University of Minnesota Crookston FY15 Campus Compact

<u>Part I: Strategic Planning Questions</u>

1. **The two areas of change most critically affecting the University of Minnesota Crookston (UMC) over the next 2-5 years are demographic and technology changes and trends.**

    Demographic Changes and Trends:

    a. The number of Minnesota high school graduates is projected to level at a low point from 2014 to 2017. After that, slow growth is expected over the next several years. (source: MN Office of Higher Education)
    b. Within the population of Minnesota high school graduates, the percentage of students of color will continue to rise, while the percentage of grads who are white will hold steady in the longer term.
    c. Nationally, a steady enrollment increase in online programs and courses will continue.
    d. In Minnesota, between 2005 and 2011, the largest increase in higher education enrollment was among ages 25-34. This trend is expected to continue in the near term.
    e. At UMC, a significantly larger percentage of incoming students have indicated interest in pursuing graduate or professional school.   (46% in 2013 vs. 15% in 2000 – source: UMC new entering student survey)

    Impact of demographic changes and trends on UMC:

    a. UMC's two major sources of revenue are tuition and state support. Given current levels of state support and increasing political pressure to limit rising tuition, the only options for increasing revenue are enrollment growth, improved retention, increased grant funding, and greater philanthropic support.
    b. Static or slowly growing classes of new entering freshmen on campus, with potentially smaller than ideal numbers of on-campus students, results in residence halls not at capacity and fewer tuition dollars realized. Recruiting and retention efforts will have to be increasingly effective, highly targeted, and sustained throughout recruitment to enrollment to graduation.
    c. Current enrollment of and any potential increase in out-of-state domestic and international students will be affected directly by UMC's ability to maintain its current non-differential or "flat rate" tuition rate for these students.
    d. Incoming on-campus students, whether new entering freshmen or transfer, will increase the diversity already present on campus. It is critical to continue efforts to welcome and support students of color, international students, GLBT students, student-athletes, adult students, veterans, and all students.
    e. As part of its modern Land Grant mission, UMC will continue to offer online programs and courses to the growing numbers of adult students. Increasing competition for these students requires UMC to strategically recruit, admit, enroll, and retain online students, to create a sustainable small campus model.
    f. With two distinct student populations (on-campus and online), and the goal of increasing retention and graduate rates for both, developing class schedules and staffing courses are challenges.
    g. For online students, there is also the challenge of creating connections that lead to strong alumni relationships.
    h. Selective development of new majors (both on-campus and online) that leverage UMC strengths will aid in recruitment and retention.
    i. With more students interested in graduate studies, UMC needs to enable, support, and expand faculty efforts in the areas of research and mentorship.
    j. The Wellness Center project is essential to recruitment and retention of on-campus students.

Technology changes and trends:

a) Research indicates this trend will continue and grow: a proliferation of student-, faculty-, staff-, and guest-owned devices (e.g. smart phones, tablets, laptop/notebook computers and other bring-your-own devices (BYOD)) entering the campus with the expectation of support for these devices. This may also bring expanded security risks of such devices.
b) There will continue to be increasing demand for wireless service and network bandwidth capacity.
c) The move toward Universal Design to meet various learning styles and to aid students with disabilities is expected to continue.
d) New IT security standards and policies continue to be implemented.
e) Services continue to move to the "cloud," which provides anytime/anywhere access as well as greater demands on campus wireless networks and infrastructure.
f) Incoming new students have high expectations for colleges to support their technology use.
g) 3D printing technologies have become more affordable to higher education and higher profile publicly; other emerging technology trends include Big Data, wearable devices, and gamification.

Impact of technology changes and trends on UMC:

a) The proliferation of BYOD devices will require that UMC reexamine and reevaluate its laptop/notebook computer program.
b) Not meeting expectations for campus wireless service and bandwidth capacity may negatively affect recruitment and retention efforts as well as the ability to effectively use technology in teaching and learning.
c) Time and resources will be required to fully implement updated University IT policies.
d) A few years ago UMC moved e-mail services to Google, and Salesforce is the CRM application. An agreement with Cloudnexa for cloud storage has been negotiated, and others will follow, indicating an increasing trend to continue to expand cloud services at the University. This further increases demands on network infrastructure and bandwidth capacity on campus.
e) UMC will need to investigate emerging technologies such as 3D printing, Big Data, wearable devices, and gamification, as they may influence pedagogy and program effectiveness. Currently, 3D printing may have the most relevance to existing UMC programs (e.g. Software Engineering, Entrepreneurship, STEM), and it has a relatively high profile and public interest.

2. **UMC's competitive advantages, distinguishing characteristics, and strategic assets include:**

a) "Small Campus. Big Degree." UMC offers the University of Minnesota brand name at a small campus environment that affords students personalized attention and "face time" with faculty and staff; multiple options for student leadership and engagement through clubs, activities, and NCAA DII athletics; and a supportive environment where less prepared or at-risk students thrive.
b) Currently, UMC offers 13 of its degree programs entirely online, and it is recognized as a leader in online learning within the U of M system and across the state. Timely pre-evaluation of transcripts helps new online students (as well as transfer students) determine how their previous academic work will transfer to UMC's degree programs provides a competitive recruitment advantage.
c) UMC is distinctive for hands-on experiential learning, a focus on teaching and technology, required internships and direct career preparation, undergraduate research, and strong niche programs.
d) UMC serves as the face of the University of Minnesota in Northwest Minnesota and is an important regional asset and hub of activity, leveraging resources from UMC, the NWROC, Extension, the State EDA Center, local business and industry, and the community to serve the state.

e) UMC also serves as a regional economic driver with a significant economic impact of up to $50M.

f) The scale and nimble nature of UMC provide opportunities for innovative approaches and pilot studies for wider U of M system initiatives. Faculty and staff who are "generalists" can offer a wider perspective for such initiatives.

g) *U.S.News & World Report* ranked UMC as the #1 Midwest Public Regional College for 2014.

h) UMC's flat-rate tuition draws students from across the U.S. and the world, bringing greater diversity to the rural setting and benefitting both the campus and local community.

i) Numerous articulation agreements with two-year colleges in Minnesota and North Dakota help attract transfer students.

The strategic planning process that is underway has focused on exceptional academic program opportunities that build on the expertise of current faculty, leverage existing programs and resources, and have high employment demand. Among the opportunities under discussion are:

- **Academic programs:** Secondary Education (e.g. Agricultural Education, Physical Education, STEM), Veterinary Technology, Exercise Science and Wellness, accredited business programs, select liberal arts programs, International Business, Data Management, Data Security.

- **Partnership programs:** Pre-Nursing (with U of M School of Nursing), preparation of "underserved in medicine" students (with U of M Medical School), Unmanned Aerial Systems for agricultural purposes (with University of North Dakota (UND)), Medical Lab Science (with UND).

- **Technology:** UMC's digital imaging and immersive visualization laboratory suite distinguishes the campus both in research and academic programming and offers opportunities for further program development. Potential collaboration opportunities exist with the U of M's U-Spatial.

3. **Ways University leadership can better support UMC's goals, including specific areas of guidance or direction related to programming or operations that would help in planning to achieve UMC's goals.**

A SYSTEM APPROACH
a) Put greater emphasis on promotion of the University of Minnesota as a system of five campuses

b) Develop greater accountability among U of M leadership to forge stronger relations with system campuses; encourage administration, faculty, and staff from the Twin Cities campus to visit UMC to inform them of the nature of the campus, how it operates, and its successes and challenges

c) Continue to be actively inclusive of UMC and other system campuses when making systemwide decisions, while being mindful of the challenges of distance and distinctive missions

d) Find ways to create greater parity or uniformity in distributing state funding among system campuses or to better explain current systems

e) Develop a systemwide approach to undergraduate student recruitment and admissions

f) Recognize and publicly acknowledge the critical importance of nurturing excellent community relations in the region of northwest Minnesota and beyond

g) Continue to leverage enterprise systems to include all system campuses

ACADEMICS
a) Establish additional clearly-articulated academic pathways for UMC graduates to enter University of Minnesota graduate and professional programs (e.g. the current VetFAST program)

b) Support a mixture of additional full-time faculty positions (both tenure and non-tenure) at UMC

c) Expand select services and programs provided by the U of M Twin Cities' Center for Teaching and Learning in support of the professional development of UMC faculty members

d) Continue to develop stronger connections between the U of M Office of the Provost and UMC's vice chancellor for academic affairs; provide opportunities (annually or semi-annually) for greater systemwide interaction among the chief academic affairs officers in order to share best practices and to enhance system pathways and collaboration

e) Help identify and then, as a system, utilize contributions UMC can make to the entire U of M enterprise; students, faculty, and staff at UMC are eager to work with units across the system

f) Continue to support research and scholarship efforts in applied areas consistent with mission; fund expansion of lab space for research and one-time purchase of lab equipment; expand support for undergraduate research; encourage individual faculty-to-faculty connections between and among system campuses

Part II: Past Investments

For FY14, UMC received a nonrecurring post-budget O&M transfer of $154,000 to bridge the costs of a new department head for the Business Department until salary savings can be achieved through retirement. An unforeseen situation necessitated that a department head continue for an additional year. In FY14 the allocation was used to cover business program instruction. UMC will need funds recurring beyond FY15.

Part III: Appendices Relating to Institutional Priorities

A. Undergraduate Education:

Plans for Enrollment Management – In an effort to leverage efficiencies, international recruitment efforts will now report to the Office of Admissions and Enrollment Management (A&EM). The recruitment and orientation of all new on-campus students is now consolidated under A&EM and Student Affairs. Connections between A&EM and Financial Aid will be reinforced. Finally, a restructuring of the staff in the Admissions Office (with funding support from system administration) will strengthen efficiency and allow additional recruitment efforts.

This fall, as a result of the annual Executive Committee Retreat, the Strategic Enrollment Management Committee (SEMC) was created and charged with guiding the development, communication, implementation, assessment, and refinement of a strategic enrollment management plan that results in attaining the most appropriate enrollment as measured in student quality and quantity. The committee will establish well-planned enrollment strategies and tactics to shape the enrollment for UMC to meet both short-term and long-term goals and outcomes.

Plans for Improving Retention and Graduation Rates – Under the leadership of the SEMC and Retention Committee, workgroups have identified and established action plans for key issues. The retention workgroup will focus on advising, students of color, transfer students, online students, the underperforming middle, exit surveys, and GenEd 1000 (a required course for all conditionally admitted freshmen). New student orientation programs are being enhanced to help transfer students better transition to the UMC campus. A pilot mentoring program for new student athletes is being established. All units within Student Affairs and Student Services are finding effective and efficient ways to ensure that online students have access to similar service and support as on-campus students.

Other undergraduate initiatives include three new Bachelor of Science degree programs unanimously approved by the UMC Faculty Assembly: English, International Business, and Social Science. Adding International Business as an approved major increases the ability to market to and attract prospective students—including international students. The English and Social Science programs, which are applied in focus, will expand recruitment opportunities and help retention efforts as well as offer more options for the

increasing number of UMC students interested in graduate or professional school after completing a baccalaureate degree. These programs also leverage current faculty expertise.

B. Graduate Education and Professional Education (Not Applicable)

C. Research and Scholarship

As a teaching campus, UMC experiences and values research and scholarship in three primary ways: engagement of undergraduates in research, faculty engagement in their research agendas, and faculty engagement in the scholarship and research of pedagogy.

Evidence continues to grow that participation in undergraduate research increases student engagement and retention and prepares students for successful advanced study. More than 40% of fall 2013 new students indicate intent to pursue graduate and professional school after UMC. Increasingly, therefore, faculty members involve undergraduate students in research, especially in the sciences, natural resources, and software engineering/visualization.

Faculty members are also engaged in research and scholarship, often of an applied nature, as part of their own scholarly pursuits. Such research is vital to ensure that faculty members remain current in their fields and to improve recruitment and retention of faculty. A number of faculty members pursue their research and scholarship while carrying the full 24-credit teaching load of and, in some cases, overload teaching schedules. In 2013-2014, 51 research release credits were awarded to 11 different faculty members.

Research lab space is at a premium for scientists, and lab equipment is limited. Faculty members have creatively partnered with other U of M units and with faculty members at other institutions to gain access to necessary equipment. Using UMC funds to match the $50,000 FY14 allocation from the Office of the Vice President for Research (OVPR), the vice chancellor for academic affairs has awarded more than $100,000 to purchase essential lab equipment through a competitive Academic Affairs investment process. In addition, three UMC faculty members received a total of $67,844 in Grant-in-Aid funding from the OVPR.

Several faculty members also engage in the scholarship of pedagogy. This applied research, which is often based in the faculty member's discipline, contributes directly to UMC students' learning experience while also sharing valuable pedagogical insights through publications and presentations.

D. Equity and Diversity

Through support from the University's Office of Equity and Diversity, UMC hosted the ten-part Diversity Certification Training for the campus and the community. The director of diversity and multicultural programs has strategically worked with hiring committees, hiring authorities, and the Office of Human Resources to ensure a conscious effort is made to attract broad pools of diverse candidates. UMC's Advisory Council for Diversity, now in its second year, provides training and programs throughout the academic year as well as guidance to the director of diversity and multicultural programs. For fall 2013, UMC's enrollment of domestic degree-seeking students of color was 13.2% of total enrollment; International students accounted for 6% of total degree-seeking enrollment.

E. Internationalization

UMC's Office for International Programs continues to provide opportunities for student mobility (e.g. international students, study abroad) and works with various departments to ensure integration of students and the internationalization of the campus and curriculum. UMC also works closely with various

departments on the Twin Cities campus, including GPS Alliance, Learning Abroad, the Confucius Institute, International Students and Scholars Services, and Teaching and Learning.

Faculty have been involved in the U of M's Internationalizing Teaching and Learning cohort, workshops on international course design, work with global groups, and obtaining travel grants to attend and present at international conferences and site visits. Students have also attended workshops on cultural competence and understanding cultural background on social habits such as drinking and smoking. UMC continues to provide many international events not only for the campus community, but also for the local community and region. The first Chinese language and culture camp for area K-6 students was launched this year.

As part of the U of M's China 100 Celebration, a UMC contingent traveled to China in November of 2013 to open a 3D Immersive Technology Center, part of the larger American Culture Center, at the Zhejiang Economic and Trade Polytechnic (ZJETP). UMC and ZJETP have had a formal relationship as partner institutions since 2005. This new facility was sponsored by the U.S. Department of State and the U.S. Embassy in Beijing. UMC officials were also able to meet with leaders at the U.S. Embassy and the U.S. Consulate, both of which were instrumental in funding this project.

F. Public Engagement

Two additional strategic initiatives emerged from this past summer's Executive Committee Retreat: the Strategic Philanthropic Engagement and Regional Support Initiative and the Strategic Regional Resource Center Initiative. Both of these work groups are taking inventory of public engagement in Northwest Minnesota and finding ways to leverage resources and effectively communicate service and benefits to the region. UMC is considering application for the Carnegie Foundation's 2015 Elective Community Engagement Classification this year; initial steps are being taken to gather information about specific commitments and activities regarding community engagement. In recognition of its community engagement efforts, UMC was, again, named to the President's Higher Education Community Service Honor Roll for 2013.

G. Interdisciplinarity of Research and Education

UMC's four academic departments are a blend of diverse disciplines. For example, the Liberal Arts and Education Department, a department with many service courses and only a few majors, is home to faculty in composition, history, behavioral sciences, social sciences, arts, literature, philosophy, communication, criminal justice, and teacher education. Interdisciplinarity of education and research happens both naturally and intentionally. In the Math, Science, and Technology (MST) Department, a chemist and biologist have together replaced the "cookbook" microbiology lab with a guided inquiry into potential anti-microbials that also teaches the requisite lab skills. Another MST faculty member is partnering with a faculty member from the Agriculture and Natural Resources Department on a golf turf research project. Faculty and students in software engineering develop the digital lab displays for use in biology courses. Interdisciplinary research partnerships also extend to the Northwest Research and Outreach Center, Extension, and the Agricultural Utilization Research Institute. Regularly scheduled for each semester, campus-wide faculty and student presentations of research and scholarship draw an audience comprised of a wide spectrum of faculty, staff, and students.

H. Academic Technology and eLearning

Online learning continues to be a strategic part of UMC's academic programming, and UMC serves as the leader in eLearning within the U of M system. This fits the modern Land Grant mission. Online offerings now number 13 baccalaureate programs (up from 10 last year) and 5 certificate programs. Online-only students comprised 47% of UMC's total student population in spring semester 2014.

Achieving and maintaining a critical mass of students on campus, while also strategically growing online, requires balancing critical resources (e.g. teaching, advising, student support services, and technology) for two distinctly different delivery modes. Evidence that UMC has been successful comes in the form of continued growth of online programs and online-only students and from accolades received by organizations such as *U.S.News & World Report, SuperScholar,* and *The Guide to Online Schools.*

UMC's Center for Teaching and Learning with Technology provides critical support to faculty members as they develop courses for online learning. Moodle is a mission-critical course management system for online courses and for web support of on-campus courses. Balance is required between meeting faculty needs for technology support and professional development regarding pedagogical implications of online teaching.

In addition to the direct UMC-focused activities described above, UMC's Center for Adult Learning continues to host the Digital Campus Calling Center for the entire U of M system.

I. Assessment of Undergraduate Student Learning

UMC's first Academic Quality Improvement Program (AQIP) Systems Portfolio is due to the Higher Learning Commission on June 1, 2014. Recent assessment work has focused on documenting learning outcomes and assessment plans for all academic programs. Faculty members spent professional development days in October 2013 and February 2014 refining their program-level outcomes and putting an assessment plan for those outcomes on paper. By mid-May 2014, all academic programs will have submitted updated learning outcomes and assessment plans, with special attention paid to the FY15 assessments.

Beginning in May 2015, all academic programs will be required to submit a report of collected assessment results and curricular changes made based on those results. A University-wide RFP is currently in process for assessment software the faculty will use to provide a central repository of assessment results.

FY15 assessment work will include implementation of the program-level assessment plans and a focus on assessing and analyzing achievement of the common student learning outcomes previously defined by UMC faculty. The roll-out of Moodle's course outcomes functionality is critical to the collection and aggregation of the course-level data needed for this work.

J. Collegiate Strategic Planning

The July 2013 Executive Committee Retreat focused on strategic enrollment management. It led to the creation of the Strategic Enrollment Management Committee (SEMC) and to fresh insights about the need to achieve/maintain a critical mass of students on campus while also continuing strategic growth online.

The retreat also led to a commitment to engage in a broader strategic planning process. UMC began an expedited process on November 21, 2013, using the Real-Time Strategic Planning Process developed for non-profit organizations by David LaPiana. The Strategic Planning Leadership Team already has drafted three key documents (Future Business Model, Institutional Identity Statement, Strategy Screen) and appointed faculty and staff to three strategic work group initiatives: strategic enrollment management; galvanizing alumni, the community, and the region in support of UMC; developing centers of excellence that the region and state (and beyond) will recognize as "go to" resources. The next stage is to broaden the strategic discussion and participation across campus through the Faculty Assembly, Campus Assembly, the Crookston Student Association, and other venues.

For more information about the work done to date, please refer to **www.umcrookston.edu/stratplan**.