

March 27-28, 2000 NCA Focus Visit

Summary Report

University of Minnesota, Crookston

Section I – Baccalaureate Degrees

Introduction to the Focus Visit Report

Accreditation History of the University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC) initially became affiliated with the North Central Association (NCA) of Colleges and Schools in 1965 when the institution was accredited as part of the University of Minnesota system. The institution was fully accredited as an operationally separate institution in 1971. A comprehensive visit was conducted by the NCA in 1983. That evaluation resulted in a ten-year accreditation with no focus visits, reports or stipulations.

In July 1992, following the Board of Regents resolution directing the University of Minnesota, Crookston to provide selected baccalaureate degrees, the Chancellor formally requested NCA to make a change in the Educational Programs section of the Statement of Affiliation Status to include the offering of the Bachelor's Degree. In conformity with Commission policy on institutional change, a Focus Visit to confirm the institution's self-assessment on readiness to offer baccalaureate degrees occurred in February 1993, with the resulting recommendation from the Focus Visit Team that the Statement of Affiliation Status be amended to include the requested baccalaureate level accreditation. The Commission approved this in August 1993. The Comprehensive Evaluation was delayed by one year and re-scheduled for the 1994-95 academic year.

A comprehensive evaluation visit took place in February 1995. The Team recommended continuation of the accreditation with the next comprehensive visit scheduled in six years. The Team noted that the six-year period would be two years after the institution was expected to reach the enrollment goals and one year after it was to meet the qualitative goals established by the University of Minnesota central administration. After consideration of the Team report, the Chancellor requested a Review Committee, an evaluation process, and that the next comprehensive visit be scheduled in ten years. A Review Committee process was initiated and conducted in June 1995. The review committee recommended that UMC's next comprehensive visit be in ten years with a report on November 1, 2000 on the transition from two year to four-year status. In August 1995 UMC was notified that

After careful review of the materials provided by the University and by the Team and the Review Committee, the NCA Commission concluded that a focused visit rather than a report (as recommended by the Review Committee) would be the most appropriate form of monitoring and that the next comprehensive visit be in ten rather than six years as the Team had recommended.

In 1999, Chancellor Sargeant requested that UMC have an accreditation review for distance education.

The visit description provided by NCA in October of 1999 was as follows:

A visit focused on the transition from a two-year to a four-year status documenting maintenance of quality and reporting on developments which have helped or hindered these efforts

Institution's request to offer degree programs through distance delivery

The 1995 NCA Review and Recommendations

During the 1995 comprehensive evaluation the NCA Team identified the following institutional strengths:

- a. UMC's mission- focused on applied undergraduate instruction, research, and service, is understood and endorsed by members of the academic and regional communities.
- b. The University of Minnesota, Crookston, following the leadership of the Regents of the University of Minnesota, has a long-range plan that includes key strategies and benchmarks for measuring results. UMC is to be congratulated for developing and following the "UMC 2002 Strategic Plan" in designing its future.
- c. The faculty and staff are dedicated, hardworking, and committed to the challenge of moving UMC into the next century.
- d. There is a positive attitude about the progress toward the utilization of technology as evidenced by student and faculty laptop computers, and increasing use of both interactive television courses, and on-line database searching capabilities through the library.
- e. UMC effectively provides academic assistance and developmental education opportunities for beginning students that are appropriate to its policy of open admissions.
- f. UMC is enterprising in its development of educational services, including collaborative efforts and program articulation with other post secondary institutions, and in continuing education ventures which promote technology transfer.
- g. The faculty and administration have, by and large, a good understanding of, and positive attitude about, the need for assessing student-learning outcomes. UMC is encouraged to build upon this strength and fully implement this NCA requirement by the time of the next Self-Study and on-site review.

The NCA Team presented the following areas of concern:

1. As a part of the “Critical Measures and Performance Goals” specified in the Board of Regent’s “University 2000 Mission, Vision, Strategic Directions and Performance” statement, the Crookston campus is being held to a number of performance objectives among which are: to achieve an enrollment of 1,200 FYE students by FY 98; to reduce the educational cost per student; and to enhance overall academic quality. It has been publicly stated by responsible University officials that the Crookston campus’ continued existence is contingent upon meeting these goals.
2. UMC does not meet the NCA General Institutional Requirement 19: “It has an external financial audit by a certified public accountant or a public audit agency at least every two years.” The last financial audit of record is dated 1991 and, as a component unit of a larger corporate entity (the University of Minnesota), the “supplemental information on the financial activity of the institution....” is not available.
3. The ability to provide the breadth and depth for the courses of the several new baccalaureate degree programs and emphases with existing faculty resources appears to be marginal in several areas and must be monitored carefully by UMC.
4. The amount of money in the budget for supplies, equipment, and other expenses in the academic programs is very small for equipment intensive courses.
5. Even though UMC is an integral part of the University of Minnesota, which undoubtedly possesses financial flexibility, the campus itself lacks sufficient reserve funds to face downturns in its income fund or for unbudgeted emergency expenses.

Preparations for the Focus Visit

During the fall of 1999, Chancellor Sargeant appointed the following members of the campus to serve as a Steering Committee for the Focus Visit:

Douglas Knowlton, Vice Chancellor for Academic Affairs – Chair
Owen Williams, Director of UMC Library
Daniel Svedarsky, Professor and Program Manager - Natural Resources
Robert Nelson, Vice Chancellor for Student Affairs
Susan Brorson, Professor and Program Manager – Management
Wendell Johnson, Associate Professor – Biology
Brian Miller, Assistant Professor and Program Manager – Sports and Recreation
Management
Dean McCleary, Vice Chancellor for Finance

The appointed members of the Distance Education committee were as follows:

Jeff Sinks, NETs Director - Chair
Ken Myers, Associate Professor and Director of the Center for Health and Human Services

Barb Muesing, UMC Director of Outreach
Dan Lim, Director of the Instructional Technology Center
Bill Peterson, Professor - Mathematics

In addition to the direction provided by the Steering Committee, guidance and support for the Focus Visit was obtained from the UMC Executive Committee, the Faculty Consultative Committee, the Academic Coordinating Committee, and through regular reports during the Chancellor's Campus Dialogue sessions.

Section II -Transition in Vision and Mission

A New Baccalaureate Institution

In July of 1992, the Board of Regents of the University of Minnesota adopted the following Mission Statement for the Crookston campus:

The University of Minnesota, Crookston provides teaching, research, and service, including associate degrees and selected baccalaureate degrees, with a focus on applied undergraduate instruction and research in agriculture, business, environmental sciences, human resource development, and appropriate interdisciplinary studies.

The University of Minnesota, Crookston provides a University link to the region for technology transfer and outreach, with emphasis on meeting the needs of a rural populace who require lifelong learning, training, and retraining to capture opportunities that maximize their existing resources and strengths.

Upon adoption of the revised mission statement for UMC, the campus developed a UMC 2002 Strategic Plan with input from students, employers, faculty, staff, and citizens of the area. The plan provided strategies for the development of UMC into a baccalaureate degree-granting polytechnic* university. The following key strategies provide guidance in the development of each UMC program area:

- 1. Customer Focus – Focus on students, employers, and employee needs and meet or exceed their expectations**
UMC will be a customer-oriented institution with degree programs and a work environment that puts students, employees, and society first.
- 2. Quality Products and Services – Develop quality programs and services**
The academic environment, curriculum design, outreach, administrative, and support services at UMC will be based upon customer/student/learner needs. The quality improvement process at UMC will be continuous.

3. Collaboration – Seek and establish partnerships with other educational institutions and employers

At UMC, collaboration will include combining resources to address customer needs and facilitating the development of possible solutions to regional and state issues. UMC will actively explore and develop collaborative relationships with other academic institutions, as well as with business and industry.

4. Technology – Incorporate the use of technology and telecommunications throughout the institution

Technology will continue to dramatically change the world's work and interaction landscape. Individuals can expect UMC to offer a learning environment that is technology based. They will have the opportunity to interact with state-of-the-art technology used by business and industry at UMC facilities and through field experiences. UMC will promote an awareness that change and technology go hand in hand, and an understanding that the ability to adapt to technological change will be essential for career success.

5. Accountability – Establish critical measures and benchmarks for all strategies

UMC will be accountable and responsive to the public that it serves. Teaching, research, service and administrative activities will be carefully observed, measured, documented and evaluated to help guide the improvement process.

**polytechnic* education—a balance of theory and practical application—offering undergraduate instruction and career-oriented associate and baccalaureate degrees

The University of Minnesota, Crookston has used the mission statement and the strategic plan and goals established by the University Board of Regents to guide a remarkable period of growth and development. UMC has been able to establish itself as a viable, award winning, growing and dynamic institution by continually focusing on these principles and benchmarks. This report will provide documentation of the extraordinary transition that has taken place at UMC. It will also provide information regarding challenges that remain as the institution continues to refine its baccalaureate mission.

Customer Focus - Meeting Expectations

One report was central to the UMC strategic plan for transition to the polytechnic baccalaureate mission: “At the Crossroads: Higher Education in Minnesota” published in January 1992 stated: “Post-secondary education must focus on the needs of its customers including students, employers and society as a whole. ...who best know what is needed are not the providers, but the users of the products and services. Each system, each campus should define its major internal and external customers, actively seek their input and design educational services and processes that meet their needs.” The goal of UMC has been to develop continuous improvement cycles that meet, exceed, and improve the student educational experience and employer expectations. Therefore, measuring the

student, employer, and faculty expectations is an important and continual process in this transition.

Students

As UMC identified its customers, students were obviously at the top of the list. With this focus it became imperative that the institution understand the reactions of students to their educational experience.

The Office of Student Affairs administers a *Degree Candidate Survey* to students applying as candidates for a degree. This survey provides information regarding the students' satisfaction with their overall UMC experience, an assessment of their responses to their general education classes, an assessment of their responses to their coursework in the major field, assessment of campus environment, general benefits and gains of their education, and their responses to the UMC notebook computer environment. The following information is from the spring 1999 Survey.

Satisfaction with overall UMC experience

Candidates for graduation were overwhelmingly positive in their assessment of their experiences at UMC. Seventy-one (84.5%) stated that they were either "*very satisfied*" or "*moderately satisfied*" while only 3 (3.6%) indicated that they "*very dissatisfied*" or "*moderately dissatisfied*." Some variation in ratings was evident, however, when looking at the results by gender. Women as a group expressed the greatest satisfaction (90.3%) while 80.5% of the men were "*very satisfied*" or "*moderately satisfied*." Little difference in overall satisfaction was evident based on completion of baccalaureate degree requirements (87.0%) versus associate degree requirements (85.7%).

Assessment of general education classes

Student responses to questions regarding their general education course work were more varied. While 82.2% rated the size of their classes as either "*excellent*" or "*very good*" and 71.1% rated the incorporation of the use of notebook computers and other technologies into courses similarly, only 27.7% assigned this rating to their preparation for more advanced courses. Almost one-third (32.1%) of the respondents also expressed low satisfaction with the feedback given on their performance.

Assessment of coursework in major field

Consistently higher ratings were given to questions regarding coursework in students' major field of study than similar questions regarding general education courses. Areas of greatest satisfaction as indicated by more than half of the respondents included incorporation of the use of notebook computers and other technologies into courses (65.1%); accessibility of instructors (60.2%); overall quality of instruction (57.1%); amount of discussion and team projects (54.8%); and courses appropriately challenged abilities (50.6%).

Assessment of benefits and gains

Students generally were very positive as to whether they possessed important life skills. More than 9 of 10 respondents "*agreed or strongly agreed*" with the following statements.

95.1%	I know how to get along with people with whom I live and work
92.6%	I can solve personal problems effectively
92.5%	I work effectively with others as a member of a team
91.1%	I know how to live and work with others who have different values and goals

Notebook computers

UMC's graduates were also very positive regarding the incorporation of notebook computers into the curriculum. More than 9 of 10 students either "*agreed*" or "*strongly agreed*" with the following statements.

95.1%	It was important to have computer access at any time
92.7%	Computer technology skills I have developed are essential to my future employment
90.3%	Having my own computer helped me assume personal responsibility for learning

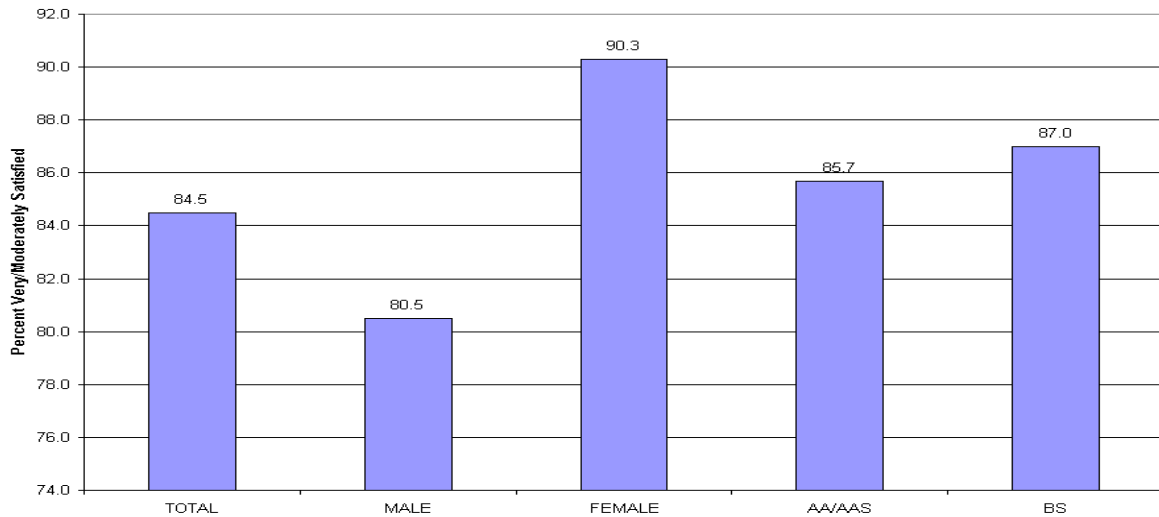
Assessment of campus environment

Students also expressed satisfaction with various aspects of the campus environment. Three out of four stated that they either "*agreed*" or "*strongly agreed*" with the following statements.

86.4%	I found the campus to be a friendly place
80.2%	Most classrooms are conducive to learning
79.3%	Instructors were sensitive to the backgrounds and needs of individual students
78.1%	I found the campus to be a physically attractive place
74.4%	The staff was friendly and helpful

The results of the Degree Candidate Survey are consistent with previous surveys of UMC students that reveal high levels of satisfaction with educational programs, services, and the campus environment. More than two-thirds (69.0%) of respondents would "*definitely or probably*" attend UMC if they were to start their undergraduate work over again. Fewer than 1 in 20 (4.8%) indicated that they "*definitely or probably*" would not.

Satisfaction With Overall UMC Experience



Complete survey results may be obtained at: <http://webhome.crk.umn.edu/~nelson/>

Employment Status

Since 1993 and the initiation of the baccalaureate degree programs at UMC, the Counseling and Career Center has conducted an annual survey of graduates as to their employment status and level of satisfaction with their educational experience.

This summary reports on the findings of the locally developed *Graduate Follow-up Survey* administered to 1997 – 1998 graduates of the University of Minnesota, Crookston (UMC). The survey includes graduates from Summer Session 1997, Fall Quarter 1997, Winter Quarter 1998 and Spring Quarter 1998. The survey was designed to provide important information on employment opportunities that will help us provide better consumer information to prospective students, UMC students, faculty/staff, alumni and employers. It will also help guide students to employment opportunities and assist in program evaluation. Graduates were requested to complete the survey via US postal mail. To respond to the questionnaire, the recipient filled in the requested information and returned the completed survey to the Counseling and Career Center in a self-addressed stamped envelope provided with the survey. Counseling and Career Center staff collected and read the responses, extracted the data, processed it, and presented the numeric results.

All 182 University of Minnesota, Crookston 1997-1998 graduates (100%) were mailed a Career Center cover letter and questionnaire approximately 3 months after their graduation date. Two follow-up reminders were sent at two-month intervals to those who had not returned the questionnaire. Graduates who had not responded after the second mailing were telephoned by career center staff and a follow-up questionnaire mailed. A

variety of address tracing procedures were utilized such as contacting parents, faculty and staff, and searching active student files and collegiate unit records.

Usable responses were received from 173 (95%) of the surveyed graduates. The survey consisted of seven demographic questions, seven employment questions, three further education questions, who responded to the survey questionnaire and one section asking graduates about "overall satisfaction with UMC education."

Key characteristics of the respondents included the following

Demographics

- • 101 (55%) Male
- • 81 (45%) Female
- • 135 (74%) of graduates were between the ages of 20-24
- • 27 (15%) of graduates were between the ages of 24-29
- • 19 (10%) of graduates were over 29

Degrees/Majors

- • 129 (71%) Baccalaureate Degrees
- • 44 (24%) Associate Degrees
- • 9 (4%) combination Baccalaureate and Associate Degrees

Employment

- • 160 (88%) of the graduates were available for employment
- • 156 (98%) available for employment are employed

Relationship of Employment to Degree

- • 142 (91%) related or somewhat related
- • 14 (9%) not related

Further Education

Of the 173 respondents, 6 (3%) graduates have gone on to continue or pursue additional education.

Satisfaction

Of the 150 graduates who responded to this question 147 (98%) were either satisfied or very satisfied with their UMC Education.

A complete list of employers is linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

Faculty

Faculty Satisfaction

The faculty satisfaction at UMC has recently been assessed and the detailed outcome of the survey is linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

The faculty satisfaction results show that nearly 43% of the faculty have been teaching at UMC for 21-40 years. Additionally, more than 70% of the tenured faculty responded as strongly agreeing or agreeing to a high level of satisfaction with their employment at UMC. See table 1.

Table 1 - I have a high level of satisfaction with my employment at the University of Minnesota, Crookston.

Choice Texts	Responses		Weighted Responses		
	Count	Percent	Weighting	Value	Percent
A- Strongly agree	10	23.81	5	50	31.85
B- Agree	19	45.24	4	76	48.41
C- Neutral	6	14.29	3	18	11.46
D- Disagree	6	14.29	2	12	7.64
E- Strongly disagree	1	2.38	1	1	0.64
Total	42	100.00		157	100.00

While the faculty are generally satisfied with their employment, it also becomes important to recognize that there are significant concerns about the approach that UMC has taken with regard to shared governance and consultation. Tables 2 and 3 point out the responses regarding governance that the faculty survey received. The full report of the faculty survey identifies specific comments and suggestions about governance.

Table 2 - Do you feel shared governance on campus should be changed?

Choice Texts	Count	Percent
A- Yes	15	40.54
B- No	22	59.46
Total	37	100.00

Table 3 - In what ways have you had an opportunity to participate in shared governance?

Choice Texts	Count	Percent
A- Committee work within center	34	29.82
B- Committee work within Campus Assembly or Faculty Assembly	25	21.93
C- Working on ad-hoc committees	26	22.81
D- Elected or appointed officer of campus organization.	14	12.28
E- All University committee	15	13.16
F- Other, please specify...	0	0.00
Total	114	100.00

UMC is in the process of initiating a Faculty Assembly with a new constitution, by-laws and committee structure. It is hoped that the new structure will help facilitate the kind of shared governance that can lead to improved communication and thus improved teaching and learning.

Quality Products and Services

Development of quality products and services is the most important strategy at any institution. For purposes of this report, the following activities are a part UMC's quality product and service initiatives: Transition of Core Components; Assessment and Documentation of Student Learning; Program Improvement Advisory Committees; Faculty Development, and Course Development (Upper Division Development and Semester Conversion).

Transition of Core Components

In 1988, as another attempt to understand the needs of employers and the skills students need, the University of Minnesota began to look at assessment of the undergraduate experience and the University of Minnesota, Crookston began the process by inviting faculty to participate in ranking proposed quality indicators. Sixty-five percent of the faculty participated in the initial rankings. After a period of development and examination, a Student Academic Achievement Working Group began to give leadership to the assessment process. UMC was changing its mission, and, as a result planned and conducted numerous surveys to determine what the clear outcomes of a UMC education should be. Results from employer surveys demonstrated agreement on what the outcomes should be for each baccalaureate program. The identified outcomes covered both general education and preparation for a career; thus, UMC's core components emerged as the most visible characteristics of a UMC education. Faculty in each program were to determine that all nine core components are included in each program. The original nine components were as follows:

1. Active Learning
2. Technology
3. Ethics
4. Decision Making
5. Communication
6. Human Relations/Diversity
7. Global Perspectives
8. Environmental Perspectives
9. Career Life Adaptability

In 1997, a Core Components and Assessment Work Group initiated more work on refinement of the core and the development of an assessment process. The major work of the group resulted in a reduction of the 9 core components to 3 primary core components as shown below.

Critical Thinking

- • Applied Learning
- • Problem Solving

Working With Others

- • Teamwork
- • Diversity

Communication

- • Reading
- • Writing
- • Speaking
- • Listening
- • Using Technology

The group also provided recommendations for implementation and suggestions for faculty analysis of courses and programs. A more detailed outline of this work is linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

Assessment and Documentation of Student Learning

On June 16 & 17, 1999, a subgroup of the UMC Assessment Group met to discuss and begin planning a renewed implementation of strategies for assessing student learning.

Following the advice (use of multiple instruments that include direct measures of student learning and specific measures that are linked to explicit objectives for student learning) provided by Cecelia Lopez, UMC's liaison with the North Central Accreditation office and a recognized national expert on assessment, a model for implementing an assessment plan at UMC was arrived at. The plan has four basic components:

1. assessment of **general education** curriculum
2. assessment focused on UMC's three **core components**;
3. : critical thinking, communication, working with others
4. assessment of **discipline specific knowledge and skills**
5. connecting the assessment findings to **institutional decision making**.

The initial group discussions centered on the following topics:

- * goals for UMC's assessment activities
- * participation- how to get campus "buy in"
- * data that will be needed
- * what specific responsibilities were needed and what should be the timeframe
- * the link between assessment feedback and decisions

It was decided that specific goals for UMC's assessment activity should be directed at improving student learning and improving instruction. If assessment was to be a successful and compelling activity for UMC, we would have to have faculty, administration, student and staff buy in. One of the means for achieving buy in will be specific processes by which the assessment data would be incorporated into institutional decision-making.

A three-year timeline would be a projection for full implementation of an assessment process. The following activities for fall 1999 implementation were recommended:

1. 1. General Education - The Center for Learning Foundations will initiate a process for identifying the activities in the General Education curriculum/courses that specifically address each of the core components and the current means for assessing student-learning outcomes for these activities.

2. 2. Discipline Specific Knowledge and Skills -Each of the degree programs will be asked to compile a list of activities in their curriculum/courses that address the core components and the current means for assessing student learning outcomes for these activities.

These two activities will allow for the identification of strengths and weaknesses in our current activities as it relates to the core components. As a result the institution can make some determination of resources or processes needed to strengthen student learning in the identified areas.

3. 3. Core Components (Communication) - Due to the fact that the core component of communication is directly related to the “communications” curriculum a request will be made to the communications department that a more detailed documentation of current activities, assessment processes and their impact on student outcomes be provided. Utilizing this information and guidance from the communications faculty a specific curriculum/campus wide assessment strategy will be developed with implementation targeted for Spring Semester 2000. The Academic Affairs office will provide specific support or resources needed to gain this information and develop the strategy.
4. 4. Core Components (Critical Thinking) -Under the direction of Marsha Odom the committee will review a group of standardized instruments directed at the assessment of Critical Thinking skills. Preliminary planning includes the adoption of an instrument to be administered campus wide (or the selection of a specific cohort of students) in November. .
5. 5. Institutional Commitment - A presentation regarding assessment will be included in the Opening Week activities with an agenda to be developed by the Vice Chancellor for Academic Affairs in consultation with the Assessment Committee.

Assessment accomplishments to date

During the opening week (August 1999) of in-service activities, the Vice Chancellor for Academic Affairs and members of the Assessment Committee presented the plan to the faculty and interested staff. After some refinement and continued meetings and discussions the following activities have been initiated.

General Education - A questionnaire to initiate campus conversations entitled “Assessing General Education” developed by Jack Meacham for the American Association of Colleges and Universities is being considered as an additional assessment of campus wide views of the General Education curriculum at UMC.

Core Components, General Ed, Discipline Specific Knowledge – The University of Minnesota has just completed the development of an online portfolio that is available for students on all four campuses. The development team will be at UMC during the

week of March 13, 2000 to demonstrate its capabilities.

Core Components (Critical Thinking) -Over 250 UMC students enrolled in the Intro to Information Technology course and the General Biology course were administered the Watson-Glaser Critical Thinking Appraisal during the Fall 1999 semester. Mean scores and other descriptive statistics have been calculated that will allow comparison to appropriate norm groups. Plans are to provide individual feedback to students during spring semester 2000 and to provide opportunities for reassessment so students can monitor their own growth in this area. This data will also be used to facilitate a campus wide discussion of critical thinking and the activities that can be placed within the curriculum to facilitate the development of these skills. As a first measure of our progress, a systematic retesting of the sample population of students is scheduled for spring of 2001. A workshop delivered by the Collaboration for the Advancement of Teaching and Learning, entitled "Infusing Critical Thinking Across the Curriculum," is being planned for summer/fall 2000.

Core Components (Communication) - The communications faculty is in the process of making recommendations for the assessment of communications skills to be utilized as a campus wide model. They have been holding preliminary discussions and the Office of Academic Affairs will be providing support so that faculty can work through this process during the summer of 2000.

Core Components - For additional information on reported inclusion and measurement of Core Components by the faculty, please refer to the Core Component section of this document.

As a part of the Faculty Survey conducted to provide information for this Focus Visit, questions were asked of faculty regarding their integration of core components in their courses and programs. Tables 4 and 5 provide the data regarding the faculty responses.

Table 4 - Which of the core components have you integrated into your courses?

Choice Texts	Count	Percent
A- Working with others	34	32.08
B- Communication	33	31.13
C- Critical thinking	38	35.85
D- None	1	0.94
Total	106	100.00

Average # choices chosen per response 2.65

Table 5 - Which of the core components have you measured in your courses?

Choice Texts	Count	Percent
A- Working with others	24	28.24
B- Communication	24	28.24
C- Critical thinking	29	34.12
D- None	8	9.41
Total	85	100.00

Average # choices chosen per response 2.07

Additional information on the faculty priorities and views of the core components can be found in the complete survey which work is linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

These assessment activities are just the beginning of a campus wide focus on the assessment of student learning and a concerted effort to bring this assessment process into the decision making process of the campus.

Program Improvement Audit Committees

The UMC 2002 Strategic Plan includes the implementation of Program Improvement Audit Committees to aid in the implementation, evaluation, and continuous improvement of each program. In this way, UMC can be responsive to its business and industry customers and meet one of the goals of a polytechnic education.

There are 19 Program Improvement Audit Committees (PIAC), one all-college advisory committee, a counseling and career center advisory committee, and a service learning advisory committee, with a total of 230 members providing advice to the college. The membership is comprised of people with diverse backgrounds and interests, including representatives from business, industrial, educational, and health organizations, as well as from the University faculty and students.

Any improvement in university programs will have a positive effect on the quality of graduates who are employed by organizations. This improvement, in turn, may help organizations improve their operations. In addition, it is hoped that organizations will seek the assistance of the university by requesting courses and programs for training their personnel or will seek advice from faculty or staff. Through this complimentary and cooperative approach the university, on the one hand, is being helped by organizational representatives, on the other hand, it is helping those organizations. This feedback loop has impacted many programmatic and curricular decisions, such as the following:

* A joint meeting of the Plant Industries Management and Agriculture Industry Sales and Management (AISM) PIAC's recommended a name change for the AISM program to Agribusiness with several areas of specialization.

* The Dietetic PIAC reviewed the electives in the program and recommended changes in the Chemistry and Math choices.

Detailed information regarding the membership, organization, and roles of the UMC's PIACs and minutes are linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

Faculty Resources and Development

The numbers of full time and adjunct faculty per program are presented in the Faculty By Program Table on the following page. Information on current faculty is available by visiting the staff web site linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

To understand the faculty's commitment and participation in this transition, the four faculty members of the NCA Focus Visit Committee conducted a faculty survey. The full results of that survey is linked to the UMC Focus Visit website at <http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

The faculty completing the survey were asked "In the past five years what features do you believe have been most beneficial to student learning?" Table 6 presents their responses to this question.

Table 6 – Features most beneficial to student learning

Choice Texts	Count	Percent
A- Class size	20	15.63
B- Use of computers	22	17.19
C- Increased curricular offerings	13	10.16
D- Competency of faculty	23	17.97
E- Technology mediated learning	17	13.28
F- Ease of students to meet with faculty	18	14.06
G- Faculty rewarded for good teaching	0	0.00
H- Working conditions for faculty	2	1.56
I- Faculty development	9	7.03
J- Increased financial resources	1	0.78
K- Other, please specify...	3	2.34
Total	128	100.00

The faculty was also asked to project what features they believed would be the most beneficial to student learning in the next five years, and they responded in the following manner.

Table 7 – Features most beneficial to student learning in next five years

Choice Texts	Count	Percent
A- Class size	15	11.19
B- Use of computers	20	14.93
C- Increased curricular offerings	13	9.70
D- Technology mediated learning	15	11.19
E- Competency of faculty	19	14.18
F- Ease of students to meet with faculty	8	5.97
G- Faculty rewarded for good teaching	6	4.48
H- Working conditions for faculty	8	5.97
I- Faculty development	21	15.67
J- Increased financial resources	6	4.48
K- Other, please specify...	3	2.24
Total	134	100.00

Faculty perceptions of factors influencing their instruction clearly indicate a dedication to creating a close personal involvement with students through small class sizes and ease of student faculty interactions as well as the continued incorporation of computers and other technology mediated instruction. In order to accomplish a continued growth of instructional skills, they have recognized the need for ongoing faculty development and increasing competency.

To increase their instructional skills, the UMC faculty have participated in numerous faculty development activities. Table 8 presents data regarding self-reported developmental activities.

Table 8 – Faculty developmental that have affected teaching at UMC

Choice Texts	Count	Percent
A- Grants Received	14	10.69
B- Curriculum Changes	26	19.85
C- Course Redesign	30	22.90
D- Professional Organization	25	19.08
E- Professional Consulting with Industry	17	12.98
F- Research Activities	19	14.50
Total	131	100.00

Average # choices chosen per response 3.28

To support the faculty and promote their development the institution has

- • allocated professional development funds through the Human Resources office (approximately \$17,000 per year)
- • provided faculty development funds in the Office of Academic Affairs (approximately \$10,000 per year)
- • funded mini-grants for technology integration projects (approximately \$22,000 per year)
- • funded budgets in each program and center that can be utilized for developmental activities
- • provided resources through a faculty enhancement program for faculty pursuing advanced degrees
- • maintained membership in The Collaboration, a regional multi-campus faculty development organization and provided funding for attendance at their conferences
- • supported an opening week series of in-service workshops (topics have included instructional design; future of liberal arts education; legal issues associated with web based instruction; and a variety of technology innovations)

In addition, UMC faculty have received technology-enhanced learning grants through initiatives sponsored by the entire University of Minnesota system. During the past year this program provided three faculty members or teams approximately \$10,000 respectively for individual projects.

Mini-grants

In the past 5 years, UMC has funded 51 individual grants (averaging approximately \$2000) to faculty members for integrating technology in the curriculum. A full listing of

projects and descriptions is linked to the UMC Focus Visit website at:
<http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

Listed below are titles from a group of the most recent projects.

- • Internet-based lecture preparation programs for physics
- • An interactive CD ROM detailing the processes and procedures utilized in construction of golf courses and athletic fields
- • Course development: Advanced Technical Writing
- • Continuing Education Computer-Instruction Curriculum and Guide
- • Basic Chemistry computerized randomly generated problems, assignment questions and quizzes
- • Sanitation and safety web course
- • Web-Based On-Line INM 1060 Database Management Course for Distance Education Delivery

The Instructional Technology Center (ITC)

The Instructional Technology Center was developed by UMC to support technology integration throughout the curriculum. Training activities are available for all teaching faculty including adjunct staff. The following list identifies the type and number of training sessions that were conducted during the previous year.

Toolbook Sessions – 20
Outlook 98 Sessions - 21
Netscape Composer Sessions - 10
Graphics Sessions - 8
Digital Videos Sessions - 5
Scanning & editing Sessions - 4
Digital cameras & editing Sessions - 3
Online Testing Sessions - 5
FrontPage Sessions - 12
Net meeting Sessions - 2
Summer Interactive Course Camp (4-day workshop): 30 faculty and staff attended 3 camps

The faculty survey indicated that 29 of the 42 faculty responding had directly used the Instructional Technology Center. A listing of services accessed by the faculty included web site development; on-line testing development; assistance using software packages; CD development; development of learning modules; and creation of presentations,

Course Development

Upper division course development

Currently UMC's catalogue lists 445 courses with 271 (60%) at the upper division (3000 and above) level. With the transition to a baccalaureate institution came recognition that considerable course development activity would be necessary. To understand this activity, faculty were surveyed regarding their development of upper division courses. Out of the 42 faculty responding to this survey, 33 of them indicated that they had taught an upper division course during the past three years. Tables 9 and 10 provides the data regarding the development of new and revisions of upper division courses.

Table 9 - Upper division course development

Choice Texts	Count	Percent
A- Yes, and it was implemented	24	58.54
B- Yes, but it was not implemented	2	4.88
C- No, I have not developed an upper division course	15	36.59
Total	41	100.00

Table 10 –Development an upper division (3000-4000) course that was previously a lower division (1000-2000) course

Choice Texts	Count	Percent
A- Yes, and it was implemented	15	36.59
B- Yes, but it was not implemented	2	4.88
C- No, I have not developed an upper division course	15	36.59
D- No, I developed an upper division course but it did not previously exist as lower division	9	21.95
Total	41	100.00

Curriculum Review and Revision – Semester Conversion

In 1995 the Minnesota State Legislature mandated that the Minnesota State Colleges and Universities (MnSCU) change to a semester-based calendar in 1998. The Board of Regents of the University voted in September 1995 to change to semesters in 1999. As a part of the process, all courses and degree programs at UMC underwent a revision process that included an examination of learner outcomes, number of credits, level of courses, and fit within the degree program structure. The UMC Curriculum Committee was responsible for reviewing the work of the faculty and monitored the proposed changes. Syllabi from UMC courses are available at the following website and is linked to the UMC Focus Visit website at:

<http://www.crk.umn.edu/umcadmin/AcademicAFF/NCA/>

<http://sunny.crk.umn.edu/courses/syllabi/syllabi.htm>

A specific password is necessary to access these syllabi and can be obtained through the Academic Affairs office at UMC.

Collaboration

This strategy was a part of the strategic plan with the goal of sharing resources in higher education and leveraging the strengths of both UMC and other higher education institutions as a means of containing cost and creating program quality.

Partnerships

For UMC to be a successful institution and deliver high quality baccalaureate programs one of the strategies for providing a breadth of experience was the development of collaborative partnerships with other institutions. Some partnerships help provide the credentials for a specific degree while others support specialized areas of emphasis or provide additional curriculum options. Listed below are descriptions of the various partnerships currently in place in the UMC curriculum.

UNIVERSITY OF MINNESOTA.

University College and University Extension.

UMC's Bachelor of Applied Health (BAH) is a distance delivered degree program with coursework provided by UMC faculty and University College faculty on the Minneapolis campus. Extension Service personnel provide coordination at field delivery sites. Other collaborators include Red River Community College in Winnipeg, Manitoba and Northwest Technical College in East Grand Forks. Some BAH courses are delivered via the Internet.

College of Agriculture, Food and Environmental Science (COAFES – St. Paul) and College of Education (Minneapolis).

The Bachelor's in Agricultural Education will be a UMC campus based major but with courses delivered from the St. Paul campus via Internet and ITV. This program is scheduled to commence in the fall of 2000.

College of Agriculture, Food and Environmental Science (COAFES – St. Paul)

The Scientific and Technical Communication major is offered jointly between UMC and the St. Paul campus, principally the Department of Rhetoric. Nine rhetoric courses are delivered via the Internet or ITV to UMC. One faculty member is "shared" but is housed at St. Paul.

The Equine Industries Management major has imported two equine-related courses from the Department of Veterinary Medicine within COAFES.

The Animal and Dairy Science major at UMC receives one course in Animal Breeding from St. Paul via ITV.

BEMIDJI STATE UNIVERSITY (BSU).

Early Childhood Education. This program provides a B.S. degree with Board of Teaching Licensure through grade three teaching license. BSU will have 1.5 FTE in Early Childhood commencing fall of 2000 and is utilizing four other education faculty members to deliver 11 courses. One BSU professor provides advising assistance as well as instruction. Effective the fall of 1999, two UMC faculty members in Early Childhood Education are teaching licensure courses, and effective 2000-2001, UMC will provide instruction in five courses via ITV to BSU.

Natural Resources Law Enforcement. This major is offered as an emphasis within the UMC Natural Resources program. Nine courses are provided by the Department of Criminal Justice at BSU to supplement general education and resource management classes at UMC. Most courses are ITV, some via Internet, and some with in-person instruction. Graduates are eligible to take the Minnesota Peace Officer Standards and Training (P.O.S.T.) certification exam. This program commenced in the fall of 1999.

Accounting. This is a shared major and cooperative degree program with BSU in which ten accounting courses are delivered from BSU to UMC. Three of these are via ITV. Graduates may take the Uniform Certified Public Accounting Exam, the Certified Internal Auditor Exam, or the Certified Management Accounting exam.

UNIVERSITY OF MONTANA, SCHOOL OF FORESTRY.

Four Forest Wilderness Recreation courses are delivered from the Arthur Carhart Center for Wilderness Management and are an integral part of the Park Management emphasis of the Natural Resources program at UMC. These Internet courses rely heavily on Internet conferencing.

UNIVERSITY OF NORTH DAKOTA.

The Business Aviation emphasis within Business Management is offered in collaboration with the UND Center for Aerospace Studies. Resident Aviation instruction is provided by faculty from both UND and UMC.

Air Force Reserve Officer Training Corps (ROTC) is offered collaboratively between UMC, UND, and North Dakota State University (NDSU). UMC provides the academic home; UND, the instruction/training site; and NDSU provides the instruction.

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SOUTHWEST STATE UNIVESITY (SSU, Marshall).

The Hotel, Restaurant and Institutional Management major is offered collaboratively with SSU. A UMC faculty member is located on the SSU campus with 2-way course delivery occurring via Internet and ITV. This program commenced in the fall of 1999.

Joint Appointments

To augment the instructional resources of UMC there are a number of "less than full time" personnel providing instruction. These range from joint appointments with other departments of the University to adjunct professors who teach only one course per year. Within the Center for Agriculture and Natural Resources (CANR), there are five Ph.D. personnel with joint appointments with the Northwest Research and Outreach Center (NWROC) located on campus; two between UMC and NWROC, and three between NWROC and the following departments of the COAFES on the St. Paul campus: Entomology, Agronomy and Plant Genetics, and Plant Pathology. In the fall of 2000, a joint appointment will begin between the CANR and the College of Natural Resources on the St. Paul campus. This person will facilitate the development of a new major in Wildlife Management within the UMC Natural Resources program.

Technology

This strategy has brought attention to UMC from students, other educational institutions and from employers. At the core of this strategy was the provision of notebook computers to all students and faculty. The strategy would be financed by a student technology fee and reallocation of resources within the institution over a period of time. Of course, the development of faculty and staff technology knowledge and skills was critical as was the addition of technology support services.

Technology Integration

Employers and business leaders interviewed in 1992 indicated that communications, human relations, and computer literacy were the main skills looked for in hiring new employees along with the discipline knowledge. In particular, they felt that colleges could play a stronger role in developing students technology skills. In response to this employer survey, UMC decided to launch a new aggressive strategy to develop student computer literacy. In September of 1993, UMC became the first university to provide every full time student with a notebook computer. These are financed through a technology access fee assessed to all students.

With the emphasis on technology, faculty and staff training and support and infrastructure improvements were top priority. Portions of state allocations and tuition dollars were used to fund these improvements; however a majority of the expenditures were funded through reallocations and prioritization changes.

Two weeks before classes began in fall 1993, nearly two-thirds of the faculty participated in a week long technology workshop in preparation for a student body in which all full-time students had notebook computers. A help desk was established to assist students and faculty with their notebook computers and provide additional equipment needed for specific projects and assignments.

Although faculty had desktop computers, it was determined that they would need notebook computers. Faculty was issued notebook computers in the summer of 1994. They were funded centrally, leaving the program or department funds to fund items other than computer equipment. Mini-grants were provided to faculty as an incentive for adopting technology into the curriculum.

In the fall of 1995, an Instructional Technology Center and was established and a director hired to assist the faculty in incorporating technology into the curriculum. The goal of the ITC center is to work with faculty in developing interactive and multi-media learning materials.

In fall 1996, a Webmaster position was added on campus aid in the movement of UMC's courses and services to the Internet. Additional student support has been added to the web services. Significant web tools and services have been added to the campus to better serve the faculty, staff, students, community, and prospective students. UMC websites are key examples of our efforts in this area.

Campus repair and replacement funds have been used to help improve the infrastructure to support technology. In the first year, 1993, faculty designed two classrooms with electrical and Internet access at each student seat and a teaching station for the computer with an overhead projector. As of Spring 2000, 77% of the classrooms at UMC contain this equipment.

The biggest challenge the recent years has been to keep up with the growing demand for off-site access to campus servers, video technologies, and faculty and staff training. UMC has been able to participate and sustain its movement into the ubiquitous teaching and learning world by creative financing of hardware and software. The biggest gains are yet to be made as faculty continue to rethink their pedagogy using well-crafted computer mediated materials.

Table 11 - Summary of technology expenditures

	FY94	FY95	FY96	FY97	FY98	FY99
Student Investment						
Technology Access Fee	705	750	780	900	960	960
Total	705	750	780	900	960	960
Institutional Investment - Reallocations						
Faculty Notebook Computers (100 leased)	N/A	75,000	107,000	110,000	120,000	120,000
Classroom Remodeling (no. and amt.)	2 40,000	6 120,000	6 120,000	2 50,000	2 50,000	14 105,700
Faculty/Staff Development						
Training	20,000	25,000	30,000	30,000	30,000	30,000
Mini Grants	N/A	N/A	20,000	20,000	20,000	20,000
Inst. Dev / Student Employment	N/A	N/A	N/A	20,000	20,000	20,000
Support Services (FTE and SEE)						
Computer Center	2 79,496	2 81,280	2 83,954	2 87,393	2 91,286	2 94,806
Help Desk	1 22,000	1.5 45,000	2 60,000	2 70,000	2 81,139	2 83,041
Instructional Development Center	N/A	N/A	1 55,000	1 72,000	1.2 107,886	1.2 125,474
WEB Master	N/A	N/A	6,000	1 50,000	1.5 55,552	1.5 82,825
Telephone (addtl. Lines and costs)	N/A	8 8,000	16 12,000	16 16,000	24 44,000	24 50,000
Infrastructure						
NTS Support Charges						11,272
Servers, Routers, Software	35,000	109,646	112,965	94,564	173,200	163,797
Total	196,496	463,926	606,919	619,957	793,063	906,915
Outcomes - Critical Measures						
FYE Enrollment	1,036	1,043	1,181	1,282	1,288	1,347
Institutional Technology Investment per FYE	190	445	514	616	616	673

Additional information documenting UMC’s dedication to its technology integration vision is available through the information that has been provided via the Yahoo’s ratings of most wired campuses and can be found at <http://www.crk.umn.edu/special/yahoo2000/>.

Accountability

Establishing Criteria and Benchmarks in Each Strategic Area

At the time that the University of Minnesota, Crookston’s mission was changed to include the delivery of baccalaureate degrees, the Board of Regents and later the NCA were clear that there were expectations and goals that would have to be met. These goals included “Critical Measures and Performance Goals” specified in the Board’s “University 2000 Mission, Vision, Strategic Directions and Performance” and cited in the NCA Team’s list of concerns. UMC has clearly met and exceeded these marks of success and will provide documentation in the following categories:

- Enrollment
- Quality Programs and Services
- Collaborative Partnerships
- Financial Accountability
- Planned Investment in Physical Facilities

Enrollment

The first performance objective to which the University of Minnesota, Crookston was to be held accountable was the enrollment goal of 1,200 FYE students by FY 98. Table 12 provides a presentation of the FYE enrollment progress that has been accomplished.

Table 12 – University of Minnesota, Crookston FYE enrollment.

<i>Year</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
FY94	1036		
FY95	1043	63	0.7%
FY96	1181	138	11.7%
FY97	1282	101	8.6%
FY98	1288	6	0.5%
FY99	1347	59	4.6%

Another enrollment goal established by the Board of Regents was the increase of headcount enrollment by approximately 3 percent each year to attain 1,538 by FY 98. Table 13 presents UMC's headcount enrollment

Table 13 -Fall term headcount enrollment.

<i>Fall</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
1993	1457		
1994	1557	100	6.8%
1995	1729	172	11.0%
1996	2201	472	27.3%
1997	2219	18	0.8%
1998	2492	273	12.3%
1999	2464	-28	-1.1%

Tables 14 through 19 provide additional documentation of the steady growth and change in enrollment that UMC monitors as we are developing our new baccalaureate institution.

Table 14 -New high school (NHS) enrollment.

<i>Fall</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
1993	310		
1994	273	-37	-11.9%
1995	293	20	7.3%
1996	291	-2	-0.7%
1997	261	-30	10.3%
1998	256	-5	-1.9%
1999	307	51	19.9%

Table 15 - New advanced standing (NAS) enrollment

<i>Fall</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
1993	39		
1994	42	3	7.7%
1995	53	11	20.8%
1996	67	14	26.4%
1997	55	-12	-17.9%
1998	60	5	9.1%

1999	106	46	76.7%
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Table 16 - Minority population of students increases.

<i>Fall</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
1993	40		
1994	59	19	47.5%
1995	82	23	39.0%
1996	95	13	15.9%
1997	83	-12	-12.6%
1998	102	19	22.9%
1999	109	7	6.9%

Table 17 – International student enrollment

<i>Fall</i>	<i>Actual</i>	<i>Change</i>	<i>Percent Change</i>
1995	36		
1996	29	-7	-19.4%
1997	25	-4	-13.8%
1998	32	7	28.0%
1999	29	-3	9.4%

Table 18 – Mean high school rank

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Baseline	45.8	44.9	45.6	45.3							
Goals					46.2	47.3	48.1	49.1	50	51.1	52

Table 19 - Undergraduate enrollment by degree program

<i>Fall</i>	<i>AS/AAS</i>	<i>BS</i>
1993	371	287
1994	246	412

1995	188	541
1996	164	611
1997	140	677
1998	131	764

Degree Program Enrollment

Table 20 provides enrollment numbers for each of the Baccalaureate programs from 1995 through 1999.

Table 20 - UMC Enrollment Data 1995-1999

Bachelor Degree Programs	1995	1996	1997	1998	1999
Accounting	NA	6	9	23	25
Agricultural Aviation	NA	8	12	14	18
Agricultural Industries Sales & Management	64	46	69	78	64
Animal Industries Management	66	46	44	42	38
Applied Health				2	8
Applied Studies			17	11	13
Business Management	54	91	86	116	114
Early Childhood Education	15	31	30	41	52
Equine Industries Management	14	32	37	46	53
Golf Facilities & Turf Systems Management					5
Health Management	22	37	35	26	17
Hotel, Restaurant, and Institutional Management	42	37	36	24	29
Information Networking Management	12	42	83	96	133
Manufacturing					30
Natural Resources	85	75	82	83	82
Plant Industries Management	87	87	111	111	98
Scientific & Technical Communication				5	10
Sport and Recreation Management					61

Quality Programs and Services

NCA Accreditation - One of the first criteria for determining successful completion of the new mission was to obtain North Central Association accreditation as a Baccalaureate institution. That accreditation was received in 1995.

Program Improvement Audit Committees - A second goal was the establishment of Program Improvement Audit Committees (PIAC) in each of the degree programs. These committees have been active within the institution. Please see the PIAC section (page 15) of this report for details of their involvement.

Learner Outcomes - Several measures of student outcomes have been utilized and other assessment activities are being initiated and developed. All these outcomes are directed toward the continual improvement of the quality of a UMC education.

Internship Experiences – As a part of the active educational experience at UMC and integrated in the polytechnic curriculum, internships are required in every degree program. While most programs currently provide some measure of student performance in these experiences, future assessment to document outcomes is being planned.

Collaborative Partnerships

UMC has more than met the goals of developing active partnerships with other institutions to deliver Baccalaureate degrees (as documented in the Collaboration section of this report).

In addition, over 500 Northwest Technical College students receive their general education coursework from UMC. This has been a longstanding and productive relationship.

Some 800 high school students from 25 school districts participate in UMC's College in the High School.

UMC currently has six joint appointments with departments at the Twin Cities campus.

Partnership degree programs and course exchanges exist with six other higher education institutions.

UMC has been developing contracts for delivery of educational programming with businesses such as Marvin Windows in Warroad, Minnesota and with consortiums of school districts through a special INFOCON program.

Financial Accountability - Cost Per Student

When UMC made the move to a baccalaureate institution in 1992, the Board of Regents, and later the NCA Team, expressed concern about the cost per student (\$8,369) and thus a benchmark of \$6,828 cost per FYE by FY99 was established. Table 21 indicates that a level of \$6269 cost per FYE or a reduction of 25% was achieved.

Table 21 – Cost per full year equivalent (FYE)

Benchmark					Actual Performance					
Fiscal Year	FYE	O & M Budget	O&M Cost per FYE	% Change from FY92 Base	FYE	O & M Budget	Adjusted O & M Budget (1)	O&M Cost per FYE	Percentage Change from FY92 Base	Percent +/- Goal
FY92					885a	7,406,919	7,406,919	8,369		
FY93					905a	7,339,572	7,104,706	7,851	-6.19%	
FY94			8,901	6.40%	1,034a	7,451,417	6,989,429	6,760	-19.23%	-24.05%
FY95	920	8,099,680	8,804	5.20%	1,043a	8,117,907	7,403,531	7,098	-15.19%	-19.38%
FY96	980	8,099,700	8,265	-1.20%	1,181a	8,661,645	7,693,283	6,514	-22.17%	-21.19%
FY97	1,040	8,099,520	7,788	-6.90%	1,282a	9,364,759	7,554,661	5,893	-29.59%	-24.33%
FY98	1,100	8,100,400	7,364	-12.00%	1,288a	10,144,004	8,368,803	6,498	-22.36%	-11.76%
FY99	1,200	8,193,600	6,828	-18.40%	1,347a	10,622,214	8,444,660	6,269	-25.09%	-8.19%

(1) Note: O & M Budget totals adjusted to a 1992 constant dollars according to higher ed price index.

Investment in Physical Facilities and Resources

In order to meet the increasing educational needs of UMC students, major investments in new and renovated physical facilities have taken place. Utilizing a campus master planning process, two new buildings, significant expansion of buildings, and renovation of existing space has significantly impacted the student experience at UMC.

A new Controlled Environmental Science Building provides a state of the art classroom/laboratory for delivering biological science, agronomy and horticulture classes. This building also has space for research and a variety of growth chambers and greenhouse environments.

The Early Childhood Developmental Center (opened in February, 2000) provides a learning laboratory for students in the Early Childhood Education program. In addition the building provides a best practices childcare program supported by the community and the campus.

Renovations to Owen Hall provides a “One Stop” center for student financial aid, admissions, registrar, academic assistance, career and counseling, and student support services.

Renovations to Knutson Hall has provided additional classroom and meeting space.

Expansion of the University Teaching and Outreach Center gives more opportunities for students enrolled in the Equine Management program

A proposed 6.5 million dollar renovation and expansion of Kiehle Hall will allow for the consolidation of technology resources, expansion of the Art and Music program and includes a provision for a centralized Alumni Center and Development Office.

The University annually develops and updates a capital budget and a 6-year capital improvement program plan. The projects listed below were UMC priorities and received endorsement from the Board of Regents and support from the state legislature. These investments have provided for improvements and expansion in academic programs and services to students. The facility improvements have helped to position UMC for future growth and success.

Table 22 - Capital investment in the UMC campus

	FY96	FY97	FY98	FY99	FY00	FY01 Request
Classroom Improvements (PAR)	15,000	15,000	17,000	15,000	15,000	15,000
Infrastructure		497,000		197,000	180,000	330,000
Facility Renewal (HEAPR)		20,000		164,000		
Repair and Replacement	141,000	141,000	141,000	141,000	152,152	141,000
Westside Apartments (Aux funds)	900,000					
Outdoor Athletic Complex	630,000					
Controlled Environmental Science Building	50,000	2,850,000				
Early Childhood Development Center				3,384,000		
Owen Hall Renovation				693,000		
Knutson Hall Renovation				730,000		
UTOC Stable Expansion				993,000		
Kiehle Hall (Planning/Project)				180,000		6,500,000
Total	1,736,000	3,566,000	158,000	4,497,000	347,152	6,986,000

In 1998 a special allocation of \$125,000 for classroom improvements provided the funds to renovate and reconfigure 2 classrooms. These two classrooms now provide LAN connection at every seat, projection capability from the instructors computer and every student computer, small group tables that facilitate team projects, and ITV capacity and flexibility to become one large classroom or two smaller classrooms. These funds also upgraded the seating in a number of classrooms, provided new classroom capacity in Knutson Hall, supplied new equipment for laboratories, and furnished a new classroom/conference room facility in the new Early Childhood Development Center.

The UMC operating budget has increased by 49% from FY94 through FY00. This represents an annual increase of 8.2%. Campus allocations are determined by the administration. Priorities are set after budget hearings are held with all units on campus. Investments have primarily been in new programs, technology, and those support units contributing to student growth (Athletics and Admissions/Enrollment Management).

Table 23 - O & M funds budget allocation summary

	FY94	FY95	FY96	FY97	FY98	FY99	FY00
Academic Affairs	430,331	574,394	410,361	372,872	743,724	859,406	391,374
Center for Ag and NR	1,048,910	1,139,067	1,229,685	1,273,980	1,186,983	1,313,681	1,520,520
Center for Learning Found	1,067,558	1,030,568	1,054,739	1,060,366	1,158,613	1,188,407	1,318,613
Center for Bus and Tech	796,361	928,454	834,603	916,529	797,650	866,948	714,836
Center for Learning Enhance	52,303	52,303	289,910	634,784	738,720	620,130	518,381
Continuing Education	76,737	56,737	108,099	122,067	123,818	128,675	138,262
Academic Asst. Center	-	-	31,214	32,270	32,283	31,384	31,625
Human Resources	90,775	135,708	108,914	130,743	142,631	145,543	155,168
Media Resources	470,488	492,209	503,203	478,035	481,182	498,937	521,088
Outreach	-	35,294	38,053	40,797	116,645	107,126	100,268
Center for Health and HS				-	21,150	61,150	382,481
Office of Business Affairs	281,477	288,578	306,265	317,019	389,894	317,847	494,351
Chancellor's Office	345,342	374,511	344,855	328,499	328,405	349,012	366,419
External Relations	173,644	180,122	233,056	258,844	249,873	276,113	279,148
Facilities Management	1,724,851	1,752,493	1,785,378	1,800,470	1,763,520	1,768,719	1,887,759
Office of Student Affairs	612,852	658,918	232,500	92,249	117,707	94,570	113,192
Admissions and Enroll Mgmt	53,749	77,471	322,194	333,466	342,132	403,616	421,924
Intercollegiate Athletics	211,652	328,591	367,591	472,382	643,946	785,057	834,575
Counseling and Career Cntr	6,800	31,800	41,417	152,172	155,229	174,017	167,964
Office of Financial Aid	34,000	34,000	130,964	209,198	237,879	245,479	245,479
Multicultural/Intl Office	9,719	9,719	70,795	72,106	73,603	78,906	80,327
Office of Records/Regis	6,785	6,785	40,282	79,574	80,105	85,335	86,898
Residential Life	6,000	6,000	9,831	15,990	22,011	22,948	23,106
Student Activities	1,300	4,300	37,082	44,095	48,997	48,933	56,754

Student Financial Aid	11,087	11,087	143,724	142,721	145,470	147,897	123,984
Post Budget Allocations							220,000
Total	7,512,721	8,209,109	8,674,715	9,381,228	10,142,170	10,619,836	11,194,496

Other financial data

Actual Expenditures	FY95	FY96	FY97	FY98	FY99
Academic Salaries	3,309,694	3,526,495	3,771,415	4,140,566	4,415,532
Civil Service/BU Salaries	1,989,902	2,063,593	1,987,921	2,097,022	2,292,702
Fringe Benefits	1,220,983	1,344,962	1,398,108	1,485,706	1,539,526
General Operating Supplies	386,651	151,280	426,093	416,648	508,110
Equipment	30,228	142,125	18,943	114,125	247,745
Equipment - Computer	552,790	195,981	85,463	144,328	163,034
Rents/Leases	15,169	24968	405,438	-64721	151,177

Balances	FY94	FY95	FY96	FY97	FY98	FY99
Carryover Balances	1,270,942	853,358	1,112,910	1,281,563	1,483,637	1,893,890
Reserve Funds	0	0	0	0	0	227,317

While the O&M budget has been increased annually, several financial challenges are a result of the many changes that have occurred during the past several years (transition to a baccalaureate institution, development as a laptop University, growth in BS programs, and general growth in the student enrollment).

Allocations to Units - Annual allocations have funded the compensation plans each year, but they have not provided UMC with an adequate amount of funding for strategic investments. Any additional allocations have been used to fund new academic programs and technology investments in accordance with the strategic plan of becoming an exemplary polytechnic institution. While, in the past, these investments have proved to be successful in the development of new programs and the growth of the student body, other areas of the campus have not been provided necessary funding.

- • Core support staff has not been increased, and some departments such as Facilities Management have actually been significantly downsized.
- • Supply and equipment (SEE) budgets have not seen inflationary increases in the past six years (other than specifically targeted investments).
- • Computer Services staff levels are well below those at other laptop universities.
- • UMC Athletics has moved from the NAIA to the NCAA Division II program without an increase in annual funding.

- • UMC has been forced to use a high level of part-time adjunct faculty to deliver courses each semester.

Non-recurring funding - A significant portion of the annual increase in central operating allocations has included non-recurring funds. Non-recurring funding is an appropriate method of funding one-time purchases of equipment; however it is not an appropriate method of funding positions on a recurring basis.

Decentralized Services - Several University services (Human Resources, Accounts Payable, Financial Aid Accounting and Reporting, and Grants Management) have been decentralized to the coordinate campuses without any additional funding.

Core Administrative Services/Common Goods - Costs associated with providing core administrative services and common goods have recently been assessed back to the coordinate campuses and other University colleges as a means of addressing increased annual expenses which have not been covered through the state subsidy. The expenses for FY00 include \$75M Enterprise Assessments for the costs associated with conversion to the PeopleSoft system, \$88M in Networking and Telecommunication Charges that had been funded centrally, \$109M in Institutional Revenue Sharing (IRS) Charges to fund the common goods. These new charges are expected to increase significantly for FY01 and will prevent the planned reinvestment of new tuition dollars back into providing quality services to students.

In summary, UMC does not have adequate resources to accommodate the demand for additional faculty in growing programs and the funding of select professional and staff positions. The annual compact process will be used to bring attention to the financial needs of the campus with the goal of increasing the state subsidy to a level where it can provide funding for at least three new full-time faculty positions annually for the next few years and to address some of the other staffing issues mentioned above.

Section III – Challenges and Opportunities

Customer Focus

Enrollment

In order to continue its rate of enrollment growth, UMC needs to commit additional resources to upgrading recruitment and retention strategies and reaching out to new groups of high school graduates (students with different academic profiles) and to regions of the state with expanding populations. This is particularly important given the demographic realities (decreasing population) of the northwestern region of Minnesota.

Goal: To overcome demographic difficulties by expanding enrollments from a broader region and utilizing student support and academic assistance to increase retention.

Learner Outcomes

On a career oriented polytechnic campus, internships become a vital link to employers and provide students their initial opportunities to try out new skills and apply their knowledge. If assessment of learner outcomes are to be directly tied to application then the internship should be a primary source of information regarding student performance.

Goal: Provide more systematic assessment of internship performance as a measure of learner outcomes.

Employers

One area of measurement that needs upgrading is the direct measurement of employer satisfaction and input. Information is collected during on-campus interviews about student performance and where students are employed, but direct assessment of performance of students once they are employed has not been available. The assessment group and the career center will be collaborating to develop such a measure.

Goal: Develop outcome assessment measures directed at employers of UMC grads.

Quality Programs and Services

Organization of Baccalaureate Degree Management

Throughout this beginning development of UMC's new mission, the process of baccalaureate degree initiation and design has been overseen by a number of committees. The Campus Assembly (the primary campus organizational and governance body) has been the certifier of programs before they were reviewed by the Board of Regents for final approval. The work of the Campus Assembly was carried out by a Curriculum Committee that was composed of elected members from each of the academic units, students, the Vice Chancellor for Academic Affairs and the Registrar. In addition, an Academic Coordinating Committee (ACC), an advisory body, composed of elected faculty, center directors, staff and the Vice Chancellor for Academic Affairs also provided information and support for the development of programs.

In the fall of 1999, the UMC Campus Assembly formed a Faculty Assembly with the Curriculum Committee reporting to that body. The Faculty Assembly membership is composed of individuals who have primary responsibility for the three components of faculty membership, teaching, outreach/service, and research. The Curriculum Committee remains the same in terms of membership and function.

Goal: Improve shared governance and consultation through the new Faculty Assembly.

Implementation of Assessment Plan

While committed to developing an effective assessment plan, the resources to develop and implement a plan were diverted to managing the baccalaureate transition, technology integration and semester conversion. With the initial work of the Assessment Group, UMC has recommitted itself to the activities that will bring assessment and evaluation directly into curriculum development and the decision-making processes of the campus. This action has followed an onsite visit from Cecelia Lopez, UMC's liaison to the NCA and a nationally recognized authority on assessment as well as a faculty group visit to Alverno, an institution known for its assessment commitment. UMC's implementation will need leadership and the campus is considering formalizing an institutional analysis function within the organization. Leadership has been provided by the Vice Chancellor for Academic Affairs and a group of faculty dedicated to this process.

Goal: Continued development and implementation of a learner outcome plan of assessment.

Response to Enrollment Growth

In the past, UMC has been able to expand faculty to meet enrollment growth, through tuition revenue and limited recurring funds. The resources are not adequate to support the desired development of new faculty positions. The addition of new faculty in rapidly expanding programs is very important if this campus is to continue the level of success it has achieved in the short time since its baccalaureate mission was initiated.

Goal: UMC will reduce its fiscal dependence on tuition revenues and nonrecurring funds.

Faculty Development

The faculty resources section of this report documents the extensive activities of the faculty to upgrade their skills and knowledge. The Office of Academic Affairs has overseen most of the campus wide faculty development efforts. The recent reassignment of funds and responsibilities will have a faculty committee providing support and oversight of these activities.

Goal: Activities to promote new teaching methodologies and continued emphasis on technology integration will be supported.

Increasing Diversity

Recognizing the significant educational benefits to all students and responding to the regional demographics, UMC will target the recruitment of Native American and Hispanic students. In order to address this challenge a major focus of these efforts will include collaborative efforts with external agencies and ethnic communities. This recruitment will be paired with appropriate faculty and staff development regarding

cultural issues pertinent to the recruitment, retention and graduation of students of color. Emphasis will also be placed on minority student leadership and social skills development. Additional funding to support these activities has been received from the University of Minnesota's Office of the Associate Vice President for Minority Affairs & Diversity.

Goal: A more diverse educational environment will be developed at UMC.

Technology

Continued Technology Innovation

UMC was the first higher education institution in the United States to put a notebook computer into the hands of every student and faculty member. Through this initiative UMC students are recognized for their high level of information technology skills. In order to continue providing our students this unique experience and employment edge, UMC will need to continue its investment in technology and in training.

Goal: UMC will continue to support training opportunities and incentives for technology integration in the curriculum and operating procedures of the campus.

Accountability

Continued monitoring of criteria and benchmarks

By monitoring and measuring the various indicators of accountability (enrollment, program quality, partnerships, fiscal resources and investments) UMC will ensure that the appropriate and responsible use of public resources will be maintained.

Goal: UMC will provide regular surveys and sources of information so constituent groups as well as internal audiences can be confident that resources are being utilized for the benefit of the public and our students.

In Summary

When the University of Minnesota, Crookston launched its new mission as a baccalaureate institution and its new vision as a technology integrated campus, there were internal and external constituents that questioned its ability to successfully make this kind of dramatic change. Those constituents now marvel at the level of success and the time frame in which this has all been accomplished. Through an extraordinary commitment of the University of Minnesota Board of Regents, University administration, UMC

administration and most dramatically through UMC's faculty and staff, the delivery of quality baccalaureate degrees in a polytechnic and technology infused environment is a reality. All of this has been accomplished through adherence to UMC's strategic plan by

- • staying customer and student focused
- • providing quality products and services
- • collaborating with other partner institutions
- • integrating technology throughout the curriculum and the institution
- • being accountable to a variety of constituents.

By continuing to address challenges and pursuing opportunities, the University of Minnesota, Crookston can continue to be a source of extraordinary educational opportunities for students seeking baccalaureate level development and therefore requests that the focus team note that the transition of UMC to a baccalaureate institution is on target and that the next comprehensive accreditation visit be scheduled in 2004-2005.