August 5, 2010 Strategic Work Group Reports

During the UMC Executive Committee meeting on 8/5/10, three work groups (Athletics, Student Services, and Energy) of the Strategic Positioning Committee provided the following reports below. The other three work groups (Online Programs, Curriculum, and Technology) did not provide reports as their members were not present or haven’t had a chance to meet. These three will present at the August 19, 2010 UMC Executive Committee.

August 19, 2010 Strategic Work Group Reports

Two of the remaining three work groups (Online Programs, Technology) gave reports during the UMC Executive Committee meeting on 8/19/10. International Programs also gave a report at the request of Chancellor Casey. The final work group (Curriculum) will present a report in the near future.
Strategic Planning - Athletic Workgroup Report – August 5, 2010

1. Identify strengths to move forward
   a. Athletics is a vitally important recruitment tool for the campus.
      i. Of full-time students in 2009-10, 265 or 20% were actively involved in varsity athletics.
      ii. 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.
      iii. 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.
   b. The retention and graduation rates of student-athletes are higher than that of the all-student rates.
      i. 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).
      ii. Student-athlete retention from fall 2009 to spring 2010 was 94%
      iii. For the incoming class of 2001, that graduation rate for all students was 33%, and it was 37% for student-athletes
   c. The average student-athlete Team GPA is improving:
      Fall 2007: 2.71   Spring 2008: 2.73   Spring 2009: 2.75   Fall 2009: 2.81
   d. The average ACT score of incoming student athletes has held at 21 for the past three years (2007-09)
   e. The average student-athlete credit load is increasing:
      2007-08: 13 credits   2008-09: 14 credits   2009-10: 15.1 credits

2. Identify opportunities for improvement/efficiencies
   a. Ability to recruit the top student-athletes; adding more majors – education, facilities, scholarships would help improve this
   b. Competitiveness – the ability to improve the items above would help the competitiveness of the program.

3. What/How does this benefit students, staff and faculty
   a. The mission of the UMC Athletic program centers on the well being of the student-athlete. Intercollegiate athletics provide an opportunity for educational growth, personal growth, and development. The athletic program creates an environment in which students can succeed in their academic work as well as their athletic competition. Personal skills and values are developed through dedication, perseverance, responsibility, team effort, cooperation, discipline, self-confidence and other attributes of human development and citizenship. The athletic program enhances the University experience of all students and embraces its role in building a sense of community at large. The athletic program continually supports and honors the traditions, values, and missions of the University.
   b. 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.
   c. 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.
d. All coaches have responsibilities in addition to coaching. Currently seven coaches teach at least one class (inloaded).

4. Are there opportunities for collaboration
   a. Athletics is working with UND on an athletic training collaboration.

5. Are there areas for investment
   a. Scholarships – the athletic program currently gives out about half of what our allocation is for the NSIC in regards to scholarships.
   b. Staffing – UMC needs to continue to improve staffing. Examples include: full-time coaches in Baseball/Softball, full-time SID, full-time assistant coaches, additional GA’s in football, basketball, volleyball, etc.
   c. Facilities – Current facilities at UMC are in need of improvements. A proposal and initial planning for a new wellness center has been completed, and such a facility is needed for the athletic program and the general student body. Like the Student Center and Evergreen Hall, a wellness center is also a recruitment and retention tool. Upgrading outdoor facilities would be the next phase in athletic facilities, as the football field needs improvements along with softball, baseball, and soccer fields.
   d. Academic Majors – adding a program in education (in addition to early childhood) would be important for the athletic program, as many top-notch student-athletes want to teach and coach. Currently we do not offer a comprehensive education program.

6. Are there areas that we can provide leadership for the rest of the U of M
   a. There is an opportunity to showcase the uniqueness of the Crookston campus within the University of Minnesota system. UMC is a small public university offering an internationally recognized name in the U of M degree and a member of one of the top conferences in Division II. From incoming student surveys, the size of the campus and the programs it offers are the top two reasons students cite for choosing UMC. Firm investment in the athletics program in all areas would further enhance the appeal to prospective and current students and their families. In the short time since the reaffirmation of Division II status by the administration in 2006, progress has been made each year. There is a great deal of potential; the campus just needs that full support of everyone on campus and the commitment to that investment in order to maintain momentum.

7. Are there opportunities to serve the community and region
   a. NCAA Division II Community Engagement Initiatives
   b. Student Athletic Advisory Committee (SAAC)
   c. Youth NFL Football
   d. Team Fundraisers/Volunteer Work

8. The Changing Conference Landscape
   a. 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 the athletic program.
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.

DAC 10 Membership
- Black Hills State (Spearfish, SD)*
- Dakota State (Madison, SD)
- 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)

9. An Increase in NCAA Division II Across the Nation
   a. There were 665 schools in the NCAA when it split into its current three-division structure in 1973. That total has increased 55 percent to 1,033 member colleges and universities in 2008.
   b. In Division II, a major concern is the recent migration of institutions to Division I.
   c. At the 2008 NCAA Convention, Division II approved a 10-year pilot program to help Canadian institutions seek active membership.
   d. Most members that have joined Divisions II and III have migrated from the NAIA. NAIA membership interest in Division II also continues to grow (even in light of recent NAIA legislation that restricts championship opportunities during the NCAA membership process), and NCAA members in other divisions increasingly see Division II as an interesting option.
   e. At the 2010 annual summit it was noted that there are more than 2,600 accredited four-year institutions in the United States, about 1,500 of which do not belong to the NCAA. If only 20 percent of that group indicated interest, demonstrated philosophical compatibility, and showed the ability to meet financial and other commitments, the NCAA could be looking at about 300 new institutions across all three divisions over the next several years.
Strategic Positioning Student Services

1. Identify strengths to move forward
   - Like every other department here at UMC the various areas of Student Services are very lean and efficient; “not much slack in the chain”
   - There is collaboration throughout student services and there are no silos

2. Identify opportunities for improvement/efficiencies
   - Move new student registration duties to Admissions.
     - Other schools use the model of having new student registration be the last official responsibility with the newly recruited student. New student orientation would be the first official responsibility of Student Affairs (Student Life, Student Development, etc.)
     - In the past UMC followed that model until the duties to coordinate New Student Registration were rolled into the responsibility of the Student Experience & Parent Coordinator.
     - During campus-wide and departmental discussions related to improving efficiencies, it was mentioned several times that New Student Registration should be coordinated by Admissions.
     - Admissions Counselors already has an established relationship with new student and their parent. It would be more efficient for the Admissions Counselors could help coordinate registration activities during their routine communications with students.
     - The Office Admissions as a whole is better staffed to handle some of the redundant duties that were performed for new student registration.
   - Move Student Experience & Parent Coordinator Position to Admissions
     - The benefits of moving this entire position to Admission was further discussed.
     - Sara had resigned to pursue her doctorate. This was a good time to discuss various possibilities with this position.
     - Amber is the Director of Admissions and Enrollment Management (A&EM). Retention is a component of enrollment management so there could be some additional benefits of having this position reporting to Amber.
   - Switchboard to be moved to Student Affairs
     - The campus switchboard was housed in the One Stop office during normal business hours. The switchboard was answered by the Information Desk attendants after hour until 9:00 p.m. The Residential Life Desk attendants handled calls from 9:00 p.m. until midnight Sunday through Thursday and 1:00 a.m. Friday and Saturday.
     - The University prefers having a personal contact whenever possible.
     - During business hours Deb helped with imaging and some PSEO functions. It was determined that others staff in that area and students could assist with these duties.
     - In addition to efficiencies gained by moving the switchboard under one depart, the Associate Vice Chancellor for Student Affairs and his staff could benefit for office support.
   - Cross-training for Registrar
     - The Registrar is now at 50% with the plans of retiring in the spring of 2012.
To ensure continuity and an efficient transfer of knowledge in the transition, Peter will start learning the various functions of that position and office.

- Food Service Employees (9) moved from 10-month contracts to 9-month.
- Proposal for Career Services and Admissions Partnership for the future

3. What/How does this benefit students, staff, and faculty
4. Are there opportunities for collaboration
5. Are there areas for investment
   - Peer Mentoring
     - Peer Connections for Freshmen
     - Peer mentoring for Jr. & Sr. students
     - M3C Scholar Fellowship (8) & Mentors
   - Summer Transitional Program

6. Are there areas that we can provide leadership for the rest of the U of M

7. Are there opportunities to serve the community and region
   - Collaborate with NCTC (Student Activities, Leadership Training, etc.)
   - Summer Camps & Conferences
   - CSSD to work with City of Crookston with recycling (i.e. old UMC recycling bins to be placed at Crookston Sports Complex/Arena)
Appendix F: Notes from discussion on STUDENT SERVICES
Note taker for group discussions – Tricia Sanders
Define: financial aid, career and counseling, student experience & parents (First Year Experience-FYE), student health, residential life, food service, student activities, diversity, service learning, admissions, registrar, AAC, business office, intramurals, fitness center, technology-helpdesk, international programs, library

Question: do they understand their role in recruitment and retention
Specific competitive strength – provide support for students
The other half of their experience on campus – academic/student life
Why this group to understand the role of student services?
We provide comprehensive high-quality service to students
Essential services provided by the AAC* (partnership with academic units)
Mental health - wellness- student well being
Create acceptance between academic unit and student support units for their roles *preserve the core.

Where/what are the opportunities for innovation?
Introduce something new and/or change from the existing
Synergistic opportunities to support the innovation
How these innovations will contribute to student success *cross training/ critical Working with other departments/ any overlap?
  • Better customer service
  • Communicate the value of student services
  • Staff students services in all intro classes to explain what they do
  • Valuable resources 5-10 minutes
  • Additional service to online students “ala cart” option
  • Tiered tuition rates
  • Collaboration with the coordinate U of M campuses
  • Working with other campuses Digital Campus Calling Center
  • How do we collaborate with academic units and support
  • Creating acceptance between academic units and support units
  • Is there an opportunity to partner athletics with student services
  • Increased retention Athletic team success
  • Attendance at athletic events
  • Staff training – specifically to service multi-cultural and international students
  • Better customer service
  • Increased understanding
    • First year experience and admissions more in sync
    • First year experience as part of admissions
      • Athletics (specifically recruiting and advising) more communication with admissions
      • Student satisfaction survey – are they satisfied with current services
      • Survey tool Increased customer service
      • Efficiency within unites
      • Early alerts/ student with problems.
      • Increased communication with academic units and AAC
      • Increased retention rates
      • Faculty workshop days –increased faculty awareness of services provided by the student service support units
      • Day retreat with all student service units to discuss overlap of any functions
    • Increased efficiency
Energy Report
August 4, 2010

**Strengths to move forward**
- Lighting Project; saving 300,000 KWH
- VFD & CO2; saving 75,000 KWH
- Capital Project Improvements; projected savings of 400,000 KWH
- Campus Energy Challenge
  - ReDirect
  - Metering

**Opportunities for improvement/efficiencies**
- Dowell Hall Project; complete design prior to January 1, 2011
- Hill Hall Project; construction begins January 1, 2011
- Fan Schedules

**Does this benefit students, staff, and faculty**
- Increased comfortable and safety of environment
- Minimize sq. ft. cost for support services

**Opportunities for collaboration**
- Otter Tail Power Company
  - Design Review
- UMTC Central Services
  - Energy Management
  - Call Center 4-2900
  - BSAC
  - Compass; work orders & time cards

**Areas for investment**
- Additional Energy Efficiency Measures
  - VFD & CO2
  - Dowell & Hill Hall projects
- Central Control
- Natural Gas

**Areas that we can or have provided leadership for the rest of the U of M**
- First LEED certified Residential Life facility in UM system
- First of it’s kind Campus Energy Challenge
- Proposed Sustainable Facilities Management major/minor
- Energy Adaptability & Flexibility

**Opportunities to serve the community and region**
- Climate Neutrality & Sustainability Plan (Dan S.)
Strategic Planning - Online Committee

Deb Zak, Dr. Sue Brorson, Michelle Christopherson, Kevin Cooper, Linc Messner
(possible to add an online student or alum)

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

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

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
1. **Identify strengths to move forward.**
   - Integration of instructional technology and/or E-Learning
   - Students receive strong technology skills
   - Central recognition of providing leadership and innovation for Moodle development
   - Strong showing in Educause technology surveys
   - Notebook computer program including gifting program
   - Regional state network hub
   - Standardization is vital due to staffing level... *Standardization can stifle innovation*
   - Leveraging Central Common Good services

2. **Identify opportunities for improvement/efficiencies.**
   - Integrate discipline specific, state-of-the-art technology throughout the curriculum
   - Regain technology leadership reputation
   - Review notebook computer program from gifting to RFP process to device(s) used in T&L
   - Server/desktop virtualization
   - Data Center energy audit (Trane/Otter Tail)
   - Improve printer/paper consumption to align with our sustainability efforts
   - Improve communications
   - Provide more technology training
   - Leverage OIT Video Solutions group for instructional and conferencing needs

3. **What/How does this benefit students, staff, and faculty?**
   - Prepare students for industry specific technologies
   - E-Textbooks could reduce costs
   - Instill sustainability stewardship (paper/printing...more wireless=less copper infrastructure)
   - Convenient access to online course content

4. **Are there opportunities for collaboration?**
   - Share technology best practices among faculty, students, staff, and university-wide partners
   - Informatics program/lab, research opportunities
   - Leverage PIAC for input on technology needs for programs
   - Leverage Central OIT Common Good services
   - IT Directors providing expanded role for Central OIT planning
   - IT more engaged in classroom/facility planning
   - Departmental collaboration with other institutions/orgs (host for lunch, workshop...)
   - Host IT/instructional technology conference
   - Public Schools (training, IT support, repurpose equipment, provide testing)
   - Grant funded partnerships (i.e. Leech Lake) but what resource do we have offer

5. **Are there areas for investment?**
   - Reestablish technology mini-grant program
   - Additional support resources for the CTLT
   - Integrate discipline specific, state-of-the-art technology throughout the curriculum
   - Investigate/pilot/deploy emerging technologies (i.e. iPads, E-textbooks, mobile computing...)
   - Wireless network infrastructure
   - White/Smart Boards

6. **Are there areas that we can provide leadership for the rest of the U of M?**
   - Present at national conference (i.e. Educause Moodle presentation – Chicago 2007)

7. **Are there opportunities to serve the community and region?**
   - Host a regional/peer technology conference
   - Write outside technology grant (outside UMC)
   - Leech Lake broadband grant
   - Virtual high schools, but we need to connect with them
   - Network with regional peers
First of all, International Programs encompasses international student recruitment/advising, learning abroad, internationalization of faculty, curriculum and campus.

1. Identify Strengths to move forward
   a. International student enrollment
   b. Number of countries represented by international students
   c. Number of ESL/degree international students on-campus
   d. Improved admissions process
   e. Improved orientation and transition programs
   f. # of students going abroad has increased
   g. Developed own UMC programs
   h. Increased number of faculty traveling abroad
   i. Increased collaboration with overseas institutions

2. Identify opportunities for improvement/efficiencies
   a. Develop faculty handbook/outline for proposing faculty-led programs
   b. Continue to develop Summer ESL/Culture programs
   c. Internationalization at home efforts continue/increase

3. What/How does this benefit students, staff, faculty
   a. Prepare students for global world
   b. Assist students meet MN transfer curriculum goals of critical thinking and global perspective.
   c. Give faculty a guideline to create international courses
   d. Provide summer opportunities for international interaction on campus for students/faculty/staff

4. Are there areas for collaboration
   a. VSCU, Morris for ZJETP spring tour
   b. Alumni
   c. Crookston Public Schools
   d. Institutions overseas

5. Are there areas for investment
   a. Scholarships
   b. Faculty Development
      i. Information on course development/redesign
         1. Integrating international perspective into classroom
         2. Integrating international students into discussions/classrooms (doing so appropriately)
         3. Integrating study abroad students into discussions/classrooms
      ii. Faculty mentorship/support to set up/lead own program
   c. Recruitment
      i. Publications
      ii. Marketing Materials
      iii. Specific advertising for ESL
   d. Global Studies Minor
   e. Have the international experience home
6. Are there areas that we can provide leadership for the rest of the U of M
   a.
7. Are there opportunities to serve the community and region
   a. Bring cultural/language programs to Crookston public schools
   b. Connect Chinese students with 2nd grade teachers for Chinese New Year Unit
   c.