Athletics
Notes taken during the September 30, 2010 Strategic Positioning Update – Athletic Workgroup Session

Andrew Svec and Stephanie Helgeson gave the handouts below (pages 2 & 3) and explained some main points of this information. Discussion was then open for anyone’s input/questions.

Discussion/Question: What is the average cost per student in athletics?
That information wasn’t readily available.

Discussion – regarding facilities and upgrades.

Question: I know many teams in NSIC have field turf for their football fields, is that on the horizon at UMC?
The renovation of the football field never got fully completed. Locker rooms, field turf those are all things near the top of Athletics ‘wish list’, but in this economic environment, it is hard to say when they will happen. All NSIC schools have turf except Bemidji, Moorhead and UMC. An estimate is around $1.5 million for turf.

Question: What is the likelihood of UMC getting a new Wellness center anytime soon?
Again, this is high on our ‘wish list’ but it is hard to say. Some discussion on how a wellness facility could allow for the ability to offer new majors as well help with athletic and general student recruitment.

Discussion - Numerous questions regarding the resources of UMC athletics compared to our conference peers.

Question: Where do we fall as far as our Athletic Budget compared to other schools in the NSIC?
It is hard to compare because of sports offerings, etc. The best comparison is Southwest MN State University in Marshall because we both offer the same number of sports. In comparison with them, our budget is a little over a million dollars less.

Question: How do we compare as far as number of coaches and their salary compared with the rest of the NSIC?
It depends on the sport, but in general we have less coaches then most schools in our conference and our salaries are on the low end for both coaches and administrators.

Discussion/Question: How do scholarships count against our aid?
Every program is allocated a certain number of athletic scholarships, if the University has control over certain monies and the student athlete is awarded additional institutional dollars that would count against our equivalencies in athletics.

Discussion/Question: Any talk of adding sports teams? If so, which would they be?
Not really at this time. Down the road if we are to add teams it would most likely be both men’s and women’s track and cross country.

Discussion/Question: Would it be possible to see information such as GPA, Retention, other data by sports team?

Discussion/Question: What majors would help us in recruit?
Education is big because many student athletes want to go into education and coaching. Engineering, nursing, these are others that you hear among athletes fairly often.

Why don’t we join a different conference (Dac10, UMAC, MIAC) where we can be more competitive?
It appears the Dac10 is disbanding, both the UMAC and MIAC have told UMC that we would not get into those conferences. UMAC and MIAC are mainly private school conferences. More information on this can be found on the handout or the moodle site.
Notes written down

1. Since there are students who were formerly student-athletes on campus and no longer in athletics, I would think it would be helpful to know why the decided to stop participating in athletics? Do any of those deciding factors need to be addressed?

Strategic Planning - Athletic Work Group Overview

The discussions held by the Athletics Work Group have focused on what intercollegiate athletics brings to the campus, the challenges facing UMC and its athletics program, as well as the opportunities that exist.

Athletics is a vitally important recruitment/retention tool for the campus.

1. Of full-time students in 2009-10, 265 or 25% were actively involved in varsity athletics.
2. Of full-time students in 2009-10, 373 or 35% were actively involved in varsity athletics or had formerly been involved but were retained without current active participation in varsity athletics.
3. In a 2007 survey of student-athletes, 75% indicated they would not have chosen to attend UMC if the campus did not offer athletics at the Division II level.
4. The retention and graduation rates of student-athletes are slightly higher than that of the all-student rates. Example, from fall 2008 to fall 2009, 72% of student-athletes returned to campus vs. 66.5% of the general student body (includes students who returned but did not participate in varsity athletics).
5. The average student-athlete Team GPA is improving: Fall 2007: 2.71 Spring 2008: 2.73 Fall 2009: 2.81
6. The average ACT score of incoming student athletes has held at 21 for the past three years (2007-09)

Opportunities to recruit top student-athletes exist and can be increased.

Additional or expanded degree programs; investments, such as a proposed wellness center, in facilities; and additional investments in scholarships would all help expand recruitment prospects, and would also benefit the campus in general. These would also help improve the competitiveness of UMC’s athletics programs.

Athletics benefit UMC students, staff and faculty.

1. The mission of the UMC Athletics program centers on the well-being of the student-athlete. Intercollegiate athletics provide an opportunity for educational growth, personal growth, and development. In addition to the varsity team participation, students take part in NCAA Division II Community Engagement Initiatives, Student Athletic Advisory Committee (SAAC), Youth NFL Football, Team Fundraisers/Volunteer Work.
2. Currently, additional programs offered by the NCAA add value to the UMC student experience: NCAA Development and Leadership Conference (May 2009); NCAA Leadership Academy (Feb. 2010); NCAA CHAMPS/Life Skills (Fall 2009); Athletes 4 Hire; Community Involvement Requirements.
3. Since 2002, UMC has received nearly $130,000 in grant funding from the NCAA: $66,657DII Strategic Alliance Matching Grant; $15,000 DII Coaching Enhancement Grant; $10,000 for two Degree S/A Completion Awards; $30,000 CHOICES Grant (responsible alcohol use or abstinence); $8,000Annual Enhancement Funds.
4. Athletics is an important connector to the community and region.

The Changing Conference Landscape

The changing landscape in intercollegiate athletics in the region could provide our athletic program with an opportunity to be more competitive. With four new teams recently accepted to DII (Minot State, U of Sioux Falls, Black Hills State, and SD School of Mines) two of those schools--Minot and University of Sioux Falls--have applied to the NSIC. The presidents hope to make a decision in January 2011 on whether to accept those two schools. If they are accepted,
the league would move to a 16-team league and break into divisions either North/South or East/West. This could be beneficial for UMC Athletics.

In August, members of the NAIA-affiliated Dakota Athletic Conference (DAC) voted to move to a five-team conference beginning July 1, 2011, but shortly after Dakota State announced it would leave the conference to become an independent. Recently, the Frontier Conference, which competes in Montana, Oregon, Utah, and Idaho, announced it will offer the four remaining schools of the DAC applications for membership and will evaluate the applications for admission at its league meetings in December before moving forward with formal offers.

**Current NSIC Membership** -- The NSIC is currently a 14-team, 17-sport, NCAA Division II Conference with teams located in Iowa, Minnesota, Nebraska, North Dakota, and South Dakota. Minot State and U of Sioux Falls are pursuing DII membership in the NSIC. Site visits are taking place this fall.

---

**DAC Membership**

Black Hills State (Spearfish, SD)*

Dakota State (Madison, SD) — leaving to become an independent

Dickinson State

Jamestown College

Mayville State

Minot State**

SD School of Mines (Rapid City, SD)*

Valley City State

* Pursuing DII membership

** Pursuing DII membership + NSIC site visit scheduled

---

**GPAC Membership**

Briar Cliff (Sioux City, IA)

Concordia (Seward, NE)

Dakota Wesleyan (Mitchell, SD)

Doane College (Crete, NE)

Dordt College (Sioux Center, IA)

Hastings College (NE)

Midland Lutheran (Fremont, NE)

Morningside (Sioux City, IA)

Mount Marty (Yankton, SD)

Nebraska Wesleyan (Lincoln, NE)

Northwestern College (Orange City, IA)

**U of Sioux Falls** (SD)

---

**NOTES:**

Comment on this and any other work group activities online at [https://moodle.umn.edu/course/view.php?id=3689](https://moodle.umn.edu/course/view.php?id=3689).
Curriculum Efficiencies
Round One:
Lyle W. asked students to ideal class size. 20/25, depending upon classes. Higher level courses should be smaller (10 -15) for more faculty interaction. Labs? Smaller labs are better (16).

Two issues with lab sizes: equipment, assistance.
Could you conduct a lab with a bigger facilities?
There has to be a balance between class size and effectiveness/efficiency. We do need to look at efficiencies as we are getting less and less funding.
Lyle W. If you have a program without labs, they would have a lower cost per student/credit. What do students think about that? Brittany N. explained that we are looking at much more than just cost.
Pam explained that we are looking at programs to see what we can due to assist programs to increasing enrollment, what should we maintain as is, what needs to be eliminated, what can be leveraged.
What is more important? Student or dollars?
Question – are you looking at classes too? What courses should be added?
We really are looking at programs, not courses.

How is the committee gaining input from the greater campus committee? What is the plan to let everyone have say/chance to give input into the process? The 2 page document was shared with dept heads and was supposed to be shared with faculty. Please send us feedback and use the moodle site to start conversations/provide feedback.
What is the timeline? We have to have a preliminary report to the Chancellor in about a month. With information about what we have done and what we want to do.
We are interested conclusions/recommendations from program reviews.

Round Two:
Has there been any discussion on facility/ number of students in class? We need to find a balance. We like to bill ourselves as small class size. But given current fiscal times, it would be good to have a classroom where we can bigger classrooms (limiting the sections offered).
Some departments are growing out of house and home. Lab sizes are getting so big as some concerns for safety.
Part of the process is to identify areas for investment.
Also we are trying to look at data on student interest and statistics by dept of labor to help look at trends.
Concern is brought up to the accuracy of some of these trends. (For example, ag, where does this fall in nationally?) We are also looking at regional trends. So, we are sensitive to the fact that what is popular regionally may not show up in national trends. We are looking at both.
Meeting with program faculty/dept heads, so no recommendations will be made until you can make your case. Faculty will have opportunity to make case.
It can’t be just bottom line dollars, so we are looking at each area and looking for more details.
We have identified those programs that have had decreased enrollment and will probably talk to them first, simply because of time.
If curriculum is cut, how do we determine what it is that students need to know?
At this point, it’s not about cutting curriculum, it’s about reviewing and how do we reinvent it if we need?
Do you look at retention as well? Yes. That is important too.
Round Three:
Are you looking at programs or minors? We are just looking at programs. Minors are included in programs to a point.
Percentage change in enrollment – was there any discussion on whether there was permanent faculty member present or not?
Have there been much discussion about adding programs? Have you talked to Athletics, for example, about the wellness center? Can having that add to more programs to be offered or to leverage it with other programs? We are having some of those conversations.
Student expressed concern that she came for applied, hands on learning, but came and now there is no dairy herd. Students are now being bussed for dairy lab up to 50 miles away.

Notes that were left at our table:
“I think it would help to get student feedback on their programs and how satisfied they are. Focus groups may work well for this. If someone is really interested in their major but doesn't feel it is going in the right direction, that would be good to know.”

“Class size should be 20-25 max. 10-15 upper division.”

“I have been wondering what is going to happen to the NWROC Dairy barn now that they no longer have the herd. I know there is talk of trying to get a small herd back and to utilize the facility. This would be the most ideal use. However if this does not work out what are the plans for the building? One of the comments made today was about the lack of large classrooms/labs. Is there any possibility of this building being converted into classrooms or labs for Ag or NatR (animal science, soils, crops, etc.)? I don’t know what the building is like I have never been inside of it. But I would think that if someone can turn a 100 year old horse barn into a commercial bar something like classrooms would be possible. Also I would hate to see a facility like that sit empty or worse yet be torn down. Please pass this on if you think it makes any sense. Thanks”

“Class sizes, especially for classes that freshman take, cannot be increased to large numbers. Especially when students are first starting college its especially important that these students feel comfortable & able to learn. It’s very intimidating attending a class with 200-300 other students. I am a student who started @ UMC in the fall of 2007, transferred out to a large school w/lecture halls of 300 students. I absolutely HATED it. As a student, you get lost in the crowd & do not do as well in the class, because there is not the student-teacher relationship. Large class sizes are NOT a way to cut costs! We’re a campus known for our small classes – don’t ruin this wonderful learning environment with huge classes.”
Strategic Positioning Committee

Curriculum Efficiencies Subcommittee Report – September 30, 2010

The committee has compiled a two page document which outlines and details the information which it will need in order to make sound judgments concerning any changes to programs on the UMC campus. We have started to collect some initial data and are currently looking at the following pieces:

- Total enrollment over the past five years
- % change in enrollment
- Total number of transfers in the last five years
- Total number of graduates in the last five years
- Regional and national interest in program
- FTE for FY2010
- Credit hours generated by program in last three years
- Cost per credit hour over last three years
- Cost per enrollment over last three years

We have begun reviewing this information and will be meeting with program faculty and Department Heads to acquire more information. Our ultimate goal is to recommend placement of programs into the following categories:

- Strengthen/Expand Program
- Maintain Program at Current Levels
- Continue but with Reduced Support
- Discontinue/ Eliminate Program
- Leverage Current Resources

For more information go to: https://moodle.umn.edu/course/view.php?id=3689
Energy/Sustainability
Notes from September 30 Strategic Positioning Update – Energy Session

1) Shut down network equipment when it’s not needed.
   A: Technology is available for that initiative. An example would be SmartStrip Surge Protectors. They are relatively inexpensive and are effective in shutting down electrical equipment when inactivity is indicated. Example:
   http://www.homehardware.ca/Products/index/show/product/I3665570/name/prtctr_srg_smart_coax_6plg

2) Plant more trees on the north side of campus; we need that winter protection. This would make about a 30% difference.
   A: Facilities & Operations will work with Natural Resources on implementing a plan.

3) The Honors program has looked at doing composting of food on campus. Would that work with the methane or would it be better off somewhere else?
   A: I’ll ask Dan S. & Linda K to respond.

4) I suggest that we look into energy savings to pay for infrastructure needs.
   A: A number of operational initiatives have been implemented with a goal of saving 1.4M KwH yearly. To date, we have changed lighting to energy efficient units at the Gym, Weight Room, UTOC, and the Greenhouse. We have also installed variable frequency drives (VFD’s) and meters to measure building usage to gauge consumption, which will help us identify the next operational improvement going forward.

5) Is it sustainable to have empty building on campus? Is it sustainable to bus students out to other places for labs that could be performed on campus?
   A: Measures are underway to gain control of heating, ventilating, and air conditioning (HVAC) units so individual rooms will only have conditioned air and lights on when occupied. A project is under development for Dowell Hall to be the first of many such buildings on campus that will provide defined utility service to individual rooms only when occupied. The project is expected to start in April 2011. Lab travel question??

6) Is it sustainable to have vacant buildings (NWROC) on campus?
   A: Same response as above from my perspective but maybe someone (Chuck) could offer details.

7) Develop a “fashionista” culture of dress to learn to work and live in a cooler temperature. Rooms set at 62 deg. Involve entrepreneurial, small business and marketing students in locating “groovy” warm socks or “colorful” vests, etc and hold a “fashion” show of how to dress at a “cooler” and energy wise campus.
   A: Great idea, how can I help implement?

8) Can UMC use solar energy in any of our sustainability initiatives?
   A: We are looking at opportunities in that area for pre-heating make up air for the Dowell Hall projects described above and for a similar need at Hill Hall.
Sustainability at UMC - some aspirational thoughts.

Macalester College defined sustainability as follows in their 2009 Sustainability Plan: “Sustainability is the continuous effort to meet the needs of the present generation without compromising the ability of future generations to meet their needs by working towards a healthy environment, social justice, and a strong economy.” I’ve developed the following aspirational thoughts about the theme of sustainability and how it might be better expressed on our campus and the community.

The Center for Sustainability can assist in providing a focus for creative, interdisciplinary thinking about sustainability and innovation across the Crookston campus with students, administration, faculty, and staff. The operating leadership principles are empowerment, inclusiveness, and synergy. The Center strives to provide assistance in sustainable best practices, curriculum integration of sustainability, and efficient energy use. The Center promotes grant writing to obtain extramural funding to support interdisciplinary, sustainability related education, research, and outreach programs; contributes to system-wide sustainability coordination and reporting requirements; provides sustainability outreach and liaison to the community; provides input to campus master planning to ensure the incorporation of sustainability principles in design and development; sponsors guest speakers and conferences to stimulate integrative, holistic thinking; and serves as a clearing house for sustainability information with the developing “Green Library” in Hill 109 and the Sustainability Web Page.

A vision. Sustainability is definitely not status quo or stagnation. It is growth and vitality but operating in a sustainable fashion. It recognizes the interconnectedness of economic vitality, social equity, and environmental integrity as being central, not only to the future of the campus and rural communities of the region, but indeed, to the world at large as we increasingly acknowledge the necessity to live within our energy and ecological limits. This will be accomplished by interdisciplinary approaches to the delivery of certain academic programs; collaborations within the University of Minnesota system (U of MN Systemwide Sustainability- Goals, Outcomes, Measures, and Process Report, September 2009), other academic institutions, and the greater community; and with a sustainability focus of applied research, service learning, outreach, and campus infrastructure. With this expanded view, UMC will still be the best of what it has been, and is, but even more. We will ensure that our graduates have an academic experience that is forward thinking to prepare them for a changing, culturally diverse, and interconnected world; but in a campus community that physically and philosophically demonstrates sustainability. The campus will actively incorporate “sustainability into its teaching, research, and outreach and the operations that support them” (Regent’s Policy on Sustainability and Energy Efficiency, adopted 7/04).

Sustainability as a unifying “communiversity”* theme? Sustainability is quite broad in its application and ranges from saving energy (and therefore money), to promoting local food (and stimulating the local economy), to promoting and teaching about renewable energy which increases our independence as a nation while improving our balance of trade, to reducing pollution which can improve public health and the biotic integrity of our world. UMC continues to increase synergistic relationships with the local community through service learning, assisting with community development initiatives, and by its presence serving as an economic engine. For example, Eric Castle and his students assisted with the planning and development of the recreational space along the Highway 2 curve where the riverbank sloughed off, Chris Waltz recently helped the city garner nearly $ 100,000 to offset the cost of installing energy saving LED street lights, UMC Equine students are working to rejuvenate a portion of the Winter Shows Building, and I could go on with other examples of cooperative enhancements of the environment, the social condition, and economic vitality – the 3 legs of the sustainability stool. Preliminary discussions are underway to explore methods of using sugar beet waste combined with sanitary sewage to

*Communiversity is a composite term including a community and its university and suggests a sharing of resources and a striving for synergy in meeting the needs of its citizens and students.
produce biogas and heat. New state regulations are being proposed regarding stormwater management and discussions are in progress with the city of Crookston to evaluate the use of stormwater retention basins and raingardens to address a problem while providing community amenities. This will be facilitated by a new GreenCorps specialist in stormwater management who commenced his assignment on 27 September 2010.

We are already doing cooperative, sustainability things between the campus and the community that are noteworthy and perhaps theme-worthy as we consider ways to promote and unify our “communiversity.” Public engagement is an increasing priority within the University and these are bragging points of real world examples which we can promote to students and our constituency as we strive for relevance in the education game. Students like to be involved in making a difference.

**Sustainability in the community.** Recent articles in the Crookston Times outlined efforts by the New Flyer Bus Company to seek more green jobs. Mark Gruhot from New Flyer attended a conference in Washington, D.C. to that end. New Flyer is one of the leading producers of mass transit buses in North America and recently delivered 203 hybrid units for use in the D.C. area. They actively practice “life cycle analysis” in their plant operations to reduce material waste, save energy, and reduce pollution; all of which improve the bottom line while improving the environment. Similarly, the Dahlgren Company was noted to be following a similar course which has been driven, in part, by one of their major customers – Frito-Lay. Riverview Hospital made some changes a couple years back in their physical plant (particularly their boiler) which greatly reduced energy consumption, saved thousands of dollars, and lessened the carbon footprint. Within the broader context; over 68% of CEO’s in corporations believe that sustainability is more than a trend and that it will help them become more competitive in business. *Sustainability is about being competitive and running a business (or university) more efficiently.*

**Campus sustainability.** Our campus community is aware of the LEED-certified Evergreen Hall, Crookston Students for Sustainable Development (CSSD), having a major in Biofuels and Renewable Energy and working on a minor in Sustainability, the establishment by Chancellor Casey of the Sustainability Committee and the Center for Sustainability, the one-of-a kind Otter Tail Energy Challenge partnership, a finalizing Campus Climate Neutrality Plan in accordance with the ACUPCC agreement signed by President Bruininks, SIFE having sustainability as 2 of its organizational themes, and an approved Campus Master Plan which identifies sustainability as one of the guiding principles. We have a lot to point to as evidence of a campus engaged in sustainability but does the world know about it?

If we increased the visibility and application of sustainability within the campus and greater community context, **what would success look like?**

- A campus that would be more appealing to a growing demographic of prospective students.
- A campus which would be practicing greater stewardship of resources like energy and saving perhaps as much as $200,000 per year as Macalester College does.
- A “communiversity” system which is a case study in progress that is better positioning itself and graduating students for a dynamic future where efficient use of resources is simply good business.
- An integral campus of the University of Minnesota where Sustainability and Energy Efficiency was emphasized as a systemwide priority by the Board of Regents in July of 2004. Further, The U of MN was recently recognized as the leader of sustainability initiatives within the Big Ten.
- The theme of sustainability has the potential to better connect all academic departments as well as service functions involving all faculty, staff, and students in a very meaningful and functional way. The disciplinarity of sustainability is such that everyone can get in the game!

*Dan Svedarsky, 30 September 2010*
Online Programs
Strategic Planning Session
09/30/2010

Summary of online degrees; demographics of online student, online graduates in last two years, enrollment growth online in addition to increase in online credit hours delivered, review of HLC guidelines and what has changed, priority registration que for online degree seekers, ITM degree moving forward for online delivery possibly fall 2011,

Materials available: A) Activity to date and summary of online committee as posted on Moodle, B) fall 2010 online enrollment growth and increased credit hours delivered.

Comments & thoughts from group:
• Concern that online sections replace on-campus sections.
• The legitimacy of online education must be recognized on this campus.
• The economic impact of the online programs also must be recognized.
• If new high school (NHS) online students become an increasing population how will they interact and facilitate beyond academics; clubs, organizations, etc.
• Academic assistance and tutoring must be predominantly available
• Efficiencies of positions for online and on-site admissions, registration, academic advising, academic assistance center, marketing & recruitment, instruction etc.
• Student evaluation of teaching (SET) recommended to be consistent method with that of onsite courses
• Additional degrees for online delivery to be considered: Entr., Sport and Rec Mgmt., Crim Justice, Elem. Ed., Communication
• UMC has become very reliant on the dollars generated by online tuition
• A strategic plan must include an efficient but effective budget model; re invest in course delivery, development, instruction, marketing, recruitment, administration, etc.

A) Activity to date~ Online Committee
Deb Zak, Dr. S. Brorson, M. Christopherson, K. Cooper, Linc Messner; potential to add an online student (alum)
https://moodle.umn.edu/course/view.php?id=3689

1. Identify strengths to move forward:
Online credit hours delivered continues to grow an average of thirty percent each year (’07, ’08, ’09 ’10)
Utilization of curriculum efficiencies; online course offering to supplement on campus courses w/low enrollment
Digital Campus Calling Center; execution of exceptional student experience (student services)
Online leader of undergraduate degrees in U of M system
Additional online degrees: Criminal Justice, Entrepreneurship, Ag Business, Computer Software Technology, Sustainability & Communication to name a few possibilities
Online Quality Assurance Committee; course review/quality standards

Prepared by M. Christopherson 09 29 2010 Center for Adult Learning
2. **Identify opportunities for improvement:**
   - Budget model/finance structure
   - Investment in existing degrees; *instructor training, new technologies, media, course development etc.*
   - Integrated marketing campaign to include online with onsite degrees

3. **What/How does this benefit students, staff, and faculty:**
   - Flexible, asynchronous academics serving northwestern MN, region, state and global
   - Curriculum efficiencies incorporated with utilization of faculty/instructor expertise
   - Increased graduation rates/degree completion
   - New revenue generation
   - CPA preparedness

4. **Are there opportunities for collaboration:**
   - Articulations, Corporate Agreements; plentiful
   - Development; fund raising
   - Academic Assistance Center, tutoring

5. **Are there areas for investment?**
   - Online course development
   - Additional online degree offerings

6. **Are there areas that we can provide leadership for the rest of the U of M:**
   - Yes; Quality Assurance Initiatives
   - Digital Campus Calling Center (Center for Adult Learning)
   - iTunes U initiative (M. Christopherson, S. Hannah, B. Brorson committee members)
   - University of Minnesota CRM (Constituent Relationships Management) team
     (B. Brorson & M. Christopherson team members)

7. **Are there opportunities to serve the community and region:**
   - Yes, flexible asynchronous academic degree/credit
   - Degree completion; online
   - Graduation rate; increase

Prepared by M. Christopherson 09 29 2010 Center for Adult Learning
B) 2010 fall online enrollment, online credit hours delivered have increased 25% over last fall. 110 new online degree seeking students fall 2010.

1,455 overall enrollment; 353 online degree seekers & 1102 on campus degree seekers
4,273 total online credit hours; 3,153 online only credit hours = 75% online credit hours taken by online only students

24% of UMC’s total enrollment is Online

<table>
<thead>
<tr>
<th>Degree; percentage by degree</th>
<th>Fall Enrollment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>On Site</td>
<td></td>
</tr>
<tr>
<td>Accounting (7%)</td>
<td>27</td>
<td>296</td>
</tr>
<tr>
<td>Applied Health (10%)</td>
<td>36</td>
<td>295</td>
</tr>
<tr>
<td>Applied Studies (10%; 2DION)</td>
<td>35</td>
<td>312.5</td>
</tr>
<tr>
<td>Business Management (39%)</td>
<td>139</td>
<td>1,294</td>
</tr>
<tr>
<td>Marketing (6%)</td>
<td>21</td>
<td>232</td>
</tr>
<tr>
<td>Manufacturing Management (19%)</td>
<td>67</td>
<td>452</td>
</tr>
<tr>
<td>Quality Management (5%)</td>
<td>19</td>
<td>194</td>
</tr>
<tr>
<td>Health Management (DION)</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>Undecided (DION)</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Applied Studies Respiratory(DION)</td>
<td>2</td>
<td>16.5</td>
</tr>
<tr>
<td>Non-Degree Health Infor. (UP-HI)</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>total online students &amp; credit hours</td>
<td>361</td>
<td>3213</td>
</tr>
</tbody>
</table>

24% of UMC’s total enrollment is Online
Student Services
A. Committee Members- Jack Geller, Corby Kemmer, Les Johnson, Peter Phaiah, Thomas Haarstick and Alyssa Jenson

B. Process
   1. Executive Committee Retreat- Review of Decision Making Criteria (see packet) and Appendix F (see packet)
   2. Specific Subcommittees Formed – Include Executive Committee members and others as needed (see above)
   3. Suggestions for efficiencies, enhancements, consolidations and cuts were sought from campus and within department/campus units. Feedback was reviewed and discussed
   4. Campus Form for Comments and Feedback
   5. Student Services Inventory Created (see packet)- all areas on campus that were considered to be a Student Service were identified, their function reviewed and websites listed.
   6. Questionnaire Developed for the Student Service various areas- responses reviewed
   7. Student Service Survey Developed & Administered to Students- results on moodle site
   8. Follow-up meetings and reports of Strategic Planning Committee and Subcommittees
   9. Strategic Planning Committee Moodle Site Developed
      https://moodle.umn.edu/course/view.php?id=3689
   10. Today’s Update with desired feedback and suggestions
   11. Student Service Subcommittee consider all of the above and make recommendations

C. General Discussion Points
   1. Efficiencies and recommendations that have been implemented since the process started (see Strategic Positioning Student Services in packet)
   2. Options if positions are eliminated
      a. Based on new priorities, reassign some duties others within the unit or another Student Service area (most others are already working to capacity)
      b. Seek System-wide support through the University to share resources
         • centralized support (UMTC or another coordinate campus)
         • use of technology and portals to provide the needed information and services
      c. Integrate some of the information and functions into the curriculum
      d. Utilize faculty as part of their “load” if a class does not make or if a program is eliminated
      e. Utilize community services
      f. Some services may need to be reduced or eliminated

D. Comments/Feedback

Notes Written Down
Create Student Recruits – How much money is spent sending people from the admissions office to talk to potential students. It would make more sense to send current UMC students that could connect with highschool students and give them personal experiences. Also, try recruiting nationally to get out of state tuition.

With expanding enrollment and interest of students living on campus, it seems essential to develop a plan and build a new residence hall.
Technology
Strategic Positioning 9/30/10
Technology Committee Notes

The committee chairman gave a description of the committee’s areas of focus & accomplishments

Make of participants attending breakout sessions:
- Students: 4
- Faculty: 8
- Staff: 7

Topics raised during breakout session:
- Moodle
- Google Apps
- Microsoft Office On Line Apps
- Technology Mini Grants
- Handheld Technology
- The Continuing Importance of Laptops
- On Line & Hybrid Courses Teaching Methodologies & the Technology to Support Them
- Technology for Handicap Access
- Mulvaney Net Lecture Tool
- The Importance of Technology Ethics

Comments Made:
- Focus technology mini grants on truly new innovations.
- The laptop & the local support for it are still important to students.
- Some faculty are slow to adopt technology.
- A technology engaged environment is at least as important as a technology enabled environment.
- Handheld technology is important for accomplishing daily tasks.
- Can we find a way to prevent student access during class so they are more focused?
- Technology has played a very important role in accommodating handicap & learning disabled needs.
- Technology ethics should be given greater attention.
- Closed captioning/speech recognition is a needed technology.
- “All students need to have access to clickers (turning point) like they have access to laptops.”
- “From a teaching perspective I have expectations that students have a computer. When computers crash, students need a way to grab a laptop to take to class so they can access Moodle.”
Strategic Positioning – Technology Workgroup Summary
September 30, 2010

Workgroup membership: Adel Ali, Bruce Brorson, Michelle Christopherson, Chuck Lariviere, Don Medal, Bill Peterson, Jeff Sinks, Jeff Sperling, Owen Williams, and to-be-named CSA representative.

It is well known that in 1993 UMC introduced transformative change, as it became the first Higher Education institution to issue laptop computers to all students and faculty. Recently, UMC significantly influenced the universities decision to adopt Moodle as its primary course management system. We are once again being asked to provide leadership in technology innovation and instructional integration by our campus and system leadership.

Locally, as of recent, we implemented the notebook computer gifting program for our on-campus graduates. We also extended our relationship with HP for another two years and modified the technology fee to better represent how the funds are applied to support the program. We continue to explore mobile technologies where we have an ongoing tablet PC pilot program, we began testing Apple iPads this summer, we are investigating E-Textbook and E-Reader technologies, and we expanded wireless network service throughout the Dowell building this summer (a strategy we will employ across campus). We have a new high-end computer lab and a 3D computer room taking shape in Dowell. Centrally, over a year ago, the University began the implementation of Google Apps, plus Moodle was approved to be the future CMS at the University. Of equal importance is our awareness and willingness to leverage Central Common Good services.

Through meetings with the UMC Technology Advisory and the Strategic Positioning committees, we have identified areas of strength in which to pursue. We have also recognized opportunities for improvement and efficiency, for collaboration, for areas to invest in, and for ways to provide leadership and service to the U of M/community/region. As a result, we have been able to identify how these areas can benefit students, faculty and staff.

A few examples from each area are as follows:

We see our strengths in students receiving strong technology skills, our integration of instructional technology, and our leadership of Moodle development at the U. Opportunities for improvement and efficiency include the integration of discipline specific technologies, regaining technology leadership reputation, and communication. We can collaborate by sharing technology best practices among faculty, students, staff and university-wide partners; leverage PIAC for input on technology needs for programs; and reach out to see where we can assist Public Schools. We should invest in instructional technology support and integration of new instructional technologies, reestablishing the technology mini-grant program, and investigation of emerging technologies. We demonstrated our university-wide leadership in the development of Moodle, which lends to our ability to pilot innovation before they become system-wide solutions. We can serve the community and region through grants, by hosting a technology conference, and by networking with regional peers. Finally, it is clear that implementing these strategies will benefit our students, faculty and staff by means of preparing students with industry-specific technology skills, along with our opportunity to reduce costs by leveraging new technologies (e.g. E-Textbooks/readers, mobile devices), as well as being capable of extending online availability of services.