

5: University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC), established in 1965 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment.

The Crookston campus delivers a personal and exceptional hands-on educational experience where students become leaders; innovate with technology; explore through learning and research and earn a University of Minnesota degree. Graduates secure a quality career and are successful in competing in the global marketplace. The campus provides 27 undergraduate degree programs and 50 concentrations, including new, enhanced programs in agronomy, biology, horticulture and equine science and animal science with pre-veterinary options.

Unique programs include aviation and natural resources law enforcement. The highly successful business program continues to be in demand. More than \$1 million in merit and competitive scholarships are awarded annually. New facilities include a new student center and modern apartment-style living and learning area named Centennial Hall.

UMC has established a vision for its future as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region. The campus strives to be distinctive, and at the same time, firmly aligned with the University's core purposes. UMC will be known for graduates that are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs for the region and the state.

Crookston Campus At A Glance

<p>Founded 1905</p> <p>Leadership Charles Casey, Chancellor</p> <p>Degrees Offered Bachelor of Applied Health Bachelor of Science Bachelor of Manufacturing Management</p> <p>Academic Programs Offered 27 four-year degrees</p> <p>Fall 2007 Enrollment</p> <table border="0" style="margin-left: 20px;"> <tr> <td>Undergraduate</td> <td style="text-align: right;">1,142</td> </tr> <tr> <td>Non-degree</td> <td style="text-align: right;"><u>1,204</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">2,346</td> </tr> </table>	Undergraduate	1,142	Non-degree	<u>1,204</u>	Total	2,346	<p>Undergraduate Degrees Awarded (FY 2007) 205</p> <p>Faculty Size (FY 2007)</p> <table border="0" style="margin-left: 20px;"> <tr> <td>Tenured/Tenure Track</td> <td style="text-align: right;">41</td> </tr> <tr> <td>Other Faculty</td> <td style="text-align: right;">6</td> </tr> </table> <p>Alumni (FY 2007)</p> <table border="0" style="margin-left: 20px;"> <tr> <td>Living Alumni</td> <td style="text-align: right;">10,110</td> </tr> </table> <p>Staff (FY 2007)</p> <table border="0" style="margin-left: 20px;"> <tr> <td>Civil Service/ Bargaining Unit</td> <td style="text-align: right;">114</td> </tr> <tr> <td>Professional and Administrative</td> <td style="text-align: right;">94</td> </tr> </table> <p>Number of Buildings 34 (370,376 assignable square feet)</p> <p>Expenditures (FY 2007) \$27,018,024</p>	Tenured/Tenure Track	41	Other Faculty	6	Living Alumni	10,110	Civil Service/ Bargaining Unit	114	Professional and Administrative	94
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UMC will accomplish its goals through:

Exceptional undergraduate education.

UMC is working to calculate how many students its physical plant can accommodate and develop a time-certain plan to reach that capacity. Specific, program-by-program goals and strategies to increase new high school and advanced standing recruitment, year-to-year retention, and graduation rates will be developed.

UMC must expand its choice of degree programs to attract more students and retain them for four years. New programs should: be mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, be based on solid cost-benefit estimates, and have an exit strategy.

Recruiting more international students presents an opportunity for the Crookston campus to simultaneously attract a larger and more diverse student body, and potentially contribute to the region's economic development by attracting talented students and faculty from around the world. UMC will also focus on preparing all students to succeed in a global marketplace.

A unique commitment to experiential learning differentiates UMC from its peers by adding quality to the curriculum and value to the undergraduate experience. UMC students gain valuable real world experience to complement experiential learning opportunities embedded in the regular curriculum. Internship and service learning programs are strong and should remain so. A campus-wide emphasis on undergraduate research is consistent with the University's research goal and the campus commitment to experiential learning. It also underscores the need to increase support for faculty research. Interdisciplinary, collaborative research is a campus priority.

An exceptional organization. Moving forward requires strong and steady leadership, consistency in both message and action, and long-term commitment to core values. Broad dialogue is necessary to ensure a shared expectation for change. In its traditional service area of nearby counties, many perceive UMC as offering a limited portfolio of technical programs, consistent with the mission of the campus 20 years ago. Strategic positioning offers an ideal opportunity for UMC to define its identity and craft a message for the future that firmly aligns UMC with the University system brand, Driven to Discover™.

The University of Minnesota system is rightly known as the economic engine of the state, but personal income in northwestern counties lags behind the metro area and the gap is growing. As the system's most important and visible presence in the region, the Crookston campus should resolve to be and be seen as an economic engine for northwest Minnesota. UMC should strengthen its presence as the regional hub of activity for creative talent of all kinds—teachers and scientists, entrepreneurs and business builders, social service providers and community leaders.

The University of Minnesota, Crookston seeks to become northwestern Minnesota's preferred provider of high-value, applied, career-oriented 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, applied, career-oriented 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

5: Crookston Campus

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.

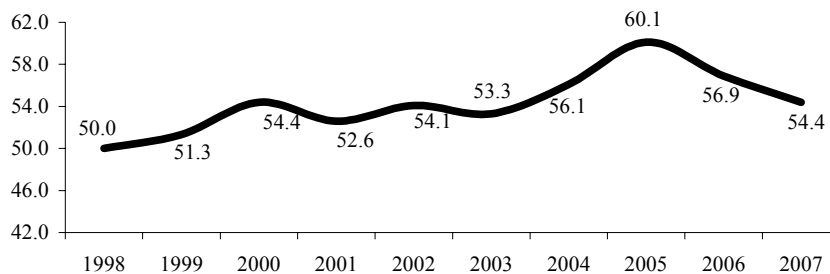
Students

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

Though the college has made progress in terms of the profile of new entering students in the past decade, the average high school class rank of new, entering freshmen fell to 54.4 percent in 2007. The average ACT composite score was 20.7 in 2007, slightly lower than the previous year. (The average ACT score for the nation in 2008 was 21.1 out of a possible 36 points.)

Progress in improving the diversity of the student population is noteworthy. In fall 2007, 11.6 percent of new freshmen were students of color, 4.2 percentage points higher than the previous year.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

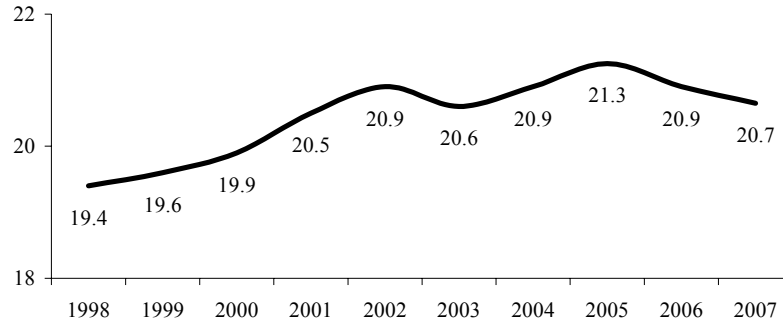
Table 5-1. High school rank of freshmen, University of Minnesota, Crookston, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	7%	7%	10%	7%	5%	6%	9%	14%	8%	8%
75-89	14	13	16	18	18	16	21	18	18	16
50-74	30	33	29	29	32	35	29	35	38	33
1-49	50	47	45	46	45	43	41	33	35	44

Source: Office of Institutional Research, University of Minnesota

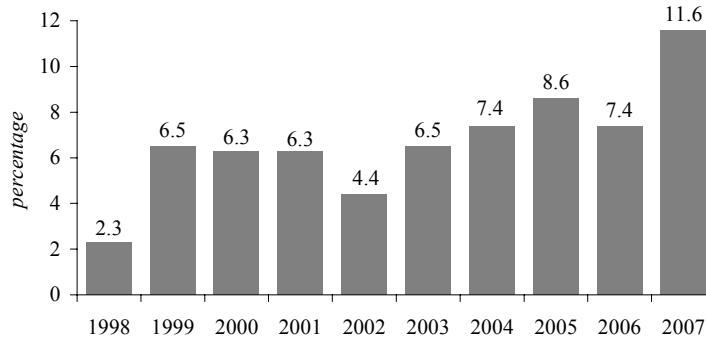
5: Crookston Campus

Figure 5-2. Average ACT score of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 5-2. Proportion of undergraduate students by racial/ethnic group, University of Minnesota, Crookston, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.8%	1.2%	1.4%	1.2%	1.1%	1.5%	1.4%	2.2%	1.9%	2.5%
American Indian	1.3	1.2	0.8	0.7	0.7	0.8	1.1	1.1	1.0	0.9
Asian/Pacific Islander	0.7	0.8	0.9	1.3	1.1	1.2	1.2	1.4	1.1	1.2
Caucasian	93.2	91.4	77.4	75.8	72.5	75.1	79	82.1	61.2	57.5
Chicano/Hispanic	1.2	1.3	0.9	0.8	0.7	1.1	1.4	1.1	0.9	1.1
International	1.3	1.2	1.3	1.3	1.5	1.6	1.7	1.4	2.3	3.9
Not Reported	1.4	3	17.3	18.9	22.4	18.8	14.2	10.6	31.6	32.9

Note: Excludes CHIS (College in the High School Program) students

Source: Office of the Registrar, University of Minnesota, Crookston

Retention and Graduation Rates

Figures 5-4 and 5-5 show UMC’s retention rates over the past decade. First-, second-, and third-year retention rates increased from the previous year. In particular, UMC’s second-year retention rate rose markedly, from 52.8 to 57.2. Because of the small number of UMC students of color, retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

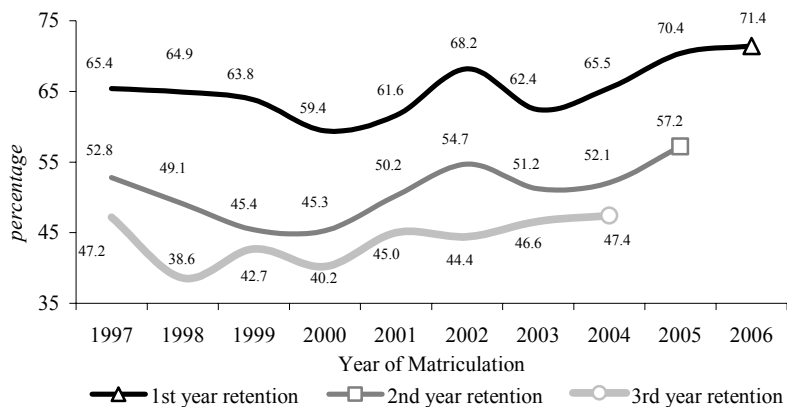
Figure 5-6 shows the graduation rate trends for Crookston students matriculating during 1994 to 2003. All rates declined over the period, although five- and six-year graduation rates

improved (3.8 and 6.4 points, respectively) in the most recent reporting period.

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.

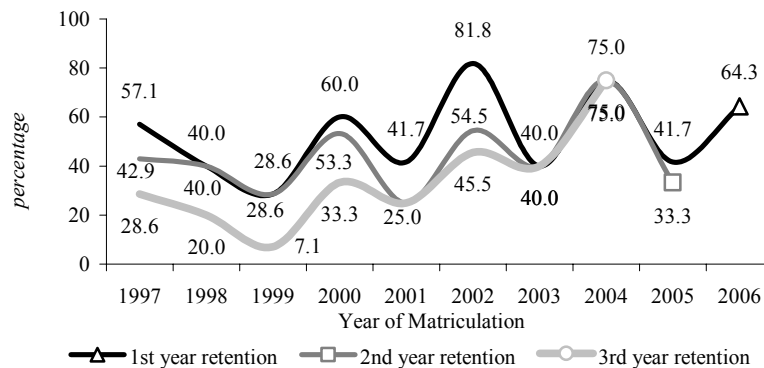
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 50 percent, and 55 percent, respectively.

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota, Crookston, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

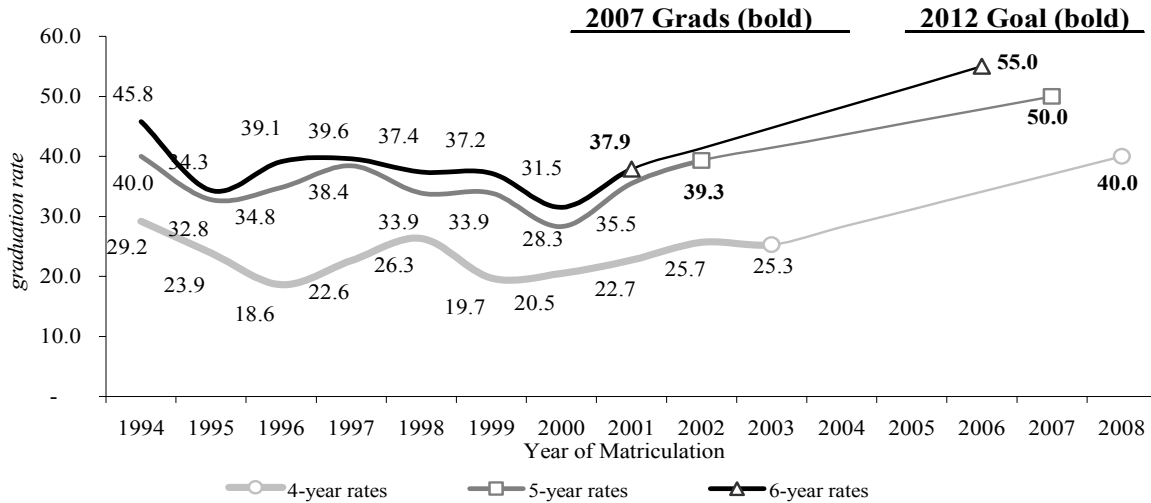
Figure 5-5. University of Minnesota, Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

5: Crookston Campus

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 2006 (Classes beginning in 1994-2003) and 2012 goal.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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

Student Satisfaction

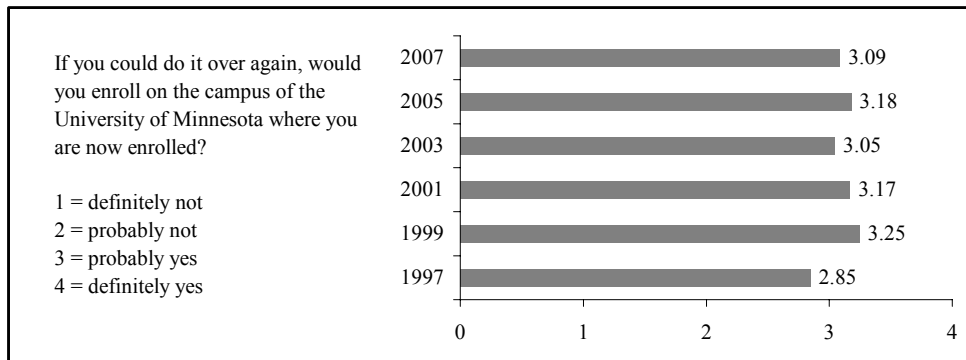
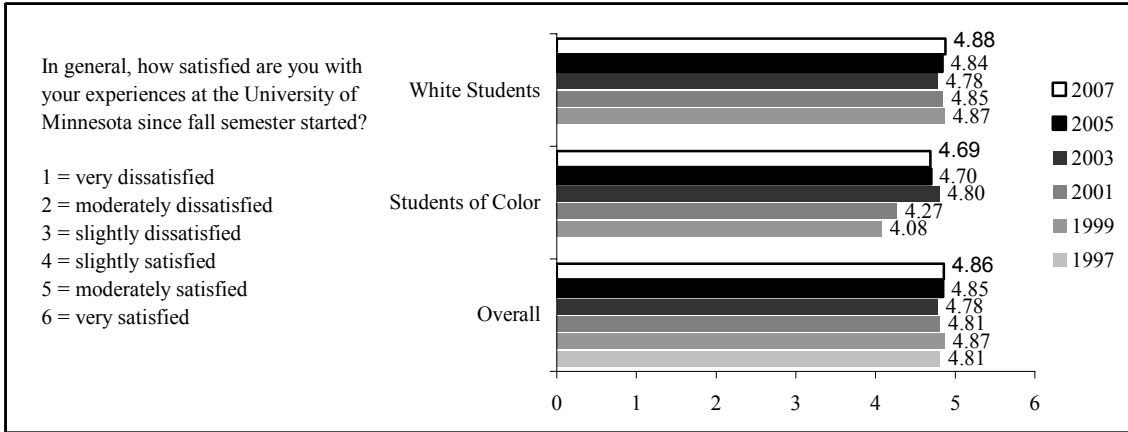
Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at UMC. In general, the ratings reflect a

high degree of satisfaction by students with their educational experience. The largest one-year improvements occurred in students' ratings of the cost of education and the availability of study spaces. The largest decline occurred in students' ratings of overall academic quality. Other satisfaction measures were largely unchanged from the previous year.

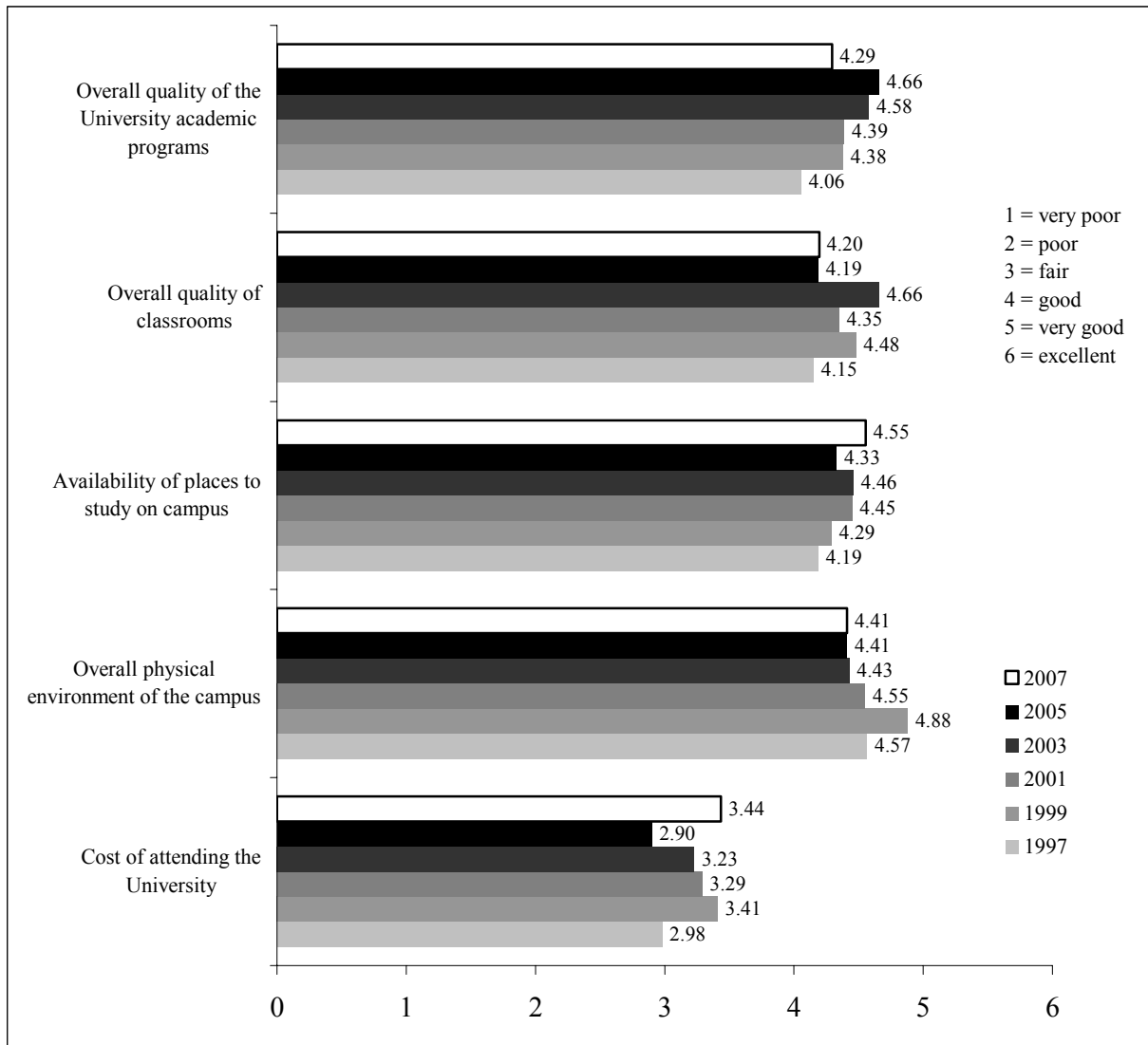
5: Crookston Campus

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota, Crookston, 1997-2007.



5: Crookston Campus

Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results. 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual nationwide surveys cover full-time instructional faculty. The Crookston campus’s salary and compensation comparative group of 10 institutions 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.

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.

As shown in Tables 5-3 – 5-7, UMC outperformed its comparative group institutions in average salaries and compensation for faculty at the professor, associate professor, and assistant professor levels.

For full professors, UMC faculty rank 6th in average salary and 1st in average compensation. At the associate professor level, UMC faculty rank 2nd in average salary and 1st in average compensation. At the assistant professor level, UMC faculty rank 1st in average salary and 1st in average compensation.

Table 5-3. Average faculty salary for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2007-08.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average* % Change	\$65,510	\$66,924 +2.2%	\$69,317 +3.6%	\$71,385 +3.0%
UM, Crookston % Change	\$74,009	\$73,251 -1.0%	\$75,989 +3.7%	\$71,159 -6.36%
<u>Associate Professor</u>				
Comparative Group Average* % Change	\$53,924	\$55,519 +3.0%	\$57,423 +3.4%	\$59,005 +2.8%
UM, Crookston % Change	\$60,847	\$61,386 +0.9%	\$59,797 -2.6%	\$63,430 +6.1%
<u>Assistant Professor</u>				
Comparative Group Average* % Change	\$44,447	\$45,911 +3.3%	\$47,920 +4.4%	\$50,105 +4.5%
UM, Crookston % Change	\$52,046	\$50,649 -2.7%	\$53,920 +6.5%	\$55,656 +3.2%

Source: Association of American University Professors Faculty Compensation Survey.
*Average excluding University of Minnesota, Crookston

5: Crookston Campus

Table 5-4. Average faculty compensation for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2007-08.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$84,047	\$86,549	\$89,431	\$91,602
% Change		+3.0%	+3.3%	+2.4%
UM, Crookston	\$100,732	\$101,265	\$107,358	\$104,500
% Change		+0.5%	+6.0%	-2.7%
<u>Associate Professor</u>				
Comparative Group Average*	\$70,689	\$72,985	\$75,497	\$77,200
% Change		+3.2%	+3.4%	+2.3%
UM, Crookston	\$84,751	\$86,901	\$87,753	\$95,500
% Change		+2.5%	+1.0%	+8.8%
<u>Assistant Professor</u>				
Comparative Group Average*	\$58,759	\$61,085	\$64,015	\$66,222
% Change		+4.0%	+4.8%	+3.4%
UM, Crookston	\$74,058	\$73,904	\$80,643	\$85,300
% Change		-0.2%	+9.1%	+5.8%

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

Full Professors

Table 5-5. Full professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Delaware Valley College	\$76,481	1	University of Minnesota-Crookston	\$104,500
2	University of Minnesota-Morris	75,880	2	University of Minnesota-Morris	104,162
3	Bemidji State University	73,103	3	Delaware Valley College	95,099
4	Dakota State University	72,064	4	Bemidji State University	93,693
5	University of Pittsburgh-Johnstown	71,516	5	University of Wisconsin-Stout	93,433
6	University of Minnesota-Crookston	71,159	6	University of Maine-Farmington	90,995
7	University of Wisconsin-Stout	70,031	7	University of Wisconsin-River Falls	88,849
8	University of Maine-Farmington	69,423	8	University of Pittsburgh-Johnstown	88,007
9	Northern State University	67,782	9	Dakota State University	87,436
10	University of Wisconsin-River Falls	66,182	10	Northern State University	82,743

Source: Association of American University Professors Faculty Compensation Survey.

5: Crookston Campus

Associate Professors

Table 5-6. Associate professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Dakota State University	\$66,422	1	University of Minnesota-Crookston	\$95,500
2	University of Minnesota-Crookston	63,430	2	University of Minnesota-Morris	85,606
3	University of Minnesota-Morris	61,084	3	Dakota State University	81,005
4	University of Pittsburgh-Johnstown	60,408	4	University of Pittsburgh-Johnstown	78,330
5	Delaware Valley College	58,439	5	University of Wisconsin-Stout	78,314
6	Bemidji State University	58,152	6	University of Wisconsin-River Falls	78,273
7	University of Wisconsin-Stout	57,372	7	Delaware Valley College	74,875
8	University of Wisconsin-River Falls	57,357	8	Bemidji State University	74,422
9	Northern State University	57,055	9	University of Maine-Farmington	73,451
10	University of Maine-Farmington	54,761	10	Northern State University	70,523

Source: Association of American University Professors Faculty Compensation Survey.

Assistant Professors

Table 5-7. Assistant professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Minnesota-Crookston	\$55,656	1	University of Minnesota-Crookston	\$85,300
2	Dakota State University	55,617	2	University of Minnesota-Morris	71,179
3	Bemidji State University	51,441	3	University of Wisconsin-Stout	70,975
4	University of Wisconsin-Stout	51,224	4	University of Wisconsin-River Falls	70,710
5	University of Wisconsin-River Falls	51,017	5	Dakota State University	68,690
6	Delaware Valley College	50,267	6	Bemidji State University	65,965
7	University of Minnesota-Morris	50,192	7	University of Pittsburgh-Johnstown	63,836
8	University of Pittsburgh-Johnstown	48,488	8	Delaware Valley College	63,343
9	Northern State University	47,040	9	University of Maine-Farmington	62,186
10	University of Maine-Farmington	45,658	10	Northern State University	59,113

Source: Association of American University Professors Faculty Compensation Survey.

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 campus has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007.

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

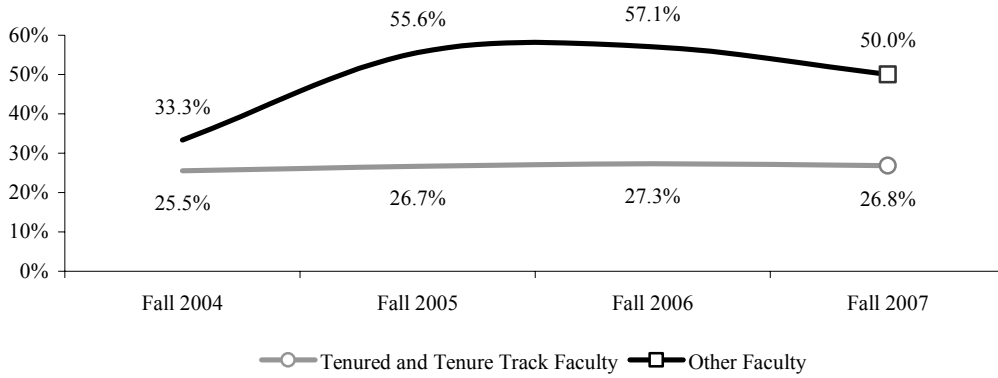
Figures 5-10 and 5-11 show the percentage of female staff and staff of color, respectively, during the period 2004-2007 for each of the three staff classifications.

Note: The Crookston campus has only 54 faculty members, considerably fewer than other

5: Crookston Campus

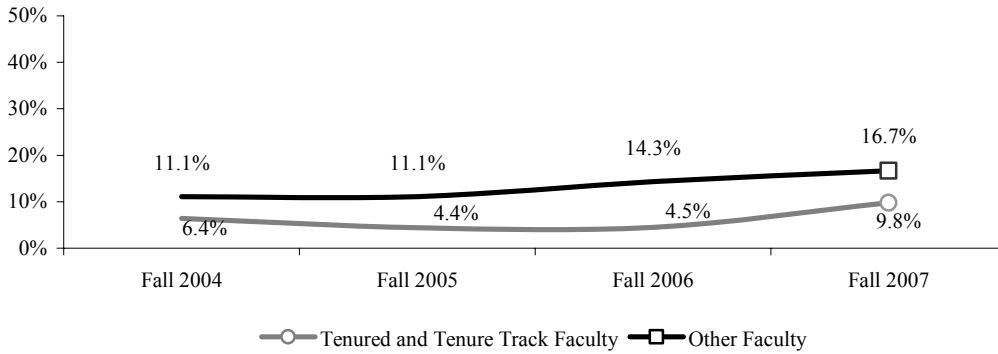
University of Minnesota campuses. Adding or subtracting even one person among faculty of color from year to year can cause annual fluctuations.

Figure 5-8. Female faculty at University of Minnesota, Crookston, 2004-2007.



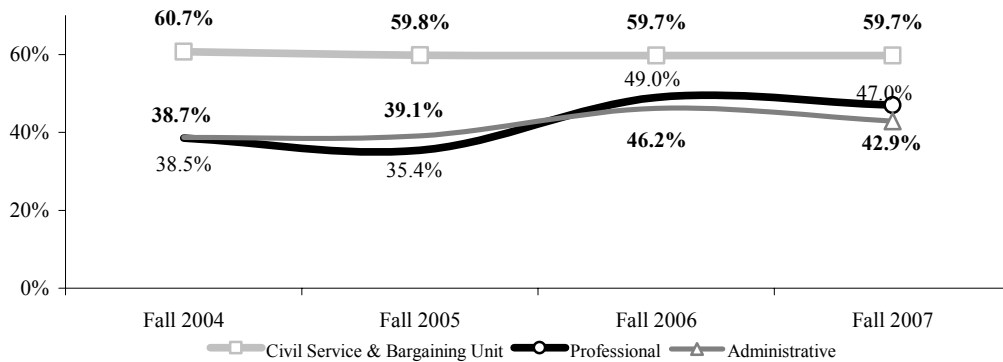
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-9. Faculty of color at University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-10. Percentage of female staff employees, University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

5: Crookston Campus

Figure 5-11. Percentage of staff of color, University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

5: Crookston Campus