

# University of Minnesota, Crookston FY2013 Compact Update

## 1. What are UMC's key areas of strength and its comparative advantages?

- Offers University of Minnesota brand baccalaureate degrees in a small campus and small class size environment
- Increasing ACT scores and retention/graduation rates
- Graduates demonstrate high-level technology skills
- Recent addition of new tenure-track positions increase UMC's reputation, scholastic expertise, and research capacity
- Addition of new academic programs in emerging disciplines, which are of high interest to both potential students and employers
- New faculty and staff bringing new ideas
- UMC is an access point in Northwest Minnesota for students to enter the University of Minnesota system
- Increased level of diversity in student population: gender, age, race, and international
- High level of student participation in clubs and organizations, athletics, community engagement, and campus activities
- Recognition from organizations such as *U.S. News and World Report*, the *Best Colleges*, *SuperScholar*, and the *Princeton Review* for high quality on-campus and online programs

## 2. What are UMC's areas of concern and significant challenges?

- Changing student demographics, especially in rural Minnesota
- Continued concern regarding state financial commitment to higher education and increasing dependency on tuition
- Aligning academic majors to the educational and employment needs of the 21<sup>st</sup> century
- Maintaining a competitive compensation package for and recruiting high quality new faculty
- Responding to and incorporating emerging technologies in teaching and learning
- Managing the growth of online enrollment
- Space management issues – managing campus space while accommodating increasing enrollment and increases in faculty and staff numbers
- Shortage of adequate recreational facilities in the face of increased on-campus enrollment
- Conversion of Heating Plant from coal to an alternative fuel source to meet EPA standards

## 3. What is UMC's vision or strategic agenda?

Vision statement: The University of Minnesota, Crookston is unique in the region, providing access to world renowned teaching and research and serving as a regional hub for:

- undergraduate education leading to a University of Minnesota diploma
- technology applications in higher education
- innovation, entrepreneurship, and regional sustainability
- leadership development
- global and diverse cultural experience

The full 2015 Strategic Plan for the University of Minnesota, Crookston is available at [www.uncrookston.edu/chancellors-office/strategic/docs/campusactionplan\\_01252011.pdf](http://www.uncrookston.edu/chancellors-office/strategic/docs/campusactionplan_01252011.pdf)

## **The University of Minnesota, Crookston's Vision 2015 Goals Are:**

### **To Provide Students an Outstanding Academic Experience...**

- By insuring the curriculum and academic programs remain always up-to-date to prepare graduates for jobs that are vital for the future of the region, state and beyond.
- By supporting and investing in the highest quality faculty who model the best teaching practices and scholarly work to enhance the student experience through instruction, scholarship and outreach.
- By balancing academic effectiveness and efficiency while maintaining a personalized focus on students through small class sizes and faculty-student mentorship.
- By integrating state of the art technology applications in the curriculum to enhance the teaching and learning experience on campus as well as online.
- By strengthening the role and reputation of the campus as the premier provider of online education in the region and beyond.

### **To Engage Students in an Exemplary Co-Curricular Experience...**

- By strengthening student-centered support and service programs to offer the highest levels of quality service and attention.
- By focusing on the holistic growth and development of students in areas such as leadership development, citizenship and service learning, athletics and wellness, and environmental stewardship.
- By helping students see themselves as part of a larger world through a better understanding of diversity, multiculturalism, and international and global issues.

### **To Promote Engagement and Collaboration Among U of M, Crookston Students, Faculty, Staff and the Community, Region, State, and Beyond...**

- By leveraging the assets of the U of M, Crookston, Northwest Research and Outreach Center, Extension, Regional Sustainable Development Partnership, Area Health Education Center, EDA Center, Center for Rural Entrepreneurial Studies, the University Partnership for Health Informatics (UP-HI) and other University entities to increase public engagement, facilitate student learning, and enhance the economic viability of the region.
- By strengthening the role and reputation of the campus as a global and diverse community, thereby expanding the worldview of the people who live and work in the community and region.
- By serving as a leader and resource in sustainability initiatives for the community and region.

An update on progress on this strategic plan is available online at

[www.uncrookston.edu/chancellorsoffice/strategic/docs/campusactionplan\\_nov2011.pdf](http://www.uncrookston.edu/chancellorsoffice/strategic/docs/campusactionplan_nov2011.pdf).

**a. What priorities and goals were discussed in recent (approximately three years) compact discussions and what is the status of each. Describe the measured outcomes and impacts.**

This will be addressed in subsequent sections.

**b. What are UMC's goals, strategies, and progress related to University-wide priorities?**

## Undergraduate Education     **U of M Priorities: Excellence and Access**

### **Enrollment Growth, Goals, and Projections**

The record number of 1600 degree-seeking students—1130 on-campus and 470 online—enrolled at the Crookston campus fall semester 2011 continued a five-year trend of increasing enrollment and a fourth year of record enrollment. An increase of 52% in degree-seeking students occurred over that same five-year period. Focused recruitment efforts, improved retention rates, excellent campus housing options, and an increased spectrum of majors—both on-campus and online—have all contributed to this growth. The enrollment goal for the year 2015 is 2100 total undergraduates with 1250 on-campus and 850 online students (see Appendices A and B).

### **Academic Profile and Preparation of New High School Grads and Transfer Students**

An effort to admit better academically prepared students has resulted in NHS Composite ACT scores trending upward (see Appendix C). The goal is an average ACT score of 22 for NHS. NAS students have typically transferred in an average of 65-68 credits with an average GPA of 2.7-2.9.

### **First Generation College Students**

In the annual survey of NHS students for fall 2011, 44% of respondents indicated neither their mother nor father had completed a 4-year degree. UMC traditionally has enrolled a high percentage of first-generation students.

### **Student Success and Retention**

A combination of tactics mentioned above has led to an overall retention rate of more than 74% (see Appendix D) from first to second year. Conditionally Admitted (CA) students—either NHS with an ACT of 20 or less or NAS with a previous college GPA of less than 2.00—traditionally have been at a high risk for retention and success. UMC's CA program dramatically increased the success and retention for the first semester; however, analysis clearly showed there was a serious decline after these students went off the program at the end of their first semester. A new 3-semester program implemented in fall 2010 gradually phases students off the additional support and counseling they receive. This program has raised the 2-year retention rates for CA students by 15 percentage points to a rate comparable to regularly admitted students. Additional results show increasing GPAs for CA students in semesters 2 and 3 (see Appendix E).

### **Supplemented Staffing to Enhance Student Service, Safety, and Audit Recommendations –**

Record high enrollment has necessitated additional staffing. In turn, this has allowed UMC to improve the overall student experience. Much of the financial resources for these investments came from Central Administration in fall 2011.

- The hiring of two additional **lab services coordinators** and bringing a third to full-time has improved service for a larger number of science classes, addressed laboratory safety issues, and allowed faculty to focus on teaching.
- An additional **security officer** has addressed increased needs for campus security and allowed 24-hour coverage for the campus for the first time.
- Additional **staff personnel in the Business Affairs Office and in Technology Support Services** addressed deficiencies noted by a 2009 U of M audit and provide better service.
- An additional **athletic trainer** ensures the safety of UMC student-athletes.
- A **farm animal attendant** addresses best practices recommendations in animal care.

- A part-time **financial aid officer** and part-time **counseling staff member** were increased to full-time to provide improved service to a larger student body.

### **Enhanced Programming to Support Student Success**

From projects such as expanding the pilot **Peer Connections Program** to serve more first-year students, to the revamped **College 101 Workshop Series**, to a **Financial Facts** email game for enhancing student financial literacy, to the new **Academic and Career Advising Planner** that helps students identify academic and personal goals and track progress, Student Affairs and other campus offices have boosted programming to support student success.

### **New Residence Hall**

In February 2012 the Board of Regents approved a plan to build a residence hall to accommodate 144 additional students. This increased capacity will address a demonstrated demand for housing by first- and second-year students. This increase requires the addition of another live-in residential coordinator staff position. The building will feature a new 100-student classroom to address teaching needs and event programming.

### **Graduates**

Not only have the graduation rate goals nearly been met (see Appendix F), but the number of individual students graduating continues to trend upward (see Appendix G). Increasingly more graduates indicate goals of pursuing graduate academic or professional studies.

### **Research and Scholarship      U of M Priorities: Research**

The Crookston campus continues efforts to support and grow research activities and output.

- \$100,000 has been allocated to initiate research activities for faculty.
- \$100,000 has been allocated for the development of a GIS lab on campus.
- Undergraduate Research Opportunity Program (UROP) projects continue to play a role in encouraging faculty and student research.
- Research colloquia have been established so faculty and students may share their research projects with the campus each semester.

A comprehensive list of research activities is available online at:

[umclibrary.crk.umn.edu/documents/UMCdepartment\\_research2011-2012.docx](http://umclibrary.crk.umn.edu/documents/UMCdepartment_research2011-2012.docx)

### **Research in the Business Department**

In the past two years, the Business Department has successfully built a foundation for expanded research, scholarship, and outreach with the launching of the Center for Rural Entrepreneurial Studies (CRES), which has connected faculty and students with rural businesses, provided a mechanism for expanded opportunities for securing research funding, and a structure for collaborating with peers at neighboring institutions. Examples of research include a website analysis and recommendations prepared for the Convention and Visitors Bureau in Roseau, Minn.; an analysis of low cost marketing options presented to Crookston Farmer's Market; and development of a marketing plan for Rainbow Resort, Waubun, Minn.

### **Research in the Liberal Arts and Education Department**

UMC is home to the Economic Development Administration (EDA) Center for Minnesota. The EDA Center catalyzes interdisciplinary research among faculty, and its funding has been renewed for an additional five-year period. A study has been launched to evaluate and examine the

impact of the Northwest Minnesota Foundation's "IDEA Competition," now in its fourth year. The study will examine how this competition fosters a culture of entrepreneurship in the region as well as its economic impact on the regional economy.

### **Research in the Agriculture & Natural Resources Department**

Faculty members continue to conduct research dealing with the biomes, flora and fauna, and climate of Northwest Minnesota. Examples of current research include:

- A study of the golden-winged warbler, a candidate for listing under the Endangered Species Act Breeding Ecology, examining the breeding ecology, success, and habitat associations of these songbirds in Minnesota which has direct implications to large-scale land management and conservation strategies
- Research examining effects of low input turfgrass management strategies on athletic fields; effects of fairway grass fertility management; and effects of liquid organic amendments to starter fertilizer on various root-zone materials in specific grasses

### **Research in the Math, Science, & Technology Department**

Faculty are reaching out beyond the breadth of the University and working in collaborative research projects that have direct and immediate economic, social, and safety impacts that touch the lives of people in our community as well as communities across the nation. Examples of current research include:

- A project for the National Institute for Computational Hydroscience and Engineering to develop a what-if analysis aiming to mitigate threats of flooding in the Red River Valley
- An interdisciplinary system-wide collaborative in the area of Geospatial Information System where UMC has established a state of the art immersive visualization lab and is now in the process of pioneering surface computing in support of GIS applications in precision agriculture, natural resources, business analytics, criminal justice, and public health

### **Equity and Diversity      U of M Priorities: Diversity**

The Crookston campus has experienced significant growth in the diversity of its student body since 2006 (see Appendix H). Plans for a campus-wide Diversity Council to advise administration will move forward with the hiring of a new director for the Office of Diversity and Multicultural Programs. Student Affairs promotes an inclusive campus environment, offers an array of diversity and multicultural activities, seeks to bring in a wide array of speakers, programs, and events to meet the needs of all campus populations. Highlights include:

- Programming has included topics of GLBT populations and women's issues; the 4th Annual Fiesta in the Spirit of Cinco de Mayo event is planned for this spring.
- Student Affairs staff worked to help revitalize the Circle of Nations Indigenous Association (CNIA), a student organization dedicated to American Indian issues and programming, and the Black Student Association (BSA), which offered a program called Food and Music with Soul.

### **Internationalization**

Recent internationalization efforts can be categorized into three areas: faculty development, student mobility and support, and program development. Highlights include:

- Two Crookston faculty members were selected to participate in the Internationalizing Teaching & Learning cohort, joining U of M faculty in the Global Programs & Strategies Alliance's program supporting the mission to internationalize campuses and curricula.

- A pilot project was conducted with Seoul National University of Education for Korea to offer an online orientation class students coming to UMC in January 2012. Follow up will determine whether to expand this offering to other international students.
- UMC was granted status as a satellite office of the Confucius Institute. The office opened with a well-attended Chinese New Year's Celebration in January 2012.

**Public Engagement U of M Priorities: Engagement**

- **Community Service** - During fall semester 2011, individual students, faculty, and staff reported 4,768 hours of community service, up from 2,357 during fall 2010—a 102% increase. Student organizations reported 5,609 hours, up from 2,188 in fall 2010—a 155% increase.
- **Service Learning** - Community-based projects that benefit both students and the community continue to be identified and play a role in the student experience. Notable partners include Agassiz Audubon Society in Warren, Minn.; Crookston Area Habitat for Humanity; Crookston Beyond the Yellow Ribbon veterans group; America Reads Program; and local K-12 schools.
- **Community Events** – An increasing number of cultural, educational, and arts events open to the public continue to be offered on campus.

**U of M Priorities: Philanthropy**

- Fiscal year 2012 will be the sixth consecutive year of continued fundraising growth and the largest in nine years. From FY2007 to FY2011 there was a 65% increase in total giving. Four of the largest gifts in campus history have been received in the past three years.
- From FY2007 to February 2012 well over \$1.6 million has been raised in support of student scholarships. Currently, the U of M, Crookston offers 107 specialty scholarships that in FY2013 will pay out 260 awards totaling \$290,950 in student scholarship support.
- With its inclusion in the 2012-2017 U of M Capital Plan, fundraising for a new Recreation Center will be a top priority.

**U of M Priorities: Pace and Efficiency**

- The U of M, Crookston continues to access a broad range of centralized services—information technology, budget office, human resources, student services, general counsel, and university services to name a few. It also provides the services of the Digital Campus Call Center for the entire U of M system. The campus will continue to explore ways to leverage central services and collaborate with units and campuses across the system.
- The Regional System-Wide Council meets monthly to work on efficiencies and collaborations involving the campus, NW Research and Outreach Center, Extension, Regional Sustainable Development Partnership, and the Area Health Education Center.

**c. What are UMC's top priorities that will be pursued over the next three to five years?**

**Systematic Campus Support for Faculty Teaching, Research, and Outreach**

Priorities have been developed through extensive involvement of administration, faculty, staff, and students. A Campus Strategic Positioning Group (Blue Ribbon Committee) reviewed all campus units. Criteria were established for support positions and investments in equipment and other improvements to support the teaching and learning experience. A committee of faculty, staff and students will make recommendations on classroom renovations and improvements. Additional plans include:

- Develop a pool of funds for related campus initiatives
- Recruit a director of institutional research to allow continued and improved campus institutional data and research as well as leadership in the area of assessment.
- Recruit an instructional designer and a technology support position in the Center for Teaching, Learning, and Technology to help lead faculty in technological integration in curriculum as well as to foster innovation in teaching and learning.
- Assess the use of educational technologies such as e-textbooks and readers, smart phones and mobile devices, tablets and laptops, iPads and iPods, video, Moodle, and social media.

#### **Strategic Investment in Faculty and Staff**

- Support faculty positions as identified by Campus Action Plan for 2015
- Support positions to enhance the student experience
- Support for growing online enrollment
- Provide professional development for faculty and staff

#### **Strategic Plan for Online Degree Programs**

- Provide a dynamic, technology rich online educational environment that is integrated with on-campus operations and delivers world class quality academic degrees.
  - Guided by the best practices in online learning, multiple measures of quality assure academic accountability and responsiveness to constituent needs
  - Degrees emanate from degree programs on-campus; future degrees will develop from emerging opportunities to serve unique and substantial academic disciplines matching with the campus mission
  - Curriculum is comprehensive, leveraging the resources of the U of M
  - Faculty represent a mix of on-campus and adjunct professionals who meet or exceed the expectations of the U of M
  - Leading infrastructure supports online students and academic delivery of courses
  - Business model is cost effective and meets the value expectations of students
  - Implement a marketing strategy local, regional and national awareness and access

#### **AQIP Action Projects**

- 2011-12 AQIP projects focus on Student Retention and Success, Improve Academic Advising, and Course Quality Assurance
- 2012-13 AQIP projects have been identified: Assessing UMC Core Competencies, Developing Support for Transfer Students, and Program Review Process Revisions

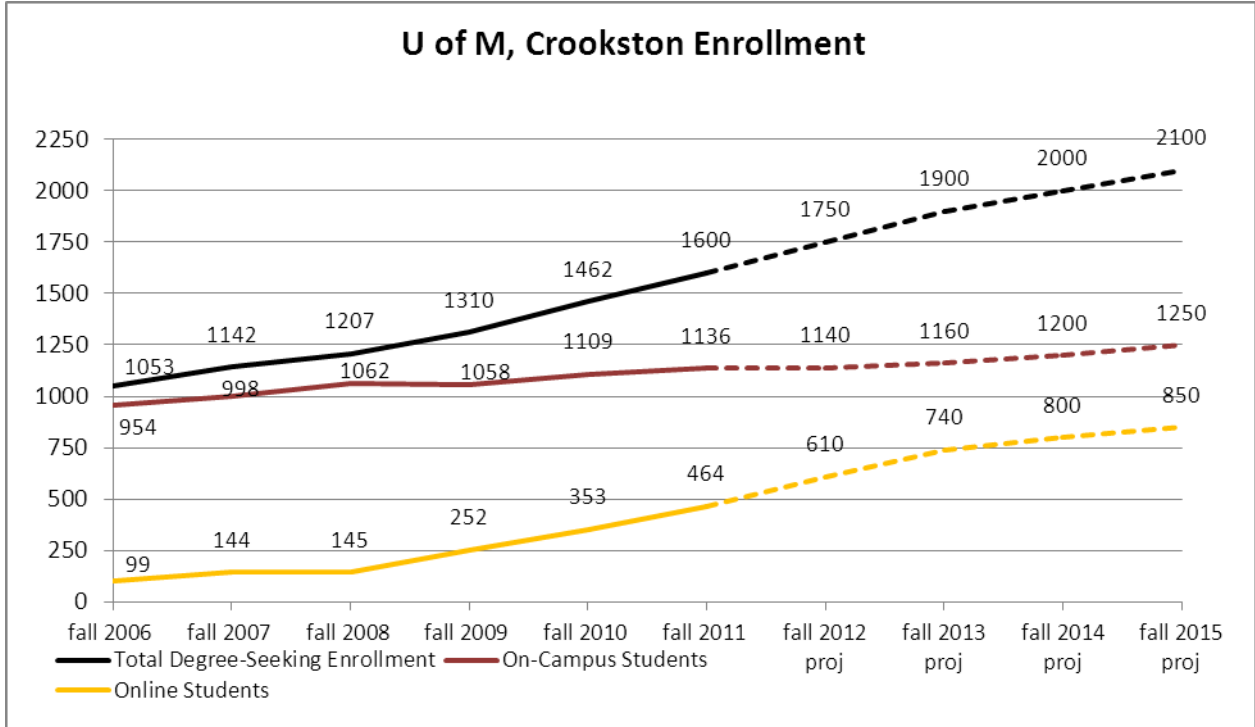
#### **Strategic Investment in Campus Infrastructure**

- Construct the recently approved new residence hall to address increased demand
- Invest in classroom updates to improve the teaching and learning environment
- Finalize design, building plans, and fundraising plans for the Recreation Center addition to the Sports Center, which was recently added to the U of M Capital Projects List
- Plan and implement the conversion of the UMC Heating Plant from coal to an alternative fuel
- Develop and implement plans to address Facilities and Operations priorities such as the campus electrical loop and campus water lines
- Develop initial concept for proposed new classroom/lab building on long term master plan

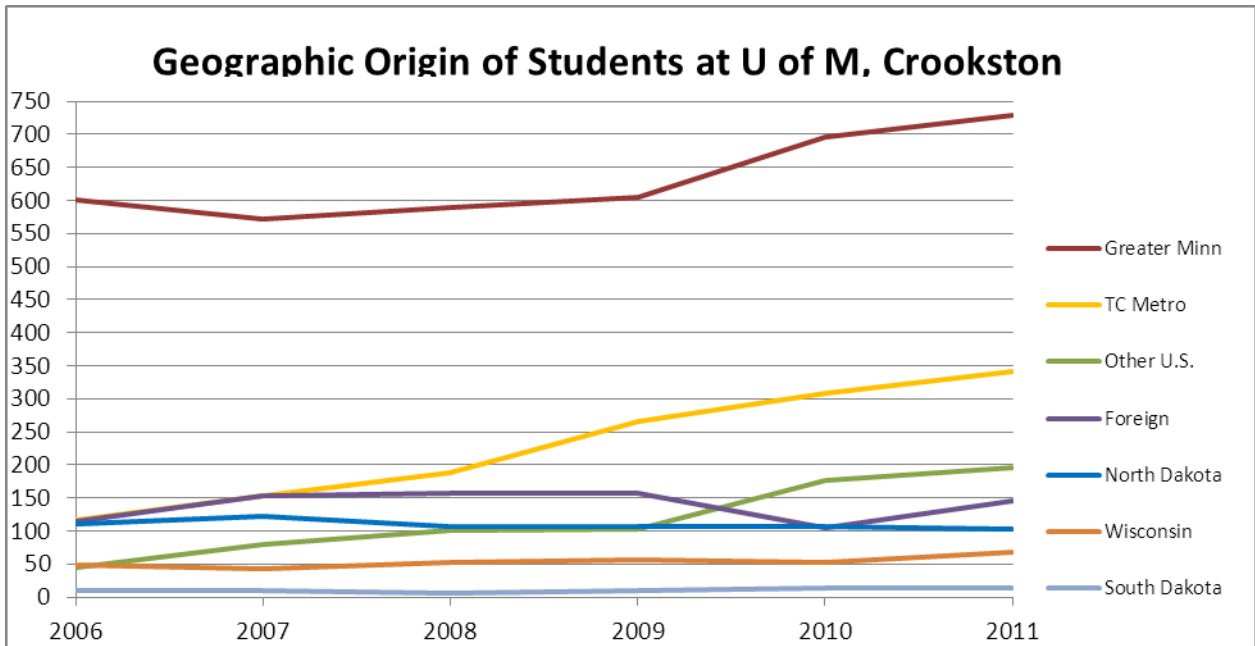
#### **Additional Priorities May be Added by the Incoming Chancellor**

## Appendices

### Appendix A

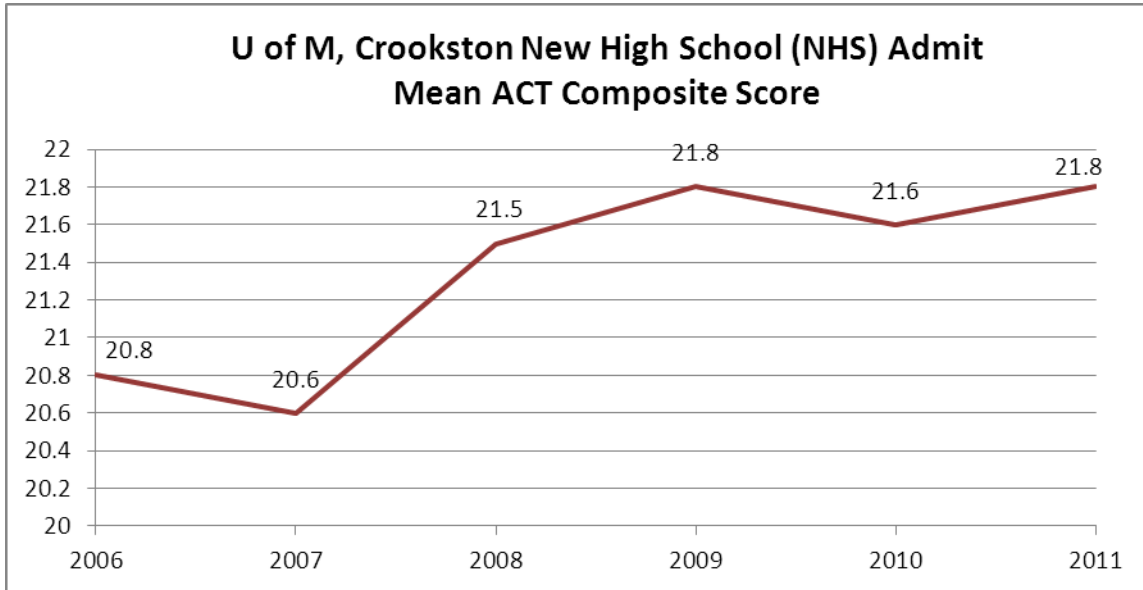


### Appendix B

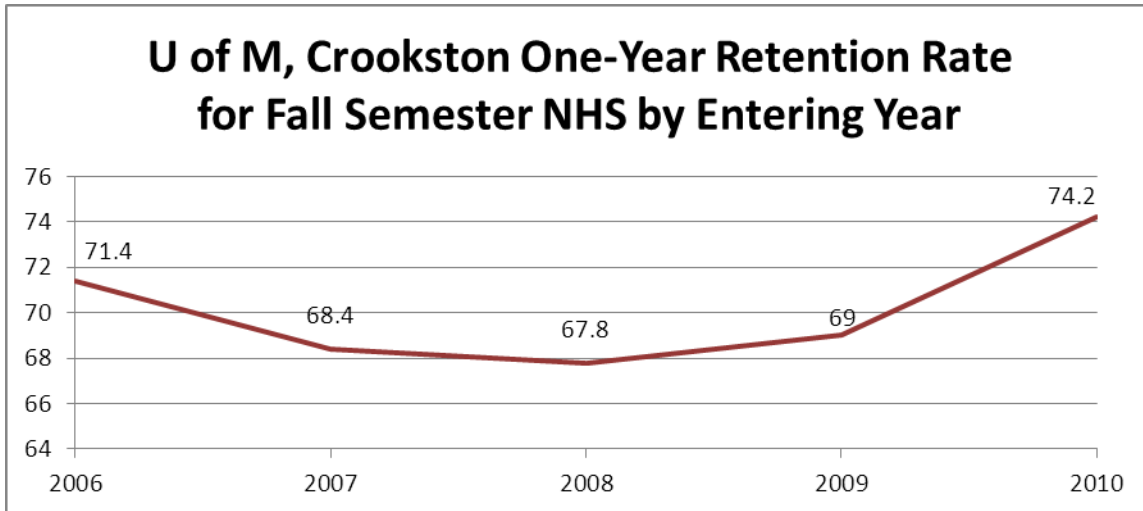




Appendix C



Appendix D



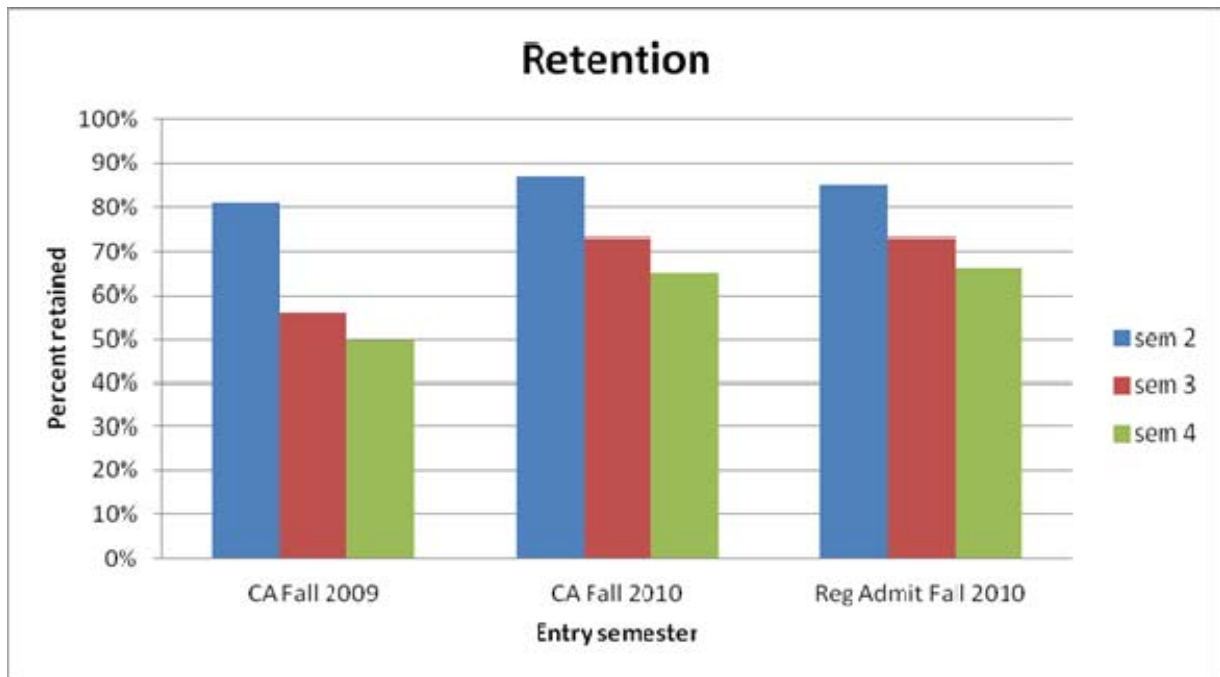
Appendix E

Retention Percent

	CA Fall 2009	CA Fall 2010	Reg Admit Fall 2010
sem 2	81%	87%	85%
sem 3	56%	73%	73%
sem 4	50%	65%	66%

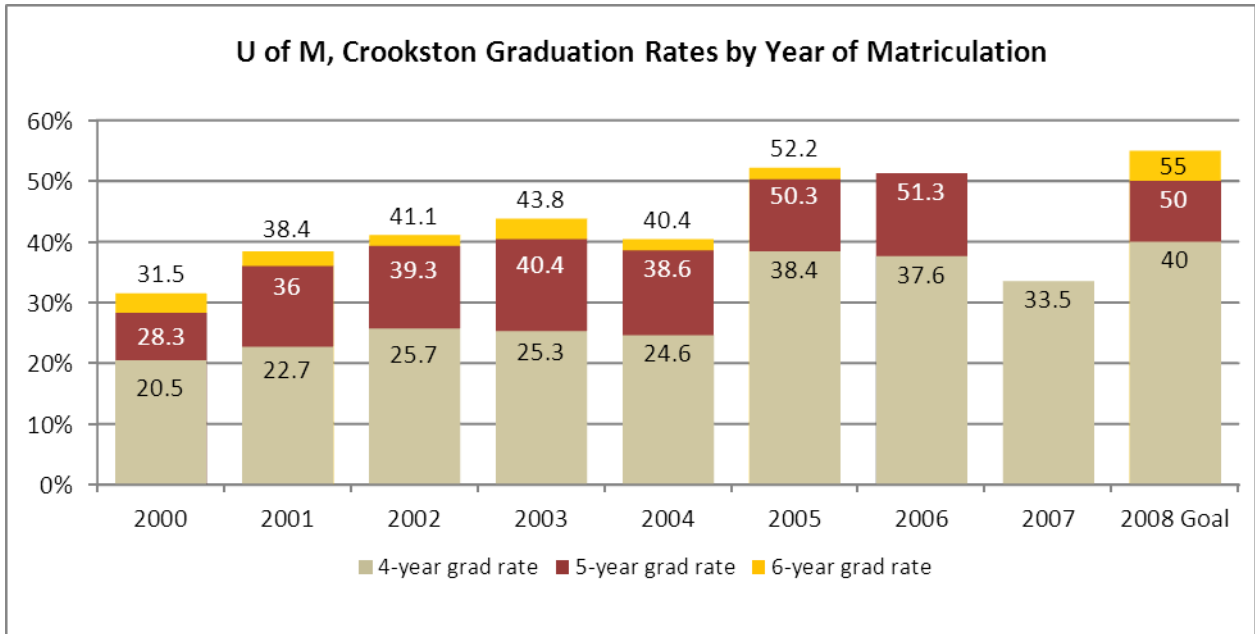
Condition Admit semester GPA

	Fall 2009	Fall 2010	Fall 2011
sem 1	2.8	2.606	2.54
sem 2	2.14	2.525	
sem 3	2	2.232	

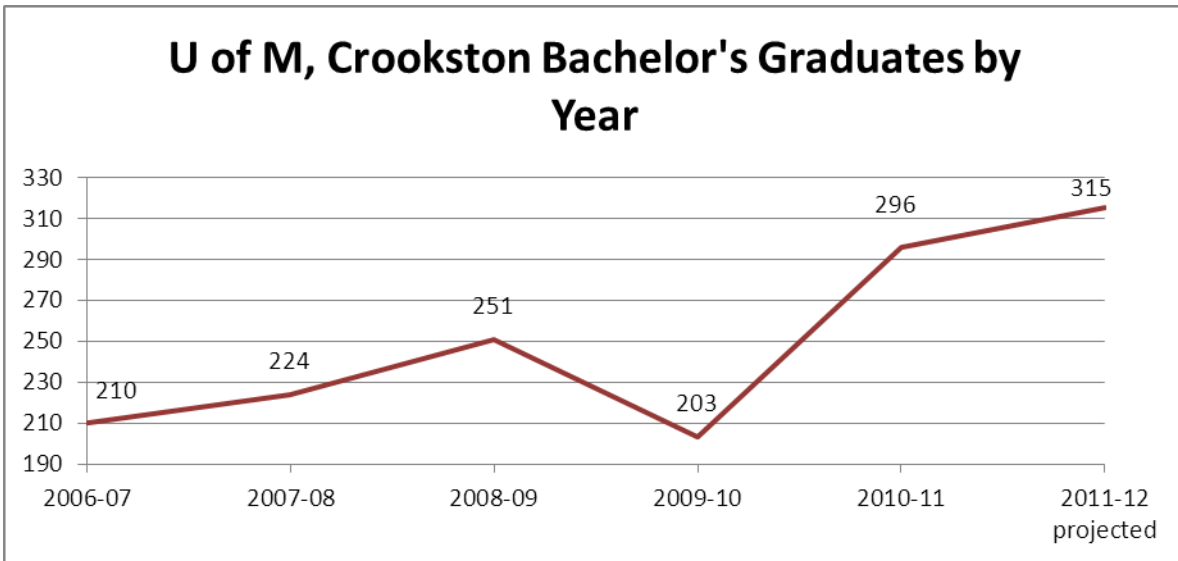


Source, Professor Bill Peterson

Appendix F

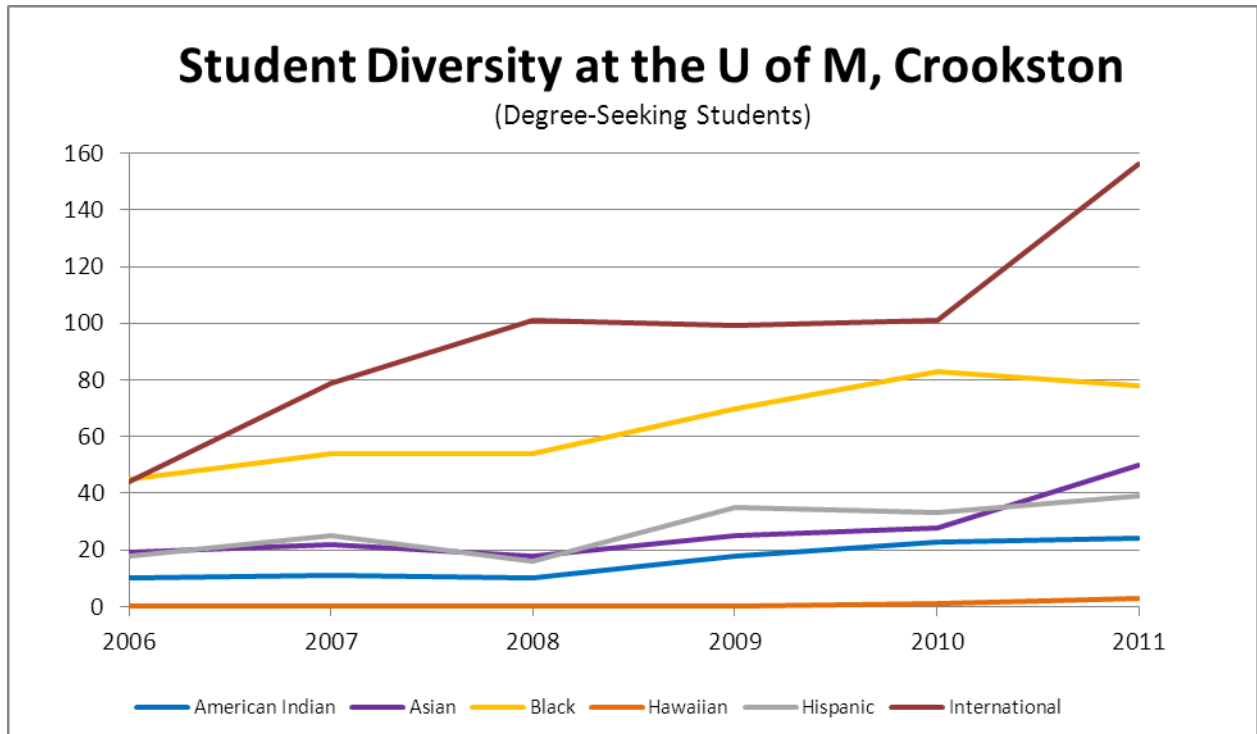


Appendix G



(note: total for each period includes fall0X, spring0Y, summer0Y) Source: UMC Office of the Registrar

Appendix H



## U of M, Crookston Campus Honors and Recognition 2011-12



[U.S. News & World Report Ranks U of M, Crookston in Top Three in Category of Top Public Regional Colleges: Marks 14th Consecutive Year Crookston Ranked Among Top Schools](#)



[The Princeton Review names U of M, Crookston one of "Best in the Midwest" for Fifth Consecutive Year](#)



[U of M, Crookston Named to 2010 President's Higher Education Community Service Honor Roll](#)



[The Princeton Review Names the U of M, Crookston to "Best Value Colleges: 2012 Edition"](#)

Four colleges in Minnesota made the list of 150:

- Crookston / University of Minnesota - Crookston*
- Minneapolis / University of Minnesota - Twin Cities*
- Northfield / Carleton College*
- St. Paul / Macalester College*

## Online Program Honors and Recognition 2011-12



[U of M, Crookston Named Among 25 Best Offering Online Degrees](#)



[U of M, Crookston Among U.S. News & World Report's Inaugural Top Online Education Program Rankings for Its Online Bachelor's Degrees](#)



[U of M, Crookston Online Business Degree Earns Top Five Ranking from The Best Colleges](#)