM's population of students, faculty and staff must reflect the diversity of the public in its region, state and nation. UMM will maintain and enhance its national status even as it strengthens its deep regional links.

### Campus Profile

The University of Minnesota – Morris is an academically rigorous, public undergraduate liberal arts campus of the University of Minnesota. The Morris campus has repeatedly received national recognition for its distinctive liberal arts mission and strong academic quality in various commercial rankings.

The campus's strength comes primarily from: a focused, narrowly defined mission; an intellectually gifted student body; and a faculty dedicated to teaching, to personal contact with students, and to research with full student participation. Ninety-eight percent of Morris's tenured and tenure-track faculty hold terminal degrees. Thirty faculty members are recipients of the University of Minnesota's highest teaching award, the Horace T. Morse-University of Minnesota Alumni Association Award.

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#### Morris Campus At A Glance

**Founded**

1960

**Leadership**

Samuel Schuman, Chancellor

**Divisions**

Education  
Humanities  
Interdisciplinary Studies  
Science and Mathematics  
Social Sciences

**Degrees Offered**

Bachelor of Arts

**Academic Programs Offered**

30 majors; 7 pre-professional programs

**Fall 2005 Enrollment**

Undergraduate	1,533
Non-degree	<u>607</u>
Total	1,684

**Faculty Size (FY 2005)**

Tenured/Tenure Track	111
Other Faculty	20

**Undergraduate Degrees Awarded (FY 2005)**

348

**Living Alumni (FY 2004)**

17,397 (graduates and non-grads)

**Staff (FY 2005)**

Civil Service/ Bargaining Unit	200
Professional and Administrative	99

**Number of Buildings**

28 (561,000 assignable square feet)

**Expenditures (FY 2005)**

\$36,084,884

### Students

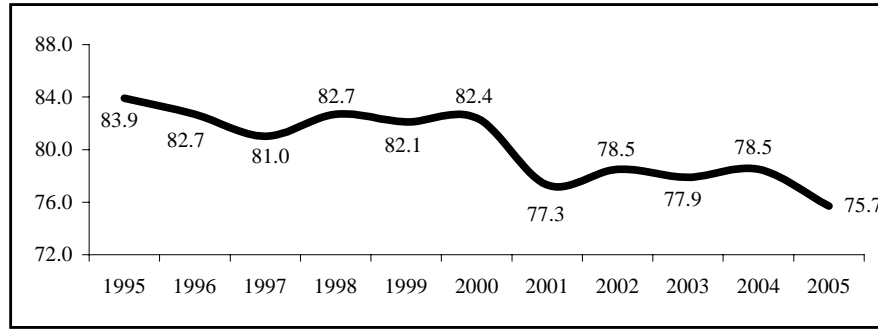
UMM’s entering students are among the top in the state, judging by standard quantitative measures such as ACT scores and high school class rank. Their retention to graduation rate is the highest of any University of Minnesota campus. The college’s commitment to diversity – recognizing its location in a rural, small town in a region of racial, ethnic, and religious

homogeneity – is reflected in a student body that is nearly 19 percent students of color.

Figures 3-15 – 3-17 and Tables 3-8 and 3-9 provide detailed information on the demographics of UMM students over the past decade. Over the past 10 years, at least 60 percent of each freshman class at Morris has come from the top quarter of their high school class.

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**Figure 3-15. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1995-2005.**



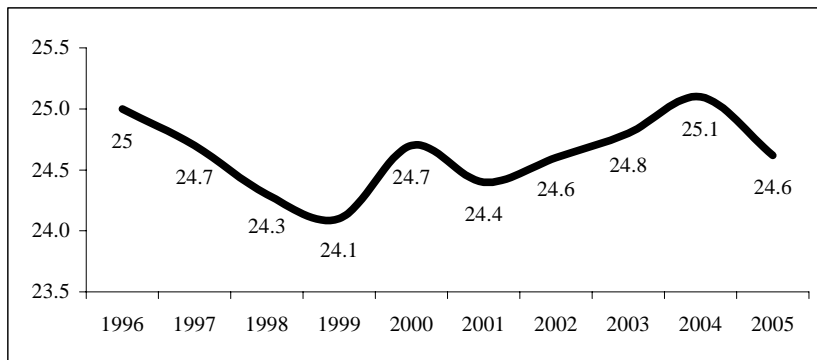
Source: Office of Institutional Research, University of Minnesota.

**Table 3-8. High school rank of freshmen, University of Minnesota – Morris, 1996-2005.**

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	44%	39%	44%	43%	41%	32%	33%	32%	35%	32%
75-89	33	33	30	31	33	31	33	32	31	28
50-74	19	24	23	22	22	28	26	28	25	28
1-49	5	4	3	3	3	9	8	8	8	12

Source: Office of Institutional Research, University of Minnesota.

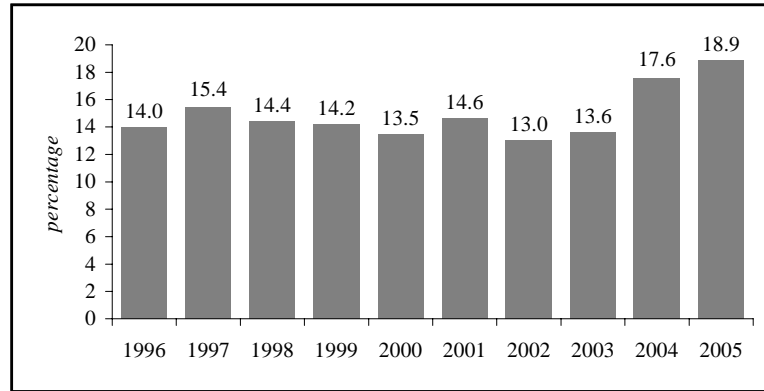
**Figure 3-16. Average ACT score of new, entering freshman, University of Minnesota - Morris, 1996-2005**



Source: Office of Institutional Research, University of Minnesota

### 3: Coordinate Campus Reports

**Figure 3-17. Percentage of entering freshman of color, University of Minnesota - Morris, 1996-2005.**



Source: Office of Institutional Research, University of Minnesota

**Table 3-9. Proportion of students by racial/ethnic group, University of Minnesota - Morris, Fall 1996-Fall 2005.**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>African American</b>	4.2%	5.6%	5.5%	5.2%	5.6%	4.9%	3.5%	2.8%	2.2%	1.9%
<b>American Indian</b>	5	5.5	6.5	6.8	6	6.6	6.7	7.2	7.8	8.8
<b>Asian/Pacific Islander</b>	3.1	2.4	2.7	2.5	2.6	2.8	2.8	3.1	3.1	2.7
<b>Caucasian</b>	84.4	83.3	82.8	83	81.6	81.9	82.4	80.4	79.3	78.0
<b>Chicano/Hispanic</b>	1.9	1.6	1.1	1.2	1.4	1.4	1.6	1.5	1.5	1.4
<b>International</b>	0.9	1.3	0.4	0.8	0.3	0.8	1.1	1.1	1.2	1.1
<b>Not Reported</b>	0.5	0.4	0.9	0.5	2.5	1.6	1.9	3.9	4.8	6.1

Source: Office of Institutional Research, University of Minnesota

### Retention and Graduation Rates

Figures 3-18 and 3-19 show UMM’s retention rates over the past decade. First-, second-, and third-year retention rates at Morris peaked for students matriculating in 1996 then fell for several years, but are now rebounding. First-year retention at Morris is down 1 percent from last year but up 6 percentage points from two years ago. Retention rates for students of color continue to lag those of all students.

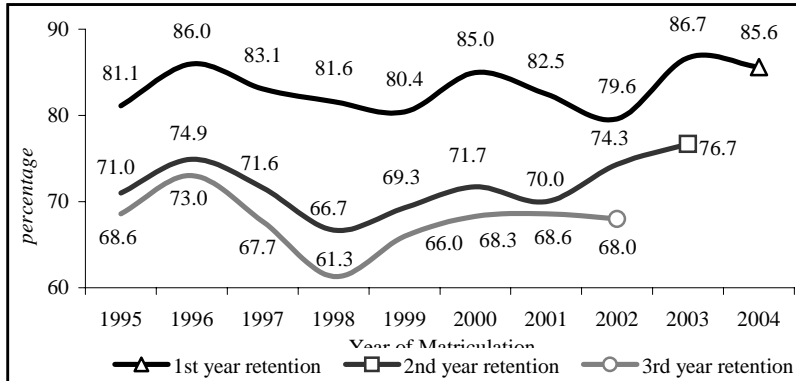
Figures 3-20 and 3-21 provide information on graduation rates over the same period. Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale

for public institutions. However, the trend over the past eight years has been generally downward and the most recent rates are below those of students who matriculated in 1992. Six-year graduation rates for students of color are down 10 percent over last year.

UMM has set four-, five-, and six-year graduation rate goals for 2012 of 52 percent, 66 percent, and 68 percent, respectively. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University’s strategic positioning goals.

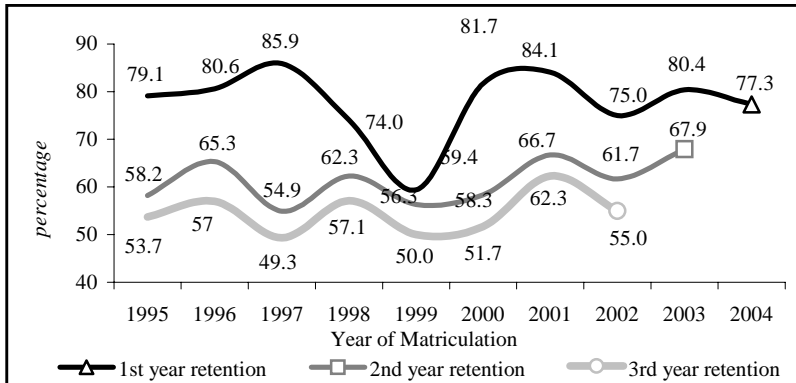
### 3: Coordinate Campus Reports

**Figure 3-18. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Morris, 1995-2004.**



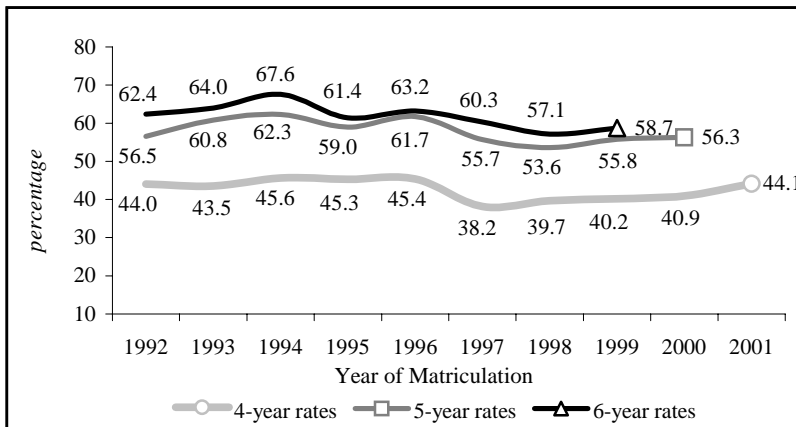
Source: Office of Institutional Research, University of Minnesota

**Figure 3-19. University of Minnesota – Morris first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.**



Source: Office of Institutional Research, University of Minnesota

**Figure 3-20. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-2001.**



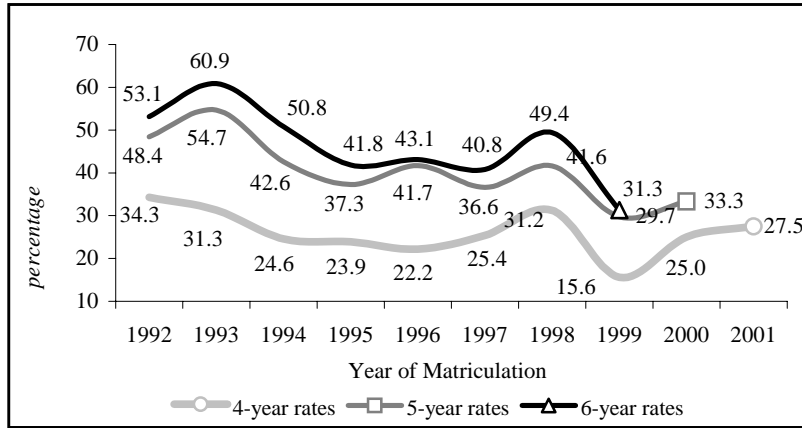
Source: Office of Institutional Research, University of Minnesota

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Morris and graduated from the Twin Cities is counted as a Morris graduate). The University also reports graduation rates to a national database (IPEDS);

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it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

**Figure 3-21. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Morris, 1992-2001.**



Source: Office of Institutional Research, University of Minnesota

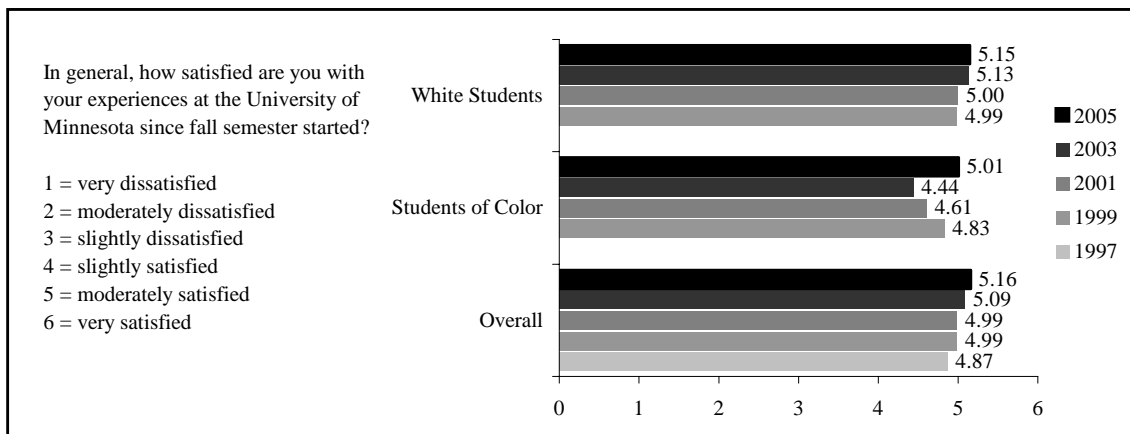
### Student Satisfaction

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. UMM students report the highest

level of satisfaction of any within the University of Minnesota.

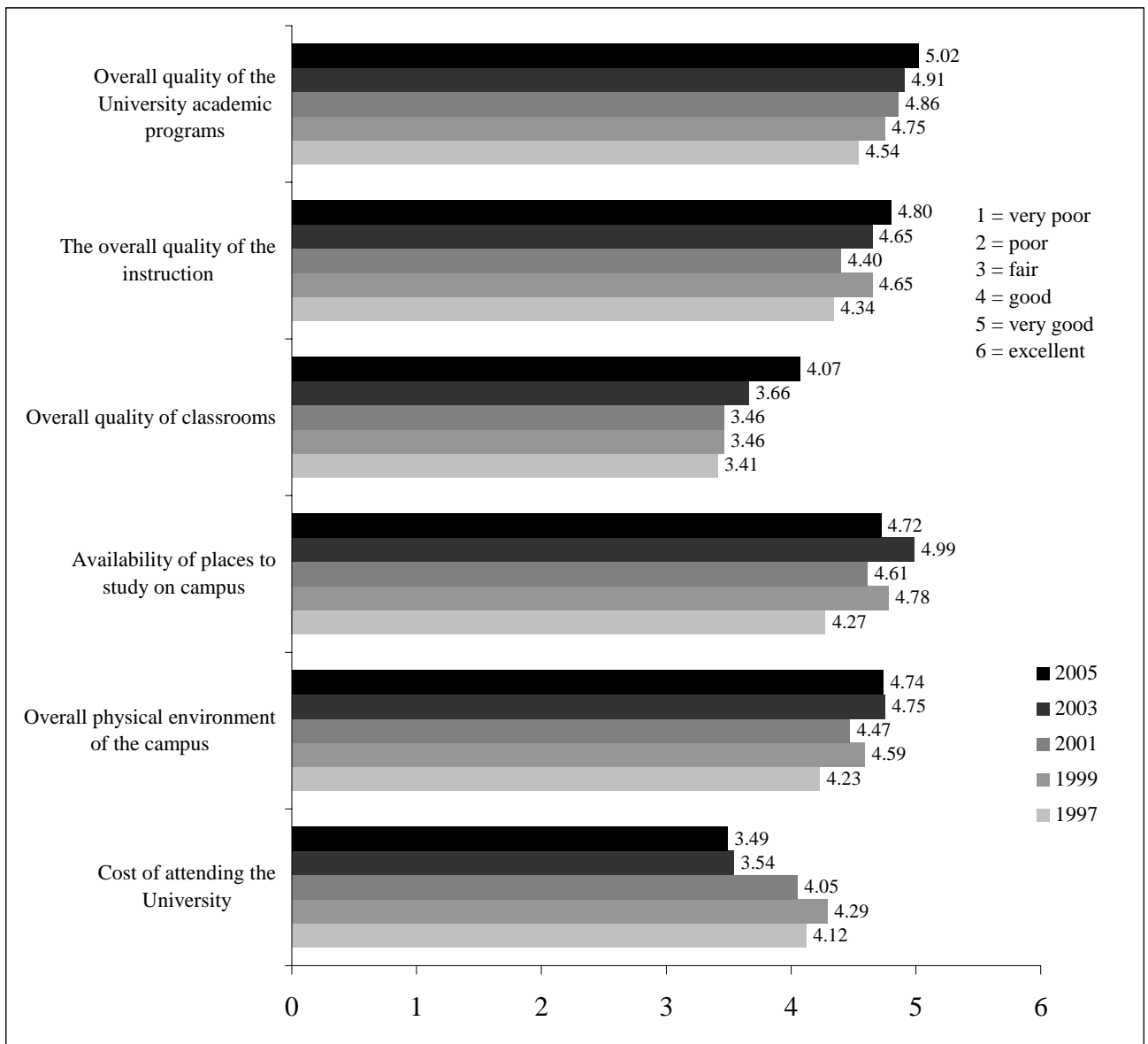
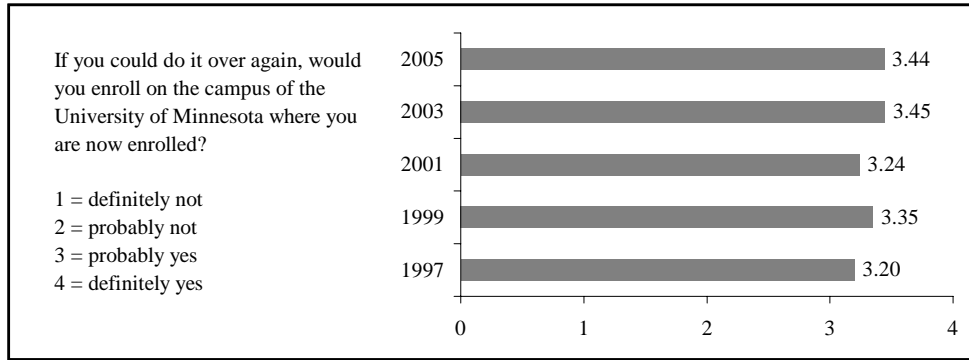
Figure 3-22 summarizes the responses in 10 key areas at the University of Minnesota – Morris campus.

**Figure 3-22. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2005.**



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Figure 3-22 (continued). Morris campus undergraduate student experiences survey results.



Source: Office of Institutional Research, University of Minnesota.

#### **Faculty Salary and Compensation**

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they 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.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

The Morris campus's peer group of 14 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

As Tables 3-10 and 3-11 indicate, faculty salaries at all levels at the University of Minnesota – Morris are below average among a comparison group of public and private small liberal

arts colleges, but UMM faculty compensation is higher than average in its peer group.

In FY 2004, however, the University of Minnesota – Morris lost ground compared to its peer group in average salary and average compensation for professors at all levels.

Average compensation for UMM assistant professors is now \$400 below the peer group average; for full professors it fell to \$1,700 less than the peer group. Only associate professors' average compensation continues to be higher than that of the peer group.

Tables 3-12 – 3-14 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks in comparison with the campus's peer group institutions. From 2003-04 to 2004-05:

- At the full professor level, the University of Minnesota – Morris climbed from 9<sup>th</sup> place to 8<sup>th</sup> place in average salary among its peers and dropped from 5<sup>th</sup> place to 6<sup>th</sup> for average compensation.
- At the associate professor level, the Morris campus climbed from 10<sup>th</sup> to 8<sup>th</sup> place in average salary among its peers and remained in 4<sup>th</sup> place for average compensation.
- At the assistant professor level, the Morris campus climbed from 12<sup>th</sup> to 8<sup>th</sup> in average salary among its peers and remained in 4<sup>th</sup> place for average compensation.

### 3: Coordinate Campus Reports

## Peer Group Comparisons

**Table 3-10. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1999-00 – 2004-05.**

#### Average Salary

Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Five-Year Change
<b>Full Professor</b>							
Peer Group Average*	\$65,800	\$68,500	\$71,800	\$73,600	\$74,900	\$76,500	+ \$9,100
% Change		+ 4.1%	+ 4.8%	+ 2.5%	+ 1.9%	+ 2.1%	+ 13.8%
<b>UM – Morris</b>	\$67,200	\$66,700	\$68,900	\$70,900	\$70,000	\$70,100	+ \$2,900
% Change		- 0.7%	+ 3.3%	+ 2.9%	- 1.2%	+ 1.4%	+ 4.3%
<b>Associate Professor</b>							
Peer Group Average*	\$51,900	\$53,800	\$55,300	\$57,000	\$57,700	\$59,300	+ \$7,400
% Change		+ 3.7%	+ 2.8%	+ 3.0%	+ 1.3%	+ 2.8%	+ 14.3%
<b>UM – Morris</b>	\$51,400	\$53,300	\$53,900	\$55,200	\$53,900	\$54,900	+ \$3,500
% Change		+ 3.7%	+ 1.1%	+ 2.5%	- 2.3%	+ 1.9%	+ 6.8%
<b>Assistant Professor</b>							
Peer Group Average*	\$41,100	\$42,800	\$44,300	\$45,700	\$46,800	\$49,000	+ \$5,700
% Change		+ 4.1%	+ 3.5%	+ 3.1%	+ 2.5%	+ 4.7%	+ 19.2%
<b>UM – Morris</b>	\$38,700	\$38,700	\$39,700	\$41,000	\$41,500	\$42,600	+ \$3,900
% Change		--	+ 2.6%	+ 3.1%	+ 1.2%	+ 2.7%	+ 10.1%

Source: Office of Institutional Research, University of Minnesota.

\*Average excluding University of Minnesota – Morris

**Table 3-11. Average faculty compensation for University of Minnesota – Morris and peer group institutions, 1999-00 – 2004-05.**

#### Average Compensation

Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Five-Year Change
<b>Full Professor</b>							
Peer Group Average*	\$82,200	\$85,700	\$90,200	\$92,500	\$95,200	\$97,700	+ \$15,500
% Change		+ 4.3%	+ 5.3%	+ 2.6%	+ 2.9%	+ 3.0%	+ 18.9%
<b>UM – Morris</b>	\$88,700	\$89,300	\$93,100	\$96,000	\$94,900	\$96,000	+ \$7,300
% Change		+ 0.7%	+ 4.3%	+ 3.1%	- 1.1%	+ 1.2%	+ 8.2%
<b>Associate Professor</b>							
Peer Group Average*	\$64,800	\$67,700	\$70,100	\$72,600	\$74,100	\$76,000	+ \$11,200
% Change		+ 4.5%	+ 3.5%	+ 3.5%	+ 2.1%	+ 2.9%	+ 17.3%
<b>UM – Morris</b>	\$69,600	\$73,100	\$75,000	\$77,100	\$75,500	\$77,500	+ \$7,900
% Change		+ 5.0%	+ 2.6%	+ 2.8%	- 2.1%	+ 2.9%	+ 11.4%
<b>Assistant Professor</b>							
Peer Group Average*	\$50,900	\$53,700	\$56,100	\$58,300	\$60,300	\$62,900	+ \$12,000
% Change		+ 5.5%	+ 4.5%	+ 4.0%	+ 3.5%	+ 5.1%	+ 23.6%
<b>UM – Morris</b>	\$54,300	\$55,500	\$57,900	\$59,900	\$60,400	\$62,500	+ \$8,200
% Change		+ 2.2%	+ 4.3%	+ 3.4%	+ 0.8%	+ 3.9%	+ 15.1%

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

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\*Average excluding University of Minnesota – Morris

#### Full Professors

**Table 3-12. Full professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.**

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Carleton College	\$97,500		1	Carleton College	\$127,900
2	Macalester College	96,000		2	Macalester College	122,200
3	Ramapo College of New Jersey	93,000		3	Ramapo College of New Jersey	120,100
4	St. Mary's College of Maryland	79,900		4	St. Mary's College of Maryland	98,600
5	Saint John's University	74,800		5	Saint John's University	96,700
6	University of North Carolina-Asheville	74,500		<b>6</b>	<b>University of Minnesota-Morris</b>	<b>96,000</b>
7	St. Olaf College	74,000		7	St. Olaf College	95,100
<b>8</b>	<b>University of Minnesota-Morris</b>	<b>70,100</b>		8	University of North Carolina-Asheville	90,900
9	College of Saint Benedict	70,000		9	College of Saint Benedict	90,700
10	Gustavus Adolphus College	69,900		10	Gustavus Adolphus College	88,600
11	Concordia College-Moorhead	65,100		11	Hamline University	84,800
12	Hamline University	64,800		12	Concordia College-Moorhead	79,000
13	University of Maine-Farmington	58,300		13	University of Maine-Farmington	77,400

Source: Office of Institutional Research, University of Minnesota.

#### Associate Professors

**Table 3-13. Associate professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.**

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Ramapo College of New Jersey	\$73,000		1	Ramapo College of New Jersey	\$94,200
2	Macalester College	72,500		2	Macalester College	93,100
3	Carleton College	69,500		3	Carleton College	92,400
4	St. Olaf College	59,300		<b>4</b>	<b>University of Minnesota-Morris</b>	<b>77,500</b>
5	College of Saint Benedict	59,000		5	St. Olaf College	77,200
6	St. Mary's College of Maryland	58,700		6	St. Mary's College of Maryland	74,000
7	Saint John's University	56,700		7	College of Saint Benedict	73,600
8	Gustavus Adolphus College	55,800		8	Saint John's University	73,400
<b>9</b>	<b>University of Minnesota-Morris</b>	<b>54,900</b>		9	Gustavus Adolphus College	71,100
10	University of North Carolina-Asheville	54,700		10	University of North Carolina-Asheville	67,800
11	Concordia College-Moorhead	53,700		11	Hamline University	67,400
12	Hamline University	52,600		12	Concordia College-Moorhead	65,300
13	University of Maine-Farmington	46,600		13	University of Maine-Farmington	62,600

Source: Office of Institutional Research, University of Minnesota.

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#### Assistant Professors

**Table 3-14. Assistant professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.**

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Carleton College	\$61,500	1	Carleton College	\$82,700	
2	Macalester College	56,600	2	Macalester College	71,300	
3	Ramapo College of New Jersey	54,700	3	Ramapo College of New Jersey	70,600	
4	Gustavus Adolphus College	49,100	4	Gustavus Adolphus College	62,600	
5	St. Mary's College of Maryland	48,500	5	<b>University of Minnesota-Morris</b>	<b>62,500</b>	
6	University of North Carolina-Asheville	48,200	6	St. Mary's College of Maryland	62,000	
7	Saint John's University	47,600	6	College of Saint Benedict	61,300	
8	College of Saint Benedict	47,500	8	Saint John's University	60,700	
9	Concordia College-Moorhead	46,100	9	University of North Carolina-Asheville	60,300	
10	St. Olaf College	45,700	10	St. Olaf College	59,100	
11	Hamline University	43,300	11	Hamline University	55,800	
12	<b>University of Minnesota-Morris</b>	<b>42,600</b>	12	Concordia College-Moorhead	55,700	
13	University of Maine-Farmington	39,300	13	University of Maine-Farmington	52,800	

Source: Office of Institutional Research, University of Minnesota.

#### Faculty and Staff Diversity

Figure 3-23 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005. Between 1996 and 2005, the total faculty at UMM increased by 14; 13 of these were female faculty positions.

Figure 3-24 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figure 3-25 shows the ethnic and racial diversity of the UMM faculty.

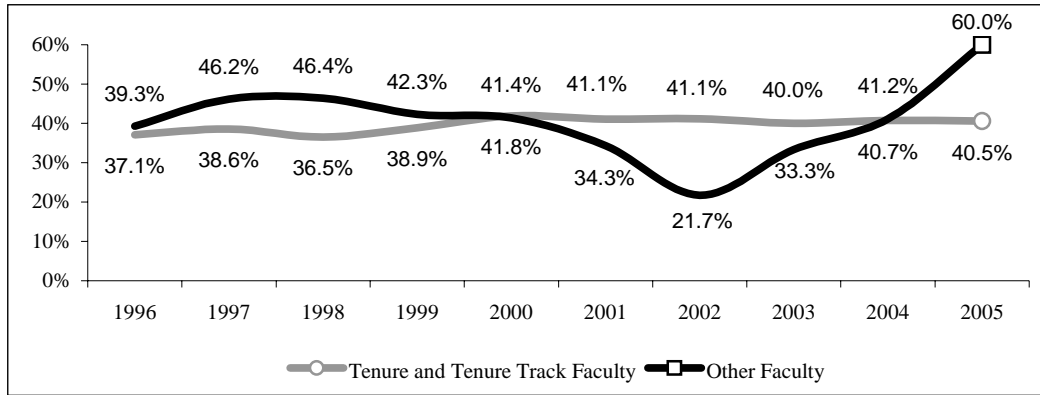
Figures 3-26 and 3-27 show the percentage of female staff and staff of color, respectively, during the period 1996-2005 for each of the three staff classifications.

In 2005, the University of Minnesota – Morris had 299 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 60 percent were female, the highest percentage of any University of Minnesota campus. This percentage increased from 57.6 percent in 1996.

The number of staff of color was about the same in 2005 as in 1996, although the percentage dropped slightly. In 2005, 2 percent of UMM's staff members were Hispanic, the highest percentage of any University of Minnesota campus.

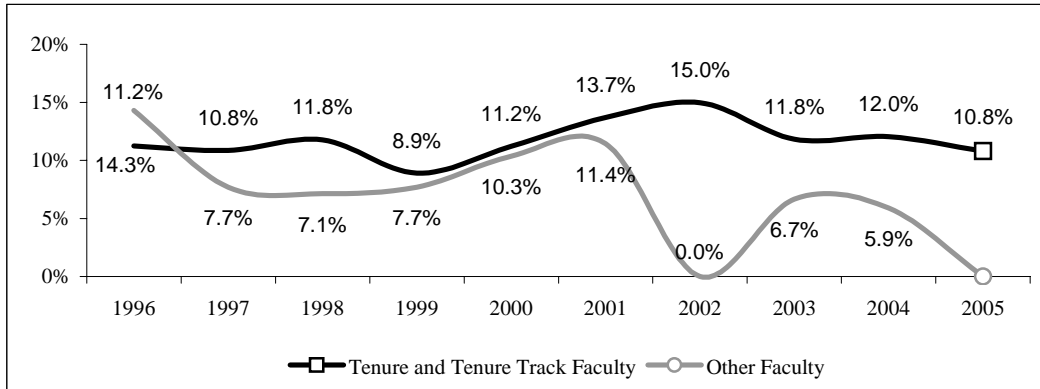
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**Figure 3-23. Female faculty at University of Minnesota – Morris, 1996-2005.**



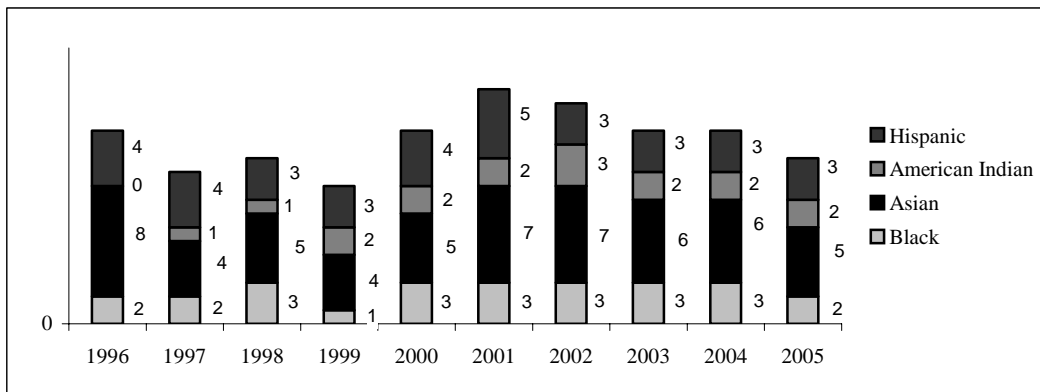
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

**Figure 3-24. Faculty of color at University of Minnesota – Morris, 1996-2005.**



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

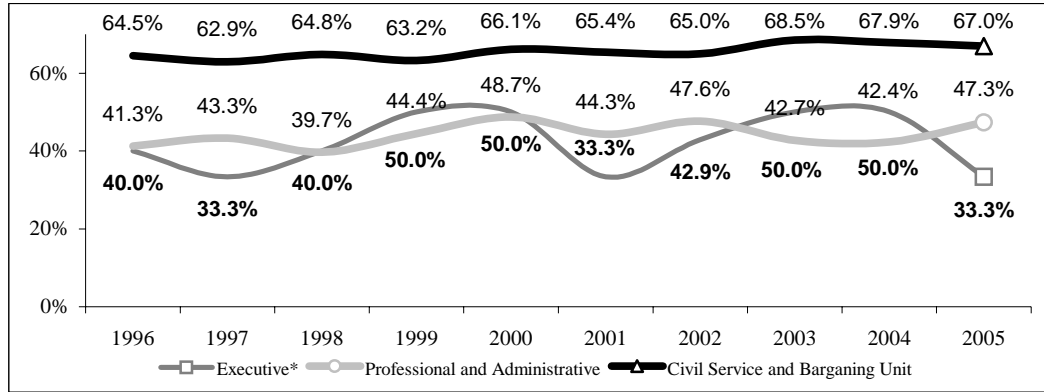
**Figure 3-25. Faculty diversity at University of Minnesota – Morris, 1996-2005.**



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

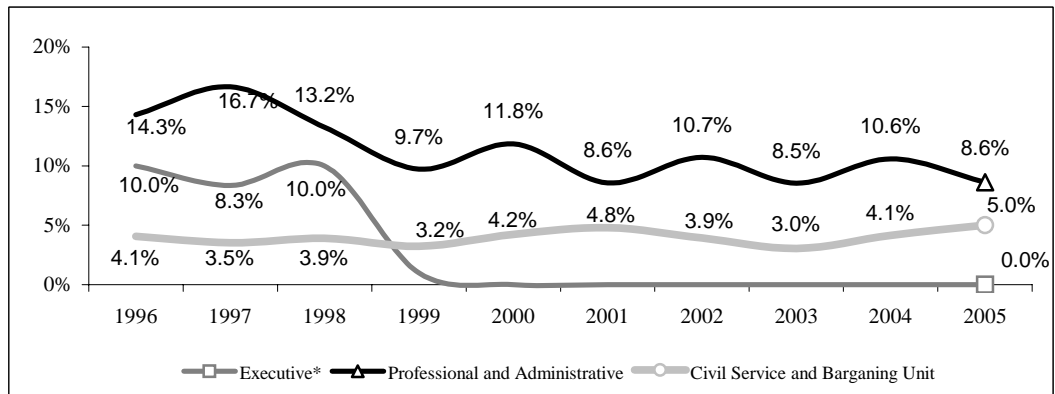
### 3: Coordinate Campus Reports

**Figure 3-26. Percentage of female staff employees, University of Minnesota – Morris, 1996-2005.**



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

**Figure 3-27. Percentage of staff of color, University of Minnesota – Morris, 1996-2005.**



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

## University of Minnesota Crookston (UMC)

The University of Minnesota Crookston seeks to become northwestern Minnesota's preferred provider of high-value, polytechnic undergraduate education that prepares diverse and deserving learners for rewarding careers and better lives.

UMC strives to enhance the well-being of the region by offering outcome-oriented, teaching-focused, polytechnic professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative technology-based formats and delivery systems so all ambitious and intellectually curious students can acquire a University of Minnesota education; generate and preserve knowledge, understanding, and creativity by conducting high-quality applied research and scholarly work with an emphasis on the needs of northwestern Minnesota, but with potential application across the state, nation, and world; and extend, exchange, and apply knowledge that enriches society and solves problems.

### 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 graduates for 21<sup>st</sup> century careers.

As the only four-year polytechnic in Minnesota, UMC's technology-rich educational environment and 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.

NOTE: As part of its strategic planning process, UMC, in collaboration with the University's Office of Institutional Research, is identifying a new group of peer institutions on which to benchmark its performance. This peer group will be referenced in the next edition of the University's accountability report.

### Students

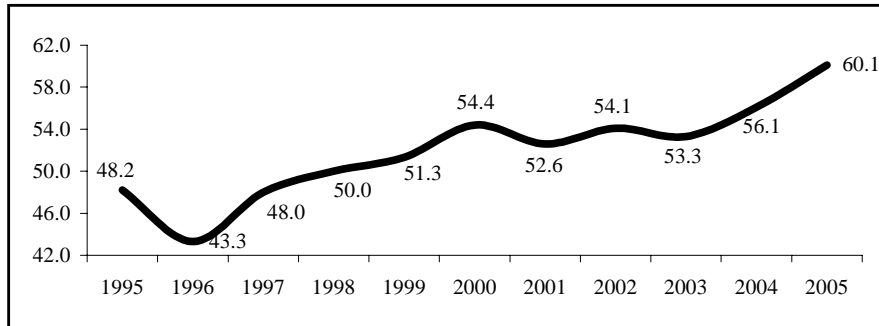
The college has made significant progress as a baccalaureate institution in the past decade. The average high school class rank of 60.1 percent in 2005 (the highest ever) and average ACT composite score of 21.3 are indications of a stronger academic profile among students. Progress in improving the diversity of the student population is also noteworthy. In fall 2005, 8.6 percent of new freshmen are students of color, up over 1 percent over last year.

Figures 3-28 – 3-30 and Tables 3-14 and 3-15 provide detailed information on UMC student demographics over the past decade.

### 3: Coordinate Campus Reports

<b><u>Crookston Campus At A Glance</u></b>	
<b>Founded</b> 1905	<b>Undergraduate Degrees Awarded (FY 2005)</b> 224
<b>Leadership</b> Charles Casey, Chancellor	<b>Faculty Size (FY 2005)</b> Tenured/Tenure Track 45 Other Faculty 9
<b>Degrees Offered</b> Bachelor of Applied Health Bachelor of Science Bachelor of Manufacturing Management Associate in Applied Science Associate in Science	<b>Alumni (FY 2004)</b> Living Alumni 7,066
<b>Programs Offered</b> 22 four-year degrees 6 two-year degrees	<b>Staff (FY 2005)</b> Civil Service/ Bargaining Unit 114 Professional and Administrative 72
<b>Fall 2005 Enrollment</b> Undergraduate 1,053 Non-degree <u>1,081</u> Total 2,134	<b>Number of Buildings</b> 32 (358,000 assignable square feet)  <b>Expenditures (FY 2005)</b> \$20,914,887

Figure 3-28. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1995-2005.



Source: Office of Institutional Research, University of Minnesota.

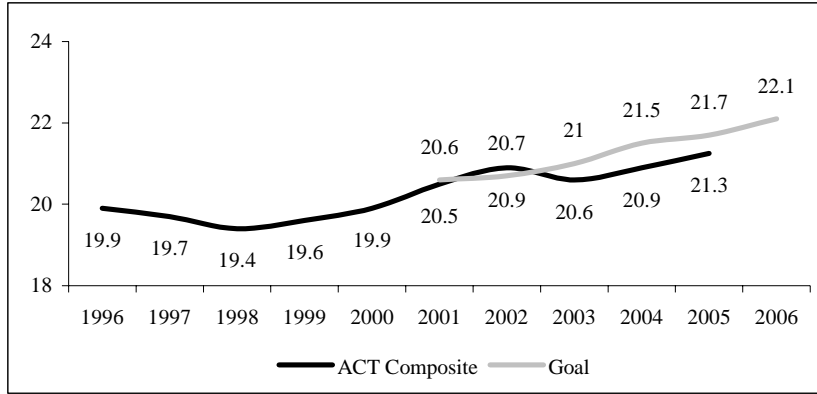
Table 3-14. High school rank of freshmen, University of Minnesota – Crookston, 1996-2005.

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	2%	4%	7%	7%	10%	7%	5%	6%	9%	14%
75-89	8	16	14	13	16	18	18	16	21	18
50-74	28	26	30	33	29	29	32	35	29	35
1-49	61	54	50	47	45	46	45	43	41	33

Source: Office of Institutional Research, University of Minnesota

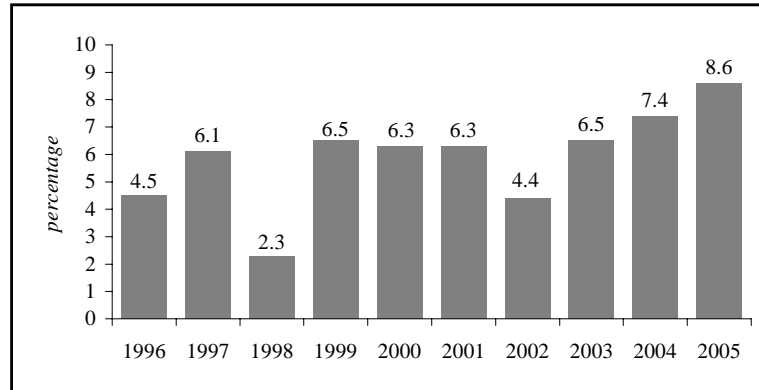
### 3: Coordinate Campus Reports

**Figure 3-29. Average ACT score of new, entering freshman, University of Minnesota - Crookston, 1996-2005.**



Source: Office of Institutional Research, University of Minnesota

**Figure 3-30. Percentage of entering freshman of color, University of Minnesota - Crookston, 1995-2005.**



Source: Office of Institutional Research, University of Minnesota

**Table 3-15. Proportion of students by racial/ethnic group, University of Minnesota - Crookston, Fall 1996-Fall 2005.**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>African American</b>	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%	1.1%	1.2%	1.4%	2.2%
<b>American Indian</b>	1.7	1.8	1.3	1.2	0.8	0.7	0.7	0.8	1.1	1.1
<b>Asian/Pacific Islander</b>	0.7	0.6	0.7	0.8	0.9	1.3	1.1	1.5	1.2	1.4
<b>Caucasian</b>	94.1	89.8	93.2	91.4	77.4	75.8	72.5	75.1	79	82.1
<b>Chicano/Hispanic</b>	1.1	0.8	1.2	1.3	0.9	0.8	0.7	1.1	1.4	1.1
<b>International</b>	1.3	1.1	1.3	1.2	1.3	1.3	1.5	1.6	1.7	1.4
<b>Not Reported</b>	0.2	5.3	1.4	3	17.3	18.9	22.4	18.8	14.2	10.6

Source: Office of Institutional Research, University of Minnesota

### Retention and Graduation Rates

Figures 3-31 and 3-32 show UMC's retention rates over the past decade. First-year retention rates increased nearly 4 percentage points from the previous year, but second- and third-year

### 3: Coordinate Campus Reports

rates fell slightly. 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.

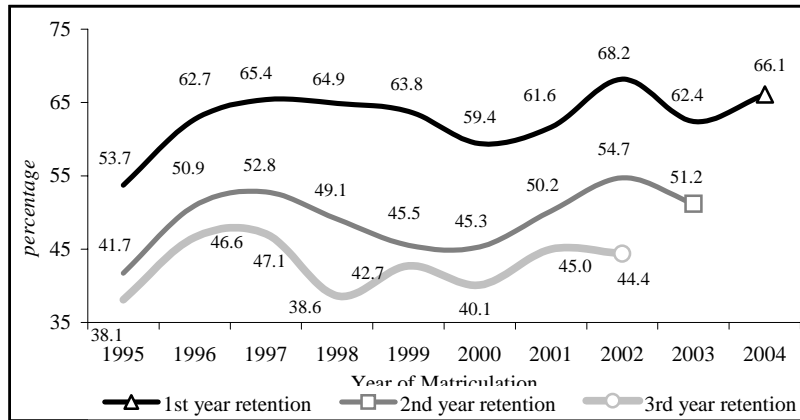
Figure 3-33 shows the graduation rate trends for the Crookston campus over the same period. Four- and five-year graduation rates held steady over the previous year while six-year rates fell slightly.

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.

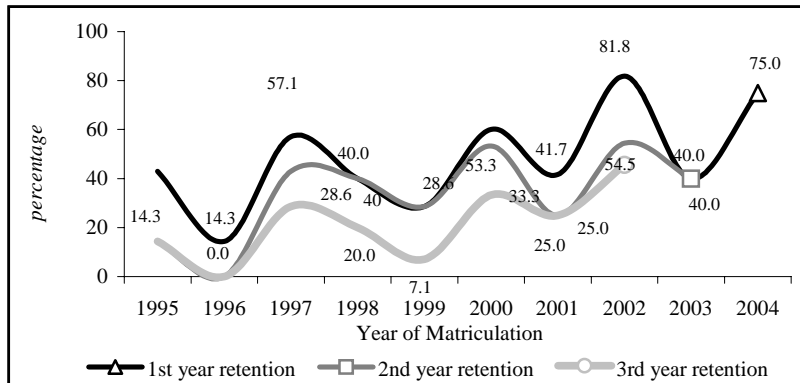
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University's strategic positioning goals.

**Figure 3-31. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Crookston, 1995-2004.**



Source: Office of Institutional Research, University of Minnesota

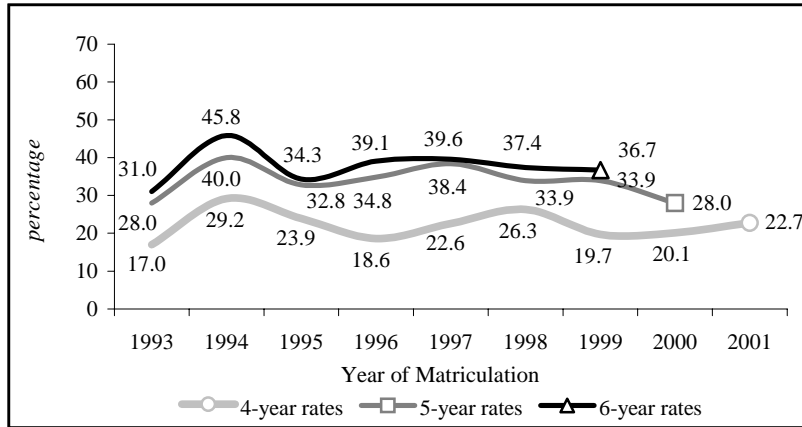
**Figure 3-32. University of Minnesota – Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.**



Source: Office of Institutional Research, University of Minnesota

### 3: Coordinate Campus Reports

Figure 3-33. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-2001.



Source: Office of Institutional Research, University of Minnesota

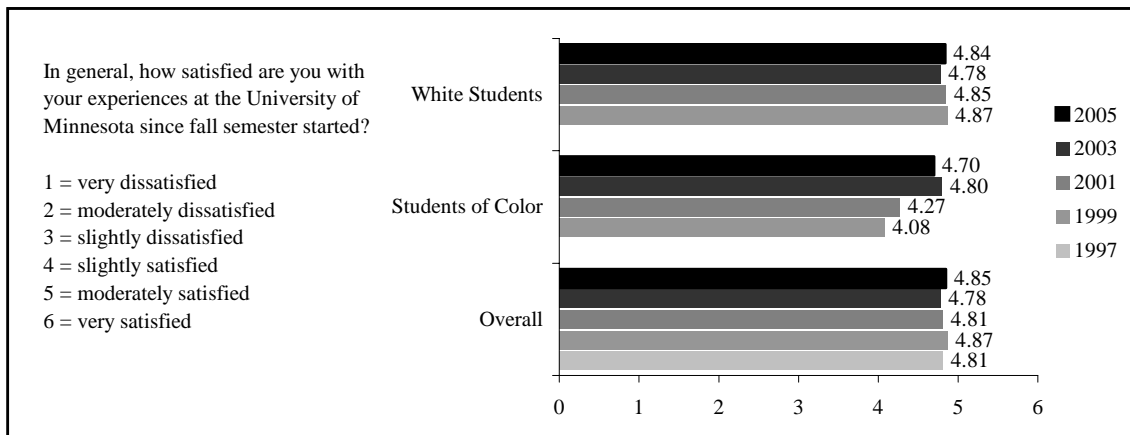
Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University also reports graduation rates to a national database (IPEDS); it includes only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

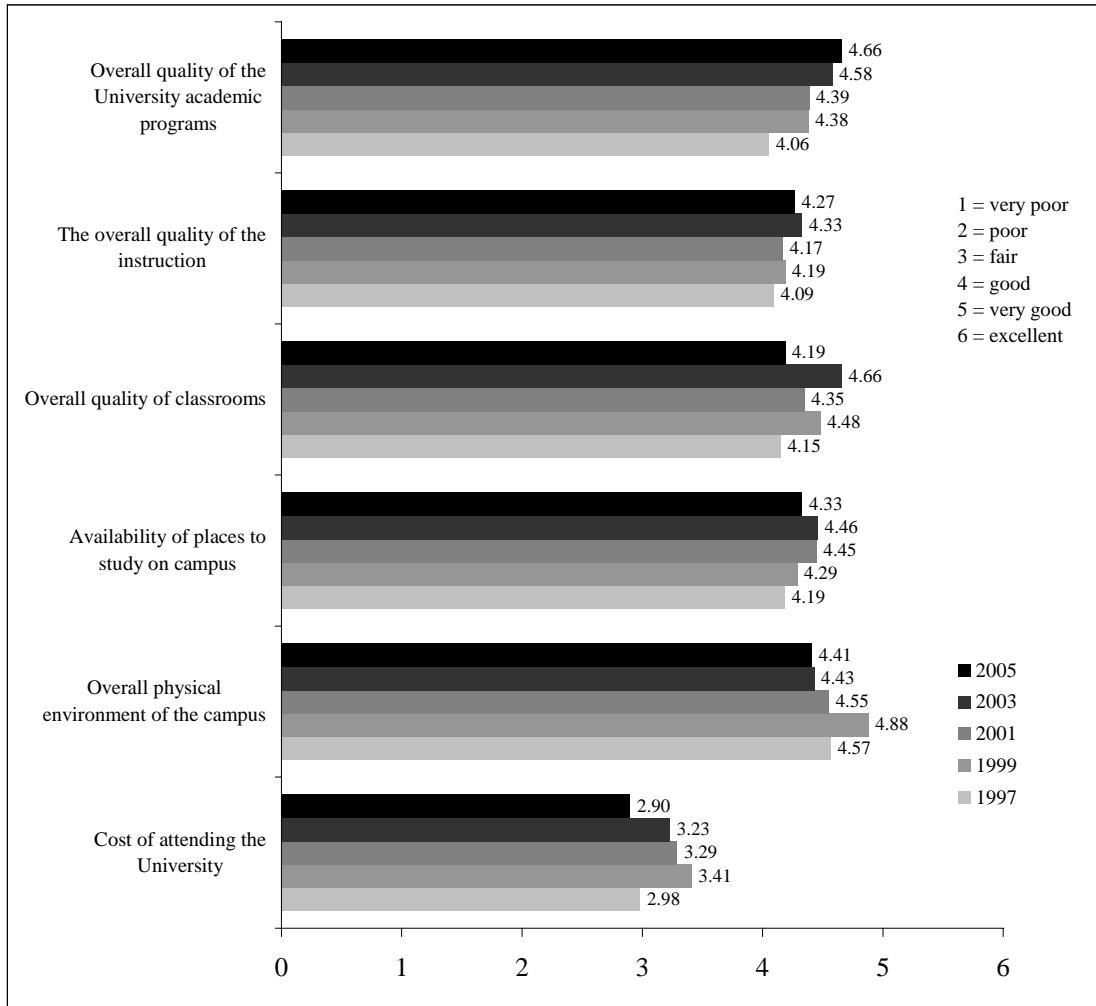
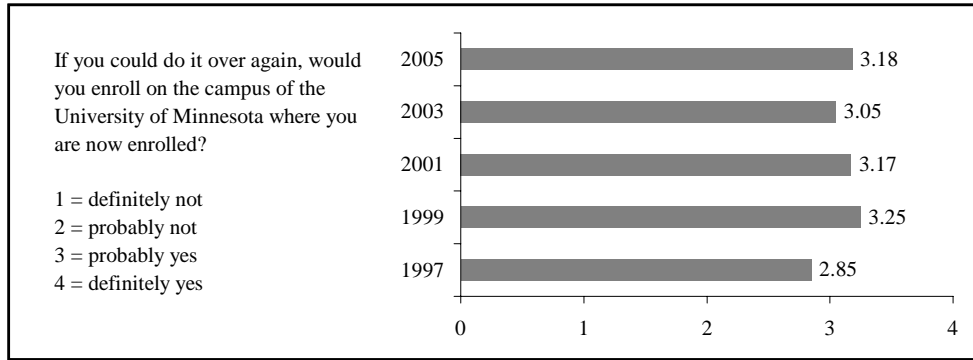
Figure 3-34 summarizes the responses in 10 key areas at UMC. In general, the ratings reflect a high degree of satisfaction by students with their educational experience. A general upward trend is observable with the exception of “cost” and “physical environment.”

Figure 3-34. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2005.



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Figure 3-34 (continued). Crookston campus undergraduate student experiences survey results.



Source: Office of Institutional Research, University of Minnesota.

### Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual sur-

veys cover full-time instructional faculty and exclude medical school faculty. The Crook-

### 3: Coordinate Campus Reports

ton 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 3-17 – 3-21, 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 3-17. 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
<b>Full Professor</b>						
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%
<b>UM – Crookston</b>	\$54,300	\$54,900	\$56,800	\$58,300	\$61,700	+ \$7,400
% Change		+ 1.1%	+ 3.5%	+ 2.6%	+ 5.8%	+ 13.6%
<b>Associate Professor</b>						
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%
<b>UM – Crookston</b>	\$51,000	\$51,800	\$46,600	\$54,200	\$56,800	+ \$5,800
% Change		+ 1.6%	- 10.0%	+ 16.3%	+ 4.8%	+ 11.4%
<b>Assistant Professor</b>						
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%
<b>UM – Crookston</b>	\$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, University of Minnesota.

\*Average excluding University of Minnesota – Crookston

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**Table 3-18. 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
<b>Full Professor</b>						
Peer Group Average* % Change	\$69,200	\$71,500 + 3.3%	\$75,700 + 5.9%	\$78,000 + 3.0%	\$80,300 + 2.9%	+ \$11,100 + 16.0%
<b>UM – Crookston</b> % Change	\$71,200	\$72,900 + 2.4%	\$76,500 + 4.9%	\$80,100 + 4.7%	\$84,900 + 6.0%	+ \$13,700 + 19.2%
<b>Associate Professor</b>						
Peer Group Average* % Change	\$58,800	\$62,000 + 5.4%	\$63,800 + 2.9%	\$65,100 + 2.0%	\$68,300 + 4.9%	+ \$9,500 + 16.2%
<b>UM – Crookston</b> % Change	\$67,200	\$69,200 + 3.0%	\$64,200 - 7.2%	\$75,000 + 16.8%	\$79,000 + 5.3%	+ \$11,800 + 17.6%
<b>Assistant Professor</b>						
Peer Group Average* % Change	\$50,600	\$53,500 + 5.7%	\$55,600 + 3.9%	\$56,600 + 1.8%	\$59,100 + 4.4%	+ \$8,500 + 16.8%
<b>UM – Crookston</b> % Change	\$57,800	\$60,100 + 4.0%	\$61,300 + 2.0%	\$66,300 + 8.2%	\$69,600 + 5.0%	+ \$11,800 + 20.4%

Source: Office of Institutional Research, University of Minnesota.

\*Average excluding University of Minnesota – Crookston

### Full Professors

**Table 3-19. 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	<b>University of Minnesota – Crookston</b>	<b>84,900</b>
3	Pittsburg State University	63,300		3	Ferris State University	83,700
4	<b>University of Minnesota – Crookston</b>	<b>61,700</b>		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, University of Minnesota.

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#### Associate Professors

**Table 3-20. 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 Worcester Polytechnic Institute	49,900 n.a.		6	University of Southern Colorado Worcester Polytechnic Institute	59,500 n.a.

Source: Office of Institutional Research, University of Minnesota.

#### Assistant Professors

**Table 3-21. 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 Worcester Polytechnic Institute	40,800 n.a.		6	SUNY College of Technology – Alfred Worcester Polytechnic Institute	52,300 n.a.

Source: Office of Institutional Research, 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 3-35 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005.

Figure 3-36 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. Figure 5-10

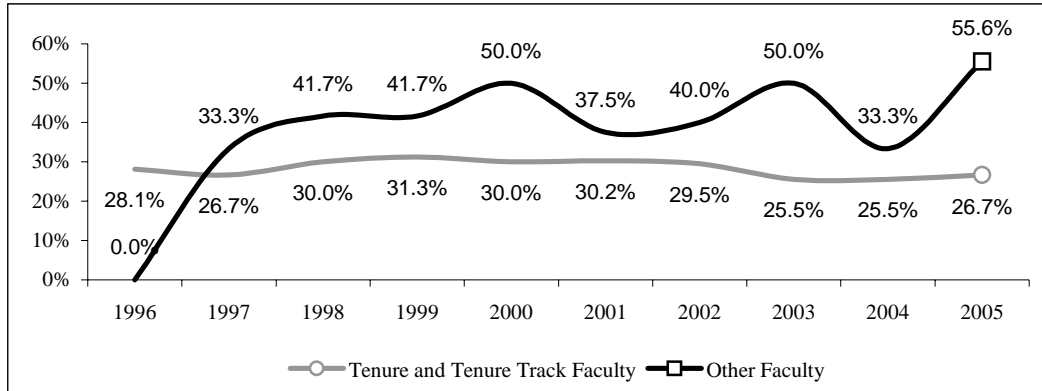
shows the ethnic and racial diversity of the UMC faculty.

Figures 3-37 and 3-38 show the percentage of female staff and staff of color, respectively, during the period 1996-2005 for each of the three staff classifications.

Note: The Crookston campus has only 54 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.

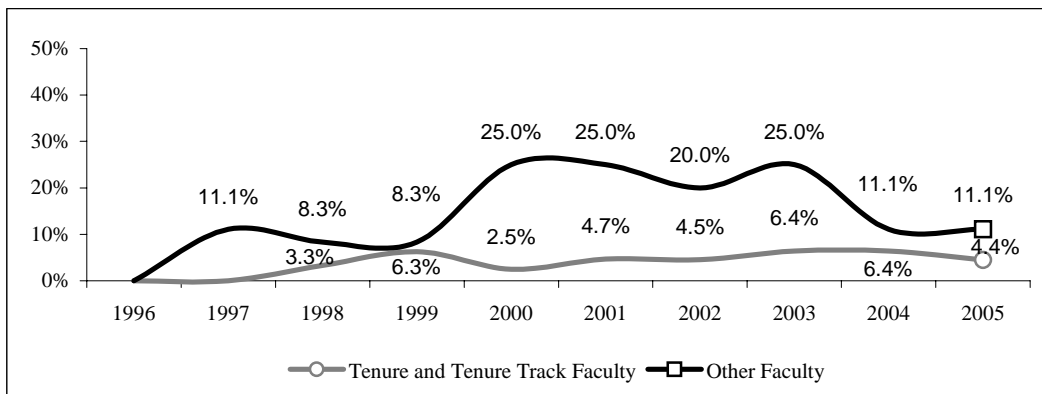
### 3: Coordinate Campus Reports

**Figure 3-35. Female faculty at University of Minnesota – Crookston, 1996-2005.**



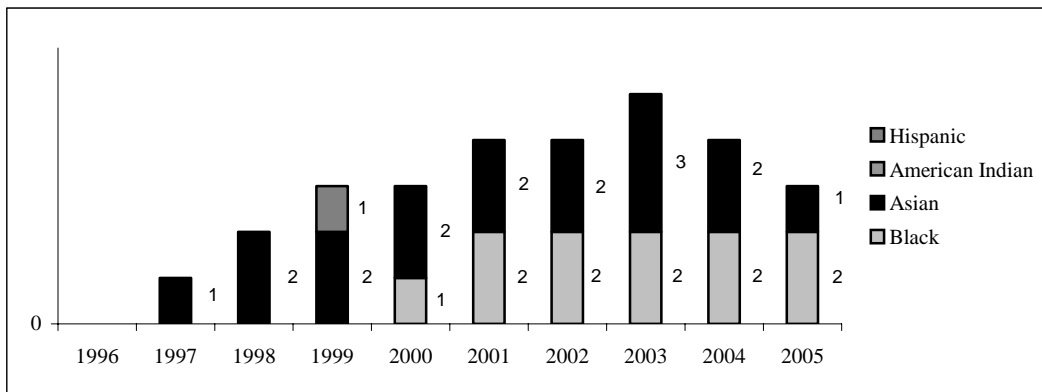
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

**Figure 3-36. Faculty of color at University of Minnesota – Crookston, 1996-2005.**



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

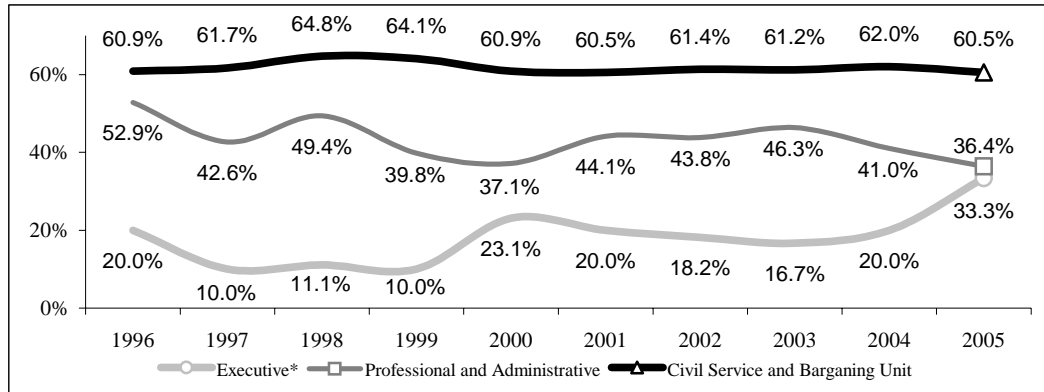
**Figure 3-37. Faculty diversity at University of Minnesota – Crookston, 1996-2005.**



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

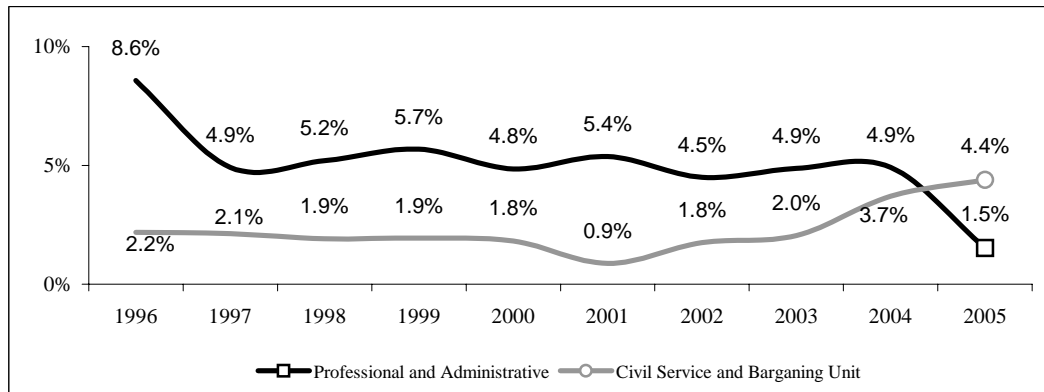
### 3: Coordinate Campus Reports

**Figure 3-38. Percentage of female staff employees, University of Minnesota – Crookston, 1996-2005.**



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

**Figure 3-39. Percentage of staff of color, University of Minnesota – Crookston, 1996-2005.**



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

## University of Minnesota Rochester (UMR)

The University of Minnesota Rochester, through relationships with other universities and colleges, meets the higher education needs of southeastern Minnesota by providing and promoting academic programs, research, and outreach. In collaboration with the Minnesota State Colleges and Universities (MnSCU) system, UMR provides leadership for baccalaureate and graduate programs that reflect the University of Minnesota's tradition of excellence. UMR will be a distinctive University branch known for programming in health sciences and technology.

As its mission, UMR provides a strong higher education foundation in health professions, technology, business, education, and social services; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is establishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

As a provision of the 2002 revised agreement between the University of Minnesota and MnSCU, UMR is responsible for providing academic leadership for all future upper-division and post-baccalaureate graduate and professional degree programs in Rochester. New baccalaureate and graduate programs for the public higher education institutions are to be developed and operated by UMR or through contract with UMR. UMR has built a well-defined scope of educational offerings at the baccalaureate and graduate levels, in response to the educational needs of southeastern Minnesota. Emphasis will continue to be given to development of programming in areas that relate directly to the region's economic

vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

### 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.

Initiatives to strengthen student services this past year included: 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 and tie in with the look of the UMTC web pages; 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. Linkages have been made to provide convenient contact with University student disability services and the study abroad office. UMR and Boynton Health Service staff are exploring local options for UMR students' access to health services.

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

### 3: Coordinate Campus Reports

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. UMTC 2005 survey results were not able to break out responses from UMR students. UMR staff are currently working with UMTC staff to enable Rochester student results to be extracted from future student surveys that are conducted by the Twin Cities.

UMR will continue to improve the student and customer experience. In an effort to further enhance service to prospective students, a

UMR recruiter has been hired for the first time. Space is being used as a student self-service area, which incorporates computer equipment donated by IBM. Services will include dedicated access to online University of Minnesota resources.

UMR personnel continue to focus 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.

Table 3-22 summarizes the 2004 survey responses in three key areas at the UMR campus – overall student experience, customer service, and institutional environment.

**Table 3-22. Student experiences survey results, University of Minnesota, Rochester campus, 2004.**

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

Source: Office of Institutional Research, University of Minnesota

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#### 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 20 percent. Credit hour production increased 90 percent from the 2000-01 academic year to 2004-05.

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, UMR 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 designated a regular off-campus meeting place for students to socialize, provided a special finals week room with refreshments and a quiet study area, and created student service projects in the community.

Tables 3-23 and 3-24 indicate positive trends in enrollment and a growing level of student participation and community satisfaction.

**Table 3-23. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2001-2005.**

Credit Courses	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Headcount	346	339	384	392	416
Credits Generated	1,276	1,543	1,763	2,321	2,661

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

**Table 3-24. Fall/spring semester credit course enrollments at the University of Minnesota – Rochester, 2000-01--2004-05.**

Credit Courses	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003	Fall 2003 & Spring 2004	Fall 2004 & Spring 2005
Total Credits Generated	2,507	2,515	3,109	3,712	4,769

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