

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, October 8, 2009

10:00 a.m. - 11:45 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

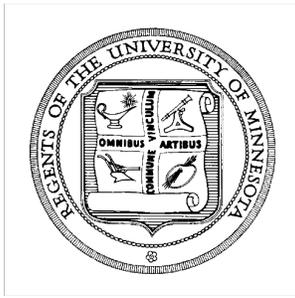
Patricia Simmons, Chair
Maureen Ramirez, Vice Chair
Richard Beeson
Linda Cohen
John Frobenius
David Larson

Student Representatives

Christina Brakken-Thal
Megan Hines

A G E N D A

1. Coordinate Campus Reports & Strategic Positioning Update - R. Jones/C. Casey/K. Martin/J. Johnson/S. Lehmkuhle (pp. 2-30)
2. Consent Report - Review/Action - T. Sullivan (pp. 31-35)
3. Information Items - T. Sullivan (p. 36)



**UNIVERSITY OF MINNESOTA
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Educational Planning and Policy Committee

October 8, 2009

Agenda Item: Coordinate Campus Reports & Strategic Positioning Update

review review/action action discussion

Presenters: Senior Vice President Robert Jones
UMC Chancellor Charles Casey
UMD Chancellor Kathryn Martin
UMM Chancellor Jacqueline Johnson
UMR Chancellor Stephen Lehmkuhle

Purpose:

policy background/context oversight strategic positioning

To present campus reports and strategic positioning updates for the University of Minnesota, Crookston; University of Minnesota, Duluth; University of Minnesota, Morris; and University of Minnesota, Rochester. The reports answer the following strategic questions:

- 1) What is the unique mission of each campus?
- 2) What is the strategic plan of each campus and how does it contribute to the University's strategic plan?
- 3) What is the scope and quality of the academic programs and offerings of each campus?
- 4) How is each campus addressing enrollment and graduation rate challenges?

Outline of Key Points/Policy Issues:

Each of the University's campuses has a distinctive history, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state. All Coordinate Campuses are implementing their transformative goals in areas such as new degree and program development, innovative public and private partnerships, and continuous improvement initiatives. Each campus also is anticipating and preparing for demographic changes that will continue to impact student enrollment, retention, and other critical factors.

Background Information:

Coordinate Campus reports and strategic positioning updates were last presented to this committee in October 2008.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
October 8, 2009**

Coordinate Campus Reports & Strategic Positioning Update

Each of the University's campuses has a distinctive history, mission, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state. Together, the Crookston, Duluth, Morris, and Rochester campuses comprise a rich variety of academic departments and degree programs that are essential components of the University system. The strengths of each campus complement one another and contribute to meeting the educational and workforce needs of the state. The coordinate campuses established transformative goals in 2006 and have made great strides toward reaching those goals. The following report summarizes campus missions and strategic plans, as well as selected, high-priority initiatives completed or underway that address scope and quality of academic programs and enrollment and graduation issues.

University of Minnesota, Crookston

The University of Minnesota, Crookston has a long history in northwest Minnesota. In 1905, James J. Hill gave land to help establish the Northwest School of Agriculture. The school provided access to a high-school education for thousands of young men and women from across the region.

In 1966, the campus affiliated with the University of Minnesota as a two-year technical college, and in 1993 the campus transitioned to a four-year campus awarding undergraduate University of Minnesota degrees. Since 1998, 2,367 students have graduated with bachelor's degrees.

The student experience at Crookston is applied, career-oriented learning that combines theory, practice, and experimentation. Management components and technology applications are integrated across the curriculum in all majors. Learning also occurs through service learning, work study, and internships. As a result, graduates are exceptionally prepared to succeed.

For more than a century, the Crookston campus has built a strong connection to the broader community - educating students who return home as leaders across the region and beyond. Today, the University of Minnesota, Crookston partners with the Northwest Research and Outreach Center, Extension Regional Center, Northwest Regional Sustainable Development Partnership, and the Northwest Area Health Education Center to meet the university's land-grant mission.

Campus Mission

The mission statement approved by the Board of Regents in May 2007 reads:

The University of Minnesota, Crookston is integral to the University's land-grant mission. The college provides its unique contribution through applied, career-orientated learning programs that combine theory, practice and experimentation in a technologically rich environment. UMC connects its teaching, research and outreach to serve the public good.

– the small campus with a big degree.

Strategic Plan

The University of Minnesota, Crookston strategic plan lays out a vibrant vision for the campus – a vision for student success, regional prosperity, and an essential University presence in northwest Minnesota.

Core Values ground the campus enterprise, promising:

- Integrity: practicing honesty, fairness and respect
- Excellence: supporting quality teaching, research and service
- Diversity: respecting differences in ideas and community
- Innovation: promoting discovery through creative and critical thinking
- Learner Centered: promoting growth and leadership

The 2006 University of Minnesota, Crookston strategic plan framed a vision for the campus as unique in the region, providing access to renowned teaching and research, and serving as a regional hub for:

1. Undergraduate education leading to a University of Minnesota diploma
2. Technology applications in higher education
3. Innovation, entrepreneurship, and regional sustainability
4. Leadership development
5. Global and diverse cultural experience

There is significant progress to report toward UMC's strategic goals:

1. Undergraduate education leading to a University of Minnesota diploma.

The University of Minnesota, Crookston awarded 269 bachelor's degrees in 2009, more than ever before in the history of the campus. Since 1998, Crookston has awarded University of Minnesota Bachelor's degrees to 2367 graduates.

Crookston offers 27 degree programs on campus and 6 degree programs online. Program decisions are made in accord with the University's well-established evaluation criteria. Programs in business, agriculture, and natural resources are good examples of how the campus leverages its comparative advantage to respond to market demand.

More than 1300 full time students are enrolled at the University of Minnesota, Crookston for fall 2009, surpassing the enrollment goals set in the strategic plan. Inspired by the University's aspiration for exceptional students, the campus has implemented an integrated set of strategies to graduate 40 percent of incoming students in four years, 50 percent in

five years, and 55 percent in six years. The strategies are detailed in the Enrollment and Graduation section of this report.

2. Technology application in higher education

In 1993, The University of Minnesota, Crookston was the first four-year undergraduate institution in the country to provide laptop computers for all faculty and students and the first to integrate technology into the total teaching and learning environment. Laptops and technology continue to be a major factor for students choosing Crookston. More than 200 institutions of higher learning have visited Crookston to learn first hand how the campus developed and implemented its technology initiative.

The Crookston campus strives to stay ahead of the technology curve with enhancements to the curriculum that add value to the educational experience. The most recent example of technology innovation is the inclusion of a technology rich classroom in the new Evergreen Hall. University of Minnesota, Crookston graduates are better prepared than their peers to succeed in their careers because of their exceptional technology expertise.

3. Innovation, entrepreneurship, and regional sustainability

The student experience at Crookston is focused on applied, career oriented learning that combines theory, practice, and experimentation. Innovation is a campus core value, promoting discovery through creative and critical thinking. All students experience hands on learning to prepare them to succeed. A 2009 survey of seniors showed 40 percent reported working with a faculty member on a shared research or artistic project. Surveys also show that 98 percent of graduates gain employment or admission to graduate school within one year of graduation.

A 2008 U.S. Department of Commerce grant established the Economic Development Agency (EDA) Center for the state of Minnesota at the Crookston Campus. The Center collaborates with 9 regional development centers across Minnesota to encourage adoption and utilization of internet technologies. Six faculty and three students participated in the Center's research projects.

The University of Minnesota, Crookston partners with Bemidji State University to support a Small Business Development Center serving northwest Minnesota. Professional staff in Crookston provide access to businesses in the area.

The Crookston campus continues to cultivate a positive working relationship with the Northwest Minnesota Foundation including an initiative to increase high school completion and in turn to increase the number of two-and four-year college graduates in the region. The Crookston College in the High School program supports the initiative by providing college credit courses to over 1,000 students from 40 regional high schools, including on campus and online PSEO (Post Secondary Education Option) programs.

The University of Minnesota, Crookston was selected in July 2009 by Otter Tail Power Company to be its Campus Energy Challenge Grant partner. Crookston is the first campus in the state and possibly in the country to partner with an electric company to use

educational programs to change behavior leading to energy conservation. In addition, the campus was selected as a Green Corp host site. A local government energy conservation specialist will be located on campus to complement the Otter Tail Energy Challenge Grant and leverage federal stimulus funds and HEAPR dollars.

4. Leadership development

The Crookston Strategic Plan included a specific strategy to integrate out-of-class, applied learning experiences into all baccalaureate programs. Student internships and service learning projects engage students in the community and across the state and country. A 2009 survey reports that 89 percent of seniors completed an internship experience. Nearly 40 student organizations provide the opportunity to hone leadership skills.

The SIFE (Students In Free Enterprise) club finished first in regional competition in each of the past 10 years. Agriculture and natural resource students have a record of distinction at the National Association of Colleges and Teachers of Agriculture (NACTA) competition.

Last year, student leaders helped the campus establish a Sustainability Committee co-chaired by a student. Subsequently, a faculty member was appointed as a campus Sustainability Coordinator. Student leadership was instrumental in LEED (Leadership in Energy and Environmental Design) designation of the new Evergreen Hall on campus - the first LEED certified residence hall in the University of Minnesota system.

5. Global and diverse cultural experience

Crookston faculty, staff and students recognize the importance of preparing to work in a global economy and society. Understanding cultural differences is critical to success. A university campus is an ideal environment to build relationships with a wide range of individuals to better understand cultural differences.

To achieve this goal the Crookston campus made strategic decisions to recruit more international students and more students from underrepresented classes. Recruitment efforts are succeeding. Today, the campus is home to more than 100 international students from 25 countries. Students of color number 148, which is 11 percent of the total enrollment. Both are significant given the demographics in the region.

The campus encourages all students to consider an international experience as part of their education, and for the past three years between 15 and 25 students have studied abroad each year. Likewise, faculty and staff are encouraged to participate in an international trip and more than 25 have traveled internationally in the last three years alone. Relationships developed with universities in Korea, China, Taiwan, France, India and Turkey have the potential to expand.

Scope and Quality of Academic Programs

The University of Minnesota, Crookston offers 27 degree programs on campus plus six online. Each meets or exceeds the University criteria for program quality. Moreover, faculty engage in

continuous quality improvement to ensure that all courses and majors deliver the exceptional experience that students deserve.

Consistent with the strategic plan, the campus welcomed seven new tenured or tenure-track faculty to the community over the past year. These hires were made in accord with a strategy to identify programs with potential for growth. The University's reputation for quality was a major factor in attracting high-caliber candidates for these important positions.

Exceptional faculty are integral to the quality of the academic programs at the University of Minnesota, Crookston. They are scholars and at the same time they bring a practical knowledge of industry and business to the classroom and laboratory. And, above all, they are steadfastly committed to their students. Student satisfaction surveys and stories told anecdotally provide ample evidence that student access to faculty is exceptional at the Crookston campus. In the 2009 survey, 74 percent of seniors reported that the quality of advising was either very good or excellent.

Students are coming to Crookston better prepared. The unofficial average ACT score (official data not yet available) of new freshmen coming to campus this fall is 21.82 compared to 19.4 in 1998. The unofficial average high school rank today is 55.91 compared to 50 in 1998.

What distinguishes the student experience at Crookston is commitment to applied, career oriented learning that combines theory, practice, and experimentation. All majors include management components and technology applications as part of the curriculum. Service learning, work study, and internships are an integral part of the student experience.

University of Minnesota, Crookston graduates are employable. Most get jobs in their field. Some return to family businesses or start a business of their own. In sum, surveys of graduates show that more than 95 percent are employed or continuing their education within a year of graduation.

An increasing number of Crookston graduates plan to attend graduate or professional schools. As an example, all but two of the 15 graduates in the pre-veterinary program have successfully earned admission to a college of veterinary medicine. Most are interested in becoming large animal practitioners in rural areas where veterinary services are most needed.

The Crookston campus has made a significant investment in online learning. This was a specific recommendation in the campus strategic plan, and survey data documents success. For Fall 2009 we have 266 online degree-seeking students. Moreover, Crookston faculty and staff have gained the respect of colleagues across the University for their work on building a framework that includes student and peer review of all classes before and after an online course is delivered.

Enrollment and Graduation

The unofficial enrollment at Crookston is currently 1308 students, an increase of more than 250 since fall of 2006, when the campus began to implement the current strategic plan. The campus

awarded 269 University of Minnesota Bachelor's degrees in 2008-09, up from 230 the year before.

Crookston is positioned well for the current reality – *the new normal*.

- Half of new freshmen at Crookston are the first from their family to attend a four-year college. Retention strategies noted at the end of this section focus on retaining first generation and at risk students, improving advising for undeclared students, implementing a mentorship program for males and students of color, and modifying the curriculum for our Gen Ed 1000 course.
- Declining high school enrollment in the region is a reality. The student profile at Crookston has changed and continues to change in response to the demographics of the region, the opportunities to reach out to more diverse populations, and the capacity to serve students on-line. Today, the campus enrolls students from the region, across Minnesota, 35 other states, and 25 countries around the world. The campus strategy is to continue recruiting from the region, nationwide, and from other countries.
- The University of Minnesota, Crookston now enrolls as many freshmen from schools with a class size of over 300 students as it does from schools with a class size of fewer than 50 students.
- There are several four-year institutions that prospective students regularly visit and compare with the University of Minnesota, Crookston. North Dakota State University, Bemidji State University, the University of North Dakota, the University of Minnesota, Twin Cities, and the University of Minnesota, Duluth are among the most often considered by potential Crookston students. Despite the other choices nearly 70 percent of students who enroll at Crookston indicate that Crookston was their first choice, and an additional 20 percent say Crookston was their second choice. Major reasons for selecting Crookston are size of campus, academic programs, cost, scholarships/financial aid, and academic reputation.
- Market research continues to reinforce the campus commitment to the University of Minnesota brand. All marketing materials, including the Web site (umcrookston.edu) proudly display maroon and gold, and the block M. It's the competitive advantage for the *small campus-big degree*.
- The new, two-credit Student Seminar (Gen Ed 1000) course was implemented this year to help incoming freshmen be successful in their first semester. The curriculum includes study skills, time management, financial literacy, team building, and oral communication. Conditionally admitted students are required, and other students are encouraged, to take this class.
- Data indicates that the campus conditional admit policy is having positive results. For example, from Fall 2007 to Fall 2008 we show an 11 percent increase in conditional admit student retention rates. They perform better because the academic assistance is

designed to respond to their particular needs, especially important to first generation college students. The campus is making progress toward the goal of graduating 40 percent of students in 4 years, 50 percent in 5 years, and 55 percent in 6 years.

- In accord with the University’s planning criteria, the Crookston campus strategic plan identified academic programs with faculty capacity and potential for growth. Five programs identified in 2006 have met or exceeded targets for enrollment. The fall 2010 recruitment strategy is to focus on high potential and low enrollment programs.
- The University of Minnesota, Crookston is moving forward with an aspirational plan to improve retention. The goal is to improve first-to-second-year retention rates and ultimately improve graduation rates. The campus commits to:
 - Focus on retaining at risk students
 - Improve advising for undeclared students
 - Reallocate funds to support advising for student athletes
 - Improve conditional admit process
 - Increase the number of students taking the Gen Ed 1000 course
 - Review and modify curriculum
 - Improve the student experience
 - Improve student service and campus culture
 - Develop and implement a plan to be more student centered
 - Identify and implement best practices
 - Focus on continuous quality improvement
 - Assign faculty to coordinate Academic Quality and Improvement Program (AQIP) with a goal of enrolling in the Higher Learning Commission for accreditation
 - Evaluate conditional admit data and make improvements accordingly
 - Improve academic advising
 - Reintroduce the four-year graduation guarantee
 - Launch an undeclared within a department option
 - Host a major fair on campus
 - Increase the use of the Grad Planner
 - Involve student leadership in all working groups

The University of Minnesota, Crookston is responding to demographic trends, program opportunities, and a *new normal* budget model. The campus community is strategically positioned to continue as a strong partner in the region and across the University system – leveraging resources and expertise – living and serving the University’s land-grant mission.

The University of Minnesota, Crookston is proud to be part of the University of Minnesota system. The Crookston Campus has momentum, confidence, and capacity to serve the northwest region of Minnesota and beyond, thereby enhancing the reputation of the University of Minnesota. Crookston campus students, staff, and faculty live and serve the University’s land-grant mission of teaching, research, and engagement. The campus is committed to be a model

for its exceptional students, exceptional faculty and staff, exceptional organization, and exceptional innovation.

University of Minnesota, Duluth

Campus Mission

The University of Minnesota Duluth (UMD) serves northern Minnesota, the state and the nation as a medium-sized comprehensive master's public university. UMD is dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, UMD faculty recognize the importance of scholarship and service, the intrinsic value of research, and the significance of the primary commitment to excellent instruction. The campus acknowledges the critical importance of providing students with focused and carefully defined advisement opportunities.

The educational experience at UMD is characterized and defined by a belief that UMD must maintain excellence without compromising access to an exemplary undergraduate education. Through the Founders Program and a variety of other financial aid programs, we assure students of limited means the opportunity to attend UMD. Central to the mission of UMD is pedagogy that profits from the research and artistic efforts of our faculty. The undergraduate focus is not to the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs will directly interface, strengthen and support UMD's mission and focus on the undergraduate learning experience by offering graduate programs in selected areas of faculty expertise and regional need. The University of Minnesota Duluth offers the Ed.D. in Education and with the Twin Cities campus offers the Ph.D. in Integrated Biosciences (IBS).

UMD contributes to the economic and cultural expectations of the region and the state. Through the Center for Economic Development and the applied research of the Natural Resources and Research Institute, the university serves as a focal point for the economic development of the region. UMD acknowledges its Minnesota Sea Grant designation and obligation to the history of the Land Grant University. That it is an inclusive, diverse community, with special emphasis on American Indian education, is acknowledged as a responsibility in all areas of UMD.

UMD strives for exemplary teaching and fosters a research-oriented faculty who regularly weave their research into their teaching. UMD seeks the student looking for programs that emphasize integrated living and learning experiences on a medium-sized campus of a major university.

Strategic plan

Planning has played an important role at UMD during the last decade by providing a framework for setting goals and dealing with a rapidly changing environment. As a coordinate campus UMD's planning must align with University planning. However, UMD has been able to develop and use processes that fit its own unique environment while working within the broader University context. As a result of its efforts toward continuous improvement, UMD has developed and used a variety of planning processes over the years. Current UMD planning is a

continuation of a process that was initiated with a University transition plan in 1995, moving to a compact process that began in 1998, and continuing with the current system-wide strategic planning process begun by President Bruininks in 2005. UMD's annual compact and [strategic planning](#) have helped coordinate planning and accountability and provide a framework for discussing past and future strategic goals, fiscal issues, and responsibilities. An important advantage of the compact process is that it results in a dialog between UMD campus administration and University central administration concerning strategic goals, objectives, and outcomes as well as processes to work together to successfully arrive at a set of goals for the following year and revenue sources for achieving the goals. Ultimately, UMD's goals are consistent with the University's Commitment to Excellence: to recruit, educate, challenge and graduate outstanding students who become lifelong learners, leaders, and global citizens.

Scope and quality of academic programs

A. Programming

Across five collegiate units UMD currently offers 80 degree programs at the undergraduate level, and in the past decade the number of undergraduate degrees awarded annually has increased from 1121 to 1688. There are also 25 programs at the graduate level. UMD continually looks for opportunities to meet the needs of its constituencies through new programming. Recently added programs include baccalaureate degrees in Ojibwe Elementary/Middle School Education, Financial Markets, Civil Engineering, Statistics and Actuarial Science, and Environmental Science. In addition, UMD is well positioned to increase its contribution to graduate education in Minnesota. UMD began offering its first doctoral program, the Ed.D. in Education, in the fall of 2007. The new Integrated Biosciences (IBS) program is a multi-campus Graduate School M.S. and Ph.D. program designed to provide opportunities to train graduate students in new and exciting interdisciplinary approaches to solving biological problems. UMD faculty in biology and medicine were the primary developers of the program and admitted its first students to the IBS Ph.D. program in the Fall of 2008.

B. Liberal Education Reform

The Liberal Education Task Force was developed in early 2007 and charged with the important task of proposing a future direction and mission for the liberal education program at UMD. Through research and analysis, meetings with UMD faculty, students and staff, public forums, and the generation of several drafts of a new liberal education program, the task force has engaged in an inclusive, collaborative campus process for reviewing and revising liberal education at UMD. The final report from the Task Force proposes a liberal education mission statement, a new program structure, and additional recommendations designed to strengthen the impact of liberal education on future graduates of the University of Minnesota Duluth. The proposed liberal education mission statement helps create a foundation for a renewed commitment to liberal education on the UMD campus and promotes an integrated approach to achieving learning outcomes. The Task Force recommends specific steps to enhance the understanding of and appreciation for the importance of liberal education. Essential to the success of any liberal education program is effective pedagogy, designed and

delivered with the aims of liberal learning in mind. Therefore, the Task Force recommends that UMD increase support for strengthening pedagogy across all UMD liberal education courses. In addition, an increased focus on writing and speaking will be emphasized at the upper division level within the major. The expected outcome of this new liberal education program is to help prepare our students to become lifelong learners, leaders, and global citizens. The goal is for the revised Liberal Education program to be brought to the UMD Educational Policy Committee and Campus Assembly later this fall.

C. Native American Education

UMD has a longstanding commitment to Native American education and has a number of programs, initiatives, and partnerships supporting this priority. The College of Liberal Arts offers an undergraduate degree in American Indian Studies. Its curriculum provides opportunities to study traditional cultural values, tribal language, tribal social structures, and social and intellectual relations. UMD's College of Education and Human Service Professions (CEHSP) has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations. To address a critical need for Native teachers and educators, the UMD Department of Education offers four programs designed to serve tribal populations, and a fifth is being planned. The CEHSP Institute of Indigenous Knowledge offers workshops and seminars on Native educational issues. In addition, CEHSP has numerous initiatives focused on Ojibwe language revitalization. The American Indian Project in CEHSP's Department of Social Work aims to create a network of American Indian social workers who can interpret social work practice using the unique world view and knowledge of American Indian people, and to return to their Indian community in leadership roles to more effectively serve children and families. CEHSP has partnered with tribal and community colleges to expand its initiatives, student recruitment, and off-campus degree delivery. Legislative funding is being requested to create a new American Indian Learning Resource Center.

D. Assessment

UMD has made a committed effort to focus on improved student learning. To this end, a Director of Assessment has been hired to lead the campus toward a comprehensive plan for assessment and continuous improvement. A campus-wide committee, the Council for the Advancement of Student Learning, has been appointed to guide and support the development and implementation of an ongoing, data-driven assessment process that informs decision making in appropriate, meaningful, and sustainable ways across all units of the campus. Nine measurable student learning [outcomes](#) have been identified that align with and contribute to campus learning goals. These learning outcomes will be used to measure how well the student body is doing and to use that knowledge to enhance curriculum, pedagogy, and course and program design. In addition, UMD has been chosen as a member of the Higher Learning Commission's Assessment Academy in order to develop an institutional culture and a plan to assess and improve student learning.

Academic and co-curricular program faculty and staff will be encouraged, trained and supported in the use of ePortfolio communities as a means of collecting and evaluating evidence of learning. Through ePortfolio, an electronic tool that allows students to manage their own digital information and records, UMD graduates are able to demonstrate their academic and personal achievements using work samples, reflective learning practices, and synthesis of a variety of learning experiences. The new assessment features in Version 5.4 allow for formative student assessment, and summative reports for program improvement.

Use of ePortfolio continues to increase. Over 1 million pages were viewed in 2008-09 from 69 different countries. Sixteen academic programs and four student life programs are currently using the community tools in the recently released Version 5.4; five of these programs use the new assessment features. The potential of ePortfolio for assessment, coupled with UMD's commitment to an assessment system, will contribute to increased use of the system in future years.

E. Research/Creative Activity

UMD is committed to producing scholarship and creating knowledge through research in all five collegiate units and other program units campus-wide. This is evidenced by the fact that sponsored research and creative activity expenditures at UMD have increased approximately 40 percent over the past ten years. In FY08 UMD had sponsored research expenditures of more than \$20 million. Three examples of UMD's efforts in research are described briefly below.

Water Resources

The focus on freshwater research education and outcomes continues to be a UMD priority through the work of faculty and staff associated with the Swenson College of Science and Engineering, Natural Resources Research Institute, Center for Water and the Environment, Large Lakes Observatory, and the Minnesota Sea Grant. For example, with an operating budget of approximately \$1.5 million, Minnesota Sea Grant works to facilitate research and outreach programs about Lake Superior and Minnesota's inland waters. Minnesota Sea Grant's 13.5 FTE staff members are dedicated to seeking and communicating information state-wide designed to enhance Lake Superior and Minnesota's inland aquatic resources and economies.

The Natural Resource and Research Institute (NRRI) is staffed by scientists, engineers, and business specialists whose activities include economic development efforts, applied research and development efforts, and active engagement in environmental studies. With base support from the State of Minnesota, NRRI employs about 150 FTE individuals and relies primarily on grants and contracts to accomplish its program objectives. These objectives focus on three prime areas: minerals, both ferrous and non-ferrous; forest products; and water and the environment. During its 25 years of operation, NRRI has become a prominent research and outreach arm of UMD, respected by industry and agency partners state-wide and around the world.

Undergraduate Research Opportunities

UMD has an outstanding record of undergraduate student and faculty participation and accomplishment in the Undergraduate Research Opportunity Program (UROP). In addition to system funding, UMD has contributed additional campus resources annually to the pool of University UROP funding in order to extend the opportunity for significantly more UMD students to gain the benefits of a UROP experience. Faculty grants and donor gifts also support many undergraduate research/creative activity projects. Both the UMD math and chemistry departments have large, ongoing undergraduate research programs that have received national recognition. Approximately 15 undergraduate students are funded each year by the Swenson Family Foundation to carry out summer research in chemistry and biochemistry. To emphasize the importance UMD places on undergraduate research and artistic activities, the campus has held an annual Undergraduate Research/Artistic Showcase for the past 15 years that features student posters, computer demonstrations, art exhibits, and theatre productions showcasing projects completed by undergraduate students working in conjunction with faculty mentors. More than 1200 students and 529 faculty mentors have participated in this showcase. In addition to supporting undergraduate research and artistic endeavors, more than 100 students and 40 faculty members from UMD have attended the National Conference on Undergraduate Research since 2001.

F. *Honors*

The [UMD Honors Program](#) is designed to bring together high-achieving students and dedicated faculty and to provide a small university environment within the diversity of opportunity of the larger university community. The Honors Program is now in its seventh year and currently has more than 190 students. This program offers motivated students who are serious about their intellectual growth a variety of special classes enhanced by many cultural events and activities and leadership and research opportunities. The Honors Program fosters close individual contact between students and faculty and brings together talented students with many interests. Incoming freshmen are invited to participate in the Honors Program based on test scores and high school rank. Students can also apply to participate in the program after the first semester of their freshman year. Honors courses have been developed across a range of liberal education categories. There is a designated section of UMD Housing reserved for Honors students. The students initiated an Honors Club which has been very active. The club organized movie nights, service projects, and hosted a spring banquet. In addition, the UMD Honors students initiated an Honors journal, *Aisthesis*, which is both student-edited and student-produced. This interdisciplinary undergraduate research/creative activity journal includes invited submissions from UMD students and from students from other colleges and universities across the country. In addition, this past spring UMD started a Mortar Board chapter, a national honor society that recognizes college seniors for excellence in the areas of scholarship, leadership and service. Mortar Board members represent the top scholars and leaders on their campuses.

G. High Quality Programs

Review of academic programs is an essential component of UMD's mission and enterprise. It provides opportunity for self-evaluation and outside peer-evaluation. Results serve to re-enforce the current strategy or to prompt new direction. UMD's [Program Review Policy](#) describes the program review process that UMD has developed. Programs are reviewed every five-to-seven years. Most of the professional degree programs or departments such as those in business, education, and engineering are reviewed by professional accrediting bodies. A detailed [schedule](#) of undergraduate program reviews has been developed and posted so that departments can prepare for their reviews well in advance. Based on the program self study document and the external review, the vice chancellor for academic affairs and the dean discuss the recommendation of the external review team with the program or department head and a formal letter is sent by administration to the department/program detailing follow-up action. The results of these reviews are then incorporated into the planning activities of the collegiate unit and the campus. Program review is another part of the culture of assessment that UMD is continuing to build to improve teaching and learning on our campus.

H. High Quality Students

The average ACT score of new, entering freshmen at UMD has increased slightly from 23.0 in 1999 to 23.6 in 2008. Likewise, the average high school rank of incoming UMD students increased over previous years from 67.7 in 2005 to 70.5 in 2008 while the percentage of new entering freshmen at the top 10 percent of their high school class has increased slightly from 14% in 2005 to 17% in 2008. These data reflect UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission. During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment by over 500 students.

I. High Quality Faculty

UMD faculty are dedicated to the highest quality teaching, research, and service. UMD collegiate units recruit aggressively for faculty across the finest major terminal degree programs in the U.S. as well as internationally. External program review panel members have noted that UMD continues to be successful in recruiting outstanding faculty, poised to make major substantive contributions to their discipline and the mission of the University. UMD is recognized as a premier employer in the region and a talent magnet attracting highly qualified and committed faculty. Exemplary faculty members at UMD include Tom Isbell in the School of Fine Arts, a Morse-Alumni awardee, who wrote a play on the Holocaust in collaboration with undergraduate students. This play was chosen in national competition for presentation at the Kennedy Center for the Performing Arts in Washington D.C. Andrea Schokker, head of the new Civil Engineering program in the Swenson College of Science & Engineering joined our faculty last year. Building on her early career at Penn State University, Dr. Schokker has shown extraordinary leadership skills in developing the curriculum, hiring faculty, and mentoring undergraduate students in this highly successful program.

Professor Joe Artim in the Labovitz School of Business & Economics has developed an undergraduate program in Financial Markets. Now in its 8th year the program selects 18 students each year to engage in active research and analysis and make strategic investment decisions applicable to a portfolio of more than \$300,000. These three professors are but a few examples of the high quality faculty members that are the foundation of the high quality teaching and research at UMD.

Enrollment and Graduation

Enrollment at UMD has steadily increased since the fall of 1998 from 7,789 to the current 11,300. Space and staffing resources will limit any significant increase in total enrollment; however, the mix of new high school students, transfer students, graduate and non-degree-seeking students, as well as demographic distribution, will change.

Target enrollment of new students each of the last five years has been 2,100 new high school students and 430 transfer students for a total of 2,530 new students. Going forward and by 2012, the target enrollment—reflecting the changing state demographics and enrollment patterns—will be 2,150 new high school students and 530 transfer students, for a total of 2,680 new students.

The population of students graduating from Minnesota high schools will continue to decline over the next five years. Over the same time period, the number of students of color will increase, particularly for Latino students from the metro area.

Recruitment

To balance the decline in high school graduates in Minnesota, significant international student recruitment efforts are underway. UMD has sent delegations including the VCAA, deans, faculty and admissions staff to China on an annual basis—the most recent trip focusing on the establishment of articulation agreements with several Chinese universities to support transfer to study at UMD. Additionally, the deans and faculty of some UMD collegiate units have travelled to Turkey and other countries for the purpose of recruiting students to UMD.

Out-of-state graduation rate trends and the changes to UMD's tuition structure have assisted us in achieving greater success in recruiting out of state students. Application activity from non-reciprocity states has markedly increased: there was a 64% increase in fall 2008, and another 30% increase in fall 2009. Efforts to recruit from targeted high schools in the Chicago suburbs will continue.

Since the 2007-2008 school year, UMD has funded a part-time Coordinator of Community Outreach and Recruitment Programs. The primary focus for this position has been to build and foster relationships with key middle schools, high schools and community colleges and community organizations serving communities of color in the Minneapolis-St Paul area. This position, coupled with a high level of continuity in UMD admissions representation at Twin Cities metro high schools where the enrollment of students of color is most concentrated, has ensured UMD's visibility and interest in enrolling underrepresented students. Collaborative efforts with the Office of Cultural Diversity have resulted in annual increases in student of color applications of 30% in Fall 2008 and another 9% in Fall 2009.

Retention

Contributing equally to enrollment management efforts is UMD's strategic approach to improving retention and graduation rates continues. This approach began with development of the UMD [Student Success Strategy Map](#) (Strategy Map), was further refined through implementation of the [30-60-90 Student Success Roadmap](#) (30-60-90 Roadmap), and continues through more intensive monitoring of student progress, renewed focus on the sophomore year, and increased use of Graduation Planner and ePortfolio. Through these efforts UMD has realized a nearly 4% increase in freshman to sophomore retention rates.

The foundation of UMD's strategic plan for improved retention and graduation rates is the UMD Student Success Strategy Map. This research-based document details core process areas for improvement and strategic priorities and new initiatives within those areas. The Strategy Map allows administration to clearly see both progress being made as well as gaps within those areas. The Strategy Map was created in 2006 and is reviewed and updated annually. (The Strategy Map is available at www.d.umn.edu/vcaa/retention/)

Created from the research of the Strategy Map and using credit progress, i.e. 30 (sophomore status), 60 (junior status) and 90 (senior status), as a guiding measure, the 30-60-90 Roadmap is a single-page document that engages all students in monitoring their progress to graduation, delineates student on-track versus off-track status, provides benchmarks for data collection and analysis, and clarifies areas for process improvement. The Roadmap also facilitates discussions between academic advisors and students and reinforces the important role each member of our community plays in promoting student success. The Roadmap has received national attention and was described by one expert in the field of student retention and enrollment management as a "perfect illustration of how to approach student retention strategically."

Student attrition rates during the second year have led to a renewed focus on the sophomore year. Based on UMD's results from a national sophomore survey conducted in spring 2009, faculty and student input, analysis of student data and research of best practices, a set of recommendations for improved sophomore student retention and success will be forwarded to campus administration by February 2010.

Graduation Planner, which was fully launched in fall 2008, is an advising tool designed to support students in developing critical thinking, problem solving, knowledge acquisition, and application skills through the practical academic planning process. Graduation Planner supports student success by allowing students to intentionally plan the courses needed to graduate in four or five years and to seek ongoing feedback on that plan from an advisor. During fall 2009, an emphasis is being placed on educating faculty and professional staff advisors in Graduation Planner use while, concurrently, introducing new freshman students to Graduation Planner using a newly developed self-paced Moodle course. Through these efforts, it is anticipated that nearly all UMD students will have created graduation plans by the end of their first semester.

Graduation Rates

The retention strategies and tools just described represent the efforts to retain students to graduation and to reach our graduation rate targets. Already, we have seen a nearly 4% increase in first year retention rates from 2007 to 2008. UMD's graduation rate targets are 40% for 4-year, 50% for 5-year and 65% for 6-year.

Four-, five-, and six-year graduation rates have increased over the last five years. 2003 four-, five-, and six-year graduates rates were 22.5%, 45.0% and 52.8% respectively while 2008 four-, five-, and six-year graduation rates were 28.0%, 51.3% and 50% respectively. Graduation rates at UMD are better than those at UMD public peer institutions.

The average four-, five-, and six-year graduation rates for UMD's twelve public peer institutions for fall 2002 freshman cohort were 18%, 37% and 44%. For comparison, the four-, five-, and six-year graduation rates for the UMD 2002 cohort were 24%, 46% and 50%. UMD will remain focused on our graduation targets, but societal and economic factors, as well as the profile of the students served will have significant impact on our success.

The challenge in the current economic environment will be to maintain current levels of course access that will allow students to enroll in full course loads and complete programs in four years. Recognizing this issue, curriculum review to streamline programs and eliminate course bottlenecks is an ongoing activity.

There is also a trend in higher education for students to attend more than one institution over the course of their undergraduate career. Many of our retention programs aimed at retaining freshmen and sophomore students contribute to student development that leads to completion at other institutions. Likewise, the method of calculating our graduation rates does not take into effect our success with increased numbers of students who transfer to UMD to complete their undergraduate degrees.

University of Minnesota, Morris

Campus Mission

The University of Minnesota, Morris (UMM) provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

As a public land-grant institution, UMM is a center for education, culture, and research for the region, nation, and world. UMM is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. Our residential academic setting fosters collaboration, diversity, and a deep sense of community (This new draft mission statement was approved by the Campus Assembly in April 2009 and is pending approval by the Board of Regents at its October, 2009 meeting.)

Strategic Plan

The entire strategic plan is available at: <http://www.morris.umn.edu/strategic/Nov12006-Final.pdf>. Key components include:

- 1) Improving graduation and retention rates
- 2) Balancing the budget and improving financial stability and viability
- 3) Increasing scholarship funds and non-traditional revenue sources
- 4) Developing a brand identity and an integrated marketing initiative to enhance national reputation and impact recruitment: grow enrollment
- 5) Providing competitive faculty and staff salaries and securing additional funds to support faculty scholarship
- 6) Integrating liberal learning outcomes and green initiatives into the curriculum
- 7) Achieving energy independence and carbon neutrality by 2010

Improving graduation rates

- Morris' four-year graduation rate was 47.4 per cent for the 2002-2006 cohort and 55.6 per cent for the 2004-2008 cohort. (This compares to 41.1 per cent and 45.3 per cent on the Twin Cities campus, 25.8 per cent and 28 per cent on the Duluth campus; and 25.7 per cent and 24.6 per cent at Crookston.)
- Four-year graduation rates for students of color lag behind the overall rate: for the 2002-2006 cohort, the rate was 23.3 per cent and for the 2004-2008 cohort, 40.9 per cent. (This compares to 28.2 per cent and 30.1 per cent at Twin Cities; 22.7 per cent and 18.7 per cent at Duluth; and 25.7 per cent and 24.6 per cent at Crookston.)

Improving retention rates

- Morris retention rates from first to second year are 87.5 per cent for the 2007 cohort, up from 84.1 per cent in the preceding year, and the highest rate recorded since 1989. (This compares to 88.5 at TC and 82 at Duluth and 68.4 at Crookston.)
- For students of color, the retention numbers are 84.7 percent for the 2007 cohort, essentially flat from the preceding year, and the highest rates since 1998. (This compares to 83.5 at Twin Cities; 74 at Duluth and 52.4 at Crookston.)

Strategies to improve graduation and retention rates include:

- Dedication of space and resources in 2008 to form an *Office of Academic Enrichment*. Staffed by a faculty member with reassigned time and a part time assistant, the office focuses on national scholarships, undergraduate research, the honors experience, and study abroad. One outcome of this effort has been an increase in study abroad numbers—39.2% of UMM seniors who completed the U of MN Student Experiences survey indicate that they have participated in a study abroad program, up 5.7% from 2007—and an increase in national scholars—with one Truman scholar named in 2007 and two in 2009; and two Udall scholars in the past two years.
- Creation of a new office which combines the services of several existing offices into one to create a *Center for Career, Advising, Retention, and Enhancement* (CARE) whose goal is to shape an integrated set of services and support for students, beginning with the first year and continuing through graduation.
- Using stimulus (SFSF) funds to add a new position in retention

- Submission of a federal TRIO student services grant, anticipated this fall, to provide additional academic support and mentoring for underserved students: first generation students, students with high economic need, and students with disabilities.
- Increasing support for the *Academic Alert* program, an Academic Affairs and Student Affairs partnership that identifies at risk students and coordinates support.

Balancing the budget and improving financial stability and viability

- Reorganization in the finance area involved the creation of a position as vice chancellor of finance and facilities and appointment of a financial director who brings knowledge of the University system, EFS and experience in the Twin Cities finance office.
- Efforts to address the “structural imbalance” in UMM finances to achieve a balanced budget at the end of FY 09 include a reduction of tenured faculty positions from 107 in 2007 to 103 in 2009 through attrition and retirement, and an increase in the student/faculty ratio from approximately 12/1 in fall 2008 to approximately 14/1 in fall 2009.
- Efforts to address the structural imbalance also include changes in UMM’s Continuing Education office, with credit-bearing course offerings moving under the direction of the division chairs rather than this office.
- We are striving to build a culture of accountability and transparency in the area of finance so that budget managers have both the knowledge needed and the authority necessary to make sound financial decisions that lead to balanced budgets.

Increasing scholarship funds and non-traditional revenue sources

- In 2006, Morris held its first competition for *merit-based Morris and Prairie scholarships*, with half-tuition and full-tuition awards for students selected. Our preliminary analysis shows that these scholarships are having a positive impact on recruitment (“yield” rates are significantly higher than for the general population, including “yields” for students who competed but were not offered scholarships), and on retention. The first and second cohorts retained at 97 percent first to second year, and the first cohort retained at 88 percent from the second to third year. While the scholarships are new and the numbers are preliminary, there does appear to be a positive correlation between these awards and retention. These scholarships have increased UMM’s ability to compete for the most qualified students with other institutions, including the Twin Cities campus.
- UMM’s highest philanthropic priority is raising scholarship funds to recruit students and support them throughout their academic careers.
 - 2009: \$1,046,611 new gift commitments for scholarships
 - 2008: \$498,620 new gift commitments for scholarships
 - 2007: \$882,118 new gift commitments for scholarships
 - 2006: \$840,389 new gift commitments for scholarships
 - 2005: \$653,480 new gift commitments for scholarships
- UMM was awarded \$563,527 from external sources in FY 09. As of July 1, 2009, another \$2.9M in grant proposals was pending.
- In the past several years, Morris has been awarded \$3,701,000 in grants related to *renewable energy*: from USDA; XCEL RDF; Next Gen; Sun Grant; CVEC; BePex;

MPCA; and Wired. An additional \$2,029,000 is pending for a total of \$5,730,000 in renewable energy grants.

- In summer, 2009, Morris created a new *Office of Conferences and Special Events* to lead the team charged with increasing use of campus facilities, primarily during the summer, to enhance revenues, reputation and student recruitment.
- Morris is exploring ways to leverage its green initiatives—through joint ventures or through the development of LLC’s—to increase its revenue streams.

Developing a brand identity and an integrated marketing initiative to enhance national reputation and impact recruitment

- In 2007, Morris launched its first market research effort and subsequently developed marketing messages, symbols, and materials to assist the campus in advancing its regional, state, and national reputation and impacting philanthropic efforts and recruitment.
- Morris provides a renewable, sustainable education and its community members perceive that they have been part of something “big” that has made a difference in their lives. This campaign dovetails with the work underway to leverage the celebration of the 50th anniversary of the campus and the 100th anniversary of the founding of the West Central Agricultural High School.

Results of the marketing and branding campaign include:

- Philanthropic giving increased 26 percent from FY08 to FY09.
- Enrollment increased by approximately six per cent from fall 2008 to fall 2009, including an 8.3 percent increase in new high school graduate enrollment and 30.4 percent in transfer student enrollment.
- Recent unsolicited citations in *Forbes Top 100 Best Buys in the US*, *Mother Jones Top 10 Cool Schools in the country*, and *Fiske’s best and most interesting colleges in the US*.
- Campus selection as one of 12 schools in the country for the nationally competitive *Rocky Mountain Institute* project.
- Unsolicited selection and awards for national grants from prestigious private foundations that wish to remain anonymous.
- Unsolicited selection for participation in the national Apple/ACPUCC student video project.

See also <http://www.youtube.com/user/UMMorris>

Providing competitive faculty and staff salaries and securing additional funds to support faculty scholarship

As the Accountability Report presented to the Regents in September shows, Morris faculty salaries rank near the bottom of peer institutions at most academic ranks, and rank below sister schools within the system as well. The lack of salary increases for FY 10 insures that Morris will continue to lose ground in this arena. This is an area that must be addressed—especially given the high quality of the faculty and staff on this campus, as evidenced by:

- Increases in graduation and retention rates;
- Student satisfaction with the academic experience remaining higher than that for all other University campuses;

- Morris students were awarded three Truman and two Udall scholarships in the past three years;
- Vice President for Research Tim Mulcahy allocated funds from his office to support faculty research and scholarship on the Morris campus in 2008 and doubled the amount in 2009;
- Six-to-eight Morris faculty members take sabbatical leaves and another four-to-six take single semester leaves each year to conduct research and scholarly activity;
- Typically, at least one of the Morris faculty receives University of Minnesota grants-in-aid or research each year, and 13 Morris faculty members recently received University “Imagine Funds” at \$3000 each.

Integrating liberal learning outcomes into the curriculum

A set of learning outcomes has been formulated and approved by the Morris curriculum committee, including division chairs, in May 2009. The outcomes include knowledge, skills, and developmental components and will be considered for adoption by the campus community this fall. The curriculum committee determined that the Student Learning Outcomes currently adopted by the Twin Cities campus¹, are not reflective of the Morris campus as a liberal arts college with a unique educational mission within the University of Minnesota or of our newly-adopted draft mission statement.

Instead, the Morris liberal learning outcomes were informed by the *Liberal Education and America’s Promise* (LEAP) program of the Association of American Colleges and Universities (AAC&U). LEAP outcomes were developed by the National Leadership Council for LEAP, comprised of 33 members including current or former college presidents from Harvard, University of Michigan, Wheaton College, University of Maryland Baltimore County, University of Massachusetts System, and Spelman College, plus presidents of Common Cause, Carnegie Foundation, Council on Higher Education Accreditation, Rockefeller Foundation, College Board, and Public Agenda. The full council membership can be found on the third page of the LEAP report at http://www.aacu.org/leap/documents/GlobalCentury_final.pdf/

LEAP itself is “an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practices on fostering essential learning outcomes for all students, whatever their chosen field of study.”² It is this expressed statement regarding liberal education, the combination of curricular and co-curricular learning, and the direct linkages of these outcomes with those discussed on our campus previously that leads the curriculum committee to propose the following UMM student learning outcomes:

¹ At the time of receiving a bachelor's degree, it is the University's goal that its students:

1. Can identify, define, and solve problems.
2. Can locate and critically evaluate information.
3. Have mastered a body of knowledge and a mode of inquiry.
4. Understand diverse philosophies and cultures within and across societies.
5. Can communicate effectively.
6. Understand the role of creativity, innovation, discovery, and expression across disciplines.
7. Have acquired skills for effective citizenship and life-long learning.

² Association of American Colleges and Universities, 2007. *College Learning for the New Global Century*. Washington, D.C., 62 pp.

Graduates of UMM should prepare for 21st century challenges by gaining:

1. *Knowledge of Human Cultures and the Physical and Natural World*
 - Through in-depth study in a particular field (e.g., its schools of thought, advanced theories, language, and methods of inquiry)
 - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
 - Focused by engagement with big questions, both contemporary and enduring.
2. *Intellectual and Practical Skills, practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and performance standards; skills include:*
 - Inquiry and analysis
 - Critical and creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Information and technology literacy
 - Teamwork and problem solving.
3. *An understanding of the role of the individual in society, anchored through active involvement with diverse communities and real-world challenges including*
 - Civic knowledge and engagement—local and global
 - Intercultural knowledge and competence
 - Environmental stewardship
 - Ethical reasoning and action
 - Foundations and skills for sustained learning throughout their lives
4. *Integrative Learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems including*
 - Synthesis and advanced accomplishment across general and specialized studies.

In addition, the draft Morris mission statement has also been revised to include a set of broad educational outcomes—civic engagement; global citizenship; intercultural competence; and environmental stewardship. These provide the basis for shaping an integrated experience for undergraduate students, recognizing that learning occurs in the classroom, but also outside it, and is enhanced and shaped by service learning and community service, by undergraduate research and internships, and by study abroad. These outcomes are also providing the basis for innovative “theme” floors in the residence halls and will provide a foundation for the Green Living and Learning Residence Hall, anticipated for construction in 2011.

Integrating green initiatives into the curriculum

- Two new major programs have been approved in the last two years: Environmental Studies—an interdisciplinary major that includes courses in the sciences, social science, and humanities—and Environmental Science—which includes courses in the sciences.
- In addition, the hiring process has allowed us to bring in faculty with an energy or environmental focus in a variety of disciplines: philosophy, economics, political science, and biology.

- Green issues have also been incorporated into colloquia and sponsored lectures in history, philosophy and political science.
- In summer 2009 Morris launched a biomass gasification course in partnership with the Minnesota West Community and Technical Colleges that served those students, Morris students, and displaced workers.
- Internship experiences and research opportunities for our undergraduates in these areas continue to grow. And, as noted above, Morris was one of five schools in the country selected by Apple and ACUPCC to produce a video on our “green” initiatives.

Achieving energy independence and carbon neutrality by 2010

Morris continues to make progress toward this goal:

- Biomass update: Morris anticipates a test burn of the densified corn stover later this fall, with commissioning of the plant soon thereafter.
- Wind update: Morris continues its efforts to secure two additional wind turbines, one in partnership with the Mille Lacs Band of Ojibwe.
- Esco contract update: with Regents approval, Morris executed the first Energy Service Contract at the University of Minnesota. Working with McKinstry, Inc., the campus is undertaking a variety of efforts related to conservation and energy efficiency.
- A new recycling shed was constructed on the Morris campus in summer 2009.
- A team of Morris faculty and administrators attended the Rocky Mountain Institute and received a grant that will allow the installation of solar panels to heat the campus swimming pool.
- Through the Green Prairie Alliance—a collaboration of UMM, the West Central Research and Outreach Center, and the USDA Soils Lab in Morris—the campus continues to find creative ways to serve the region and to foster economic development and workforce training for a green economy.

Scope and quality of academic programs

Morris offers 33 academic majors within the context of traditional liberal arts studies. Through a focus on learning outcomes, we are working to better communicate the value of these majors in the context of 21st century expectations: by combining in-class study with co-curricular experiences and enriched academic experiences--internship programs, service learning, study abroad, foreign language study, and undergraduate research.

The 2009 University of Minnesota Student Experiences survey of graduating seniors shows that:

- 68.5 per cent of Morris students participated in a community service project
- 39.2 per cent participated in a study abroad program
- 33.8 per cent completed an internship
- 95.4 per cent participated in a special talk, lecture or panel discussion held on campus
- 97 per cent talked for more than 15 minutes alone with a professor
- 91.5 per cent heard a faculty member talk about his or her research
- 90.8% spoke with a faculty member about their career plans
- 44.6 per cent worked with a faculty member on a shared research or artistic project
- 96.2 per cent attended a performance, concert or exhibit on campus
- 74.6 per cent made friends with a student/faculty member from another country

- 90 per cent worked together on a class assignment with a student whose racial/ethnic background was different from their own.

The quality of academic programs is also measured by faculty accomplishments: for example, one-in-five Morris faculty members are recipients of the Horace T. Morse award for excellence in undergraduate teaching.

Quality is also measured by the post-baccalaureate outcomes achieved by our students, reported here from the post-graduation survey issued “one year out” by the University of Minnesota in 2007:

- Of those who went on to immediate employment, about 80% obtained jobs in professional and technical, managerial, or professional sales positions.
- UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 45 percent; Metropolitan Minnesota, 36 percent; and, other states, 19.0 percent.
- Regarding field of employment, graduates entered the fields of education (includes both elementary/secondary schools and colleges/universities), other services (including business services – especially computer programming/software/data processing services and consulting), public administration (including military service), social services (including residential care), manufacturing, finance/insurance/real estate, health services, and retail trade.
- 41 percent obtained employment in "the same field" as their education; 30 percent obtained positions in "related fields"; 16 percent took jobs in "a different field, by choice"; and, only 13 percent took employment in "a different field, not by choice."
- Immediately following graduation, about 28.0 percent of UMM graduates enroll in graduate or professional education. The University of Minnesota Twin Cities continues to be the most popular graduate/professional school. Other schools include major research universities and regional colleges/universities.
- The type of graduate and professional training taken by the graduates includes medicine, veterinary medicine, optometry, dentistry, nursing, biostatistics, physical and occupational therapy, law, business administration, education, biology, sports management/administration, public affairs, psychology (including school counseling and mental health counseling), social work, library and information science, chemistry, English, political science, theology, public health, public policy, computer science and foreign languages.
- Graduates with undergraduate majors in biology, chemistry, psychology, political science, LAHS, sociology, and sports management pursued post baccalaureate training at a higher rate than others.

Enrollment and Graduation

As noted above, key factors in this effort include:

- A marketing and branding campaign that reflects Morris’ distinctive niche within the University of Minnesota and within higher education in the US: as a public liberal arts

institution, focused on undergraduates, and providing access and quality in a residential setting

- Expanded markets for recruitment (both national and international)
- Increased focus on and support for athletics recruiting in the context of NCAA Division III standards
- Creative partnerships with other institutions: e.g., the 1 + 3 program recently effected with Shanghai University of Finance and Economics; the biomass curriculum project undertaken with the Minnesota West Community and Technical Colleges; and better partnerships to leverage the advantages of being part of a system--with graduate and professional programs in the Twin Cities to provide 3 + 2 or 4 + 2 programs, guaranteed slots for qualified students
- The introduction of new programs aligned with regional and national needs and markets: e.g., Environmental Studies; Environmental Science. Future programs might include a major in public health and nursing articulations with community college RN programs.
- The formation of a new office that incorporates in an integrated fashion career services, advising, retention, and the enhanced academic experience—CARE.
- Application for a TRIO student support grant—in process, to be submitted as soon as federal guidelines and dates are provided.
- Use of stimulus funds to provide additional dollars for institutional student employment; a retention coordinator; and a study abroad advisor.

The University of Minnesota, Morris has never been better positioned to make its mark on the future. It will, of course, need to overcome the financial and economic hurdles that are placed in front of the State and the University, continue its efforts to increase enrollment and retention; and secure resources adequate to competitively reward its faculty and staff. The University of Minnesota, Morris has the potential to become a model community for the future—a national and international model, demonstration platform and destination for education and sustainable living. Morris has come full circle in its service to the region by reconnecting with the legacy of the land as it provides a quality and accessible educational experience and environment for undergraduate students.

University of Minnesota Rochester

Campus Mission

The University of Minnesota Rochester promotes learning and development through personalized education in a technology-enhanced environment. The University of Minnesota Rochester empowers undergraduate and graduate students to be responsible for their own learning and provides appropriate support to prepare them to succeed in a global and multicultural society.

The University of Minnesota Rochester serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research, and public engagement programs in collaboration with other

campuses of the University of Minnesota, other higher education institutions throughout the state and nation, governmental and non-profit organizations, and private enterprise.

Strategic Plan

The priorities set forth in the 2007 strategic plan for the University also set the basis for academic, research and public engagement for the Rochester campus. In an effort to support centrality of mission UMR seeks to establish a leadership role in health sciences education and selected areas of biotechnology. The educational focus allows the institution to manage quality, productivity, and efficiencies. The focus is supported by a comparative advantage afforded to the University in Rochester related to the major economic drivers and international organizations and industries unique in the state, nation and the world. The University in Rochester works collaboratively with educational programs offered by other campuses in the system to meet the educational needs in the region that support the institution, the student, individual colleges, the community, and industry. These partnership programs will continue to serve the requirements of the region.

Efficiencies and effectiveness are achieved through partnering with other campuses to deliver education in the region; using a research and data-driven approach to new programmatic structures and deployment of educational resources; and collaborating with community and corporate resources to provide academic resources and the necessary infrastructure to support education and research at UMR.

Scope and Quality of Academic Programs

A new degree program leading to a Bachelor of Science in Health Sciences (BSHS) was initiated this fall. This is the only undergraduate degree program UMR currently offers. The focus of this degree is aligned with the economic drivers of this region as well as for the state and nation. Demand for students with the BSHS education will open opportunities for UMR graduates in a variety of fields including careers in health sciences, patient care professions, bioscience and biotechnology positions. The BSHS program also prepares students to enter post-baccalaureate, professional, and graduate programs in a variety of disciplines.

Students majoring in this degree program will receive an integrated education across the life and health sciences, the physical sciences, the quantitative sciences, and the social sciences and humanities. A broad and intellectually rich and expansive liberal arts education encompassing literature, language, the arts, humanities, and the social sciences will be a cornerstone of the curriculum.

The curriculum is built on broad learning and student development outcomes that address knowledge, intellectual and practical skills, and personal and social responsibility, with an emphasis on scientific rigor, analytical thinking, quantitative reasoning, critical reading, and effective communication skills. To foster student development and student success, student services are integrated into the curriculum. Continuous assessment is also integrated to monitor and guide student learning, provide for early detection of individual or group issues, improve the curriculum, and serve as the basis for data-driven research on learning.

Faculty developing and supporting the BSHS program are housed in a single academic unit called the Center for Learning Innovation (CLI), regardless of their discipline. The mission of this unit is to advance learner-centered, technology-enhanced, concept-based, assessment-driven, and community-integrated education in the health sciences through cognitive science-based, innovative learning approaches. This focus places student outcomes and the learning experience at the forefront.

In Fall 2008 an interdisciplinary, all-University graduate program, administered in Rochester, began to train the leaders of tomorrow in Biomedical Informatics and Computation Biology (BICB). The BICB program, a UMR collaboration with the University of Minnesota Twin Cities, Mayo Clinic, IBM, and the Hormel Institute, offers M.S. and Ph.D. programs in this vibrant and fast-paced field. The program serves both part-time and full-time students in the Twin Cities and Rochester.

The BICB program was established to harness the Rochester region's strong resources in education, medicine, and technology, and to create world-class graduate and research programs in two of bioscience's fastest-growing fields: biomedical informatics and computational biology. Currently more than 40 faculty participate in this interdisciplinary and multi-institutional graduate program.

The programmatic focus of the BICB program is at the interface of quantitative sciences, medicine and biology. The graduate program educates students in the development and applications of computational methods and to work in interdisciplinary teams of life scientists and computational scientists. The program offers industrial and laboratory internships and training in business leadership, technology management, education and ethics to prepare students for the workplace. The program creates a paradigm shift in the way interdisciplinary multi-institutional higher education is delivered through design and implementation of a flexible and technology-enhanced infrastructure to overcome challenges of geographically distributed education.

Enrollment and Graduation

With the anticipated changes in future undergraduate student demographics different approaches are being utilized at UMR to identify and select students for admission to the BSHS program. The focus on health sciences provides a preliminary point by which to segment potential students for application. Central to the admission process is a student essay to gauge true commitment to the focus of the major. Continuous assessment of the admissions process, by faculty and admission staff, will identify traits that predict success within this educational model. The goal is to accurately assess a student's potential and broaden the field of prospective students.

In the program proposal UMR adopted the UMTC 2012 goals for four-year graduation rates of 60 percent, five-year rates of 75 percent, and six-year rates of 80 percent. With UMR's first freshman class just entering this fall semester, there is no data on graduation and retention rates. At this stage of development, the following steps are included in the academic and student development plan to reach graduation and retention rate goals:

- Translating research on learning into practice: The primary research area of faculty in the Center for Learning Innovation is learning and assessment to identify and translate into practice critical factors that enhance student learning and student success, including
 - Educational experience
 - Frequent feedback and academic support
 - Connections between academic and non-academic experiences

- A three-part approach to instruction ensures the delivery of a rigorous and current curriculum embedded in a support system to promote individual student success. The Center includes faculty who come from strong disciplinary backgrounds and continue their research in their discipline while conducting research on learning develop the content of the curriculum and the pedagogical approaches of delivering the curriculum. Instructors participate in the delivery of the curriculum, in particular, facilitation of project-based learning, and provide out-of-class learning support in an integrated Just ASK open learning center where students can work one-on-one or in groups with instructors. Post-docs who will spend up to three years in the Center for Learning Innovation will ensure the influx of new ideas for curricular materials, pedagogical approaches, and undergraduate research experiences while being prepared for careers in academia with a focus on undergraduate education.

- A common lower-division curriculum and targeted upper-division curriculum give students in the B.S. in Health Sciences the same rigorous foundation in the sciences and humanities regardless of career plans. This foundation is delivered through an integrated curriculum that helps students understand connections among disciplines and the contributions of disciplines to the health sciences. Career advising is integrated into the lower-division curriculum and is being developed in close collaboration between faculty and student affairs to inform students about the broad array of career options. The common lower division curriculum avoids early tracking of students and the inevitable changes in majors that delay student progress as students gain a better understanding of their interests. The upper-division curriculum is targeted towards specific careers and includes a capstone experience that provides a personalized student experience with the goal of enhancing a student's competitiveness for their career choice. An advisory team of professionals is being developed to help faculty understand expectations in different careers.

- Assessment and Student Learning and Development Outcomes: CLI faculty are developing a data base for a comprehensive assessment system to track student learning and development. This long-term data collection project will be the basis for measuring the effectiveness of the curriculum and will provide real-time assessment data for early identification of student performance issues. As long-term data become available, analytical tools will be developed to build predictive models of student learning to better guide a student through the curriculum and to identify where additional support is needed to improve student success.

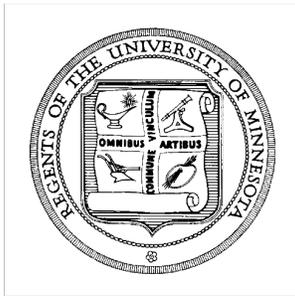
A challenge UMR will undoubtedly face is the fact that UMR's undergraduate degree is focused on health sciences. While all students who are admitted to UMR's B.S. in Health Sciences expressed a strong interest in careers in health sciences, UMR will have students who will discover during their undergraduate education that the field of health sciences, even broadly defined, does not meet their career aspirations. UMR intends to work with this group of students to find pathways at other institutions with a better programmatic match with their life goals. This has the potential to decrease UMR's graduation rate, but constitutes best practice in managing student success and is consistent with UMR's goals of preparing students for careers that are aligned with their aspirations. UMR plans to develop strategies to identify student characteristics that are predictive of maintaining an interest in health sciences, including comparison of application materials with student performance and development. As UMR learns more about its student population, UMR will refine the admission process.

The University of Minnesota Rochester is building an undergraduate educational system that is rigorous and challenging for students with the primary educational objective to prepare students to achieve their career goals in the health sciences and biotechnology. Incorporated into the program is a system of support structures designed to quickly identify student challenges and engage that student towards success.

As this model develops the institution will be reviewing the business and financial model for undergraduate education. Recognizing that educational revenues sources are changing UMR is seeking to determine the extent of anticipated efficiencies that can result from this educational model. Scalability of this educational model and most importantly the impact on student learning outcomes will be key future measures.

Conclusion

As the entire University system strives to achieve its goals and respond to the state and national economic downturn the UMC, UMD, UMM, and UMR campuses are doing their part to maintain and enhance quality, reduce expenses, increase revenues, deliver world-class instruction, conduct scholarly inquiry and discovery, and serve their regions and the state. Each campus has innovative new programs focused on the University's highest priority initiatives and designed to meet workforce needs. Many of these programs are interdisciplinary and most involve collaboration across campuses and with external partners. We will continue on this path toward a more fully integrated system of campuses and resources across the state.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 8, 2009

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- Medical School – Create fellowship in Forensic Psychiatry
- Medical School – Create fellowship in Vascular Surgery
- College of Continuing Education (Twin Cities Campus) – Create certificate in Manufacturing Technology
- College of Continuing Education (Twin Cities Campus) – Create certificate in Nanotechnology Practice

II. Request for Approval of Changed Academic Programs

- College of Continuing Education (CCE) and Graduate School (Twin Cities Campus) – Move degree-granting status for Master of Biological Sciences degree from Graduate School to CCE
- College of Food, Agricultural, and Natural Resource Sciences (CFANS) and College of Continuing Education (Twin Cities Campus) – Change name of Master of Agriculture – Horticulture degree to Master of Professional Studies degree in Horticulture and move degree-granting status from CFANS to CCE

- College of Design (Twin Cities Campus) – Change name of B.S. degree in Clothing Design to Apparel Design
- Crookston Campus – Offer existing Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management through distance education
- Crookston Campus – Offer existing B.S. degree and minor in Marketing through distance education

III. Request for Approval of Campus Mission Statement

- Morris Campus – Revise Campus Mission Statement

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
October 8, 2009**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Medical School—Create fellowship in Forensic Psychiatry**

The Medical School requests approval to create a fellowship in Forensic Psychiatry, effective summer semester 2010. Fellows in the program will learn the knowledge, skills, and attitudes considered essential for a career in the practice, education and research of forensic psychiatry.

▪ **Medical School—Create fellowship in Vascular Surgery**

The Medical School requests approval to create a fellowship in Vascular Surgery, effective summer semester 2010. Fellows in the two-year program will learn the clinical skills and acumen to diagnose and manage non-cardiac vascular disease including patients with life-threatening diseases.

▪ **College of Continuing Education (Twin Cities Campus)—Create certificate in Manufacturing Technology**

The College of Continuing Education on the Twin Cities campus requests approval to create a certificate in Manufacturing Technology, effective spring 2010. The proposed certificate will prepare students for professional careers in manufacturing, with an emphasis on technical and business capabilities.

▪ **College of Continuing Education (Twin Cities Campus)—Create certificate in Nanotechnology Practice**

The College of Continuing Education on the Twin Cities campus requests approval to create a certificate in Nanotechnology Practice, effective spring 2010. The proposed certificate will create an academic credential for an existing program and courses in nanotechnology education.

II. Request for Approval of Changed Academic Programs

- **Graduate School and College of Continuing Education (Twin Cities Campus)—Move degree-granting status for Master of Biological Sciences degree from Graduate School to CCE**

The Graduate School on the Twin Cities campus requests approval to move degree-granting status for the Master of Biological Sciences degree to the College of Continuing Education, effective fall semester 2009. The purpose of the change is to align better the program with resources and services for professional students.

- **College of Food, Agricultural, and Natural Resource Sciences and College of Continuing Education (Twin Cities Campus)—Change name of Master of Agriculture – Horticulture degree to Master of Professional Studies degree in Horticulture and move degree-granting status from CFANS to CCE**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the Master of Agriculture – Horticulture degree to Master of Professional Studies degree in Horticulture and move the degree-granting status to the College of Continuing Education, effective fall semester 2009. The purpose of the change is to capitalize on CCE's ability to market to and support adult students. The name change is proposed in order to position better the degree within the marketplace. The degree program will continue to be a partnership between and benefit from the resources of both colleges.

- **College of Design (Twin Cities Campus)—Change name of B.S. degree in Clothing Design to Apparel Design**

The College of Design on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Clothing Design to Apparel Design, effective fall semester 2009. The proposed change will better reflect the degree completion requirements and eliminate confusion for students.

- **Crookston Campus—Offer existing Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management through distance education**

The Crookston campus requests approval to offer the Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management through distance education, effective fall semester 2009. Online delivery of this degree program will provide greater flexibility to students for whom traditional delivery is not feasible.

- **Crookston Campus—Offer existing B.S. degree and minor in Marketing through distance education**

The Crookston campus requests approval to offer the Bachelor of Science (B.S.) degree and minor in Marketing through distance education, effective fall semester 2009. Online delivery of this degree and minor will provide greater flexibility to students for whom traditional delivery is not feasible.

III. Request for Approval of Revised Mission Statement

- **Morris Campus— Revise Mission Statement**

The Chancellor of the University of Minnesota Morris campus requests approval of a new campus mission statement, effective immediately. The revised mission statement is as follows:

The University of Minnesota, Morris (UMM) provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

As a public land-grant institution, UMM is a center for education, culture, and research for the region, nation, and world. UMM is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. Our residential academic setting fosters collaboration, diversity, and a deep sense of community.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 8, 2009

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

- (1) Enrollment data for fall 2009 will be finalized and distributed at the October meeting.
- (2) The effort to enhance the excellence of graduate education is continuing. Two new work groups were announced and received their charges on September 17, 2009. Committee membership and charges can be found at:

<http://www.academic.umn.edu/provost/graduate/academicissuescmte.html>

<http://www.academic.umn.edu/provost/graduate/studentprocessescmte.html>

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.