May 17, 1993

TO: UMC FACULTY & STAFF

FROM: DON SARGEANT, CHANCELLOR

RE: NCA REPORT

Attached is the report of the NCA team that conducted a focus visit to UMC in February. The receipt of this report from NCA has taken an unusually long time. However, it is now official and is part of UMC's institutional accreditation file at NCA. All future NCA accreditation visiting teams will receive this report.

The next step is a reader panel and I have provided you a copy of the letter which was sent to the readers. We should have their response in early June and then, of course, the last step is the NCA Commission. So, we should have the Commission's formal approval sometime in June.

Thanks for your help in this very important accreditation process.

enc.

ds
May 12, 1993

TO: Dr. David E. Cook  
Ms. Marie Giacomelli  
Dr. Ferol S. Menzel

FROM: Donald Sargeant, Chancellor

Enclosed are materials for your review as a North Central Association (NCA) reader. The University of Minnesota, Crookston has requested a change in the Statement of Affiliation Status (SAS) for approval to offer baccalaureate degrees. Thus, the enclosed materials are different than what would normally be included as part of a self-study and comprehensive visit.

There are four clusters of materials:
2. The materials forwarded to the Minnesota Higher Education Coordinating Board (MHECB) requesting individual BS program approval in January, 1993. This book includes the Strategic Plan for the institution in the first section. All of these materials were approved by the University of Minnesota Board of Regents in December, 1992 before they were forwarded to MHECB.
3. Materials provided to MHECB in response to questions raised during the review process.
4. Some promotional materials used with students, legislative committees and the public.

It seems that we've forwarded to you an "awful lot of paper", but as you know, this is a significant step for the institution, and we're pleased to have received the Regents and the Higher Ed Board approvals. We look forward to your review as a part of the NCA process.

Thanks for taking the time to review these materials.

enc

cc: Gerald W. Patton

ds
April 21, 1993

Chancellor Donald G. Sargeant
University of Minnesota-Crookston
Highway 2 and 75 N.
Crookston, MN 56716

Dear President Sargeant:

Enclosed are four copies of the Report of a Visit to University of Minnesota-Crookston.

You are asked to acknowledge receipt of the report and are requested to file on behalf of your institution a formal written response to the evaluation team's report and recommendation. This response becomes a part of the official record of the evaluation; it serves as an integral part of this current process, and it will be included in the materials sent to the next team to visit your institution. Please send the response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See A Handbook of Accreditation 1992-93, p. 34 and A Manual for the Evaluation Visit 1992-93, p. 53.)

You are also asked to let me know which review option you prefer: the Readers' Panel or the Review Committee. A description of these processes appears on page 53 of the Manual. Please review these options and advise me by April 28, 1993, whether you agree essentially with the team's report and recommendation and therefore choose the Readers' Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is scheduled for June 28, 1993, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Consultant-Evaluators, the Commission is initiating this structured method outside of the institution's formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team's report or the review option, please let me know.

Sincerely,

Gerald W. Patton
Associate Director

Enclosures

cc: Ben Greenebaum, Team Chairperson
Report of a Visit to

University of Minnesota, Crookston

February 15-16, 1993

for the

Commission on Institution Of Higher Education

North Central Association of Colleges and Schools

Evaluation Team

Ben Greenebaum, Dean, School of Science and Technology, University of Wisconsin-Parkside, Kenosha WI 53141 (Chair)
Steve Maradian, President, Lamar University-Orange, Orange, TX 77630
I. Introduction

This report presents the results of a focused visit to University of Minnesota, Crookston, (UMC) in response to an institutional request for a substantive change in its Statement of Affiliation Status. The institution requests that the level of its programs be raised from the associate degree to the bachelor's degree level. The University of Minnesota President and Board of Regents have endorsed the change after a sequence of events that will be outlined briefly later in this section.

This report consists of four sections. The history of the institution, including the events which led up to the present request, will be outlined in this section. In the second section the team members will discuss their findings during the visit and their implications for the request for change. They also discuss briefly the institution's progress in formulating its plan to assess student outcomes. The second section concludes with the team's list of institutional strengths and the team's concerns about factors that might affect the institution's future accreditation status. In the third section the team offers advice and suggestions for improvement for the institution's consideration. The final section contains the team's recommendation concerning the request and the rationale for this recommendation, based on the Commission's criteria.

History and Accreditation History
UMC traces its history to the founding of the University of Minnesota's Northwest Experiment Station in 1895 and of the Northwest School of Agriculture, a residential high school, in 1905. The institution's mission evolved from high school to two-year college in 1965, at which point it was first accredited by the Commission as a part of the University of Minnesota. It was accredited as an operationally separate unit in 1974. Its most recent comprehensive evaluation was in 1983; no reports, stipulations, or focused evaluations were requested at that time. The campus' next comprehensive evaluation is scheduled for 1994-95; it was postponed one year due to the present proposed change.

By 1988 the institution was offering a variety of career-oriented associate degree programs, heavily but not exclusively emphasizing fields related to agriculture and regional business and other skills relevant to the economy of northwestern Minnesota. However, the students had become increasingly interested in continuing their education beyond the associate degree level, probably in recognition of the increasing number of employers who were demanding a four-year degree. Enrollments were dropping and per-student costs were rising. To stem the tide, the campus proposed to the University of Minnesota administration that it move beyond an earlier proposal for an associate in arts degree that would more easily transfer to baccalaureate institutions than its associate in science programs.

After considerable planning, discussion, and evaluation of options, the campus and University President agreed to propose to
the Board of Regents that UMC's mission be changed to that of an institution offering a set of technically-oriented baccalaureate programs which are closely related to its former A.S. and A.A.S. programs. This proposal was seen as preserving the UM system's presence in northwestern Minnesota, preserving the expertise and experience in furnishing instruction by interactive television that UMC developed over the years in this area, and serving the needs of students in this part of the state with a unique set of programs. The Regents approved the change in mission in July, 1992, and a set of twelve bachelor's degree programs on December 14, 1992. The programs were scheduled to be considered by the Minnesota State Higher Education Coordinating Board, which is advisory to the Board of Regents but which the Regents have heretofore honored, on March 18, 1993.

II. EVALUATION OF THE PROPOSAL

The members of the team spoke with all of the top campus administrators, heads of the three academic divisions, library director and staff, several planning committees, and various members of the faculty, staff, and student body. Separate open meetings were held for students, faculty and staff. A conference call was held with the President of the University of Minnesota. There were also short visits to the Agricultural Experiment Station and the Agricultural Utilization Research Institute (AURI) and a meeting with campus supporters from the surrounding community.
Documents were made available to the team confirming the planning and approval processes which the programs had received.

ACADEMIC PROGRAMS

In addition to qualified faculty, a coherent curriculum, a dedicated faculty, interested students, and sufficient teaching resources, the curriculum remains the strongest and loudest statement with respect to baccalaureate level instruction. The degrees developed and/or modified by UMC represent a conscientious effort to move to the next level of instruction. Syllabi reflect course competencies. However, there is little evidence that the institution has given much thought to what the degree as a whole means and why these degrees will be important for students to seek. The faculty and administration are encouraged to define the importance of the degree, what it means to earn one at the University of Minnesota, Crookston, and what knowledge a graduate would possess having earned the degree.

Agricultural Division: The chair of this unit does have a good understanding of the distinctions between baccalaureate programs and courses and those at the associate level. This division's programs are highly career oriented, as one would expect, and heavily involve students in intensive, hands-on use of labs, model farm, and similar facilities.

An attractive new building complex is nearing completion. It
includes offices and classrooms, one of which is equipped for interactive instructional television, a show and riding ring, a horse barn and a sheep and cattle facility is nearing completion. This complex will allow vacating rented horse facilities and better housing of many of the animals; budget limits prevented additional space to free up facilities now being borrowed from the Agricultural Experimental Station.

Collaborative use of facilities and some joint appointments with the Agricultural Experimental Station, as well as a joint appointment with AURI, have helped the chair cut his costs. The chair is fairly satisfied with the present general education proposals, since they emphasize the communications and computer skills employers seek. The program is emphasizing the teamwork and interpersonal relations that are also key elements to employers.

Arts and Sciences Division: The chair of this division described his faculty's approach to the distinction between baccalaureate and associate work in terms of differences in pedagogical approach—more multimedia, more computer, more sophistication in the approach to a more mature student leading to a more involved student using higher-order thinking skills. The curricula for the new majors based in this division seem to incorporate an appropriate knowledge base, if junior-senior courses are taught at the correct level. Faculty are serious about the new programs and discuss level differences in a way similar to the chair. It is not clear whether there is a uniform appreciation of the difference in sophistication
needed for junior/senior courses, but it is also not clear exactly what the difference should be for the particular career-oriented programs contemplated at UMC.

Facilities in the early childhood center on campus appear adequate for the children and the university's instructional program. The science laboratories and related facilities in the arts and sciences division are adequate for the current program of lower-division courses. A chemical safety plan exists, according to the chair, but a single, casual observation of the stockroom indicates that its implementation may not be as complete as necessary. The facilities of AURI include some very well-equipped, modern analytical chemistry, production, and microbiological facilities, and it is intended that students in the production technology programs do a considerable amount of their work there. However, the current science laboratories are not adequate for junior-senior courses such as organic chemistry. Renovation plans are apparently in the early discussion stages for handling these courses, which would quite likely interfere with the normal functioning of the Institute labs.

A broad university-wide committee, in which members of this division had significant roles, developed the general education program for the bachelor's degrees. The final compromise which has a broad consensus behind it, was arrived at only after considerable discussion. This division's faculty has developed an advanced composition course that is based on teaching writing in the student's major, and programs in this division as well as many of
the other divisions' programs incorporate the advanced composition course into the general education program's electives, either by program requirements, advising, or student choice.

Part-time faculty usage in this division was a concern of the 1983 visiting team. According to the chair, this situation is under much tighter control now. While 15-30 courses are still taught by part-timers each quarter, all but developmental math and laboratory sections are taught by people with master's degrees in the appropriate field, according to the chair. Most come from Grand Forks; many are graduate students at University of North Dakota.

Business Division: One area of principal importance in the transition to the baccalaureate level is the degree to which the curriculum modifications reflect the requirements and expectations of a four-year degree. Within the business curricula, where four degree options will be offered, considerable work has been accomplished to facilitate and qualify for this change in status.

The campus, early on, sought and received accreditation from the Association of Collegiate Business Schools and Programs for its associate degree programs. This distinction speaks to the quality of the business curricula and the teaching faculty in these disciplines.

This level of quality has provided the foundation for the transition to a baccalaureate level institution, since faculty qualifications have been thought out carefully, the curriculum has
been developed to assure easy transfer into the programs, and the level of instruction reflects those skills and competencies required of this level of instruction. The faculty are to be commended for their work in insuring that quality is maintained and that graduates will be positioned to secure careers in those areas for which they have studied.

Traditionally, baccalaureate level institutions have on their faculty an higher percentage of individuals who hold the doctorate or other terminal degree. The business division has established a goal (consistent with accreditation requirements) that 80% of the faculty hold the Ph.D. or possess professional qualifications in lieu of this educational requirement. In discussions with the division chair, it is clear that the division has a definite plan to achieve this goal. Several of the faculty currently possess or are in various stages of completing the requirements for the doctorate degree. Anticipated vacancies (due to illness, retirements, and planned needs based on new degree options) will be filled with individuals qualified to meet accreditation requirements. The institution is to be commended for the support it provides faculty members who desire to continue their education. This has assured that faculty remain on the cutting edge of their disciplines, that they are able to transmit to students information and knowledge at the baccalaureate level, and that they comply with ever-increasing standards and professional expectations.

Cooperation with AURI and Northwest Agricultural Experiment
Station: Both of these units, as well as the University of Minnesota Extension Service, are located on or immediately adjacent to the campus. AURI was founded in 1987 and moved onto the UMC campus in 1989. It is a state funded unit that offers technical advice and development services to businesses that are adding processing to the value of the raw agricultural materials produced in the regional. Clients include firms producing prepackaged double-baked potatoes, whole-grain bread mixes, and prepackaged meats. Staff work closely with university faculty in both agriculture and arts and sciences. Students now work in the laboratories, both as interns and as work-study students. Students in several of the agriculture division's programs use the Experiment Station's facilities or facilities shared between the Station and UMC.

As noted earlier, the facilities and staff expertise of AURI and of the Experiment Station figure prominently in several of the proposed four-year degree programs. Both the director of the experiment station and the staff member in AURI who was interviewed believed that there would be mutual benefit from the programs for the university and their units.

General Education: An ambitious series of goals for the general education program has been adopted, as well as a specific program. The general education program consists of 72 quarter credits, split roughly four ways between basic skills (math, writing, speech, and computer skills), science and mathematics, humanities and the arts,
and the social sciences. About half of the credits are in specified courses, again split between the four areas; the rest are to be chosen from a relatively full list of courses in each area. The core of specified courses has some small flavor of the "4-year applied" nature of each of the degree programs, but the rest of the program is relatively unstructured. It is the compromise result of a long series of discussions among the faculty. While the program clearly gives a relatively broad grounding in general education, it does allow students to select a general education program that will not meet the full set of goals stated for the program. Certain degree programs specify the elective general education courses for their students to a greater or lesser extent. However, a great many of these choices seem more intended to require students to take prerequisites to major courses than to take a better general education experience.

Admissions and Developmental Education: UMC has traditionally been an open-admissions institution, providing educational access to students in its service area that was not available otherwise. In this part of Minnesota, the other two-year postsecondary institutions are primarily technical schools that do not offer college-parallel courses. In fact UMC furnishes all liberal arts courses for the technical college at East Grand Forks, MN, via direct instruction on one of the two campuses or interacted television. The public and private four-year colleges in northwestern Minnesota all have entrance requirements that limit
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access.

UMC's tradition of ensuring access to higher education by open admissions is to continue after it becomes a baccalaureate institution. It also will have a more liberal policy than colleges with less career-oriented programs towards transferring in credits from technical school programs.

Most college campuses, have developmental education to help entering students who have weak English, math, or study skills. This level of instruction takes on added importance on an open-admissions campus. UMC has a well-developed program that emphasizes individual work in drop-in settings as well as organized classes. Computers are used to assist in instruction. All students entering as freshmen take the College Board Placement Test; while placement results were considered advisory until recently, starting in Fall, 1993, students will be required to register in English or math courses at the level indicated by the placement.

Assessment: The campus began studying assessment of student outcomes in 1988, when discussions within the state made it clear that a campus-guided assessment process would be preferable to one determined by outside forces. An informal committee was formed by the administration and interested faculty, who proceeded to educate themselves in outcomes-based assessment. This group is now a formal committee of faculty committee representatives from each academic division, the director of the developmental education
unit, and the vice chancellors for academic affairs and for student services. One of the faculty representatives is also the chair of the ad hoc task force on assessment that forms part of the cluster of task forces charged with planning for and implementing the new programs.

The developmental education program has done a thorough study of placement instruments, deciding on the College Board Placement Test. This instrument has helped the unit confirm the general type of student being served by the institution and by the developmental unit. The campus is preserving its open admissions policy; most of the students are in the middle quartiles, often the third, of their high school classes. The information has allowed courses to be developed, using a Title III grant; the proposal was made stronger by the presence of good placement data. Tracking of the flow of students from developmental programs through graduation has not yet been accomplished. This year the program did make a change based on observation of student actions, will require in Fall, 1993, that students enroll in the developmental courses into which students place, rather than relying on voluntary enrollment.

Program assessment is farther back on the faculty learning curve. On a voluntary basis about half the faculty took the Teaching Goals Inventory, a good return for this type of activity. Many found that they were looking for similar results from their courses. As part of the preparation for changing to bachelor's-level courses, student learning objectives were added to each course syllabus. This was often the first time faculty had thought
explicitly about objectives. From discussions of course objectives, faculty moved to developing program objectives. The assessment group acknowledges that this is probably the reverse of the most desirable order of events, but they prefer working from the individual faculty member to the larger units.

Restudying the mission and programs in order to prepare for a change to the baccalaureate level has made overall campus goals more prominent in faculty minds. Some programs are starting to examine program-specific ways of assessing their outcomes; business, for instance, is talking about student portfolios. Those programs with licensure, particularly dietetics and aviation, have built-in assessment programs. Others depend in part upon student success in internships and placement after graduation.

The committee does not have a general strategy in mind to produce the campus-wide assessment program at this time. However, it has identified a number of ingredients, including the placement data and other outcome measures mentioned above. Institutional data is still scattered. The pattern that the committee foresees is that faculty will work inside their programs and divisions to produce program-specific assessments; chairs will share these with the vice chancellor for academic affairs, who will work with the chairs to refine plans, share good ideas between divisions and programs, and so forth. There is not at present a systematic, cyclic program review cycle to crystalize changes that emerge from such reviews.
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ACADEMIC SUPPORT

Library: The library is located in an attractive building convenient to other buildings. The collection appears outdated and students expressed concern with this limitation. This limitation is softened by the presence of computerized access to catalogs of all Minnesota and the nearby North Dakota university libraries and free interlibrary loan service for any item. Interlibrary loan items arrive within a period that ranges from a couple of days to a week, depending upon the item. Members of the small Library staff are very helpful in assisting both students and staff in obtaining materials. Everyone agrees that anyone using the Library must plan ahead. Space may be adequate for current needs and levels of operation, although it appears cramped and quite short on student study space. However, space and collection are insufficient for an expanded mission.

Students expressed concern that the interlibrary loan program is too slow for their needs. At the same time, these students noted that they had found creative ways around the library's limitations. All students showing an I.D. from the University are allowed library privileges at the neighboring library at the University of North Dakota, twenty miles to the west. Baccalaureate level instruction suggests that students will be required to undertake more research as well as utilize the library's resources to enhance their classroom and laboratory experience. Funds for library resources appear minimal especially for a campus about to add new degree programs at the baccalaureate
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level. Therefore, it is important that the faculty and administration evaluate current library resources, plan expansion appropriately, and seek funding from the University System to implement this plan. This is imperative if quality is to be maintained in the instructional experience.

Instructional Computing: The campus is to be applauded for its commitment to modern communications technologies and computers; these resources open new teaching and learning opportunities for students and the faculty. The Chancellor has articulated a desire for every student to have a computer workstation and to utilize it in the educational process. All faculty have workstations in their offices. Many of the classrooms and laboratories have workstations, though their utilization does not appear high.

The use of computer-based instructional resources are pivotal to students in the 1990's. Regrettably, these resources can become obsolete quickly, requiring a continuous drain on already strained resources. Based on the current budget, funding for new or replacement equipment is limited. Instead of replacing these learning resources itself, the university is planning to have all students acquire individual notebook-type computers. This approach will reduce, but not completely remove the problem of increasingly obsolete university-owned facilities. Therefore, the faculty and administration are encouraged to develop a plan to insure that instructional equipment is replaced/upgraded appropriate to the needs of the campus. This could include both external funding and
additional support from the University System.

**Instructional Television and Collaboration with Other Universities:**

Plans for several of the baccalaureate programs rely upon courses furnished by other universities through the instructional television system that has been well developed in northwestern Minnesota. UMC has led the development of a network that feeds community colleges and high schools in the immediate region and is linked by a high-speed digital line to University of Minnesota, Twin Cities (UMTC). Two lecture rooms at UMC are equipped with monitors and cameras that allow the students and a person at the lecture table to see and hear students at other sites, the lecturer, vu-graphs, videocassette recordings, and/or computer screen output (low resolution). The lecturer can select what to display on each of four monitor channels that are seen at each location and can aim the cameras at the originating site with a joystick. Courses are regularly sent from UMC to a nearby community and technical colleges, as well as being received from several sources, including UMTC.

Students who have experience with the instructional television (ITV) courses seem to feel that their learning from these courses is not much different than from those with on-campus instructors, once they accommodate to the new medium. They do have to anticipate somewhat the additional initiative they may need to have questions answered during the times help is available. A few students do not like the method.
In Minnesota the students are registered at their home campuses, regardless of the campus teaching the course, and the home campus pays the originating campus its usual tuition fees: each campus pays its own costs to maintain its on-campus facilities and contributes to a common fund that leases intercampus lines and supports a coordinator of the instructional system. For the network most commonly used by UMC, the coordinator is a university staff. The arrangements seem to be working fairly smoothly. Problems arise when campuses are on different calendars; UMC and UMTC are as much as three weeks apart on the start date of some quarters.

Cooperation is most problematical between UMC and members of the state university system; while negotiations with Moorhead State are proceeding relatively smoothly, those with Bemidji State are not expected to move ahead until the programs actually are under way. While non-cooperation with one potential partner is unlikely to be a problem, widespread inability to cooperate would force UMC to staff more courses than it could afford, and some of the courses would be uneconomically small.

FACILITIES

The campus of the University of Minnesota, Crookston, is attractive, well-kept, and would be conducive to a four-year
institution. Classrooms are available in sufficient number to increase enrollment at the senior level. Reservations concerning selected laboratory facilities and the library have been noted earlier. The physical education facility is more than adequate for the expanded mission.

Dormitory space is adequate for current enrollment, but may present a problem if additional students desire housing. The student service staff is aware of this and is evaluating options to increase housing. The team did not review any formal planning documents that tried to matching enrollment growth to future housing needs, but was told that a long-range plan envisions a 250-bed, apartment-style dormitory, to be completed in 1997. The administration is encouraged to continue to evaluate housing needs and plan accordingly, insuring that recruited students in all demographic categories have their needs met.

STUDENTS
A number of students were interviewed in both formal and informal settings. Each spoke highly of the institution, the commitment of faculty to their development, and their genuine love for being a student at this university. Every student expressed overwhelming support for the institution's intent to become a baccalaureate-level university.

While students generally complain about various aspects of their educational experience, complaints at UMC were limited to issues such as the quality of meals, the meal plans, and the
limited number of activities available to those remaining on campus during evenings and weekends. A significant number of students indicated that, even though forums were scheduled with the Chancellor and the Chancellor attended student senate meetings, students did not always bring up their concerns. The campus leadership is encouraged to develop effective ways by which student issues and concerns can be heard. This is especially important as the campus moves to the baccalaureate level, when additional resident students will be enrolled, and where new needs may emerge.

FISCAL RESOURCES AND ENROLLMENT DEVELOPMENT

As a condition of approval and support for the transition to a four-year institution, the campus agreed to fund additional costs from increased revenues from student enrollments. This represents a noble position and one which could prove useful for the institution. At the same time, this approach to funding the state's obligation to provide postsecondary education to its citizens is not without risk.

Fiscal resources are sufficient to carry out the institution's current mission. The plan to fund expansion is predicated on enrollment growth. The campus' proposal to the University President and Board of Regents included yearly benchmarks for enrollments and other accomplishments. Contingency plans do not exist which could serve as the guide for adequately staffing all new programs, both in terms of numbers and expertise of faculty, should enrollments not materialize.
Enrollment development and predictable headcounts are at the foundation of this transition. Many individuals interviewed spoke in terms of strategies, opportunities, market segments, and other concepts, suggesting that there is an appreciation and awareness of the importance of steady enrollment increases. Despite the importance of enrollments, the campus does not have a comprehensive enrollment development plan which would delineate strategies, goals, and specific objectives to realize the enrollment requirements to fund this transition. Consequently, it is recommended that the campus develop an enrollment management plan which calls for specific actions resulting in required outcomes.

The concept of enrollment development can and should encompass the many creative options available to the campus. Tech Prep initiatives with local technical and community colleges, in cooperation with area high schools, should be considered. Dual high school enrollments, concurrent enrollments, expanded general education offerings at local technical colleges, contract credit instruction, increased transfer admissions from community and technical colleges, and interactive/distance learning all present enrollment development opportunities. As stated previously, there is considerable discussion and sensitivity on campus to these possibilities, and the campus is pursuing most in one way or another. But the campus should develop a coherent plan, implement it appropriately, and monitor it closely to determine the effectiveness of each component.
Current funding processes neither provide flexibility nor independence with respect to revenues. State support will remain constant for the decade. Local tuition will increase as enrollments increase; and the campus will benefit from revenue from enrollments over that which is budgeted. The transition plan calls for the hiring of additional faculty and the implementation of collaborative agreements: both have a fiscal note attached to the activity. These conditions support the need for careful planning, strategic policies, and timely decisions to insure that programmatic needs for expenditure do not come before enrollment increases. Given the uncertainty of enrollment and the over-reliance on enrollment revenue, the administration is encouraged to continue to monitor and evaluate the institution's financial conditions and make prudent adjustments when warranted.

COMMUNITY SUPPORT

Planning for the transition to a baccalaureate-level institution has involved many members of the Crookston community and environs. It was evident from meetings with community leaders that the University of Minnesota, Crookston, enjoys widespread support and admiration within the community. The community representatives understand the importance of higher education, its role in developing the next generation of leaders and workers, and its responsibilities in economic development, cultural opportunities, spiritual development, and the enhancement of the area’s quality of life. Community commitment has been expressed in
terms of donations for scholarships and opening places for student internships as well as in terms of vocal and political support.

Community leaders understand and accept the challenges confronting the campus as it defines its future. They are anxious to be partners in the change process. Moreover, they are committed to insuring that whatever external assistance which may be needed during this transition period will be forthcoming. The individuals who were interviewed as a part of this focus visit expressed pride in the work of the university, the faculty, staff, and administration. Further, they expressed a unique appreciation for the students and want these students to become members of the community.

Given the level of support the University enjoys in the community, the campus is encouraged to continue to involve members of the community in the future of the institution.

STRENGTHS AND CONCERNS

The team concludes this section with a summary of the campus' strengths with respect to the criteria and of some their concerns about conditions that may in the future affect the campus' ability to meet the criteria.

STRENGTHS:

1. A faculty strongly committed to students, and students strongly appreciative of the institution and the faculty's concern for them and their education.
2. A strong commitment to the idea of baccalaureate-level education at UMC from the President of the System on down, particularly including the campus Chancellor, administration, faculty, and students. The community is also highly supportive.

3. A mission statement newly revised to include baccalaureate programs that has a unique and pioneering nature in the state and that is directly linked to both the institution's immediate past and its roots.

4. An attractive and well-maintained physical plant that includes, for the most part, adequate educational facilities for the proposed programs.

5. The presence on or near the campus of Agricultural Experimental Station, AURI, and the extension service that can and that express the commitment to increase their collaboration in UMC's degree programs.

6. The campus' experience and facilities for providing distance learning, both as an originating and a receiving institution, and its experience in promoting and coordinating distance learning networks.

7. Financial aid, including aid using locally-generated funds, covers a substantial fraction of the student body.

CONCERNS:

1. The library is quite small, both in collections and space, for an associate-level program and still less adequate for a baccalaureate one, inter-library loan services not withstanding.
University of Minnesota, Crookston

There does not seem to be budget to remedy this situation or a plan to anticipate the needs of the next level of programming and to move the services, facilities, and collection to meet them.

2. Plans to begin the programs anticipate beginning all at once, rather than phasing some in before others. There do not appear to be contingency plans for unanticipated problems or uneven student demand. Furthermore, funding for the additional staff, supplies, equipment, and other needs of a baccalaureate program are contingent on tuition income from new enrollments. There is apparently little room for shortfalls in funding due to a lag in enrollments, severe cuts in state appropriations to the university, or other unforeseen circumstances.

3. Plans depend to an unknown extent upon collaborative arrangements with other universities for key courses in several programs. Again, there do not appear to be contingency plans for unanticipated problems.

4. Student enrollment plans for the two years of the new programs are keyed to retention of current students as juniors and seniors. Once this increase is achieved, further increases are anticipated through the attractiveness of the new programs to both transfers and recent high school graduates. However, there do not appear to be specific action plans for recruiting plans.

5. While many faculty and administrators have considered the distinctions between the lower- and upper-level courses and some have thought about the distinction at the program level, only a few are able to articulate a qualitative distinction between the idea
of an associate degree and the idea of a bachelor's degree.

6. The amount of money available in the budget for supplies, equipment, and other expenses in the academic programs is relatively small, particularly for lab-intensive programs and for updating of computers.

III. ADVICE AND SUGGESTIONS:

These comments on the part of the team are offered as collegial observations to the campus. These ideas may provide the campus some assistance as it plans and implements its new programs, but they are not offered as conditions that affect the accreditation process.

1. As the number of community college transfer students who enter as juniors increases, special attention should be paid to assessing their mathematics and writing skills as they enter and to ensure remediation if necessary, in order to maintain appropriate standards in upper-level courses.

2. As the number of students of non-traditional age or background increases, admissions, student services, and other units should increase their attention to approaching their differentiated needs in a differentiated way. There seems to be a recognition of this need, but few definite plans.

3. The committee considering conditions related to promoting campus
University of Minnesota, Crookston

diversity is apparently meeting its charge. However, most of the baccalaureate programs are in traditionally male professions, as were most of the associate degree programs. The institution should take great pains to recruit and advise students and to teach all programs in a way that appeals to all.

4. The plan to implement assessment of student outcomes has begun well, and the campus is well ahead of many others in this regard. Program goals and course outcomes have in general been written and there are moves in some programs to consider various assessment methods. However, there may not be a campus-wide understanding or commitment to the program, and it is not clear that there is a strategy on the part of the planning committee to achieve this end.

5. External funding opportunities for a baccalaureate campus differ from those of an associate-level one. While certain funds reserved for two-year campuses are no longer available, the campus should not overlook opportunities to fund student-faculty research, undergraduate instructional improvement, TRIO programs, and cooperative proposals with the campus-based agricultural research units and/or regional business to SBDC and Federal set-asides for research collaborations between small businesses and universities.

6. The general education program proposed for the baccalaureate programs is an interesting combination of a core and a "magic list" of courses to ensure some distribution of students' experiences across the spectrum of human knowledge without eliminating students' choice altogether. A number of the programs have limited students' choices by specifying prerequisites for the major that
should be elected in the general education program, even while leaving free electives open. The math, lab science, computer, diversity, and interdisciplinary ethics core give some distinctive "4-year applied" program stamp to the general education program, but one wonders whether a more distinctive group of courses could be fashioned, either by limiting the number of courses on the list or by reconsidering some of the other core courses.

IV. CONCLUSIONS AND RECOMMENDATIONS

The team's recommendation is contained in the attached Statement of Affiliation Status. The recommendation that the statement be amended to include the campus' requested baccalaureate-level accreditation is made on the condition that the University of Minnesota System reaffirms its decision to approve specific baccalaureate degree programs for the University of Minnesota, Crookston, after receiving the Minnesota Higher Education Coordinating Board's advice on March 18, 1993, and after any other negotiations that may occur with the Board or its staff as a result of that meeting. The team members left the campus feeling confident that the university system would affirm its prior decision, based on their conversation with the President, even though some specifics concerning approval of individual programs and their details might be changed.

This recommendation is based on the team's assessment that UMC
would continue to meet the Commission's criteria at the new level. The team did not study UMC's status under the General Institutional Requirements in detail, but no changes would occur after instituting four-year programs that would affect its ability to fulfill these. The team's assessment under the four Criteria for Accreditation follows:

1. The revised mission statement is entirely appropriate for an collegiate institution. The mission statement has been widely discussed and published and is contained in the materials furnished by the institution to the Commission. UMC is poised to begin a new phase of its history, consistent with its past and consistent with the new needs of its students and its service area. It has drafted a new mission that has vision and is at the forefront of postsecondary education in this decade. The campus has the opportunity to be an example for the nation. The University of Minnesota system has recognized the value of UMC's proposals, not only by approving its new mission and programs, but also by moving to institute similar career-oriented, applied bachelor's degree programs on the Twin Cities campus that were modelled on the UMC programs.

2. The observations noted in Section II lead the team to believe that the campus has sufficient human, physical, and fiscal resources to mount the programs that are proposed. The task will not be an easy one, and resources may at times be short. But there
is a combined resolution on the part of all concerned to succeed that can bridge a number of temporary gaps.

3. Since new programs are proposed, this criterion does not apply to them. While the team did not study the current programs in depth, all indications were that the university is accomplishing its present purposes.

4. Because the campus, faculty, administration, staff, and students share a vision and have the basic resources at hand, the team members believe UMC will be able to accomplish and to continue to accomplish its new purposes.
WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF MINNESOTA-CROOKSTON
Highway 2 and 75 N.
Crookston, MN 56716

TYPE OF REVIEW: An evaluation focused on the institution's request to change the EDUCATIONAL PROGRAM section of its SAS to offer the Bachelor's degree

DATE OF THIS REVIEW: February 15-16, 1993

DATE OF SAS: June 22, 1990

COMMISSION ACTION:

CONTROL: University of Minnesota-Crookston is a public institution. It is a part of the University of Minnesota System.

Institution Recommended Wording: RETAIN ORIGINAL WORDING
Team Recommended Wording: RETAIN ORIGINAL WORDING

STATUS: University of Minnesota-Crookston is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1971-

Institution Recommended Wording: RETAIN ORIGINAL WORDING
Team Recommended Wording: RETAIN ORIGINAL WORDING

EDUCATIONAL PROGRAMS: The College offers programs leading to the Associate's (vocational-technical curricula) degree.

Institution Recommended Wording: The College offers programs leading to the Associate's (vocational-technical curricula) degree and the Bachelor's (arts and sciences and professional curricula) degree.
Team Recommended Wording: Same as institution's recommended wording.
LOCATIONS: The College offers courses and programs at its campus in Crookston, Minnesota; some courses are also offered at various sites within the state and at some selected sites in North Dakota.

Institution
Recommended Wording: RETAIN ORIGINAL WORDING

Team
Recommended Wording: RETAIN ORIGINAL WORDING

STIPULATIONS: None.

Institution
Recommended Wording: RETAIN ORIGINAL WORDING

Team
Recommended Wording: RETAIN ORIGINAL WORDING

REPORTS REQUIRED: None.

Team
Recommended Wording: RETAIN ORIGINAL WORDING

FOCUSED EVALUATIONS: None.

Team
Recommended Wording: RETAIN ORIGINAL WORDING


Team