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<tr>
<td>ABET</td>
<td>Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>ACUPCC</td>
<td>American College and University Presidents Climate Commitment</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>AHEC</td>
<td>Northwest Area Health Education Center</td>
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<tr>
<td>APAS</td>
<td>Academic Progress Audit System</td>
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<tr>
<td>APPA</td>
<td>Association of Physical Plant Administrators</td>
</tr>
<tr>
<td>ASC</td>
<td>Academic Support Services</td>
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<tr>
<td>AURI</td>
<td>Agricultural Utilization and Research Institute</td>
</tr>
<tr>
<td>AVCSA</td>
<td>Associate Vice Chancellor for Student Affairs and Enrollment Management</td>
</tr>
<tr>
<td>CAAB</td>
<td>College Advisory and Advancement Board</td>
</tr>
<tr>
<td>CAL</td>
<td>Center for Adult Learning</td>
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<tr>
<td>CAP</td>
<td>Conditional Admit Program</td>
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<tr>
<td>CAS</td>
<td>Advancement of Standards in Higher Education</td>
</tr>
<tr>
<td>CIHS</td>
<td>College in the High School</td>
</tr>
<tr>
<td>CITI</td>
<td>Collaborative Institutional Review Board (IRB) Training Initiative</td>
</tr>
<tr>
<td>CMMS</td>
<td>Computerized Maintenance Management System</td>
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<tr>
<td>CoP</td>
<td>Community of Practice</td>
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<tr>
<td>CRES</td>
<td>Center for Rural Entrepreneurial Studies</td>
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<tr>
<td>CSA</td>
<td>Crookston Student Association</td>
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<tr>
<td>CSRCW</td>
<td>Crookston Student Research and Creative Works</td>
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<tr>
<td>EDA</td>
<td>Economic Development Administration</td>
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<tr>
<td>FCA</td>
<td>Facilities Condition Assessment</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
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<tr>
<td>GLBTA</td>
<td>Gay, Lesbian, Bisexual, Transgender, Ally</td>
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<td>GNED</td>
<td>General Education</td>
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<tr>
<td>GPS</td>
<td>Global Programs and Strategy</td>
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<tr>
<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act</td>
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<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<tr>
<td>IPO</td>
<td>International Programs Office</td>
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<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
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<tr>
<td>LAE</td>
<td>Liberal Arts and Education Department</td>
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<td>LEED</td>
<td>Leadership in Energy and Environmental Design</td>
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<td>MEF</td>
<td>Minnesota Education Fairs</td>
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<td>MHEC</td>
<td>Midwestern Higher Education Compact</td>
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<td>MnSCU</td>
<td>Minnesota State Colleges and Universities</td>
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<td>MNTC</td>
<td>Minnesota Transfer Curriculum</td>
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<td>MRHA</td>
<td>Minnesota Rural Health Association</td>
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<td>MST</td>
<td>Math, Science, and Technology Department</td>
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<td>NACEP</td>
<td>National Alliance of Concurrent Enrollment Partnerships</td>
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<td>NAS</td>
<td>New Advanced Students</td>
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<td>NCUR</td>
<td>National Conference of Undergraduate Research</td>
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<td>NETS</td>
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<td>NHS</td>
<td>New High School Students</td>
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<td>NSSE</td>
<td>National Survey of Student Engagement</td>
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<td>NWROC</td>
<td>Northwest Research and Outreach Center</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>NWSA</td>
<td>Northwest School of Agriculture</td>
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<tr>
<td>OCE</td>
<td>Office of Community Engagement</td>
</tr>
<tr>
<td>OIT</td>
<td>Office of Information Technology</td>
</tr>
<tr>
<td>OSCI</td>
<td>Office of Service and Continuous Improvement</td>
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<tr>
<td>OSD</td>
<td>Office for Students with Disabilities</td>
</tr>
<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>P&amp;A</td>
<td>Professional and Administrative</td>
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<tr>
<td>PIAC</td>
<td>Program Improvement Advisory Committee</td>
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<tr>
<td>REPA</td>
<td>Report of External Professional Activities</td>
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<tr>
<td>RTSP</td>
<td>Real-Time Strategic Planning</td>
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<tr>
<td>SCH</td>
<td>Student Credit Hours</td>
</tr>
<tr>
<td>SEMC</td>
<td>Strategic Enrollment Management Committee</td>
</tr>
<tr>
<td>SPACE</td>
<td>Student Programming and Activities for Campus Entertainment</td>
</tr>
<tr>
<td>SPERS</td>
<td>Strategic Philanthropic Engagement and Regional Support</td>
</tr>
<tr>
<td>SPLT</td>
<td>Strategic Planning Leadership Team</td>
</tr>
<tr>
<td>TSS</td>
<td>Technology Support Services</td>
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<tr>
<td>U of M Crookston</td>
<td>University of Minnesota Crookston</td>
</tr>
<tr>
<td>UMC</td>
<td>University of Minnesota Crookston (Used in Mission, Tables, and Figures)</td>
</tr>
<tr>
<td>U of M System</td>
<td>University of Minnesota System</td>
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<td>U of M Twin Cities</td>
<td>University of Minnesota Twin Cities</td>
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<tr>
<td>UROP</td>
<td>Undergraduate Research Opportunities Program</td>
</tr>
<tr>
<td>UTOC</td>
<td>University Teaching and Outreach Center</td>
</tr>
<tr>
<td>VCAA</td>
<td>Vice Chancellor for Academic Affairs</td>
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</table>
The University of Minnesota Crookston (U of M Crookston) is one of five statewide campuses within the University of Minnesota System, the land grant institution for the state of Minnesota. The U of M Crookston’s roots extend back to 1906 when the Northwest School of Agriculture was opened as a boarding school for the children of the region’s farming communities. In 1966, the campus began offering two-year technical degrees as the University of Minnesota Technical Institute, which became the U of M Crookston in 1988. In 1992, it was granted permission to begin offering baccalaureate degrees. This transition puts the U of M Crookston in a rather unique position of having a lengthy history while still being relatively young as a four-year degree-granting institution.

The U of M Crookston’s mission statement states the University of Minnesota, Crookston (UMC) is integral to the University’s statewide land grant mission. The college provides its unique contribution through applied, career-oriented 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. UMC operates with the key values of integrity, excellence, diversity, innovation, and learner centeredness. UMC’s vision statement outlines further priorities: The University of Minnesota, Crookston is unique in the region, providing access to world renowned teaching and research and serving as a regional hub for:

- undergraduate education leading to a University of Minnesota diploma
- technology applications in higher education
- innovation, entrepreneurism, and regional sustainability
- leadership development
- global and diverse cultural experience

In its 2013-2014 strategic planning process, the U of M Crookston defined three strategic priorities:

- Enrollment management including recruitment and retention
- Philanthropic engagement and regional support for the campus
- Developing a regional center for rural economic development

As of fall 2013, the U of M Crookston had 1,813 enrolled degree-seeking students. Of these, 995 (55%) were on-campus and 818 (45%) were online. In recent years, online enrollments have had large increases, while on-campus numbers have hovered at approximately 1,000. Additionally, the U of M Crookston serves 1,026 non-degree students, the majority of whom are students participating in the U of M Crookston’s College in the High School (CIHS) program.

The U of M Crookston has 90 instructional faculty, of which 49% are tenured or on tenure track, 82% are full time, 46% are female, and 92% are white. The U of M Crookston employs 191 staff. The campus organizational chart outlines basic reporting structures.

The U of M Crookston offers 29 baccalaureate degrees on campus of which 13 are also offered online, 20 minors, and six certificates. In addition, it offers instruction in English as a Second Language and Air Force ROTC (in collaboration with the University of North Dakota).

Although the U of M Crookston had investigated and begun developing quality improvement processes prior to joining AQIP in December 2010, after joining AQIP these quality improvement processes became more visible and refined.
Quality improvement development has concentrated in two areas:

**Area One: Support Mechanisms and Processes Necessary for Quality Improvement**
- Formation of a thirteen-member AQIP Steering Committee which oversees and directs all the quality improvement efforts including support processes along with selection and monitoring of Action Projects
- Development of a new position of Director of Institutional Effectiveness which includes institutional research, AQIP accreditation, analytics, and planning
- A defined process for selection of new Action Projects including campus-wide input, selection criteria, and urgency and importance evaluation
- Procedures for communication of quality improvement results to the campus through reports at meetings of groups such as Faculty Assembly and Executive Committee

**Area Two: Implementation and Results of AQIP Action Projects**
- Student Retention and Success: A revised Conditional Admit Program (CAP) increased the CAP students’ retention rate from year 1 to year 2 from 56% to 73%.
- Improve Academic Advising: An intrusive advising process for CAP students within the GNED 1000: Seminar for New Students course improved academic success through additional academic advising.
- Course Quality Assurance: Each of the four academic departments developed and passed Course Quality Assurance Standards for pre-delivery assessment of courses.
- Integrating and Assessing Student Achievement of the U of M Crookston Core Competencies: Eight programs mapped their curriculum to reflect Core Competency instruction.
- Revising Program Review Process: New procedures outlining program reviews will be implemented in fall 2014.
- On-campus Transfer Student Persistence and Satisfaction: Students transferring into the Natural Resources program from select two-year programs were identified as having exceptionally higher retention and graduation rates. The project identified three factors that may impact the higher transfer persistence rate in this program.

2013-2014 Action Projects addressed online student retention, graduation, and satisfaction; implementation of new program review procedures; and international student retention, graduation, and satisfaction. Results are not available currently.

Changes in top leadership, a new Chancellor in July 2012 and a new Vice Chancellor for Academic Affairs (VCAA) in July 2013, have challenged the U of M Crookston since becoming an AQIP institution; however, these changes are key opportunities for strengthening the overall campus culture and infrastructure in support of continuous improvement. Training and challenging members of the campus Executive Committee to lead process improvement will advance culture change and performance excellence. Revitalizing the AQIP Steering Committee is also an important step toward broadening campus-wide understanding of AQIP and embracing continuous improvement. Across the campus, the U of M Crookston needs to define measures and systematically collect and analyze data in support of evidence-based decision making.
AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your organization’s credit and non-credit programs and courses, and on the processes required to support them.

The University of Minnesota Crookston (U of M Crookston) is a teaching campus of the University of Minnesota System. Helping students learn and creating an atmosphere conducive to learning are goals on which U of M Crookston began working long before it became an AQIP institution.

The U of M Crookston is a baccalaureate-only institution with a history of transformation from an agricultural boarding high school to a two-year college with a poly-technical emphasis to a four-year university. In the 20 years since becoming a baccalaureate institution, the U of M Crookston has added more non-technical programs (e.g., communication, criminal justice) and dropped programs that no longer fit its mission (e.g., dietetic technology, court reporting). The review and updating of the University’s mission and course/major offerings is an ongoing process.

The U of M Crookston draws the majority of its student body from ACT quartiles 2 and 3 and has developed and refined a systematic approach to support all student learning. In addition to offering many services designed to assist students with academic needs, the U of M Crookston also offers an Honors Program, many program-specific clubs and organizations, and several learning communities in order to provide a well-rounded academic experience for students.

The U of M Crookston’s processes for Helping Students Learn exhibit a range of maturity levels. Several processes (e.g., course and program development and improvement, support for less academically prepared students, academic program review) are aligned through University of Minnesota System and/or U of M Crookston policies and through U of M Crookston practices. Processes for determining common and program-level learning outcomes are systematic in that all outcomes have been reviewed and refined across the campus in recent years. For example, faculty members in every major have updated program-level learning outcomes and assessment plans during 2013-2104. Other U of M Crookston processes (e.g., collection of learning outcomes data, advisor training) are more reactive. Generally, academic support services for on-campus students are at an aligned maturity level, while similar services for online-only students lag somewhat behind at the systematic maturity level.

In the next one to two years, the U of M Crookston’s priorities for Helping Students Learn processes are to develop training and support for academic advising, move the current class scheduling process from a manual to computer-based process for improved effectiveness and efficiency, transition assessment and program review processes to a new database, and systematically collect and use assessment data to improve student learning.

Processes (P)
1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

The U of M Crookston has defined a set of common learning outcomes appropriate to its mission as a baccalaureate institution (3.B.1). Between 1993 and 2007, the U of M Crookston faculty identified skill areas known as “Core Components.” In 2006, the faculty approved the language “Core Competencies” to refer to the learning outcomes required of all majors at the U of M Crookston. The Core
**Competencies** are reading, speaking, writing, listening, using technology, teamwork, diversity, problem-solving, and applied learning (3.B.2, 3.B.3, 3.B.4).

During 2011-2012, the Faculty Assembly Assessment Committee, comprised of at least one faculty member from each academic department, worked to further define U of M Crookston’s Core Competencies and provide greater clarity regarding what U of M Crookston graduates are expected to know and be able to do. Performance indicators were developed for each of the nine Core Competencies as a result of this work.

During spring 2012, the Faculty Assembly (the faculty body which includes all tenure-track and tenured faculty and all Professional and Administrative (P&A) instructional staff) recommended that the nine Core Competencies appear in the U of M Crookston catalog, Web site, and syllabi. These recommendations were approved in policy form by the Senior Vice Chancellor for Academic and Student Affairs, effective fall 2012. All programs on campus are required to meet these Core Competencies.

In addition, the U of M Crookston adheres to the Minnesota Transfer Curriculum (MNTC) a 40-credit general education curriculum developed by the Minnesota State Colleges and Universities (MnSCU) along with the University of Minnesota System. The MNTC identifies ten common learning goals that are consistent throughout all public higher education institutions in Minnesota. Each institution identifies courses within its curriculum to meet the particular goal areas. Graduates of any public institution within Minnesota must successfully complete the 40-credit MNTC; once a student has successfully completed the MNTC it will transfer completely to any other Minnesota public institution.

The ten goal areas of the MNTC are communication, critical thinking, natural sciences, mathematics/logical reasoning, history and the social and behavioral sciences, the humanities and fine arts, human diversity, global perspective, ethical and civic responsibility, and people and the environment. Each of the ten MNTC goal areas is further defined by associated learning outcomes statements. U of M Crookston graduates must complete courses that fulfill distribution requirements in the ten goal areas, either by transferring courses in or by taking the courses while at the U of M Crookston (3.B.2, 3.B.4).

There is considerable overlap between the U of M Crookston’s Core Competencies and the MNTC’s learning outcomes. However, when the U of M Crookston speaks of its common learning outcomes, it is referring to the Core Competencies.

U of M Crookston faculty and students contribute to scholarship, creative work, and the discovery of knowledge through faculty research and scholarship and student involvement in this research (3.B.5). Faculty members are expected to have an active research agenda. With the change in mission from associate to baccalaureate degrees, all tenure track faculty hired since 1993 are involved in research. Each department’s criteria for promotion and tenure include a research requirement. Support for research is slowly improving with limited startup funds for new faculty, modest research release time which provides a lower teaching load, and limited funds for equipment related to research. In addition, two U of M Crookston faculty members have split appointments (one with Extension on the U of M Crookston campus and one with the Northwest Research and Outreach Center), which provide research opportunities. There are also arrangements in place to provide sharing of some scientific equipment and laboratory space between the U of M Crookston, the Northwest Research and Outreach Center (NWROC), and the Agricultural Utilization and Research Institute (AURI). In addition, the U of M
Crookston is part of a project at the North Dakota State College of Science funded by a National Science Foundation grant to provide remote access to scientific instrumentation such as a nuclear magnetic resonance (NMR) spectrometer. Providing adequate research laboratory space and scientific equipment to support research is a continuing challenge for the U of M Crookston, particularly due to the high cost of some equipment (3.B.5).

The U of M Crookston participates in the U of M System Undergraduate Research Opportunities Program (UROP) and has established a local version of that program called Crookston Student Research and Creative Works (CSRCW), formerly called University Research Opportunity Crookston (UROC). These programs are designed to provide funding for students to work with a faculty mentor on a research project. Since 2007, 23 UROP projects and 108 CSRCW/UROC projects have been funded. Students present the results of their research at an annual poster session for the campus to view. Top projects are selected for campus presentations during the Thursday Commons period. Furthermore, several top projects have been selected to be presented at the National Conference of Undergraduate Research (NCUR) (3.B.5).

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

The faculty in each academic program develop program-specific learning outcomes (4.B.4). Reviewing and updating program learning outcomes was a major focus for all programs during 2013-2014. The fall semester professional development day was devoted to redeveloping of program learning outcomes, and the spring development day was dedicated to developing or refining assessment plans. Leadership for this development day work was provided by the Vice Chancellor for Academic Affairs, the Director of Institutional Effectiveness, and the Faculty Assembly Assessment Committee. For programs with external accrediting bodies or standards (e.g., Board of Teaching, ABET), the program learning outcomes make extensive use of the outcomes specified for accreditation. For other programs, faculty define and set the objectives. Program review procedures defined in 2013 will require an external review of program outcomes.

Faculty have defined communication, inquiry and critical thinking, and skill development appropriate to their specific disciplines within these program learning outcomes (3.B.3). Program-level outcomes are reviewed by the academic department in which the program resides.

For many academic programs, program learning outcomes are also reviewed by the Program Improvement Advisory Committee (PIAC). PIACs typically include graduates, company representatives, potential employers, and, frequently, faculty from other institutions.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Faculty are responsible for design of new programs and courses. Faculty developing new programs must demonstrate how the program will meet four criteria: 1) fit within the U of M Crookston mission; 2) evidence of employability for graduates; 3) demonstrated student interest; and 4) synergy with other programs on campus. These criteria are specified in the University of Minnesota System’s new program process. Each new program proposal also addresses comparisons to similar programs offered in the
region. Whenever possible, program proposals include evaluations by faculty from other institutions and/or potential employers of graduates of the proposed new program.

In the design of new programs, faculty intentionally consider liberal education requirements, required major courses, electives in the major, and open elective components of a degree program. The progression from lower division to upper division is also intentional. Student learning is facilitated through this scaffolding as well as through the identification of course prerequisites.

In 2006, the U of M Crookston surveyed regional high school students along with U of M Crookston students about potential new programs which would be of interest. Additionally, U of M Crookston admissions counselors visited with a wide variety of high school students about potential majors and brought information back to campus. Based on this information, the U of M Crookston added several new academic majors including biology, criminal justice, environmental sciences, elementary education, software engineering, and health sciences. In addition, the Business Department has converted the several areas of emphasis under the Business Management major to separate majors, all of which are offered both online and on campus. Minors have also been developed by faculty in recent years.

Both new programs and courses follow a similar on-campus proposal and approval process:

1. Proposal by faculty in the discipline
2. Approval by the academic department
3. Approval by the Curriculum Committee (two separate readings required)
4. Approval by the Faculty Assembly
5. Approval by the Vice Chancellor for Academic Affairs (in consultation with the Chancellor for new programs)

For new programs, a robust business review precedes final on-campus approval. This review evaluates the financial viability of the proposed program.

New courses require no further review once approved on campus. New programs, on the other hand, receive further review by the University of Minnesota System’s Senior Vice President for Academic Affairs and Provost. Final action on new programs is taken by the Board of Regents after this system-level review.

**1P4. How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?**

The University of Minnesota System’s new academic program process requires that faculty proposing programs balance and integrate learning goals, students’ career needs, and the employment market. Information on employment potential, salaries, and trends is included in the proposal. Budget modeling, which analyzes long-term projected costs and revenue, and evidence for potential student interest are also included in the program proposal. This information, along with supporting evaluation letters and other documentation, is then reviewed in the process steps described above in item 1P3.

Over recent years, the U of M Crookston has demonstrated a clear commitment to the quality of academic programs (4.A). Once a program is implemented, a Program Improvement Advisory Committee (PIAC) is formed to provide input on learning goals, curriculum, and employment potential. PIACs typically meet annually.
In addition to the PIACs, the U of M Crookston ensures the quality of its educational programs in other ways:

- Regular comprehensive program reviews
- Evaluation of transfer credits
- Assessment of student learning outcomes (See item 1P18)
- Authority over course prerequisites, rigor, learning expectations, and faculty qualifications
- External accreditation or certificate, where applicable for specific programs
- Peer review of teaching
- Quality reviews of online courses

As part of an AQIP Action Project, the program review process was extensively revised with the new process implemented during the 2013-2014 academic year (4.A.1). The new process provides these stated purposes:

- Ensures curriculum relevance
- Examines curricular efficiency
- Ensures achievement of goals for student achievement, student enrollment, teaching and learning, and programs
- Evaluates course and program outcomes and assessment practices
- Assists in meeting standards and requirements of the Regents and Higher Learning Commission
- Recognizes program strengths and yields recommendations for program improvements, changes, and (in some cases) termination
- Evaluates how the program fits the U of M Crookston’s strategic plan

The revised program review process includes these key features:

- Six-year cycle
- Annual data updates along with responses addressing concerns from the previous program review
- Two-semester review process
- Cooperative effort by department faculty and department head with input and data from Director of Institutional Effectiveness, Registrar, Admissions, Alumni Relations, Placement, University Relations, and PIAC
- Comprehensive report, including recommendations
- Review by external reviewer(s)
- Response to external reviewer recommendations by program faculty and department head
- Review by a Faculty Assembly committee (with VCAA as an ad hoc member)
- Modified process for externally accredited programs

Implementation of the new process was an AQIP Action Project in 2013-2014. The first programs to complete a comprehensive review under the new policy will submit their reports in spring 2015. The U of M Crookston does not award credit for experiential or other forms of prior learning. All credits on a student transcript are a result of a student taking credit classes at the U of M Crookston or another regionally accredited higher education institution (4.A.2).

The Admissions Office evaluates all transfer credits and accepts credits only from regionally accredited institutions (4.A.3). Admissions staff members initially examine course equivalencies and enter these in a student’s Academic Progress Audit System (APAS) report. If a course satisfies a Minnesota Transfer
Curriculum goal area at the originating institution, it will transfer into that goal area at the U of M Crookston.

For courses not directly equivalent to a U of M Crookston course, the transfer course is entered in a general area on the APAS report and then reviewed by the academic advisor. If the advisor believes a course should satisfy a program requirement, the advisor completes a course substitution form which is then reviewed and approved by the department head. When they have questions about transferability, advisors consult with the faculty member teaching the course on campus for advice on whether the substitution is appropriate. After being approved by the department head, the transfer course is forwarded to the Registrar’s Office for entry into the student’s APAS report.

The U of M Crookston’s authority over course prerequisites, academic rigor, and expectations for student learning (4.A.4) is ensured under U of M Administrative Policy Academic Unit Authority over the Curriculum and Major: Twin Cities, Crookston, Morris, Rochester. This policy states, “Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to establish their curricula and the requirements for majors and minors, for graduate and professional degrees, and to add to or remove courses from both in accordance with rules established by the college or campus.”

Equivalency of learning outcomes and levels of achievement in the College in the High School (CIHS) program (3.A.3, 4.A.4) is accomplished by ensuring that CIHS instructors are properly credentialed and by U of M Crookston faculty members reviewing CIHS syllabi. Additionally, each U of M Crookston department with CIHS courses has a designated U of M Crookston faculty member who visits the high schools and meets with instructors who teach CIHS courses. In June of each academic year, CIHS instructors are invited to campus to meet with U of M Crookston instructors and staff involved in CIHS program oversight. The U of M Crookston CIHS program has received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP) and ensures equivalency according to NACEP guidelines.

Programs that are offered online are first offered on campus. Applied Health is currently an online-only program; the on-campus program was discontinued due to low enrollments. Programs have the same student learning outcomes regardless of delivery mode. Faculty members who teach online also teach on campus. Comprehensive program reviews address the entire program, including online and on-campus courses. These features of the U of M Crookston’s online programming ensure that program quality and learning goals are consistent between online and on-campus classrooms (3.A.3).

The U of M Crookston has been granted full-continuing approval from Minnesota Board of Teaching to prepare individuals for Minnesota Teacher Licensure in Early Childhood Education and Elementary Education. The U of M Crookston’s Criminal Justice and Law Enforcement program is certified by the State of Minnesota Peace Officer Standards and Training Board. The U of M Crookston is preparing for accreditation with the Accreditation Board for Engineering and Technology (ABET) for the Software Engineering program (4.A.5).

Success of graduates is monitored through a post-graduation employment survey which asks about employment and advanced study plans. PIACs and employer surveys provide additional feedback on graduate success (4.A.6).
Faculty establishment of student learning outcomes (see items 1P1 and 1P2) and oversight for program and course development are key processes by which the U of M Crookston ensures that courses and programs are current and appropriate to baccalaureate education (3.A.1,3.A.2).

As part of an AQIP Action Project, each academic department has passed a set of Course Quality Assurance Standards that apply to both on-campus and online courses. Courses are reviewed using these quality standards (4.A.4).

Academic program proposals must also address how the proposed program fits within and helps advance achievement of the mission of the University of Minnesota System and the U of M Crookston campus (1.C). Diversity figures prominently in the U of M System’s mission statement, which reads “The University of Minnesota, founded in the belief that understanding enriches all people, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world (University of Minnesota Mission Statement, Board of Regents Policy, January 1994).

The campus vision speaks to the U of M Crookston’s role serving as a regional hub for global and diverse experience (1.C.1). The U of M Crookston’s values include “diversity—respecting differences in idea and community.” One of the U of M Crookston’s Core Competencies is diversity with the learning outcome for students to understand and appreciate the similarities and differences in ability, behavior and/or beliefs among persons of differing backgrounds. This Core Competency and its learning outcome must be integrated into every academic program on campus (see item 1P1).

As a small campus near a small city in rural northwest Minnesota, the U of M Crookston knows that achieving a diverse student population and preparing all students for employment and citizenship in a diverse world require intentionality (1.C.2). Increased recruitment of students from metropolitan areas (especially the Minneapolis/St. Paul area) has increased the diversity of the incoming student population. The U of M Crookston has intentionally diversified its student population through recruitment of students of color to the athletic programs. With approximately 25% of students engaged in collegiate athletics, a significant proportion of U of M Crookston students experience diversity through athletics.

Students from over 22 different countries attend the U of M Crookston. The University seeks to change and adapt policies and procedures to meet the needs of these students. In fall 2013, for example, the Division of Student Affairs, along with International Programs, sponsored a series of meetings designed to address cultural aspects of alcohol and tobacco use. In order to reflect the needs of the two largest groups of international students (Korean and Chinese), professionals from those two countries were employed to present to students, to train faculty and staff, and to answer specific questions about policies and procedures relating to the U of M Crookston’s Korean and Chinese students. Domestic students are strongly encouraged to engage in study abroad during their baccalaureate program.

In addition to its international emphasis, the U of M Crookston operates a strong diversity program, led by a full-time Director of Diversity and Multicultural Programs. This position was originally funded in fall 2001, with the purpose of improving the retention of students of color, as well as increasing racial, ethnic, and gender diversity among undergraduate students at the U of M Crookston. Its mission is to foster a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich the University
community, and its vision is embracing cross-cultural understanding and enabling students, faculty, and staff to meet the complex demands of the 21st century and the mission of the U of M Crookston.

The U of M Crookston Diversity and Multicultural Programs has the following goals:
- Develop and implement programs designed to increase and improve diversity awareness at all levels of the University.
- Develop and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity and improving campus climate.
- Support outreach, community and service learning opportunities for multi-ethnic students, GLBTA students, and women’s concerns.

To ensure that faculty and staff are prepared to work effectively with all students, the Office of Diversity and Multicultural Programs sponsored a 10-part training program from the U of M Twin Cities campus. While the U of M Crookston faculty, staff, and students could participate in sessions of particular interest to them, completion of all 10 parts led to an Equity and Diversity Certificate.

The U of M Crookston’s Department of Resident Life and the Academic Success Center (formerly called the Academic Assistance Center) intentionally fill Community Advisors (U of M Crookston’s title for resident advisor) and tutor positions with students from virtually all ethnic, national, international, racial, and gender groups on campus.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Faculty and departments establish course prerequisites and program requirements through the curricular review processes (see item 1P3). Proposals for new and revised courses and programs are generated by faculty in the discipline and reviewed by the department, the U of M Crookston Curriculum Committee, and the Faculty Assembly.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Program objectives, entrance requirements, and graduation requirements for each academic program are provided on the U of M Crookston Web site and in the catalog, which is also located on U of M Crookston’s Web site (2.B). The Web site for each program lists faculty in the program, curriculum, alumni experiences, and related careers. Additional information is communicated via the Web site:
- Higher Learning Commission accreditation information and a history of U of M Crookston’s accreditation actions
- Full cost information including tuition, various room options in different residence halls, costs and descriptions of various meal plan options, along with different scholarship opportunities
- Financial Aid and other student services

U of M Crookston faculty and staff also play a vital role in communicating this information (2.B). Admissions counselors visit with prospective students about programs available on-campus and online.
In addition, each prospective student that visits campus meets individually with a faculty member in the program in which one is interested to discuss requirements related to the program. For online students, there is additional support from the Center for Adult Learning regarding program expectations.

The Student Experience and Parent Coordinator coordinates new student registration days. These days include a meeting between students and their faculty advisors to discuss the academic program, developmental courses one may need to take, and each new student’s first semester schedule.

Academic advisors meet with students prior to registration. The Academic Success Center provides intrusive advising related to academic programs for all Conditional Admit Program (CAP) students. The center also provides support services including tutoring for students in order to help them meet the learning and development objectives for their programs.

Course preparation requirements are specified by the course prerequisites and are included on the class schedule. The registration system prevents students from registering for a course if they have not completed prerequisites, further communicating and enforcing course preparation requirements (2.B).

**1P7. How do you help students select programs of study that match their needs, interests, and abilities?**

For prospective students, admission counselors provide the initial information regarding programs of study. Following admission, on-campus students are required to attend a registration day held in the summer. At registration, faculty advisors from each of the four academic departments provide guidance on registration for fall classes. Upon arrival on campus and thereafter, the student’s academic advisor acts as the key source of information and provides assistance related to selection or change of programs (3.D.3, 3.D.2). Prospective online-only students receive initial guidance from the Center for Adult Learning (CAL) staff and admissions counselors in selecting a degree plan. Most of these online-only students are transfer students, and online advisors evaluate previous transcripts and map previous course work into U of M Crookston academic programs to assist prospective students (3.D.2).

Each student is assigned a faculty advisor in his/her discipline. Undecided students are assigned a faculty advisor from the Liberal Arts and Education Department. When students are ready to declare a major field of study, they change to an advisor in their chosen discipline. All faculty advisors—regardless of specific discipline—are fully capable of providing any U of M Crookston student with high-quality advising.

Faculty and professional advisors make up the Academic Advising Committee. This committee administers an annual survey of student satisfaction with advising to help to maintain quality academic advising.

Academic advising was the focus of a 2011-2012 AQIP Action Project. Systematic training for academic advisors and designated advising leadership were recognized as unmet needs. These needs will be addressed beginning in 2014-2015 by a fall semester professional development day devoted to academic advising and creation of a plan for ongoing advising training. The position description for the Director of the Academic Success Center has recently been revised to include leadership for academic advising.
The U of M Crookston campus currently includes these high quality infrastructure and resources necessary for quality learning (3.D.4):

- **Technology infrastructure:**
  - Everyone (students and faculty) has a laptop computer less than two years old with onsite authorized factory warranty service and loaner machines. All computers are distributed with a standard load of software including the full Microsoft Office suite. All computer problems are covered through an extended warranty (e.g., accidental damage, theft)
  - Wireless Internet access is available campus wide.
  - The campus is serviced by high speed Internet connections to the U of M Twin Cities.
  - Training, faculty support, and educational software is provided through the U of M Crookston Center for Teaching, Learning and Technology.

- **Classrooms:**
  - Approximately five classrooms are renovated each year.
  - Classrooms are designed for different teaching styles and class sizes.
  - All classrooms have technology infrastructure, including at least one projector and as many as five projectors.
  - A classroom has been included with each of the three newest dormitories.

- **Science laboratory space:** Most science laboratories have been redesigned and completely renovated over the past five years.

- **Equine program space:** A large indoor riding arena has attached stables.

- **Animal Science program space:** Stables and outdoor pastures are available for animals used in teaching.

- **Natural Resources program facilities:** Natural, authentic ecosystems provide realistic learning and research space both on campus (Nature Nook and Red River Valley Natural History Area) and relatively close off-campus (Rydell and Glacial Ridge National Wildlife Refuges and Itasca State Park).

Introduction to University information resources and proper use of information is provided primarily by the Director of Library Services and classroom faculty (3.D.5). Each semester, the Director of Library Services visits Composition I and Composition II classes to teach students about finding scholarly sources, accessing sources remotely, using different kinds of sources (peer reviewed vs popular magazines vs trade publications, primary vs. secondary sources vs. gray literature), properly citing sources, avoiding plagiarism, and respecting copyright. To ensure that transfer students receive the information, he also visits several other classes, including introductory courses in Natural Resources, Business Management, and Business Sport Management, as well as senior seminar classes. A required Orientation to Online Learning course also ensures that all online-only students receive the information.

Limited faculty research space is a recognized problem that is partially being addressed through shared facilities with the Agricultural Utilization and Research Institute (AURI) and the Northwest Research and Outreach Center (NWROC). The Chancellor and VCAA have begun conversations with U of M Crookston scientists and with U of M Vice President for Research and the Provost and Senior Vice President of Academic Affairs to systematically upgrade research facilities and equipment.

Faculty provide students guidance in research practices, including human subjects and use of animals in research, through a variety of research projects including those funded by Undergraduate Research Opportunity Program and Crookston Student Research and Creative Works grants (3.D.5). All faculty involved in research are governed by a full set of U of M System policies and required training.
1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

For admission and initial placement, the U of M Crookston uses ACT test scores and grade point averages (3.D.2). Students are placed into developmental courses based on their ACT scores. For example, students whose math ACT score is less than 20 are placed into a developmental, noncredit algebra course. If their score is between 20 and 24, students are placed into College Algebra; between 25 and 27 into Precalculus; and 28 or over into Calculus I. U of M Crookston Admissions completes a placement form for each student that advisors use in registering students.

The U of M Crookston also provides a Conditional Admit program (CAP) which provides less-prepared students the opportunity to attend the U of M Crookston (3.D.2). CAP is specifically designed to offer students the additional support to help them reach college success. Students admitted on probation, students placed on probation following enrollment, and students readmitted on Academic Contract are afforded additional, secondary advisors through the U of M Crookston Academic Success Center. These secondary advisors are able to spend more intensive time with the students to review progress, assess the appropriateness of the course schedule, check on grades, and engage students interpersonally (3.D.1, 3.D.2).

CAP students are required to take GNED 1000: Seminar for New Students in their first semester at the U of M Crookston. This course focuses on study skills, time management, and successful transition to college. Students admitted with an ACT of 21 or greater, but with a subscore less than or equal to 20, also are strongly encouraged to take GNED 1000.

Students who are admitted on academic probation or who are placed on academic probation following their enrollment are served under a Student Success program. This program activates a number of measures to provide additional supervision and tracking of student success, chief of which is additional personalized care and advising by the Student Success Director. Students who do not meet the minimum standards set forth in the academic probation program are given yet another opportunity to succeed under the U of M Crookston’s Academic Contract program.

The Academic Contract program requires perfect attendance, enrollment in the Chancellor’s Success Seminar, weekly meetings with the student’s academic advisor, plus weekly meetings with an additional supplemental advisor. Academic Contract students must get the signature of each of their instructors, every week, plus the signatures of their advisor and the supplemental advisor on an “Academic Contract,” which is then submitted to the Registrar for verification. Students readmitted under Academic Contract typically succeed at a rate of approximately 70%.

1P9. How do you detect and address differences in students’ learning styles?

Although the U of M Crookston does not systematically seek to detect differences in students’ learning styles, GNED 1000, a required course for CAP students, includes a module on learning styles. Instructors are deliberate in employing multiple teaching methods over a semester, so as to address all students’ learning styles. A strong bias toward active, applied, and experiential learning exists at the U of M Crookston.
In addition, faculty address different learning styles by providing content in a variety of formats. Most course material is provided electronically through a course Moodle course management system. This provides students flexibility in using the materials. Tutors in the Academic Success Center are encouraged to be attentive to learning styles and receive training in this area.

The U of M Crookston also addresses students’ learning styles through classrooms designed for various learning styles. With two exceptions, classrooms range in size from 20-40 students and are highly suitable to lecture, discussion, and small group work. The two exceptions are designed for larger overall class sizes, but both are further designed to suit small class sizes, group work, and active learning. The 60-student classroom in Evergreen Hall has several round tables for students and an instructor podium in the middle of the room. Each student table is in close proximity to a whiteboard and one of four projectors. The podium signal goes directly to all four projectors. The 100-student classroom in Heritage Hall has movable tables and a number of computer display options. Most science laboratories have undergone major renovations, changing from the traditional long counters to pods which encourage students to work together on lab experiments.

1P10. **How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?**

Key student subgroups include students with disabilities, residential students, commuters, online-only students, athletes, students of color, CAP students, and international students. Their needs are addressed in a variety of ways (1.C):

- Students with disabilities contact the Office for Students with Disabilities (OSD) to initiate discussions regarding accommodation needs across campus environments (classroom, Residential Life, online learning, etc.). Ideally, most students will promptly provide disability documentation to OSD, but in some situations where the disability issue is obvious, or longstanding, services are initiated without formal documentation. An accommodation plan is developed with the student and in consultation with appropriate resource personnel. This written plan, agreed to by the student and drafted by the coordinator of OSD is then disseminated, with student approval, to designated faculty, Residential Life staff, or other relevant personnel. The personnel to whom the accommodation plan is sent assume responsibility along with the student and OSD for the provision of accommodations. Students are expected to inform OSD if changes, amendments, or updates to the original accommodation plan are needed (1.C.2).

- Residential students are well served through a variety of on-campus residence halls, including newer apartment-style options and residence halls with more traditional rooms. The residence hall program supports student learning by providing study skills sessions and motivating students to achieve in the classroom by sponsoring the “floor with the highest GPA” contest each semester.

- A variety of programs are directed at students who commute to the U of M Crookston:
  - Student Commuter Days sponsored by the Crookston Student Association
  - The ZAP U of M Crookston Bike Commuting Program encourages students and staff to bike to campus. It includes an antenna that tracks the number of days the bike is ridden to campus.
  - The Student Experience Office has one goal: Address the needs and concerns of residential, commuter, non-traditional, and international students.
- Commuters may choose to purchase one of several different meal packages.
- The needs of online-only students are met by a variety of services, including the Center for Adult Learning, online academic advisors, an excellent course management system, training for faculty who teach online, and quality management systems that ensure online courses meet specified standards for design and delivery.
- Athletes are supported in their learning through required participation in the NCAA’s CHAMPS/Life Skills program, required study periods, and a strong connection between the Athletics Department and Academic Affairs. The designated Faculty Athletic Representative plays an important role in that connection.
- Students of color are supported through a variety of programs, clubs, and activities (see item 3P1).
- CAP students are also supported through a variety of services and processes (see item 3P1).
- International students receive additional support from the International Programs Office (IPO), which provides transition assistance on educational, cultural, personal, and immigration issues. The IPO works closely with the Admissions Office through the recruitment process and with the Liberal Arts and Education Department for English as a Second Language (ESL) support. The IPO also works closely with classroom faculty and University of Minnesota Global Programs and Strategy (GPS) Alliance staff to ensure internationalization of the curriculum and classroom (1.C.2). Several U of M Crookston faculty have participated in GPS Alliance training and completed their certificate program.

1P11. **How do you define, document, and communicate across your organization your expectations for effective teaching and learning?**

The U of M System’s administrative policies *Teaching and Learning: Instructor and Unit Responsibilities (Twin Cities, Crookston, Morris, Rochester)* and *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)* convey critical expectations that govern faculty and students alike (2.E.1). Administrative Policy *Faculty Responsibility in Undergraduate Advising on the Curriculum: Twin Cities, Crookston, Morris, Rochester* communicates the U of M System’s expectation that faculty will ensure the existence of an effective advising process.

The U of M Crookston campus procedures for scholastic dishonesty are contained within the U of M Procedure *Resolving Student Conduct Code Violations – Crookston* (2.E.2, 2.E.3). Orientation familiarizes new students and faculty with these policies and procedures. Required syllabus elements reinforce the expectations in each course. In addition to the larger University of Minnesota policy, U of M Crookston also has a policy on Student Academic Integrity and Scholastic Dishonesty which provides a process for instructors to report violations.

At the U of M Crookston specifically, first, there is a U of M Crookston Faculty Assembly policy describing development of course objectives. These are written by the faculty teaching the course, reviewed by another department faculty member with expertise in writing measurable objectives, and then reviewed and approved by the academic department. A record of these is kept in each department office.

Second, Faculty Assembly has passed a set of rubrics, the *Faculty Assembly Peer Review of Teaching and Syllabus* rubrics, used in peer review of teaching. These include a review of the type, level, clarity, and difficulty of the assignments. In addition, there is a review of the assessments used, criteria, and alignment with course objectives.
Third, each department has passed a set of Course Quality Assurance Standards for pre-delivery assessment of courses. These standards include the Faculty Assembly approved rubrics in addition to departmental standards, which have been agreed upon by the department faculty and which address items such as Moodle course site design, Americans with Disabilities Act (ADA) accessibility, professor and student communication expectations, method of communicating grade information, timeframe for returning feedback, etc.

In the three departments that offer online programs, Quality Matters training and Course Quality Assurance Standards for course design and delivery communicate teaching expectations, as does the departmental review of Moodle course sites using rubrics developed to guide course design. Currently each department follows its own process and timeline for pre-delivery review of courses. For example, the Liberal Arts and Education (LAE) department conducts pre-delivery review of its online courses when a course is a new course, a section is new to online delivery, or an online section has a new instructor. The Math, Science, and Technology (MST) department conducts pre-delivery review of online and on-campus courses and assesses all sections of a course together. MST has documented a procedure and set of guidelines addressing new instructors, the peer review team, the pre-delivery peer review cycle, the pre-delivery peer review process, and courses requiring a second pre-delivery peer review. The Business department conducts both pre-delivery (design) and in-progress (delivery) peer reviews to ensure that planned course designs are effectively delivered.

Fourth, students are provided the opportunity to evaluate each course in which they are enrolled. These results are provided to the instructor and corresponding department head and provide input for future course improvements.

Additionally, promotion and tenure policies and procedures, especially the 7.12 statements (see item 4P2) that each department is required to develop and maintain, define teaching expectations, criteria, and evidence. The 7.12 statements on teaching, research, and service are the basis for annual evaluation of (and merit salary increases for) all faculty and instructional staff and for promotion and tenure decisions.

Numerous Board of Regents policies (e.g., Academic Freedom and Responsibility, Animal Care and Use, Openness in Research) communicate expectations for teaching and research (2.0.D., 2.E.1). The U of M System’s Research Education and Oversight Office provides required training for everyone involved in research. The type of training depends on the type of research. All grant principal investigators are required to complete the following modules:

- Responsible Conduct of Research Core Curriculum Part 1
- Responsible Conduct of Research Core Curriculum Part 2 including workshops on Conflicts of Interest, Fiscal Responsibilities, Intellectual Property
- Instruction on specific topics such as human subjects, animal subjects, or hazardous materials depending on the nature of the project
- Quantitative or Qualitative Research Data Management

Depending on the type of research project, additional training may be required. Examples of this training include Environmental Health and Safety, Protecting Animal Subjects, Clinical Research Methodologies, and Health Insurance Portability and Accountability Act (HIPAA) Training. Human subjects protection instruction is provided through the Collaborative Institutional Review Board (IRB) Training Initiative (CITI) hosted by the University of Miami—Miller School of Medicine. Instruction
in Human Subjects Protection includes the definition of human subjects in research; the responsibilities of the investigator; authority, composition, and procedures of IRBs; ethical principles; risk and benefits; the elements and process of informed consent; how to prepare an application and consent document; inclusion and recruitment of vulnerable populations; adherence to study protocol; and continuing review.

1P12. How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?

Each academic department develops the class schedule for its courses. Courses that are shared by multiple programs are scheduled collaboratively by faculty and department heads to ensure the fewest possible number of conflicts for students. Depending on the number of students in the various programs and delivery mode (on-campus or online), courses are scheduled for multiple sections per semester, once each semester, once per academic year, or on alternating year cycles. Prerequisite courses are scheduled to allow students to follow appropriate course sequencing. In all scheduling decisions, faculty and department heads strive to ensure that students can complete program and graduation requirements in four years of full-time study (3.A).

Class and classroom scheduling has been done manually, followed by manual data entry into the U of M PeopleSoft system. Beginning with the class schedule for spring 2015, the U of M Crookston will switch to scheduling through Astra, with much of the data for successive semesters’ schedules being rolled forward from previous like terms. The process flowchart for the current (and about to be old) scheduling process will be replaced by a process flowchart that will document the new process. This documentation, along with data and analytics supported by Astra, will enable continuous improvement of the course delivery system and provide for more efficient use of faculty and classroom resources.

The great majority of online and on-campus courses use a Moodle course site to deliver course information and content. Although Moodle is a U of M System-wide course management system, there is local support and training provided through the U of M Crookston Center for Teaching and Learning with Technology. Workshops and individual support emphasize using the technology and best educational practices.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

The U of M Crookston ensures that its programs and courses are up-to-date and effective through four processes:

- Each program has a Program Improvement Advisory Committee (PIAC). These committees usually include employers, alumni, faculty from other institutions, and students. They usually meet annually and review program requirements and courses in the program. Recommendations from these committees are used as a basis for program improvements (4.A.6).
- Each program undergoes a six-year cycle program review (4.A.1). Beginning in 2013, each program review requires an external review of the program and required courses.
- Strategic planning processes consider programs and determine whether any should be changed or eliminated along with potential new programs.
• Learner outcomes for each course are reviewed by peer faculty and passed by the academic
department. In addition, each course is peer reviewed under the Faculty Assembly Peer Review
of Teaching policy and each department Course Quality Assurance set of procedures.

1P14. How do you change or discontinue programs and courses?

Changes in courses or programs are based on faculty input along with input from students, the related
PIAC, employers, and other academic departments. The process for adding courses and programs,
described in 1P3 and 1P4, is also used for changing or discontinuing courses and programs.

Programs to drop or change may be identified through strategic planning. For example, in 2010-2011
the strategic planning subcommittee on curriculum efficiency recommended dropping three programs:
Agricultural Education; Organizational Psychology; and Hotel, Restaurant, and Tourism Management.
Those programs have since been phased out. Demand from students and school districts has resulted in
the U of M Crookston deciding to reinstate the Agricultural Education program. This turnabout points to
the need for better data and careful decision making regarding program termination.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement,
library, laboratories, etc.) of your students and faculty in your student learning, development,
and assessment processes?

The determination that a student needs extra assistance arises from faculty and staff observations
(3.D.1). Academic Success Center (ASC) staff members play a crucial role in this determination. Once
ASC staff or a faculty member recognize a student’s need for academic assistance, the student is
assigned a peer tutor for a specific subject. Students spend two hours per week with the assigned tutor,
who must have previously earned an A or B in the particular course. Students who need personal or
career counseling are referred to Counseling and Career Services.

Throughout the academic year, ASC staff evaluate CAP student development, both academic and
personal, by tracking mid-term and final grades, consulting with faculty, and receiving updates on
student involvement in social commitments from other campus staff members.

Advising is provided by faculty advisors, with secondary intrusive advising provided by the ASC as
needed. Each spring, students are surveyed with a series of questions related to satisfaction with their
academic advising. Faculty meet regularly with department laboratory personnel and with each other to
prioritize laboratory needs for courses and programs based on the discipline’s laboratory skill
expectations, teaching observations and assessments, and student feedback (3.D.3).

The U of M Crookston library provides access to a variety of electronic databases. Use data and analytics
associated with the databases allow the Director of Library Services and staff to anticipate future needs.
Similarly, interlibrary loan request and circulation data permit analysis and anticipation of needs. Faculty
and student requests for new library resources provide yet another method of determining and meeting
need (3.D.4).

Laboratory support needs are identified by faculty using them. As needs are identified, funding
determines how those needs can be addressed.
1P16. **How do you align your co-curricular development goals with your curricular learning objectives?**

The various offices within Student Affairs have recently begun to utilize the Council for the Advancement of Standards in Higher Education (CAS) standards to promote the improvement of programs and services to enhance the quality of student learning and development. These include general standards for practice and functional area standards as well as self-assessment guides. These CAS standards help directors focus student learning and development outcomes into six broad categories (called domains): knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence (3.E.2). These standards align with the U of M Crookston mission, vision, and values.

Directors work collaboratively with other Student Affair directors, student support and service areas on campus, and the academic department heads directly and through various campus committees. Students are also engaged in this process at different levels through representation on these campus committees, student organizations, surveys, and focus groups (3.E.1).

Additionally, most academic programs have a corresponding club or organization designed for students in that program. These contribute greatly to the student experience providing opportunities for students to get to know each other and faculty in the program. Campus-wide clubs and organizations provide additional opportunities to communicate with students, faculty, and staff outside of their program.

1P17. **How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?**

Because all approved programs intentionally consider liberal education requirements, required major courses, electives in the major, and open elective components of a degree program, when a student completes the requirements of a program at or above the minimum grade point average, the U of M Crookston declares that learning and development expectations have been met.

The Academic Progress Audit System (APAS) lists all courses a student has taken, those in progress, credits transferred from other institutions, Advanced Placement (AP) credits, program requirements, and any requirements yet to be completed. This Web-based report makes it easy for students and advisors to verify remaining requirements for graduation. Prior to noting a degree on the transcript, the Registrar’s Office uses this report to verify that a student has met all.

1P18. **How do you design your processes for assessing student learning?**

The Assessment Committee of the Faculty Assembly (comprised of one faculty member from each academic department, the Director of Institutional Effectiveness, and the VCAA) provides overall leadership for assessment of student learning. In 2012-2013, an AQIP Action Project (Integrating and Assessing Student Achievement of U of M Crookston Core Competencies) that involved the Assessment
Committee, the Faculty Assembly, the Campus Assembly, the academic departments, and several individual faculty members resulted in revised common learning outcomes known as the Core Competencies. Faculty committed to mapping these Core Competencies to the curriculum as a key process leading toward collecting and analyzing data.

A U of M Crookston faculty member and IT staff member collaborated to create a local database for assessment data. Software development lagged however, and data collection and input overwhelmed available resources. While some data have been collected, the U of M Crookston awaits the implementation of a U of M System solution for collecting assessment data in 2014 to resume systematic work on this aspect of assessment of student learning (4.B.2, 4.B.3).

While systematic documentation of using assessment to improve student learning has lacked, faculty are using assessment to improve their teaching (4.B.2, 4.B.3). The following examples are representative of assessment-driven curricular modifications:

- Agricultural Business faculty evaluations of senior capstone business plans revealed students lacked appropriate understanding of marketing concepts. In response, Agriculture faculty have worked with Business faculty (who teach the current marketing course) to discuss this particular issue. Agriculture faculty are also piloting an additional marketing course within their curriculum to determine its impact on student learning of marketing concepts.
- A chemistry quiz revealed students lacked knowledge of intermolecular forces. A lab was modified to reinforce these concepts and resulted in increased student understanding.
- Early Childhood Education faculty use a rubric to rate students on the various Board of Teaching standards. Average rubric scores for the content area focusing on the ability of student teachers to stimulate discussion and inquiry among children in different ways were low relative to other rubric averages. Faculty added additional modules to coursework that provided the student teachers additional practice in fostering discussion among children.

The Assessment Committee has led a renewed focus on program-specific learning outcomes. The fall semester 2013 professional development day involved more than 90% of U of M Crookston faculty and instructional staff in reviewing and updating their program learning outcomes. The spring semester 2014 professional development day focused on reviewing and updating assessment plans. Academic departments have reviewed all program learner outcomes and assessment plans (4.B.4). All departmentally-approved program outcomes and assessment plans have been submitted to the Director of Institutional Effectiveness for additional review and analysis (4.B.1).

In fall semester 2014, the U of M Crookston will begin to use a vendor-provided software package to track assessment activities and analyze assessment data. A one-year 25% FTE position has been created specifically to assist with implementation of the new system (4.B.1).

U of M Crookston recognizes systematic collection, analysis, and use of assessment data to improve student learning is an important opportunity for improvement. Strong consideration is being given to joining the HLC’s Assessment Academy in 2014-2015 (4.B.4).

Results (R)
1R1. **What measures of your students’ learning and development do you collect and analyze regularly?**

In addition to normal assessment of learning measures, such as Grade Point Averages (GPA), satisfactory progress and faculty reporting, the U of M Crookston employs four broad measures of learning and development which are regularly analyzed: 1) adherence to the MN Transfer Curriculum course outcomes; 2) meeting of the campus-wide Core Competencies; 3) specific AQIP Action Projects; and 4) course learning outcomes.

In addition to assessment of student learning measures, U of M Crookston tracks student retention and graduation rates, not only of first-time full-time entering students, but also of both on-campus and online-only transfer students. Retention and graduation rates are evaluated by student demographics. U of M Crookston also tracks average GPA for students and credit completion rates.

1R2. **What are your performance results for your common student learning and development objectives?**

In a 2012-2013 AQIP Action Project, the U of M Crookston focused on faculty incorporating U of M Crookston’s common student learning outcomes into their courses. Table 1R2.1 shows the level to which Core Competencies are addressed in course syllabi. With additional attention, the percentages of courses identifying core learning outcomes and indicating course outcomes tied to the Core Competencies increased from fall to spring semester.

**Table 1R2.1 Status of Integration of U of M Crookston Core Competencies in Academic Courses**

<table>
<thead>
<tr>
<th>U of M Crookston Courses</th>
<th>Syllabi Posted</th>
<th>Syllabi Identifying Core Competency</th>
<th>Syllabi Identifying SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>Fall 2012</td>
<td>Fall 2012</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Spring 2013</td>
<td>Spring 2013</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>U of M Crookston Total</td>
<td>288</td>
<td>144</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>337</td>
<td>205</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>% of U of M Crookston Courses</td>
<td>50%</td>
<td>17%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>% of Syllabi Posted</td>
<td>35%</td>
<td>46%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29%</td>
</tr>
</tbody>
</table>

1. Courses listed in catalog excluding directed studies, internships, and research.
2. Syllabi listed in Course Syllabus Management System
3. At least one core competency is identified on course syllabus
4. Course objectives indicate core competency within listed course student learning outcomes (SLO)

In addition to the syllabi analysis, key disciplines were identified to further map Core Competency assessment to their curriculum. Table 1R2.2 shows the seven disciplines who worked to incorporate the Core Competencies, with three of them completely mapping their curriculum.
Table 1R2.2 Integration of Core Competencies in Select Disciplines

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th># Discipline Courses</th>
<th># with Integration of Core Comps.</th>
<th>% Complete</th>
<th># Degree Courses</th>
<th># with Integration of Core Comps</th>
<th>% of Degree Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>13</td>
<td>13</td>
<td>100%</td>
<td>28</td>
<td>22</td>
<td>No degree program</td>
</tr>
<tr>
<td>Chemistry</td>
<td>13</td>
<td>13</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>29</td>
<td>11</td>
<td>38%</td>
<td>30</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>22</td>
<td>13</td>
<td>59%</td>
<td>25</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>11</td>
<td>10</td>
<td>91%</td>
<td>32</td>
<td>26</td>
<td>81%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>19</td>
<td>16</td>
<td>84%</td>
<td>28</td>
<td>20</td>
<td>71%</td>
</tr>
<tr>
<td>Marketing</td>
<td>11</td>
<td>11</td>
<td>100%</td>
<td>23</td>
<td>12</td>
<td>52%</td>
</tr>
</tbody>
</table>

The National Survey of Student Engagement (NSSE) provides the U of M Crookston with indirect measures of student learning related to several key competencies; these are displayed in Table 1R2.3. U of M Crookston performance on these measures has been declining over the past five years; however, with the exception of “solving complex, real-world problems,” U of M Crookston (abbreviated UMC in the table) scores do not differ significantly from national norms.

Table 1R2.3 NSSE as Assessment of Core Competency Outcomes

<table>
<thead>
<tr>
<th>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (% responding “Very much” or “Quite a bit”)</th>
<th>On Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving complex, real-world problems</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Acquiring job-or work-related knowledge and skills</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>WORKING WITH OTHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>50%</td>
<td>46%</td>
</tr>
</tbody>
</table>

1R3. What are your performance results for specific program learning objectives?

As explained in item 1P2, the U of M Crookston is in the initial stages of centralizing support for assessment of program learning outcomes. As a result of work completed throughout the 2013-2014 academic year, 100% of academic programs have revised their program learning outcomes, and 66% of academic programs have completed an assessment plan. Beginning in the 2014-2015 academic year, programs will be required to annually submit results of their assessment activities to Institutional Effectiveness, and results will be incorporated into the program review process.
1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Employers are routinely included in program reviews, proposals for new classes or academic programs, or general program assessment. One hundred percent of programs utilize a Program Improvement Advisory Committee (PIAC), which include employers and alumni of the program, to evaluate student preparedness for the workplace and recommend new curriculum content. Employers are also surveyed and have been invited to participate in focus groups for the U of M Crookston to gain insight. For example, in 2006, a focus group of local employers was convened, chaired by the Director of Library Services, to determine business satisfaction and dissatisfaction with U of M Crookston graduates. The direct result of that meeting was the development of the U of M Crookston Writing Center less than one year later.

In 2012, the U of M Crookston conducted a survey of employers of recent U of M Crookston graduates. The survey asked employers to rate their satisfaction with how well alumni performed in the areas identified as U of M Crookston Core Competencies (common learner outcomes). The results are shown in Table 1R4.1. Satisfaction with students’ abilities in the area of writing again trailed in satisfaction, indicating the U of M Crookston has further work to do in this area.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>% Satisfied or Very Satisfied</th>
<th>Mean on 5-Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>93%</td>
<td>3.41</td>
</tr>
<tr>
<td>Using technology</td>
<td>91%</td>
<td>3.38</td>
</tr>
<tr>
<td>Applied learning</td>
<td>95%</td>
<td>3.36</td>
</tr>
<tr>
<td>Diversity</td>
<td>93%</td>
<td>3.27</td>
</tr>
<tr>
<td>Problem solving</td>
<td>89%</td>
<td>3.25</td>
</tr>
<tr>
<td>Speaking</td>
<td>93%</td>
<td>3.25</td>
</tr>
<tr>
<td>Listening</td>
<td>93%</td>
<td>3.23</td>
</tr>
<tr>
<td>Reading</td>
<td>84%</td>
<td>3.14</td>
</tr>
<tr>
<td>Writing</td>
<td>72%</td>
<td>2.94</td>
</tr>
</tbody>
</table>

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

The U of M Crookston administers an advising survey to all on-campus students. A summary question on each survey has been “How would you rate the overall quality of advising provided to you?” As Table 1R5.1 shows, the overall rating as indicated by the mean has increased substantially from 2003, and the percent of “very good” responses has also increased consistently.

The U of M Crookston tends to rate highly with satisfaction with regard to advising. Results from the 2013 administration of the National Survey of Student Engagement (NSSE) are shown in Table 1R5.2. An institutional survey of on-campus students mirrors this high level of satisfaction with advising, as 99% know who their advisor is, 96% indicate they meet with their advisor, and 83% indicate the quality of advising they receive as being good or very good.
Table 1R5.1 Rating for Overall Quality of Advising at U of M Crookston

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>28%</td>
<td>45%</td>
<td>50%</td>
<td>64%</td>
</tr>
<tr>
<td>Good</td>
<td>35%</td>
<td>40%</td>
<td>34%</td>
<td>19%</td>
</tr>
<tr>
<td>Average</td>
<td>25%</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Poor</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Total number</td>
<td>270</td>
<td>260</td>
<td>276</td>
<td>150</td>
</tr>
<tr>
<td>Mean</td>
<td>3.73</td>
<td>4.27</td>
<td>4.33</td>
<td>4.40</td>
</tr>
</tbody>
</table>

Table 1R5.2 NSSE Results on Advising

<table>
<thead>
<tr>
<th>FIRST YEAR STUDENTS</th>
<th>SENIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UMC ON CAMPUS</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>76</td>
</tr>
<tr>
<td>ADV01 Mean</td>
<td>2.8</td>
</tr>
</tbody>
</table>

How many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>16%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>2010</td>
<td>0%</td>
<td>29%</td>
<td>29%</td>
<td>21%</td>
<td>14%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>11%</td>
<td>24%</td>
<td>22%</td>
<td>19%</td>
<td>13%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2012</td>
<td>9%</td>
<td>19%</td>
<td>25%</td>
<td>20%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

During the current school year, to what extent have your academic advisors done the following?

<table>
<thead>
<tr>
<th>Question</th>
<th>2003</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Been available when needed</td>
<td>3.1</td>
<td>3.4</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>2b. Listened closely to your concerns and questions</td>
<td>3.1</td>
<td>3.3</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>2c. Informed you of important deadlines</td>
<td>2.6</td>
<td>3.1</td>
<td>2.8</td>
<td>2.3</td>
</tr>
<tr>
<td>2d. Helped you understand academic rules and policies</td>
<td>2.8</td>
<td>3.3</td>
<td>2.8</td>
<td>2.3</td>
</tr>
<tr>
<td>2e. Helped you understand academic support options (tutoring, study groups, help with writing, etc.)</td>
<td>2.5</td>
<td>3.0</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>2f. Provided useful information about courses</td>
<td>2.9</td>
<td>3.3</td>
<td>2.9</td>
<td>2.7</td>
</tr>
<tr>
<td>2g. Helped you when you had academic difficulties</td>
<td>64%</td>
<td>67%</td>
<td>64%</td>
<td>57%</td>
</tr>
<tr>
<td>2h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)</td>
<td>2.6</td>
<td>2.5</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>2i. Discussed your career interests and post-graduation plans</td>
<td>2.6</td>
<td>1.6</td>
<td>2.6</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Questions regarding U of M Crookston’s library and computer help desk are included on the annual “Kiehle survey.” Results are shown in Tables 1R5.3 and 1R5.4. Responses indicate quite high satisfaction with Library Services, and while Help Desk responses are not quite as high, they are adequate for the services being supplied.
Table 1R5.3 Summary of Student Responses on “Kiehle Survey” Library Questions

<table>
<thead>
<tr>
<th></th>
<th>Mean Score on 4-Point Scale</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>The library staff is knowledgeable and helpful.</td>
<td>3.60</td>
<td>3.51</td>
<td>3.71</td>
</tr>
<tr>
<td>The resources, technology and services of the library are adequate to support my needs.</td>
<td>3.38</td>
<td>3.35</td>
<td>3.61</td>
</tr>
<tr>
<td>The library’s web page is useful in providing information and links.</td>
<td>3.54</td>
<td>3.36</td>
<td>3.56</td>
</tr>
<tr>
<td>The library sessions that I have had for my classes have been useful.</td>
<td>3.23</td>
<td>3.28</td>
<td>3.64</td>
</tr>
<tr>
<td>The library’s environment (noise level, lights, tables, hours, study carrels) is conducive to library use.</td>
<td>3.40</td>
<td>3.27</td>
<td>3.71</td>
</tr>
</tbody>
</table>

Table 1R5.4 Summary of Student Responses on “Kiehle Survey” Computer Help Desk Questions

<table>
<thead>
<tr>
<th></th>
<th>Mean Score on 4-Point Scale</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>I utilize the services of the Computer Help Desk.</td>
<td>NA</td>
<td>NA</td>
<td>3.13</td>
</tr>
<tr>
<td>The Computer Help Desk staff are knowledgeable, helpful, and responsive.</td>
<td>3.25</td>
<td>2.94</td>
<td>3.04</td>
</tr>
<tr>
<td>The notebook computer is a useful and necessary tool for my work and/or my coursework.</td>
<td>3.63</td>
<td>3.51</td>
<td>3.68</td>
</tr>
<tr>
<td>Technology repair services are completed in a timely manner.</td>
<td>3.02</td>
<td>2.79</td>
<td>2.91</td>
</tr>
<tr>
<td>Network service in my office and/or classroom is adequate.</td>
<td>3.00</td>
<td>2.84</td>
<td>3.00</td>
</tr>
<tr>
<td>Network service in my dorm room and/or common area is adequate.</td>
<td>NA</td>
<td>NA</td>
<td>2.21</td>
</tr>
</tbody>
</table>

The NSSE survey asks students how much the institution emphasizes various aspects of support. U of M Crookston results are summarized in Table 1R5.5. Nearly three-quarters of U of M Crookston respondents indicate the institution emphasizes academics being a priority, as represented by the three statements in the table.

Table 1R5.5 NSSE Measures on Learning Support

<table>
<thead>
<tr>
<th>How much does your institution emphasize the following? (% responding “Very much” or “Quite a bit”)</th>
<th>First-Year Students</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>spending significant amounts of time studying and on academic work</td>
<td>86% 84% 83% 82%</td>
<td>79% 87% 78% 91%</td>
</tr>
<tr>
<td>providing support to help students succeed academically</td>
<td>86% 78% 72% 75%</td>
<td>77% 76% 76% 74%</td>
</tr>
<tr>
<td>using learning support services (tutoring, writing center, etc.)</td>
<td>NA 72% 74% NA</td>
<td>68% 68% 62%</td>
</tr>
</tbody>
</table>

Category 1
Page 25
1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Freshman retention numbers for U of M Crookston, while low compared to the other institutions within the U of M System (Table 1R6.1), tend to be similar to schools with similar admit demographic makeup as shown in Table 1R6.2.

| Table 1R6.1 Retention & Graduation Rates for U of M Crookston and Other U of M Campuses |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                      | 1-Year Retention                             | 6-Year Graduation               |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Cohort Year                      | 2008              | 2009              | 2010              | 2011              | 2012              | 2003              | 2004              | 2005              | 2006              | 2007              |
| U of M Crookston                 | 68%               | 69%               | 74%               | 77%               | 72%               | 44%               | 40%               | 52%               | 54%               | 47%               |
| U of M Duluth                    | 81%               | 82%               | 82%               | 79%               | 80%               | 58%               | 60%               | 60%               | 60%               | 67%               |
| U of M Morris                    | 87%               | 83%               | 86%               | 81%               | 88%               | 66%               | 72%               | 67%               | 64%               | 68%               |
| U of M Rochester                 | NA                | 68%               | 79%               | 86%               | 79%               | NA                | NA                | NA                | NA                | NA                |
| U of M Twin Cities               | 91%               | 90%               | 90%               | 91%               | 90%               | 69%               | 71%               | 71%               | 73%               | 76%               |

Data from U of M IR – includes students transferring within the system

| Table 1R6.2 Retention & Graduation Rates for U of M Crookston and Select Peers |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                      | 1-Year Retention                             | 6-Year Graduation               |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| U of M Crookston                 | 66%               | 65%               | 67%               | 72%               | 73%               | 36%               | 38%               | 37%               | 46%               | 47%               |
| Bemidji State                   | 69%               | 72%               | 72%               | 68%               | 69%               | 46%               | 46%               | 50%               | 42%               | 44%               |
| Dakota State                    | 76%               | 66%               | 66%               | 67%               | 60%               | 50%               | 42%               | 44%               | 34%               | 42%               |
| Delaware Valley                 | 74%               | 76%               | 71%               | 75%               | 74%               | 49%               | 50%               | 51%               | 55%               | 58%               |
| Northern State                  | 71%               | 70%               | 66%               | 68%               | 69%               | 53%               | 45%               | 46%               | 42%               | 46%               |
| Wisconsin-Stout                 | 72%               | 71%               | 75%               | 71%               | 70%               | 53%               | 55%               | 53%               | 53%               | 52%               |

Data from IPEDS

Improvement (I)

111. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

In 2007, in response to an employer’s survey group, a Writing Center was created in order to strengthen the writing skills of U of M Crookston students. In order to better serve the academic needs of the online-only students, the U of M Crookston added a Coordinator of Online Student Success in 2012. This Coordinator oversees online-only students who are on academic probation, arranges online tutoring, schedules and proctors online testing, and further develops the program.

To date, all of the U of M Crookston’s AQIP Action Projects have focused on processes for Helping Students Learn:

- Improve Academic Advising
- Integrating and Assessing Student Achievement of U of M Crookston Core Competencies
- Course Quality Assurance
- International Student Success and Satisfaction
- Revising Program Review Process
- Implementation of New Program Review Procedures
- On-Campus Transfer Student Persistence and Success
• Student Retention and Success
• Online-Only Student Retention, Graduation, and Satisfaction

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

The U of M Crookston is a small school, with only three senior administrators: a Chancellor; a Vice Chancellor for Academic Affairs (VCAA), and an Associate Vice Chancellor for Student Affairs and Enrollment Management (AVCSA). This means that there are not many layers which must be penetrated when changes are sought. Often, small changes can be wrought immediately, and intermediate changes can be accomplished in weeks and not years.

Cultural values that support Helping Student Learn include innovation, initiative, commitment to student learning, and collaboration. Most proposals designed to improve performance results come at the initiative of faculty and/or staff. For example, increasing the developmental general education course (GNED 1000) from one credit to two was proposed by the Student Experience and Parent Coordinator, who then met with and garnered the support of the Department of Liberal Arts and Education. With such faculty and staff support, the change was ushered through the proper channels and easily passed the Faculty Assembly. Such initiatives are encouraged by the U of M Crookston administration.

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

The U of M Crookston’s other distinctive objectives focus on areas laid out in the mission and values of the institution, along with supporting the educational processes of the institution. Distinctive objectives discussed in this category will focus on the following:

Community Engagement: The U of M Crookston’s land grant mission leads the U of M Crookston to be a regional resource for northwestern Minnesota. While Category Nine discusses many of the regional collaborations for the U of M Crookston, this distinctive objective will focus on the student experience in becoming engaged in the community through community service and service-learning. The U of M Crookston’s processes for community engagement are aligned with regard to connecting the community to the campus. A systematic method exists for tracking student service hours through an online tool; however, use of the system is underutilized.

Diversity: The U of M Crookston not only has a focus on recruitment of a diverse student body but also is a community leader in providing cultural programming for the campus and the Crookston community. By recruiting additional racial/ethnic minority students as well as international students to campus, the U of M Crookston will be even better able to prepare students for success in a diverse world. A recent program highlight for the campus and region was celebrating the Martin Luther King Jr. holiday with a visit by renowned civil rights author Taylor Branch. The U of M Crookston processes have historically been reactive. However, the processes being implemented by the relatively new Director of Diversity and Multicultural Programs are moving this area into being more systematic.

Sustainability: The U of M System is a signatory to the American College and University Presidents’ Climate Commitment. This participation requires all campuses to develop a greenhouse gas
inventory and climate action plan. The U of M Crookston completed the inventory in 2009 and approved a campus action plan in 2010; biennial progress reports are completed for each of these. In addition, the U of M Crookston pursues other activities to lessen adverse environmental impacts, such as recycling, energy efficiency improvements, and water conservation. The Environmental Studies degree, a newly added program, combines the U of M Crookston’s historic expertise in agriculture and natural resources with the more recently expanded physical sciences of biology and chemistry. The newest residence hall on campus was designed to be environmentally-friendly by incorporating a rain garden, timed lighting, and other green building practices. Evergreen Hall, dedicated in 2009, was the first Leadership in Energy and Environmental Design (LEED) certified residence hall in the U of M System. This action was prompted by students, who in addition to other initiatives, voted to incur a “Green Fee” to support multiple campus sustainability initiatives. Sustainability processes are systematic.

The U of M Crookston prioritizes the following items for Accomplishing Other Distinctive Objectives:

- An increased focus on curriculum-based service learning
- Improved appreciation for all cultures on campus and in the Crookston community
- Continued efforts to implement environmentally-friendly systems in new capital projects as well as existing infrastructure
- Further deploying these distinctive objectives to more effectively reach online-only students

Processes (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Community Engagement: Community engagement activities are coordinated through U of M Crookston’s Office of Community Engagement (OCE). Activities are planned by first identifying a community need through interviews of community partners and through community dialogues. Staff from OCE determine if the U of M Crookston might be able to assist in addressing the community need through either academic service-learning or club or individual community service projects. Local non-profits are invited to participate in the U of M Crookston’s annual Involvement Expo to present off-campus involvement opportunities to students. OCE advertises community service opportunities on its Web page, Facebook page, Eagle’s Eye (the campus weekly newsletter), student government meetings, and direct emails. Faculty are approached with potential academic service-learning opportunities when a good fit evolves, or particular student groups are approached if a fit is more appropriate at that level.

Diversity: Diversity and Multicultural programs are headed by a director who reports through Student Affairs. The goals of Diversity and Multicultural programs are to coordinate programming to explore and celebrate various cultures, provide services to support diverse student populations, ensure the needs of diverse populations are addressed within the decision-making bodies on campus, and mediate instances of perceived prejudice and bias. The programming provides culturally diverse opportunities for the entire Crookston community. Programming focuses on using existing minority populations (e.g., students of color, International students, the local Hispanic community, “minority-majority” populations within the predominately white northwest Minnesota region.)
**Sustainability:** The U of M Crookston’s Center for Sustainability is led by a director (who is also a faculty member in the Agriculture and Natural Resources department) who sits on the U of M Crookston’s Chancellor’s Executive Committee. The director leads the campus Sustainability Committee, which is comprised of faculty, staff, and students, whose charge is to provide leadership for sustainability work on campus and encourage participation from the campus, community, and region. Under the committee are various working groups focusing on aspects of sustainability including recycling, curriculum, local foods, communication and outreach, physical plant, and water and landscaping. These working groups determine priorities for sustainability work on campus.

In addition to these three distinctive objectives, other key non-instructional programs are designed under the general principle of aiding or enhancing the academic mission of the U of M Crookston. Athletics recruitment is managed to enhance enrollment numbers and student diversity, and alumni development has a key role in providing student scholarships. Athletics and Alumni Development each operate under directors who report to the U of M Crookston’s Chancellor. They both collaborate with community groups, Athletics TeambACKers, U of M Crookston Alumni, and the U of M Crookston Alumni College Advisory and Advancement Board (CAAB), seeking additional views and input.

2P2. **How do you determine your institution’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?**

The U of M Crookston’s primary external stakeholder group for these non-instructional objectives are the citizens of the northwestern Minnesota region and, more immediately, the Crookston community.

**Community Engagement:** Objectives related to community engagement and service are centered around the pedagogies of service learning, where meaningful community service will meet course objectives and address community-defined needs. The keys to this pedagogy include “community-defined need” and “mutually beneficial.” Therefore, meeting a community need is the primary objective for external stakeholders. Projects requiring minimal expense to the University are approved and determined by the Assistant Director of Community Engagement; if the project is long term and will cost the University money, it must be approved by the Cabinet.

**Diversity:** The U of M Crookston Advisory Council for Diversity, U of M Crookston’s Core Competencies (common learning outcomes; see item 1P1), and the U of M Crookston’s Mission Statement provide the foundation upon which the objectives to promote diversity, inclusion, and multiculturalism throughout the community and region are built. The goal is to identify and celebrate diversity, not only among minority populations but also within majority populations. The Director of Diversity and Multicultural Programs uses the campus Advisory Council for Diversity to plan programming and determine objectives of various events. The Director of Diversity and Multicultural Programs represents the U of M Crookston in several community organizations (e.g., Chamber of Commerce Education Committee, Rotary Club, Polk County Juvenile Justice Advisory Board). Through partnership with the local high school’s Cultures United Club and GLBTA Club, the Director of Diversity and Multicultural Programs not only promotes diversity, but also creates connections between local students and the U of M Crookston. Objectives related to diversity programming are set using the guidance of the U of M Crookston’s Executive Committee, academic department heads, the U of M Crookston’s Advisory Council for Diversity, the U of M Crookston’s Student Affairs directors, Athletics, Student Programming and Activities for Campus Entertainment (SPACE) club, and the various student cultural clubs.
**Sustainability:** The Sustainability Committee and the Center for Sustainability respond to the charge and goals laid out by the American College and University Presidents’ Climate Commitment guidelines, the System-wide Sustainability Goals and Objectives document, and the Regent’s Policy on Sustainability and Energy Efficiency of 2004. The committee and its working groups develop programming to address these objectives. The committee has a community member to provide input from the community perspective, and when appropriate, the working groups include members from U of M Extension and other regional non-profit groups.

In his 2013-2014 review of the athletics program, the Chancellor engaged a large number of internal and external stakeholders in discussions about the alignment of athletics within the U of M Crookston. Stakeholders consulted included student-athletes, coaches, Athletics administration, faculty and staff members, alumni, Athletics Teambackers, Crookston area residents, conference officials, fellow university presidents, and many others. As a result of the review, the Chancellor concluded that the U of M Crookston athletics program is appropriately placed within Division II of the NCAA and reaffirmed a distinctive emphasis on academic success of student-athletes as a hallmark of the U of M Crookston program. Within this framework, objectives related to Athletics are identified and set primarily by the U of M Crookston’s Director of Athletics who considers input from the U of M Crookston’s Chancellor, Athletics Teambackers, coaches, and student athletes.

Objectives for Alumni Development are identified and set primarily by the U of M Crookston’s Director of Development and Alumni Relations. The Director incorporates input from the U of M Crookston’s Chancellor, U of M Crookston Alumni Board, and the U of M System Alumni Development Office.

**2P3. How do you communicate your expectations regarding these objectives?**

Primary communication of goals and expectations related to the objectives is through the Web sites of the various departments and offices at the U of M Crookston:

- [Office of Community Engagement](#)
- [Diversity Programs](#)
- [Center for Sustainability](#)

Objectives for diversity and cultural programs are also directly communicated through the Advisory Council for Diversity, administration, and academic department heads and by working with student clubs and community organizations. The Center for Sustainability contributes annual updates in the U of M System Report to the Board of Regents on Sustainability, a publicly available document.

**2P4. How do you assess and review the appropriateness and value of these objectives and operations?**

**Community Engagement:** The Office of Community Engagement provides several opportunities for community partners to provide feedback regarding their needs and/or satisfaction through interviews with community partners and through evaluations following events. Supervising teachers in the America Reads program evaluate each tutor and the program annually. When students enter their volunteer activity into the U of M Crookston online tracking software, they are prompted with follow-up reflection questions regarding both student and community impact. Faculty using academic service learning in their courses are encouraged to have students complete a service learning survey. The
Assistant Director of Community Engagement serves on many community and non-profit boards providing opportunities to hear the needs of the community. Formal collection and analysis of this data is one area where the U of M Crookston realizes improvement can be made.

**Diversity:** Diversity and Multicultural Programs is doing limited assessment, primarily tracking participation numbers. Assessment for diversity programming is generally done in an informal manner. For example, attendance at events is tracked using sign-in sheets; however, the data is not systematically compiled. The Office of Diversity and Multicultural Programs often receives emails and thank you notes from external stakeholders expressing commendation of events, indirectly indicating satisfaction with programming. The U of M Crookston recognizes an opportunity to improve assessment of this distinctive objective.

**Sustainability:** The Center for Sustainability produces an annual report that is reviewed at the system level for the Board of Regents. Biennial updates on activity is reported to the American College and University Presidents Climate Commitment (ACUPCC). Status updates are presented to U of M Crookston Campus Assembly. The U of M Crookston recognizes an opportunity to improve assessment of this distinctive objective.

**2P5. How do you determine faculty and staff needs relative to these objectives and operations?**

Anticipated growth and future direction are determined through the strategic planning process and implemented through action plans. This information is used by administration to plan for employee staffing and any additional training needs. Assessment reports, performance appraisals, and employee growth plans and goal setting provide documentation of the professional development needs, opportunities, and budget requirements.

**Community Engagement:** The Assistant Director of Community Engagement consults with faculty to determine their level of desire to incorporate service learning within their courses and what type of assistance faculty might request. Subsequently, when working with community partners, the Assistant Director of Community Engagement communicates the types of support the faculty member is requesting before pairing the two entities.

**Diversity:** The Director of Diversity and Multicultural Programs has forged collaborative relationships with faculty and staff to ascertain diversity and multicultural needs through visits with the U of M Crookston’s Executive Committee, academic department heads, Student Affairs directors, Athletics, International Programs, etc. Such discussions have led to Diversity and Multicultural Programs sponsoring numerous speakers and developmental programming, including the ten-session Equity and Diversity Certificate training conducted by the U of M System.

**Sustainability:** A campus-wide sustainability survey of faculty, staff, and students was conducted in 2009, with a follow-up planned for 2014. These data are currently being analyzed to gauge trends in attitudes.
2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Typically, the U of M Crookston is doing a good job achieving the objectives laid out, given limited existing personnel. Objectives and processes are scaled to accommodate the workload of the person in charge. This does, however, limit the amount of programming or opportunities that U of M Crookston can provide.

Results (R)
2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Community Engagement: The Office of Community Engagement (OCE) tracks student-reported community service hours; the U of M Crookston also compares the National Survey of Student Engagement (NSSE) results for seniors reporting having participated in course-based service learning. The OCE periodically evaluates student attitudes and takes comment from community partners; however, no formal data metrics are compiled. The U of M Crookston recognizes an opportunity to improve in this area.

Diversity: The U of M Crookston compares the National Survey of Student Engagement (NSSE) results on diversity involvement. The Office of Diversity and Multicultural Programs uses sign-in sheets at events to track attendance; however, data are not tabulated. The U of M Crookston recognizes the need to develop not only participation metrics, but also assessment metrics for diversity programming.

Sustainability: The U of M Crookston Center for Sustainability publishes an annual report which tracks Greenhouse gas emissions by source and energy-related emissions. Additionally, it summarizes sustainability events sponsored throughout the year. The U of M Crookston recognizes the need to begin collecting and analyzing data on a systematic basis.

2R2. What are your performance results in accomplishing your other distinctive objectives?

Community Engagement: As shown in Figure 2R2.1, the U of M Crookston students report high numbers of service hours; however, the Office of Community Engagement knows that hours are generally under-reported, as many students indicate they are doing the service work for the reason of contributing to the community rather than to “receive credit.” Spikes in 2008-2009 and 2011-2012 are related to community requests for assistance in sandbagging during the spring flooding season. In Figure 2R2.2, NSSE results show seniors at U of M Crookston are significantly more likely to report having participated in a course-embedded service projects as compared to first-year students.
Diversity: Figure 2R2.3 shows the U of M Crookston on-campus students are attending diversity-related events at similar rates to students at other institutions across the nation. This indirect measure is just one small component of the impact of diversity programming.

**Figure 2R2.3. NSSE Reported Attendance at Events on Campus**

\% Reporting they attend events that encourage them to examine their understanding of the stated diversity-related component "sometimes", "often", or "very often"

<table>
<thead>
<tr>
<th>FY SR FY SR FY SR FY SR FY SR FY SR FY SR FY SR</th>
<th>Economic/social inequality</th>
<th>Race/ethnicity/nationality</th>
<th>Religious or philosophical differences</th>
<th>Political viewpoints</th>
<th>Gender or sexual orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% 53%</td>
<td>44% 43%</td>
<td>49% 49%</td>
<td>44% 43%</td>
<td>41% 41%</td>
<td>44% 44%</td>
</tr>
<tr>
<td>53% 39%</td>
<td>49% 41%</td>
<td>49% 41%</td>
<td>48% 41%</td>
<td>42% 42%</td>
<td>36% 36%</td>
</tr>
<tr>
<td>51% 41%</td>
<td>43% 41%</td>
<td>49% 41%</td>
<td>48% 41%</td>
<td>42% 42%</td>
<td>36% 36%</td>
</tr>
<tr>
<td>FY SR FY SR FY SR FY SR FY SR FY SR FY SR</td>
<td>UMC On Campus</td>
<td>NSSE Population</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the current year, how often have you ATTENDED events encouraging you to examine your understanding of (% indicating attended)

Sustainability: Figures 2R2.4 and 2R2.5 show the U of M Crookston’s greenhouse gas emissions and energy related emissions. Considering the northern climate in which the U of M Crookston resides, it is not surprising to see the greatest portion of the greenhouse gas emissions is due to heating plants. After showing a decline from 2008 through 2010, energy-related emissions has held relatively flat over the past three years, which is commendable with an additional residence hall coming online during this time.
Recent sustainability projects at the U of M Crookston include providing a series of presentations on local food and gardening, developing a trail within the Crookston community, and installing a rain garden in front of the new residence hall on campus. Current research projects investigating the use of plants to remove phosphorus from storm water and the greenhouse gas emissions associated with fertilization of turf grass are taking place.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Community Engagement: Figure 2R3.1 shows on-campus seniors at the U of M Crookston (abbreviated UMC in the figure) are significantly more likely to report having participated in course-embedded service projects as compared to their NSSE peer groups, while on-campus first year respondents report similar participation compared to NSSE peers. When online-only students are asked about their service learning experiences, both first year and senior respondents from the U of M Crookston are less likely than online-only students elsewhere to indicate they have this experience.

Figure 2R3.1. 2013 NSSE Reported Participation in Course-Embedded Service Learning Project

- **% Reporting at least "some"**

<table>
<thead>
<tr>
<th></th>
<th>UMC On Campus First Year</th>
<th>UMC Online First Year</th>
<th>All NSSE Online First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59%</td>
<td>30%</td>
<td>74%</td>
</tr>
<tr>
<td>Plains Public</td>
<td>51%</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Carnegie Peers</td>
<td>58%</td>
<td>38%</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>UMC On Campus Seniors</th>
<th>UMC Online Seniors</th>
<th>All NSSE Online Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Plains Public</td>
<td>61%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Carnegie Peers</td>
<td>60%</td>
<td>54%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Diversity: Figure 2R2.3 above compares participation in diversity-related experiences of U of M Crookston students to NSSE peers. U of M Crookston senior respondents are more likely to indicate they have attended events related to social or economic inequality than other NSSE responding seniors.

Sustainability: Within the entire U of M System, the U of M Crookston campus emits higher amounts of greenhouse gases on heating compared to other campuses as shown in Table 2R3.1. This is logical considering the U of M Crookston’s location in northwestern Minnesota.

<table>
<thead>
<tr>
<th>Table 2R3.1 Comparison of Greenhouse Gas Emissions by Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Electricity</td>
</tr>
<tr>
<td>Heating plants</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>Air Travel</td>
</tr>
<tr>
<td>Other Sources</td>
</tr>
</tbody>
</table>

The U of M Crookston recognizes the need to develop additional benchmarks for measuring engagement performance, diversity performance, and sustainability performance.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Community Engagement: U of M Crookston students have an excellent reputation of service in the Crookston community. Through their academic and co-curricular programs, they engage with the community in dozens of partnerships including local schools, assisted living centers, wildlife refuges, Audubon centers, the humane society, food banks, homeless shelters, Habitat for Humanity, and countless others. U of M Crookston’s clubs have received the “Crookston Volunteer of the Year Award”.

Diversity: Increasing student participation in diversity-related programming is a huge benefit to student learning. This programming also serves the local community by providing experiences to which residents may otherwise not have access. It also provides local ethnic communities an avenue to share their culture with the larger populace.

Sustainability: Land grant universities have a special role in demonstrating technology and science which lead to a better and more sustainable life for citizens. Solar energy (solar street light in the Nature Nook), photo-voltaic power (CommUniversity Bike Path monitoring unity), and biodiesel production from waste oil are all important examples of how the U of M Crookston fills this role.
Improvement (I)

211. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results in Accomplishing Other Distinctive Objectives?

Community Engagement: In 2012-2013, the Office of Community Engagement worked with U of M Crookston’s technology department to better collect community engagement information. With the new system, club representatives enter all club service hours for all members of their club. Individuals enter their non-club, individual service hours. All students can view and print a report of all of their submitted service hours. U of M Crookston is able to create reports based on a particular community impact, service to a particular organization, and service by an individual student or club. Use of this tool has focused primarily on student clubs and athletic teams but is currently being modified to track service-learning projects and internship hours. U of M Crookston plans to use this system to help direct its focus to the greatest needs.

Diversity: The newly hired Director of Diversity and Multicultural Programs has worked tirelessly over the past 20 months to resurrect diversity and multicultural programming by coordinating on-going, monthly, inclusive events to explore and celebrate various cultures (over 20 programs each year). The director has led the effort to maintain a welcoming and inclusive campus environment and to promote the acceptance and value of underrepresented student populations while promoting the inclusion of the majority population as a vital component of diversity. The director has also established an Advisory Council for Diversity. Partnerships have been built with various units/clubs/organizations to promote diversity and multicultural programs, and a partnership with the University of North Dakota’s Multicultural Student Services was forged resulting in the regions first and subsequent “Red River Valley Celebration of Dr. Martin Luther King, Jr.” The Director of Diversity and Multicultural Programs advised the AVCSA that the concerns of underrepresented populations need to be incorporated into the campus strategic planning. As a direct result, the director is now included in the Strategic Planning Committee, the Strategic Enrollment Management Committee, and the U of M Crookston’s Retention Committee. After receiving several requests from African American male students over a two-three month period, the Director of Diversity and Multicultural Programs arranged for weekly transportation for attendance at services to meet the students’ personal, spiritual, and life experience needs, which support persistence and retention efforts of the number one population institutions seek to retain.

Sustainability: The U of M Crookston has dedicated a community garden on campus, named after a local donor, that will produce food to serve in campus dining. Instruction in local food procurement and preparation is being planned in conjunction with Extension and the Northwest Regional Sustainable Development Partnership. Heritage Hall, the newest building on campus was designed in conjunction with the local power company’s Commercial Design Assistance program to ensure the building would exceed current energy code requirements. In addition to being energy efficient, the residence hall has other environmentally friendly amenities such as a rain garden.

The 2013-2014 review of Athletics by the Chancellor reaffirmed the U of M Crookston’s position as an NCAA Division II competitor with the distinctive focus on academic success. The 2013-2014 strategic planning process (see Category Eight) identified a strategic initiative that focuses on alumni relationships and philanthropy. These activities set the stage for more systematic and comprehensive approaches in these areas.
212. **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?**

**Community Engagement:** Although the service-learning program was initiated in 1996, U of M Crookston programs, majors, and courses have always fit with community-based projects. Programs like natural resources, wildlife management, agriculture, and marketing have long sought out community partners and projects to provide “real world experience” for students.

Early in a U of M Crookston student’s college experience, the U of M Crookston sets the expectation and continues to develop the culture of service through its New Student Orientation service project called “Meet Crookston through Service.” Students volunteer for a morning at a local non-profit. Staff members take photos that are incorporated into a slide show for a reflection dinner later that evening, allowing all students to see all volunteer sites and learn of the opportunities. The Office of University Relations covers service, and the local daily newspaper makes ready use of these stories. The editor is the former Assistant Director of Service-Learning and a great supporter of the U of M Crookston and its service stories.

**Diversity:** Likewise, the U of M Crookston’s position as a regional education resource has historically placed it in a position to be a leader of diversity in the region. This historical position lends to U of M Crookston providing a center of cultural programming today.

**Sustainability:** The campus culture with regard to sustainability is a work in progress; that is, sustainability actions are not always the default response, and an educational effort is ongoing. Most often, however, sustainability measures like energy efficiency and conservation are the optimum economic actions long term—a convincing case to most people when this message is appropriately communicated. Promoting inter-campus communications through guest speakers and student conclaves make an important contribution to this effort as will the adoption of a sustainability minor (presently under discussion). The community ties and shared governance culture of the U of M Crookston lend themselves to group collaboration for sustainability endeavors. Faculty, students, and staff have a willingness to participate on sustainability working groups.

**AQIP Category Three, UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS, examines how your institution works actively to understand student and other stakeholder needs.**

Historically, the U of M Crookston has collected a wide variety of data along with descriptive summaries related to student needs. Frequently, however, the data were not easily available or widely shared and were not used in a systematic fashion to target improvements. The maturity level of processes in this category was primarily at a reacting level. Starting in 2008, as the U of M Crookston began investigating and considering AQIP, the need to improve in this category was recognized. As a result, many of the initial trial projects following AQIP’s framework and undertaken in preparation for the U of M Crookston’s AQIP application involved processes in this category.

After joining AQIP, many Action Projects have involved identifying and addressing students’ needs. As a result, the U of M Crookston’s maturity level in this category is slowly improving to a systematic level. The U of M Crookston has collected and used a wide variety of input and data to drive improvements in key areas:

- Retention and graduation rates
- Advising needs
• Advance standing (transfer) student needs
• Student interest in new programs
• A variety of needs related to student services

The three strategic initiatives identified in the 2013-2014 strategic planning process focus on understanding and meeting student and stakeholder needs:

• Students are the focus of the Strategic Enrollment Management Committee, which is working to understand how to achieve and maintain a critical mass of students on campus while also strategically growing online enrollment. The emphasis is on recruiting and retaining students to successful completion of their degree programs.
• Alumni and donors are the focus of the Strategic Philanthropic Engagement and Regional Support Committee, which is working to build stronger relationships with all alumni, with special attention to online alumni, and create a stronger culture of philanthropy. The newly reconstituted College Advisory and Advancement Board has a key role in this work.
• The northwest region and the state of Minnesota are the focus of the Strategic Institutional Excellence team, which is working on developing the U of M Crookston as a go-to resource for economic development.

These three strategic initiatives are the U of M Crookston priorities for the next one to two years.

Processes (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

The U of M Crookston’s students can be divided into four primary groups:

• New high school students (NHS), who are high school graduates or transfer students with 24 or fewer college credits
• New advanced students (NAS), who are transfer students with more than 24 college credits
• Online-only students, who are those enrolled in one of the U of M Crookston’s online programs and taking courses exclusively online
• College in the High School students (CIHS), who are high school students enrolled in the U of M Crookston’s concurrent enrollment program

Within the above four groups are other populations including international students, student athletes, students of color, Conditional Admit Program (CAP) students, students with disabilities, and prospective students.

For all current students, academic advisors along with staff in the Academic Success Center, the Center for Adult Learning, the Registrar’s Office, Student Affairs, and throughout campus play an important role in understanding the needs of individual students. The U of M Crookston faculty and staff members willingly listen to individual student concerns and take any action they can to resolve concerns of the individual student. The U of M Crookston does not currently have a systematic way to collect, aggregate, and analyze information collected through this individualized process.

Other, more systematic methods the U of M Crookston employs to identify and analyze the changing needs of its student groups are summarized in Table 3P1.1:
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Methods to Identify Needs</th>
<th>Analysis &amp; Action</th>
<th>Responsible Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS</td>
<td>Campus visits with prospective and admitted students, also high school visits and college fair participation. Conversations with Guidance Counselors in the high schools, attending Webinars &amp; conferences, and reading journal articles.</td>
<td>Weekly staff meetings, bi-weekly counselor &amp; director meetings, and engagement with professional organizations</td>
<td>Admissions</td>
</tr>
<tr>
<td>NAS</td>
<td>Campus visits with prospective and admitted students, also community college visits and fairs. Conversations with academic advisors at community colleges, attending Webinars &amp; conferences, and reading journal articles.</td>
<td>Weekly staff meetings, bi-weekly counselor &amp; director meetings, and engagement with professional organizations</td>
<td>Admissions</td>
</tr>
<tr>
<td>Online-Only</td>
<td>Direct recruiting/marketing communication/application/matriculation with students and partners; student satisfaction data collection; system-wide services training; consultations, visits, and articulation agreement work with two-year institutions and workforce connections.</td>
<td>Individually designed accommodations to meet specific needs of student and collaborating partners with degrees, certificates, and minors for career endeavors online</td>
<td>Center for Adult Learning and academic departments; collaboration with the U of M System Office of Measurement Services (student support service data collection)</td>
</tr>
<tr>
<td>CIHS</td>
<td>Direct contact with 45 northwestern MN school districts, students, and parents. Hosting an annual one-day development workshop for CIHS instructors allows them to share their needs and the needs of their students with U of M Crookston faculty and their fellow CIHS instructors.</td>
<td>Analysis of information gained; may lead to additional courses being offered or schools being added to CIHS program.</td>
<td>Center for Adult Learning in collaboration with U of M Crookston academic departments</td>
</tr>
<tr>
<td>International</td>
<td>Self-reported by students, information shared with International Programs by U of M Crookston faculty/staff or other students.</td>
<td>Individual services given; training and/or education offered to student and/or faculty/staff as needed; workshops for students on issues that affect them (i.e., taxes)</td>
<td>International Programs</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>The Student Athletic Advisory Committee has 2 to 4 students from each sport participating and is an avenue to relay student needs and concerns. Individual student contact with student athletes. Athletic Administration converses with athletes as often as possible and also watches for behavioral signals that might indicate support is needed.</td>
<td>Design individual accommodations to meet specific needs of students or recommend them to certain offices or areas on campus that can meet their needs if needs are outside of athletics</td>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>Students of Color</td>
<td>The Advisory Council for Diversity includes student leaders from ethnic clubs, providing students an open forum with administration, faculty, &amp; staff. The Director of Diversity and Multicultural Programs acts as advisor to many student clubs, attends many student-oriented events, and consults with students when planning diversity-centered events. Collaboration and input from other units, such as Student Activities, Career Development, and Athletics assist in identifying needs.</td>
<td>Collaborative partnering with ethnic student clubs in sponsoring campus events and programs. Identifying students of color to serve on-campus planning committees and to participate in diversity trainings and off-campus events. Providing resources to meet the day-to-day life needs of students of color, such as working with the local Walmart to arrange for the availability of ethnic product lines. Arranging weekly transportation for students of color to attend worship services familiar to them.</td>
<td>Diversity &amp; Multicultural Programs</td>
</tr>
<tr>
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</tr>
<tr>
<td>Conditional Admit Program (CAP) Students</td>
<td>NHS students with ACT scores under 21 and transfer students with college G.P.A. less than 2.0 are conditionally admitted. Individual needs are identified within the Academic Success Center through discussions and development of an academic action plan.</td>
<td>Enrollment in GNED 1000, which introduces strategies for college success. Intense secondary advising done by both GNED 1000 instructors and Academic Success Center personnel. ASC verifies students takes no more than 15 credits per semester and monitors time spent studying in the ASC. ASC tracks midterm and final grades, documenting grades and retention numbers</td>
<td>Academic Success Center</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Direct intake interview with students; University disability services training, professional journals and conferences/ referral agencies’ or institutions’ assessment summaries</td>
<td>Individually designed accommodations to meet specific needs of student/ reasonable accommodation as per U of M guidelines/policy compliance</td>
<td>Office for Students with Disabilities / CTLT/ Facilities Department/ Academic Departments/Student Affairs Department</td>
</tr>
</tbody>
</table>

During the past few years, the U of M Crookston has made a number of efforts to summarize, analyze, and improve retention and graduation rates (4.C). A standing Retention Committee of the Campus Assembly has been established and is working in conjunction with the campus Strategic Enrollment Management Committee, which is charged with determining the critical mass of on-campus students and strategically growing online-only enrollments. Retention rates have been studied for a variety of groups including new high school students (NHS), on-campus new advanced students (NAS), online-only students, and each academic department’s students. As a result of the various analytics and corresponding changes described below, the U of M Crookston has seen an increase in retention and
graduation rates (graduation rates are slower to change due to the four-year time between entry and graduation).

One area of focus has been NHS retention and graduation rates. In 2007-2008, the U of M System administration and campus leadership determined the U of M Crookston graduation rate targets of 40% within four years, 50% within five years, and 55% within six years to be achieved by the year 2015 (4.C.1). In order to achieve these higher rates, the U of M Crookston has concentrated efforts primarily on student success and one-year retention (returning in fall of the second year) (4.C.2). The rationale for concentrating on one-year retention is that increasing retention rates should logically be followed by increased graduation rates. Furthermore, the impact of changes can be analyzed after one year instead of waiting four years for graduation rates (4.C.4).

To provide context, the U of M Crookston’s retention and graduation rates were compared to designated peer institutions along with other campuses within the U of M System. It was decided that increasing retention rates would best be accomplished by identifying a group of high risk students and providing additional support services and orientation for those students. The U of M Crookston has automatic admission for high school graduates with a 21 or higher ACT score; admission for other students is determined by an Admissions Committee. Historically, the Admissions Committee typically granted regular admission to students with an ACT score of 19 or higher, while students with ACT scores of 17 or 18 were admitted under a one-semester Conditional Admit Program (CAP) which required students to take GNED 1000: Seminar for New Students (the U of M Crookston’s introduction to college course) and spend time in the Academic Success Center. Analyzing the effects of this program revealed CAP students were performing as well as or better than regular admit students with ACT scores from 19 to 22. Due to the success of these CAP students, the Admissions Committee modified their standards and began conditionally admitting any student with an ACT of 20 or less (4.C.3).

Subsequent analysis considered a variety of factors such as high school record, ACT scores, and participation in athletics and used logistic regression techniques to analyze the impact of each factor on the probability of being retained. The result of this analysis showed that the best predictor of retention was the high school rank followed closely by the ACT score. Although many high schools do not provide a rank, the Admissions Committee decided to use it when supplied along with ACT scores in determining whether to admit a student. Along with this change, CAP was modified such that CAP students have registration holds requiring them to meet with their academic advisor prior to registration. CAP students are still required to enroll in GNED 1000, and CAP students are required to spend two hours per week in the Academic Success Center.

The next analysis looked at semester to semester retention rates. For CAP students, retention from fall semester to spring semester was very close to the campus average; however, retention to the following fall after they had left CAP dropped off dramatically. As a result of the analysis, CAP was changed to a three-semester program with the extra services gradually declining during semesters two and three to transition students from those services. This program change was implemented in the fall of 2010. Retention rates increased for the CAP students to the same as for regularly admitted students. As a result of these changes, year one retention for the campus as a whole increased to 73%, which is the highest it has been for a number of years.

The lower retention rates for online-only students was the focus of an AQIP Action Project in 2012-2013. Effective summer 2013, the U of M Crookston added a CAP for incoming online-only students. Retention and success of international students and NAS students are the focus of two AQIP Action Projects in
2013-2014. Based on input received on the U of M Crookston’s NAS survey, along with a variety of analysis, a new orientation program along with a new registration day specifically for on-campus NAS students was implemented. The U of M Crookston will follow all of these efforts in the future to see if they have an impact on retention/graduation rates.

There are four types of retention and graduation data the U of M Crookston collects and analyzes regularly (4.C.4):

- IPEDS Data
- Data provided by the U of M System’s University Office of Institutional Research
- Data U of M Crookston drawn from the University data warehouse
- Data collected locally for particular student cohort groups such as CAP students

The U of M Crookston defines NHS as any incoming student who has not taken any college course work after graduating from high school. This differs from the IPEDS definition of first-time full-time student. Thus, the cohort U of M Crookston uses to measure retention and graduation rates varies slightly from the IPEDS cohort (4.C.4).

NAS retention/graduation data are drawn by U of M Crookston from the University of Minnesota’s Systems data warehouse. Online-only students present a different challenge because they may begin in any semester (fall, spring, or summer) and occasionally drop out a semester to return later. Furthermore, the semester when they don’t register may be fall, spring, or summer. The U of M Crookston developed a definition of retention taking this into account; the U.S. News and World Report survey later adopted the same definition for online-only retention and graduation (4.C.4).

3P2. How do you build and maintain a relationship with your students?

Developing the relationship between students and the U of M Crookston begins with the admissions process. From their first contact, on-campus students are assigned an admissions counselor to contact for information. Most applicants who will be on-campus students then visit campus to obtain a personal view of campus life. During the summer, new on-campus students attend a registration day when they meet with representatives from a variety of student services and their faculty advisors who plan their schedules and help them register.

An orientation program to help students adjust to college life is conducted during the three days before the beginning of fall semester. As part of the orientation, all new on-campus students participate in one of several service activities that help them build strong bonds with each other. Orientation also includes a convocation that introduces new students and their accompanying family members to the U of M Crookston history and traditions.

Once on-campus students begin classes, a variety of activities help students become part of the campus:

- Program-based activities, including introductory courses that all new students take
- Active recruitment to participate in one or more of 45-50 various clubs and organizations on campus
- Strong on-campus weekend programming to encourage students to remain on campus on weekends, as well as weekday programming (e.g., Music on Mondays, What’s on Wednesdays)
- Active programming within the residence halls
• SPACE (Student Programming and Activities for Campus Entertainment) entertainment and programming
• Concerts and Lectures programs, cultural activities, and arts activities for U of M Crookston students and the Crookston community
• Numerous recognitions of student success including the annual awards ceremony, convocations each semester, research project poster sessions, and special events to recognize student and club accomplishments

Some faculty make it a point to bring together students new to their major, sometimes including returning students, for activities intended to orient them to their academic program.

For U of M Crookston’s online-only students, their initial point of contact is with the Center for Adult Learning (CAL). CAL markets online programs, and once a student is accepted, CAL coordinates his or her transition into the academic program. When online-only students begin coursework at the U of M Crookston, they are required to take GBUS 1005: Orientation to Online Learning, which is a seminar-style course for the online environment. The course incorporates many of the objectives of on-campus orientation (e.g., introducing U of M Crookston policies, accessing email and Moodle, using library resources) along with key strategies for successful learning in the online environment. As online-only students progress through their academic programs, CAL maintains lines of communication as do assigned faculty and professional advisors.

For online-only and on-campus CAP students, the Academic Success Center follows a protocol for relationship building:
• Learning the student’s name and family background
• Maintaining a weekly conversation about academic and/or personal matters
• Staying connected with counselors to assess behavior and talk with the student about any personal or academic concerns
• Continuing to track the student’s academic, athletic, and social accomplishments and praise the student for positive performance
• Allowing the relationship with a student to evolve as the student becomes more self-reliant
• Understanding that student needs change with time and providing the appropriate tools to enable students to make decisions

The Office for Students with Disabilities (OSD) engages students in initial discussions as well as necessary follow-ups, exam completion, counseling sessions, specific programming and student development activities, etc. Students build trust with OSD and gradually identify the office as an important resource.

All recognized student clubs and organizations are required to participate in at least two service activities per semester. This requirement provides numerous opportunities for the students to connect with the Assistant Director of Community Engagement. The service activities themselves reinforce students’ relationships with each other. The Career Development and Counseling Department builds and maintains relationships with students by helping them to develop and maintain satisfying interpersonal relationships and establish mutually rewarding relationships with staff, friends and colleagues. U of M Crookston also continues to build and maintain student relationships through a vital and interconnected set of communication and support activities, events, services, and organizations.
All students, whether online-only or on-campus, build strong relationships with their academic advisors. Through required get-acquainted conversations and ongoing advising meetings, students get to know their faculty advisors and professional advisors very well.

3P3. & 3P4. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs? How do you build and maintain relationships with your key stakeholders?

The U of M Crookston has both the opportunity and obligation to serve the public because of its land grant mission (1.D.1). While students and their learning are U of M Crookston’s top priority (1.D.2), the institution also serves these key stakeholder groups:

- Alumni
- Crookston community
- Northwest region
- U of M System leadership
- Donors and supporters
- Legislators and other elected officials
- Co-located units
- Teambackers

Table 3P3.1 summarizes the U of M Crookston’s approaches for identifying their needs and maintaining relationships with the key stakeholder groups (1.D.3).

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Need Identification and Relationship Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest School of Agriculture Alumni and the U of M Crookston Alumni Association</td>
<td>Summer on-campus and winter Arizona reunions with alumni of the Northwest School of Agriculture, Homecoming, Ag Arama, program-specific alumni events (e.g., Great Communication Comeback), fall “Torch and Shield” recognition of outstanding alumni, surveys of on-campus and online-only alumni, and the Torch magazine are key methods for maintaining relationships with alumni and learning their needs. The Alumni and Development Director, Director of Alumni Relations, and Chancellor have primary responsibility for gathering and analyzing needs information.</td>
</tr>
<tr>
<td>Crookston community</td>
<td>The Chancellor, Director of University Relations, Director of Development and Alumni Relations, and many faculty and staff are members of and participate in local civic groups (e.g., Lions, Rotary Club). The Director of Development and Alumni Relations serves on the Crookston Chamber of Commerce; the Chancellor serves on the Crookston Chamber of Commerce and the Crookston Housing and Economic Development Authority. Regular conversations about community needs and relationships occur at these meetings. Community members are invited to campus for cultural and artistic events. Community service, in which all student groups are required to engage, provides direct service to residents while also maintaining relationships. The Assistant Director of Community Engagement has primary responsibility for receiving service requests and connecting student groups to service opportunities.</td>
</tr>
<tr>
<td>Minnesota’s NW region</td>
<td>Several members of the U of M Crookston community systematically participate in regional organizations and activities. Key organizations</td>
</tr>
</tbody>
</table>

Category 3
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In addition to the relationships outlined in Table 3P3.1, the U of M Crookston utilizes the College Advisory and Advancement Board (CAAB) to garner the needs of many of the stakeholder groups listed in the table. The CAAB is made up of alumni, donors, employers, former elected officials, and community/regional citizens who are familiar with the campus and are committed to furthering the U of M Crookston’s mission and vision, providing insight and counsel for on-campus initiatives, and engaging with students and donors. The group meets biannually but may be called upon by the Chancellor at any time for assistance, feedback, or guidance.
3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

The U of M Crookston is focused on recruiting students well suited to succeed in programs offered by the institution (1.D.1, 1.D.2). Under the leadership of the Director of Admissions and Enrollment Management, the U of M Crookston has identified the following process for determining whether new student groups should be targeted for recruitment and enrollment:

- Review historical data for the U of M Crookston
- Review Minnesota and national trends and correlate with the U of M Crookston historical data
- Analyze existing student pipelines, determining where the U of M Crookston could improve, and identify new pipelines to target from areas of growing high school populations.
- Pilot new approaches to see how they work (e.g., sending U of M Crookston materials to students who are within the U of M Crookston’s admissions standards and who were denied at U of M Twin Cities or who didn’t complete their application at the U of M Twin Cities)
- Increase name buys and, using new customer relationship management software, load student data into “suspects” and conduct electronic campaigns to turn them into “prospects”

For new transfer student groups, including online-only students, the process includes relationship building and recruitment in the community and technical colleges. The U of M Crookston attends the U of M System’s transfer fairs. Admissions and Center for Adult Learning staff members target individual two-year institutions to enhance existing relationships and establish new connections. Individual faculty members are frequently drivers for creating and maintaining relationships with faculty at two-year institutions. For example, groups of students from Vermillion Community College visit the U of M Crookston each year; Natural Resources faculty provide workshops for them, while the Admissions Office and Financial Aid Office provide transfer and financial aid information to them.

New two-year institutions to target for recruitment result from analysis of their enrollment trends. Larger enrollments lead the U of M Crookston to plan for increased recruiting and for increases in the U of M Crookston transfer enrollments.

The newly reconstituted Campus Advisory and Advancement Board is expected to have a key role in identifying new external stakeholder groups. Currently, the U of M Crookston relies on information gathered informally by the Chancellor, other senior leaders, and faculty and staff.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

The U of M Crookston Student Academic Grievance Procedures provide defined processes for resolving various types of grievances or problems which are carefully investigated:

- Informal Grievance Procedure
- Academic Grievance (U of M Crookston follows the U of M System policy in this area)
- Students complaints against other students or student groups
- Students complaints against University employees
- Residence Hall Issues
The Crookston Student Association (CSA) maintains a Web site where students can submit concerns which are then investigated by CSA. A designated student senator is responsible for student concerns and is charged with investigating concerns and following through until resolution is achieved. Additionally there is an anonymous link on the CSA Web site for students to file a student concern. The Student Concern Senator frequently meets with the Director of Student Activities, who communicates with whom to speak further regarding the various issue and steps to follow. The student senator then reports back to the Full Board of the CSA on the nature of the concern and resulting action (keeping private information protected).

In addition, different offices on campus collect and resolve students and stakeholder complaints in different ways. The Academic Success Center addresses student complaints about courses or faculty members through a conversation between the ASC staff member and the faculty member. At times the student is invited to the conversation; most often, the complaint is resolved without escalation. Similarly, the Director for Diversity and Multicultural Programs will mediate issues between various parties when student concerns are brought forward.

Academic Affairs may receive student complaints about faculty members. Such complaints are routed to the department head for investigation and resolution. The department head and/or the faculty member will communicate resolution to the student. Student Affairs may receive complaints about student service programs or staff. The Associate Vice Chancellor for Student Affairs and Enrollment Management (AVCSA) will investigate the complaint or direct it to the appropriate staff member. Resolution is communicated to the complainant by the appropriate U of M Crookston employee. Students and other stakeholders have easy direct access to the Office for Students with Disabilities (OSD) office for a walk-in, phone, or email consult. Additionally, opportunities to complete anonymous satisfaction surveys are regularly offered with text box options for comments. OSD has identified a grievance procedure which is posted online on the Web site and about which students are informed when they request services.

The Office for Student and Community Engagement hosts a post-event reflection dinner for large events (e.g., Meet Crookston through Service) and sends out evaluations to all community partners after the event. When students submit their community service hours, they complete a survey to describe how the event went. All complaints are considered when planning future events and improving office efficiencies. Numerous other offices follow similar processes to receive and resolve events.

U of M Crookston does not yet have a systematic process to aggregate and analyze such student and stakeholder complaints across departments.

**Results (R)**

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

In addition to the many individual opportunities to measure student satisfaction described elsewhere in Category Three, student satisfaction and experiences are measured through a variety of regularly administered surveys:

- Student retention and graduation rates, including breakout by NHS, NAS on-campus, NAS online-only, race, and admit status
- Conditional Admit Program (CAP) students spending time in the Academic Success Center (ASC)
• Overall satisfaction as reported on the National Survey of Student Engagement (NSSE)
• Institutional emphasis on providing academic and social support as reported on the NSSE
• Freshman satisfaction with aspects related to transition to college as measured by a six-week survey
• Student rating of relationships with campus personnel as reported on NSSE
• Participation in co-curricular activities as reported on NSSE
• Alumni giving
• Alumni and community participation in campus events
• U of M Crookston administrators, faculty, and staff serving in community organizations
• National rankings

3R2. What are your performance results for student satisfaction?

Figure 3R2.1 shows retention and graduation rates for incoming cohorts of new high school students (NHS), on-campus new advanced students (NAS On-Campus) and online-only new advanced students (NAS Online-Only). (See item 3P1.) Results show improvement in retention of NHS students from the 2008 through the 2011 cohorts, with a drop off in the 2012 cohort. Changes in the ASC are expected to return this measure to positive territory. The U of M Crookston’s 4-year graduation rate lags behind the target of a 45% graduation rate by 2015. NAS On-Campus retention and graduation rates are very high, with NAS Online-Only students strongly comparing to NHS students in retention and graduation.

![Figure 3R2.1 Comparison of Retention & Graduation Rates for U of M Crookston New High School (NHS) and New Advanced Students (NAS)](image)

Figure 3R2.2 shows retention by race groupings, with white students showing relatively flat retention over time; students of color have shown a considerable increase in retention over the past three years, while international student retention is up and down. The increasing student of color retention is partially tied to improvements made in retention of Conditional Admit Program (CAP) students (Figure 3R2.3). Participation in GNED 1000: Seminar for New Students along with spending time in the Academic Success Center assists these underprepared students, leading them to be successful.

Figure 3R2.4 shows the percentage of CAP students who met the CAP threshold of spending 28 hours or more in the Academic Success Center during their initial semester at the U of M Crookston; as a general rule, a higher percentage of students putting time in the ASC leads to improved retention. The drop in
percent of CAP students spending 28 hours or more in the ASC during the 2013-2014 academic year can be attributed to the Student Success Coordinator acting as interim director of the center. As a result, students visiting the ASC had less access to the personal service a full-time coordinator was able to provide.

The NSSE survey provides two summary questions relating to an overall satisfaction metric. Students are asked to rate their entire educational experience at the U of M Crookston and whether they would attend the U of M Crookston again, given the chance to start over. These results are summarized in Table 3R2.1 (with the U of M Crookston abbreviated UMC in the table). Historically, the U of M Crookston results are quite similar to responses from institutions in the Plains Public classification; however, the U of M Crookston shows a significant drop-off in the 2013 percentages of on-campus students responding favorably. The survey is being administered again in 2014, which will assist the U of M Crookston in determining if these lower satisfaction ratings are a one-year anomaly or a trend for concern.

Table 3R2.2 shows the U of M Crookston (abbreviated UMC in the table) has strong emphasis on providing support to help students succeed academically and socially per NSSE results; however, the ratio of first year students reporting this item is declining over time. Online-only seniors report very high levels of support from the campus compared to their online-only counterparts.
Table 3R2.1 NSSE Results on Summary of Student Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>How would you evaluate your entire educational experience at this institution?</th>
<th>If you could start over again, would you go to the same institution you are now attending?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Responding “Excellent” or “Good” Mean 4-point scale</td>
<td>% Responding “Definitely yes” or “Probably yes” Mean 4-point scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMC On-Campus</td>
<td>2008 89% 3.3</td>
<td>2008 88% 3.2</td>
</tr>
<tr>
<td></td>
<td>2010 90% 3.3</td>
<td>2010 85% 3.3</td>
</tr>
<tr>
<td></td>
<td>2013 82% 3.1</td>
<td>2013 76% 3.1</td>
</tr>
<tr>
<td>Plains Public</td>
<td>2013 88% 3.2</td>
<td>2013 84% 3.2</td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMC On-Campus</td>
<td>2008 81% 3.1</td>
<td>2008 76% 3.1</td>
</tr>
<tr>
<td></td>
<td>2010 87% 3.3</td>
<td>2010 90% 3.3</td>
</tr>
<tr>
<td></td>
<td>2013 80% 3.2</td>
<td>2013 76% 3.1</td>
</tr>
<tr>
<td>Plains Public</td>
<td>2013 86% 3.3</td>
<td>2013 84% 3.2</td>
</tr>
<tr>
<td>UMC Online-Only</td>
<td>2013 92% 3.4</td>
<td>2013 85% 3.3</td>
</tr>
<tr>
<td>Plains Public Online</td>
<td>2013 91% 3.3</td>
<td>2013 86% 3.3</td>
</tr>
</tbody>
</table>

Table 3R2.2 NSSE Reported Institution Emphasis on Student Support Services

<table>
<thead>
<tr>
<th>How much does your institution emphasize the following: (% responding “Very much” or “Quite a bit”)</th>
<th>On-Campus Students</th>
<th>Online-Only Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing support to help students succeed academically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td>86% 78% 72% 75%</td>
<td>NA</td>
</tr>
<tr>
<td>Seniors</td>
<td>77% 76% 76% 70% 74%</td>
<td>74% 66% 74%</td>
</tr>
<tr>
<td>Using learning support services (tutoring services, writing center, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year</td>
<td>NA 72% 74% 76%</td>
<td>NA 72% 74% 76%</td>
</tr>
<tr>
<td>Seniors</td>
<td>NA 68% 62% 69%</td>
<td>NA 68% 56% 56%</td>
</tr>
<tr>
<td>Providing opportunities to be involved socially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year</td>
<td>57% 50% 73% 73% 69%</td>
<td>NA 66% 57% 53%</td>
</tr>
<tr>
<td>Seniors</td>
<td>46% 45% 70% 66% 65%</td>
<td>66% 57% 53%</td>
</tr>
<tr>
<td>Attending campus activities and events (performing arts, athletic events, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year</td>
<td>74% 71% 71% 70% 65%</td>
<td>NA 58% 47% 39%</td>
</tr>
<tr>
<td>Seniors</td>
<td>57% 62% 63% 60% 56%</td>
<td>NA 58% 47% 39%</td>
</tr>
</tbody>
</table>

Initial satisfaction with academic experiences is measured in a survey administered to new freshmen during their sixth week on campus. These results are summarized in Figure 3R2.5. Satisfaction with the orientation program has been on the decline. The orientation has undergone many modifications for the fall 2014 cohort of new students, including separate activities for NHS and NAS students who have differing needs with the transition to college.
3R3. What are your performance results for building relationships with your students?

The National Survey of Student Engagement asks students to rate the quality of their relationships with various constituencies on campus. As a general rule the U of M Crookston students report good relationships with others on campus, and as a general rule, on-campus students report quality relationships equal to those of other respondents from Plains Public institutions. The U of M Crookston’s online-only students tend to report significantly higher quality relationships compared to their online-only peers at other institutions. Table 3R3.1 provides a summary of the U of M Crookston’s (abbreviated UMC in the table) results.

Another area the U of M Crookston views as particularly important in establishing relationships with students is involvement in other activities. For the NSSE question regarding participation in co-curricular activities (e.g., organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.), 86% of the U of M Crookston’s first-year respondents indicated at least some participation compared to 72% for Plains Public first year respondents and 57% of respondents from Baccalaureate-Diverse colleges and universities.
Table 3R3.1 NSSE Results on Student Quality of Interactions with Campus Personnel

*Mean score on 7-point scale (1 = "Poor" to 7="Excellent")*

<table>
<thead>
<tr>
<th></th>
<th>Other Students</th>
<th>Faculty</th>
<th>Student Services Staff</th>
<th>Other Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMC On Campus</td>
<td>2008</td>
<td>5.9</td>
<td>NA</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>5.5</td>
<td>NA</td>
<td>4.9</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>5.7</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Plains Public</td>
<td>2013</td>
<td>5.6</td>
<td>5.2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Seniors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMC On Campus</td>
<td>2008</td>
<td>5.6</td>
<td>NA</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>5.6</td>
<td>NA</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>5.5</td>
<td>5.0</td>
<td>5.1</td>
</tr>
<tr>
<td>Plains Public</td>
<td>2013</td>
<td>5.7 *</td>
<td>5.5</td>
<td>4.9</td>
</tr>
<tr>
<td>UMC Online-Only</td>
<td>2013</td>
<td>5.6</td>
<td>5.7</td>
<td>5.6</td>
</tr>
<tr>
<td>Plains Public Online</td>
<td>2013</td>
<td>5.5</td>
<td>5.5 ***</td>
<td>5.3 ***</td>
</tr>
</tbody>
</table>

Statistical significance: * p<.05, *** p<.001 (2-tailed)

3R4. What are your performance results for stakeholder satisfaction?

The U of M Crookston’s endowment and related funds total $12.7 million with $10.4 million in the endowment and $2.3 million in demand and related funds. Using contributions as one measure of alumni and community support, the U of M Crookston notes these two successes:

- Over 1000 total donors in the most recent fiscal year
- Seven consecutive years of increasing fundraising growth with an 18% increase from fiscal year 2012 to 2013

Another key stakeholder group consists of the Northwest School of Agriculture (NWSA) alumni. Presently there are approximately 1970 living NWSA alumni. The NWSA alumni have an active alumni association with annual reunions on the U of M Crookston campus each summer. This group has remained active and committed to the U of M Crookston as demonstrated by its generous contributions to the U of M Crookston scholarship funds. Approximately 38% of the U of M Crookston’s $10.4 million endowment was donated by NWSA alumni.

Continued participation and involvement in the U of M Crookston sponsored events is a strong indicator of satisfaction. A few example of continued participation are the following:

- Ag Arama continues to have participation of approximately 1200 students, many of whom travel hundreds of miles to attend.
- International dinners are nearly always sold out with approximately 200 people attending, many of whom are from the community and not otherwise associated with the U of M Crookston.
- Tours for Tots, a program where regional children are invited to explore the world of agriculture and farm animals, continues to draw close to 1000 children every year.
- The annual Fiesta in the Spirit of Cinco de Mayo has approximately 100 volunteers and over 1000 people attending each year.
3R5. What are your performance results for building relationships with your key stakeholders?

The community of Crookston and immediate area forms one of the U of M Crookston’s key stakeholder groups. One method of building relationships with the community is through involvement in the Crookston Chamber of Commerce. Evidence of the U of M Crookston’s faculty and staff involvement with the Chamber includes these roles:

- Two Chamber Board members including the Chancellor
- One United Way Board member
- One Convention and Visitors Bureau member
- Four Education Committee members

These events reflect strong relationships:

- Career Day held at U of M Crookston—an event designed to help high school students explore career options, attended by approximately 400 high school juniors and 40 regional professionals
- U of M Crookston Chamber picnic—a free picnic for the U of M Crookston faculty, staff, and students welcoming everyone back for another year
- Ox Cart Days—a U of M Crookston hosted ice cream social with music and a program that is part of the annual community Ox Cart Days celebration in August
- Meet the Candidates forum—a collaborative event sponsored by the U of M Crookston and the Crookston Chamber of Commerce, which provides the campus and local community the opportunity to hear from candidates running for office in local and state-level elections

3R6. How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Externally selected awards are one way of measuring the U of M Crookston’s performance compared to other higher education institutions. The U of M Crookston has received a number of recent awards:

- In 2013, the U of M Crookston was rated the number one in U.S. News and World Report rankings in the category of Midwest Top Public Regional Colleges. The U of M Crookston has been in the top four for the last 16 years.
- The U of M Crookston was listed in the upper quartile of “U. S. News Best Online Bachelor’s Programs” for the past three survey years.
- The U of M Crookston is in the top 25 of SuperScholar’s “Smart Choice” ranking of line bachelor’s degrees.
- Princeton Review has named the U of M Crookston as “A Best in the Midwest” College for six consecutive years.
- The Best Colleges ranked the U of M Crookston’s online business management degree in the top five in the country.

In 2013, the Midwestern Higher Education Compact (MHEC) completed a study evaluating graduation rates for all four-year colleges and universities in the Midwest. MHEC developed an institutional effectiveness indicator based on graduation rates using two pieces of information: (a) the institution’s actual graduation rate and (b) the institution’s anticipated graduation rate given the institution’s structural, demographic, and contextual characteristics including institutional type, control, urbanicity, institutional size, presence of graduate students, selectivity of admissions, various student
characteristics (e.g., academic preparedness, traditional/non-traditional, socioeconomic status, gender, ethnicity), and the size of the state’s knowledge labor market. Institutions were then rated on effectiveness according to the scale:

- Very High: Actual graduation rate is considerably above anticipated rate
- High: Actual graduation rate is above anticipated rate
- Moderate: Actual graduation rate is equivalent to anticipated rate
- Low: Actual graduation rate is below anticipated rate
- Very Low: Actual graduation rate is considerably below anticipated rate

In addition, MHEC developed an efficiency rating comparing effectiveness per student expenditure:

- Very High: Effectiveness per expenditure is considerably above average
- High: Effectiveness per expenditure is above average
- Moderate: Effectiveness per expenditure approximates average
- Low: Effectiveness per expenditure is below average
- Very Low: Effectiveness per expenditure is considerably below average

Table 3R6.1 compares the U of M Crookston with other institutions (including peer institutions and other campuses) using both four-year and six-year graduation rates:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effectiveness 4 year</th>
<th>Efficiency 4 year</th>
<th>Effectiveness 6 year</th>
<th>Efficiency 6 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of M Crookston</td>
<td>High</td>
<td>Very high</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>Northern State University</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Dakota State University</td>
<td>High</td>
<td>High</td>
<td>Very high</td>
<td>Very high</td>
</tr>
<tr>
<td>University of Wisconsin-Stout</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>Bemidji State University</td>
<td>High</td>
<td>Moderate</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>U of M Twin Cities</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>U of M Duluth</td>
<td>Very low</td>
<td>Low</td>
<td>Very low</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Improvement (I)**

311. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?

The most significant improvements in this category have involved a concentrated effort over the last three to four years to improve retention and graduation rates:

- A variety of analytics has been performed to determine high risk student groups.
- Criteria used by the Admission Committee have been modified based on these analytics.
- New procedures have been implemented for students admitted conditionally.
- GNEF 1000 has become required for an expanded group of CAP students.

The introduction of Qualtrics Survey tools on campus has provided the ability to design simple surveys to access information from the students. It has also allowed for increased efficiencies and accuracy of gathering student opinions and increased the number of respondents.
Mindful of the possibility of overwhelming students with surveys, the U of M Crookston recently charged the Director of Institutional Effectiveness with the role of coordinating surveys administered to students. Benefits of a central coordination point include the ability to better time surveys, reduce the number of surveys, improve survey constructions, appropriately analyze results, and retain data for the future.

Reestablishing the College Advisory and Advancement Board (CAAB) is an important improvement in the U of M Crookston’s ability to understand and respond to external stakeholder groups.

312. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

Important elements of the U of M Crookston’s culture and infrastructure for Understanding Students’ and Other Stakeholders’ Needs are the following:

- Small size and a culture that reinforces the importance of knowing individual students
- Cross-functional standing groups (e.g., Cabinet, Executive Committee, Strategic Enrollment Management Committee, Advisory Council for Diversity) that systematically share information for robust decision making

AQIP Category Four, VALUING PEOPLE, explores your organization’s commitment to the development of your faculty, staff, and administrators.

Processes for Valuing People exhibit a range of maturity levels. As a campus of the University of Minnesota System, the U of M Crookston benefits from the policies, procedures, and tools that have been developed and implemented across the system. These processes tend to be aligned. They are repeatable, proactive, and consciously managed. Results are shared within U of M Crookston and, in the case of University-administered surveys, across the entire University of Minnesota System.

Other processes, especially those local to the campus, for Valuing People (e.g., evaluating U of M Crookston’s training needs, planning for changes in personnel) are reactive or in the early stages of becoming systematic.

The U of M Crookston has these priorities for improving its Valuing People processes in the next few years:

- Continuing to enhance a culture of trust and open communication among all faculty and staff
- Identifying and addressing opportunities for improvement based on the recent Employee Engagement Survey
- Promoting performance excellence through enhanced recruitment and selection of diverse faculty and staff, implementation of performance-based pay procedures, and expansion of professional development opportunities
Processes (P)

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Determining the specific credentials, skills, and values for different positions involves both U of M Crookston and University of Minnesota System’s Office of Human Resources (OHR). Analysis and classification of positions is conducted by OHR. The first step is an analysis of the occupational requirements of the job including critical work functions, organizational context, physical and social factors, interpersonal interactions, structural job characteristics, and physical work conditions. Then an analysis is performed to define the experience, training, education, abilities, knowledge, and human characteristics that are required to successfully perform the occupational requirements of the job.

At the U of M Crookston, the hiring authority reviews the classification and the specific position description associated with the job title early in the process of filling a vacancy or creating a new position. When filling a vacancy in an existing U of M Crookston position, the hiring authority works with his/her supervisor and departmental staff and faculty to review needs specific to the U of M Crookston and the position. Position descriptions for new positions are further reviewed by the Cabinet. The U of M Crookston’s Director of Human Resources works with the hiring authority on all positions and forwards all completed position descriptions to the U of M System’s OHR for final review and classification.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The first step of the University’s hiring process is to effectively communicate the minimum and preferred qualifications to interested applicants. Next, the U of M Crookston asks candidates to identify how they meet the minimum requirements. Each candidate is evaluated based on the information provided. A personal interview is conducted for all finalists to help verify the degree to which the candidate meets the requirements. References are checked for the finalists. For instructional and administrative positions, an official copy of transcripts is also required to verify academic degrees. For all positions, the chosen candidate must also pass a background check before an offer of employment is confirmed.

A search committee is utilized for hiring faculty and administrative positions. Using the committee promotes objectivity and reduces the possibility of individual bias swaying a hiring decision.

The U of M Crookston’s faculty complement continues to be in a transition phase from becoming a baccalaureate institution twenty years ago; several faculty members who were hired before or during the transition period are still teaching. For a period of time (approximately 1995-2004), few new tenure-track faculty members were hired due to budget constraints and/or questions about the long-term viability of a four-year U of M Crookston. Since approximately 2005, the U of M Crookston has been able to hire several new faculty members, some in tenure-track positions and some in annually renewable Professional and Administrative (P&A) positions. Tenure-track positions require a terminal degree; P&A instructional staff are required to have a master’s degree or, in a few cases, a minimum of 18 graduate credits in the field in which they will be teaching (3.C.2). Many P&A instructional staff have a terminal degree (3.C.1).
During 2013-2014, the Vice Chancellor for Academic Affairs and department heads conducted a comprehensive analysis of the faculty complement, the first conducted in several years. The analysis focused on the number of tenured and/or tenure-track faculty, P&A instructional staff, and adjuncts in each program or teaching area in relationship to student credit hours (SCH), number of students majoring in the program, and teaching load. The analysis identified programs and teaching areas in which a large percentage of instructional FTE is carried by P&A instructional staff and adjuncts, as well as areas in which additional instructional resources are needed. On the basis of this analysis, faculty searches are underway in spring semester 2014 for three tenure-track positions in select programs. Discussions continue on the longer-term faculty complement, with the intent to create a multi-year plan that will gradually shift to a better balance within the faculty complement and reduce the need for overload teaching. The faculty complement analysis will be updated on an annual basis. Findings of the analysis will be used to determine if the longer-term plan is being achieved and what adjustments, if any, are needed (3.C.1).

The U of M Crookston’s College in the High School (CIHS) concurrent enrollment instructors are approved by the respective college/university academic department head and meet the academic department's requirements for teaching college/university courses (3.C.2). CIHS instructors, before being approved to teach a U of M Crookston’s course, undergo a rigorous credential review by the U of M Crookston academic department head. CIHS instructors must meet the minimum qualifications required of U of M Crookston adjunct faculty (a master's degree in the discipline, or a minimum of 18 graduate credits in the discipline). In special circumstances, for particular courses, an individual with a baccalaureate degree and experience and competence to teach the course may be hired. Credentialing is reviewed and tracked each semester. The U of M Crookston’s CIHS concurrent enrollment program, which has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2007, serves 42 northwest Minnesota school districts.

Consistent with the University of Minnesota System’s policy, all staff and faculty are evaluated on an annual basis. Early each spring semester, faculty members complete an Annual Accomplishments and Planning form in which they describe their teaching, research, and service activities for the previous spring and fall semesters. Department heads review the forms, draft their evaluations, and meet with the faculty members individually to discuss the evaluation, frequently revising their evaluation based on additional information gained in the evaluation meeting. After the meeting, department heads send faculty members a written evaluation, which faculty members sign to indicate that they have read the evaluation (3.C.3).

Tenure-track faculty members are further evaluated annually in the promotion and tenure process, consistent with the University of Minnesota Regents Policy Faculty Tenure and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty. Each U of M Crookston academic department has an approved “7.12 statement” that specifies the evidence required to demonstrate that the criteria for teaching, research, and service are being met. Annually, department and promotion committees review the dossiers of tenure-track faculty members to recommend continuation of their appointment or termination (3.C.3).

During fall 2014, the U of M Crookston promotion and tenure committee has been drafting the process to implement a four-year review of tenured associate professors as specified in the procedures mentioned above (3.C.3).
Staff members and administrators are also evaluated annually. The form and process used varies by U of M Crookston department and collective bargaining unit. Each employee receives individual feedback on his or her performance. Staff on annually renewable appointments may receive notice of continuation of employment or be terminated, with the length of notice of termination varying by the length of time the employee has served.

The faculty and instructional staff, staff, and administrative review processes outlined above also provide opportunities to identify professional development needs. Faculty and instructional staff have access to departmental professional development funds, the budget for which is allocated at $500 per year per faculty member and instructional staff member. Tenured and tenure-track faculty are also able to request professional development funds through the Faculty Assembly’s Professional Development Committee. The Vice Chancellor for Academic Affairs has additional funds to support professional development of importance to the U of M Crookston. For example, in 2013-2014, these funds supported seven faculty and staff members’ attendance at the Indiana University-Purdue University Indianapolis (IUPUI) Assessment Institute and two faculty members’ attendance at the Council for Undergraduate Research’s Institute for Integrating Undergraduate Research into the Curriculum. Faculty members are also eligible to apply for semester leaves and sabbatical leaves (3.C.4).

The U of M Crookston offers professional development support for Professional and Administrative (P&A), Civil Service, and Bargaining Unit employees who are working at least 75% full-time (3.C.6). It is a systematic plan to enhance the skills, growth, and development of members of the campus community. The purpose of professional development is to facilitate, promote, and encourage activities that further the effectiveness of job related skills, department performance, academic learning, research activities, and campus service by professional, administrative, and staff. The U of M Crookston encourages and supports the continued development and advancement of its employees by offering financial support to help pay the cost of activities that meet the following criteria:

- contribute towards the achievement of the U of M Crookston’s goals and objectives
- support the institution’s strategic plan
- contribute to conducting, expanding, or validating academic research
- support individual professional growth
- relate to courses covered by the Regent’s Scholarship Program (e.g., cost of technology fees, lab fees, textbooks, course supplies)
- relate to attending symposiums, seminars, workshops, or conferences that are critical to an individual’s job responsibilities or the U of M Crookston’s department’s mission

Faculty members and instructional staff place a priority on being accessible to their students and advisees (3.C.5). For online-only students, access is generally via the Moodle course site, email, Google Hangouts, and/or Skype. On-campus students generally meet face-to-face with their instructors and advisors, but may also connect through email. The University of Minnesota’s administrative policy Syllabus Requirements: Twin Cities, Crookston, Morris, Rochester requires that instructors’ syllabi include contact information.

All faculty provide weekly office hours. In addition, each department has a list of Quality Assurance Standards for its courses (see item 1P11). The standards include information on the best method of contact, expected feedback time, and expected email response time. During peak advising periods before and during registration, faculty generally post an advising schedule that on-campus students use to schedule meetings with their advisor (3.C.5).
4P3. How do you recruit, hire, and retain employees?

All open positions are posted on the University of Minnesota System’s and U of M Crookston’s Web pages. In addition, U of M Crookston advertises in local/regional newspapers, electronic job sites, and national publications.

Often, a search committee is used as part of the selection process. The Director of Diversity and Multicultural Programs helps to identify recruitment avenues to achieve a diverse applicant pool. The Director of Human Resources meets with search committees to ensure that they understand the search process and confidentiality requirements. The primary tools used to hire a candidate are a review of the materials provided by the candidate and an in-person interview.

For key administrative searches (e.g., Chancellor, Vice Chancellor for Academic Affairs), U of M Crookston has retained a nationally recognized search firm to assist in the recruitment and selection process.

The U of M Crookston attempts to retain employees by using mentors, annual performance appraisals to provide feedback, professional development support, on-campus social activities, and salary adjustments. For high-demand disciplines, the U of M Crookston occasionally uses retention salary offers. Salary increases for administrative, faculty, and P&A employees are based on merit evidenced in the annual evaluation process; beginning in 2015, employees in civil service positions will also receive salary adjustments within a new pay-for-performance process.

4P4. How do you orient all employees to your organization’s history, mission, and values?

The orientation process starts with the search process. Candidates are directed to the U of M Crookston Web site, which provides information on mission, values, academic programs, geographic location, campus profile, and community. In-person interviews often include a tour of the campus and meetings with administrators who discuss history and mission. Once on the job, new employees receive additional information about the U of M Crookston, especially as it relates to their work.

In the fall of each year, the U of M Crookston conducts “Opening Week” workshops, tours, training, and get-acquainted activities. All members of the U of M Crookston community participate in some of the activities, an important part of the community-building process. New faculty and staff participate in workshops and activities specifically designed to help them become familiar with the U of M Crookston’s mission, vision, and values as well as understand important policies and procedures. Academic departments provide additional training and orientation to departmental culture and policies.

Several U of M Crookston practices and traditions also speak to and reinforce mission, vision, and values for all employees. For example, a one-page Mission, Vision, and Core Values statement is posted at most offices and classrooms. Opening Week Convocation, which includes new students (and their parents) and faculty and staff, speaks directly to the U of M Crookston’s mission, vision, core values, and history as well as its place in the University of Minnesota. Additional ways in which the mission, vision, and core values are reinforced are, for example, the Fall Convocation, Spring Convocation, Commencement, strategic planning, and the academic program development process.
4P5. **How do you plan for changes in personnel?**

In general, the U of M Crookston becomes aware of changes in personnel when someone resigns or indicates that one has received an offer of employment. Occasionally, a supervisor will become aware that an employee or faculty member has begun to search for a new position. Faculty members and staff members may also communicate their intention to retire at a particular date in the future. Tenured faculty members may take advantage of a formal phased retirement program, a process that requires specification of the date on which they will be completely retired.

There is often little notice that an employee or faculty member is resigning. Further, whenever a position is vacated due to resignation, retirement, or termination, either that position or funds allocated to that position may be allocated to another department where there is greater need. For both of these reasons, the U of M Crookston is primarily reacting to, rather than planning for, changes in personnel.

4P6. **How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?**

The U of M Crookston is in the early stages of systematically designing and documenting work processes and activities. A few offices (e.g., Center for Adult Learning, Registrar’s Office) have documented work processes addressing some of their work. The U of M Crookston recognizes an opportunity for improvement in this area.

4P7. **How do you ensure the ethical practices of all of your employees?**

One of the University of Minnesota Crookston’s core values is Integrity, which is defined as practicing honesty, fairness and respect. All new employees are provided with a link to the University of Minnesota System’s Human Resources (HR) Policies Web pages, which include the University of Minnesota’s Board of Regents Code of Conduct. It defines ethical expectations as, “Commitment to Ethical Conduct. Community members must be committed to the highest ethical standards of conduct and integrity. The standards of conduct in this Code, supported through policies, procedures, and workplace rules, provide guidance for making decisions and memorialize the institution’s commitment to responsible behavior” (Subdivision 2).

New employees are required to complete the University of Minnesota System’s training on conflicts of interest, data security, and using University data. The training requires completion of an assessment that may lead to additional training on managing financial, student, and/or personnel data. Annually, all faculty, staff, and administrators are required to complete the University of Minnesota’s Report of External Professional Activities (REPA). Supervisors review the REPA reports for their employees. As a second-level review, the Vice Chancellor for Academic Affairs reviews and approves the REPA reports for all faculty and employees. The Chancellor approves the REPA report for the Vice Chancellor for Academic Affairs; the President of the University of Minnesota approves the Chancellor’s REPA form. Employees defined as University officials must also complete an annual Financial Disclosure for University Officials report (2.A).

Faculty, staff, and students engaged in research are required by the University of Minnesota System’s policy and, where applicable, grant agencies to complete additional training. Faculty members guiding
students engaged in undergraduate research provide training appropriate to the research project (2.E.2). The U of M Twin Cities serves as the U of M Crookston’s Institutional Review Board (IRB) and ensures that research involving human subjects complies with Board of Regents Policy Research Involving Human Subjects and related procedures (2.E.1). Board of Regents Policy Animal Care and Use, which addresses the use of animals in research, teaching, display, and service, governs the Agriculture and Natural Resource Department’s management of the animals in its care. The University of Minnesota’s Institutional Animal Care and Use Committee audits the U of M Crookston’s adherence to this policy on a semi-annual basis.

The University of Minnesota System recognizes its obligation to its faculty, staff and the community to maintain the highest ethical standards. To facilitate this process, the University has chosen Ethics Point to provide an anonymous way to report activities that may be violations of the University’s policies or other laws, rules, and regulations. Individuals may report any situation or University conduct they believe violates an applicable law, regulation, government contract or grant requirement, or University policy. Often, the best place to raise a concern is within the college or unit through ordinary supervisory channels or through a central office established to handle such concerns. Ethics Point is used to report concerns regarding the use of funds from the American Recovery and Reinvestment Act of 2009.

The University of Minnesota System has an administrative policy regarding the acceptable use of information technology resources (2.E.2). The full policy is available on the Web site.

This policy is implemented by the University Office of Information Technology and enforced on campus by the Director of Technology Support Services (TSS). Access to data is provided on a need to know basis and is provided upon request and review by the U of M Crookston’s Director of TSS who then recommends access level to the U of M System’s Office of Information Technology. Data access is safeguarded by a two-step authentication process. Enforcement of the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) requirements also falls under the purview of the Office of Information Technology. The full set of acceptable use and data security requirements is provided.

Board of Regents Policy Academic Misconduct governs the U of M Crookston’s approach to enforcing academic honesty and integrity. The U of M Crookston’s Procedures for Scholastic Dishonesty identify the Vice Chancellor for Academic Affairs as the Academic Integrity Officer for the U of M Crookston. Syllabi are required to contain a statement on academic honesty and the options the instructor may exercise in response to instances of academic dishonesty. Faculty members have the option to allow the student to redo the work, fail the student on the assignment, or fail the student in the course. They may also refer the student for action under disciplinary proceedings. Faculty members submit the Report of Scholastic Dishonesty form to the Academic Affairs office, describing the incident and the action taken. The Academic Affairs office notifies the student and the Registrar’s Office of the incident and action taken (2.E.3).

Currently, reports of scholastic dishonesty are filed in hard copy in the Academic Affairs office. The U of M Crookston is in the process of transitioning to a recently purchased software program (Maxient) that will enable tracking of instances of academic dishonesty and determine patterns and trends, including students who have been reported for multiple instances of academic dishonesty.
4P8. How do you determine training needs? How do you align employee training with short and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Individual training needs are identified through supervisor observation, employee requests, and the annual evaluation process. The campus prioritizes activities that facilitate, promote, and further develop the effectiveness of job related skills, department performance, academic learning, research activities, and campus service by faculty and staff at the U of M Crookston.

Training needs that rise above the individual employee level are identified by committees and through discussion. For example, by talking with faculty and staff who have been engaged in assessment of student learning, the Vice Chancellor for Academic Affairs recognized a need for additional training in assessment of program-level learner outcomes for all faculty members; as a result, both the fall 2013 and spring 2014 professional development days were devoted to assessment training and work. The Retention Committee of the Campus Assembly has identified the need for additional training for advisors; as a result the fall 2014 professional development day will center around a workshop on academic advising. Other training priorities may be identified by the campus strategic planning process.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

The University of Minnesota Crookston provides financial support to faculty, staff, and administrators for activities that relate to the University’s mission, strategic plan, or campus priorities. Support is offered using multiple approaches:

- Mini-grants
- Faculty professional development awards
- Staff professional development awards
- Regent’s scholarship awards
- Professional development leave programs
- Training offered through the Center for Teaching, Learning, and Technology

Reinforcement of training is primarily informal and in the job setting. Faculty in the Business and Liberal Arts and Education departments receive reinforcement of online learning training through formal review of their online courses. In the Business Department, review also extends to faculty responsiveness in the teaching process (see item 1P11).

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The personnel evaluation system is established by the University of Minnesota System’s Office of Human Resources. All faculty members, staff, and administrators are reviewed on an annual basis. Alignment of this system with instructional objectives occurs through the promotion and tenure process and through the annual evaluation process described in item 4P2. Most staff members are evaluated
using a standard form (Form UM 439). The form identifies key elements of the person’s job responsibilities and department goals and measures level of performance.

Administrators are evaluated on progress made towards achieving University-wide and the University of Minnesota Crookston’s goals and objectives. The form uses an essay approach that has both a self-evaluation section and supervisor observation section. As described in item 4P2, faculty and instructional staff are reviewed using the Academic Faculty and Teaching P&A Staff Accomplishment and Planning Form, which was developed and approved by the Faculty Assembly. Tenure-track faculty members are evaluated annually in relation to the University’s tenure code and each department’s 7.12 statement (Evaluation Form) (3.C.3).

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Compensation of newly hired employees is competitive to regional and national salary levels. Compensation range is defined by an individual’s job classification.

Full-time positions offer employee benefits including vacation leave, holiday pay, and sick leave pay; retirement benefits; career enrichment programs; opportunities for advancement; free undergraduate tuition; health, dental, and life insurance benefits; pleasant working conditions; and convenient location and parking. A comprehensive explanation of available benefits is provided.

Annual compensation decisions contain a merit component that recognizes achievement of goals or work plans. Periodic University-wide job family classification studies are conducted to ensure that positions are correctly classified and that compensation ranges are competitive with the external market. Beginning in fall 2015, Civil Service employees will be moving to a merit pay system similar to that in place for other employee classifications.

The campus recognizes effective teaching through faculty awards committees, student awards selections, student evaluations, and peer review processes. Examples include the Faculty Awards Committee, the student committee for selecting an outstanding educator, and the student evaluation peer review process.

The U of M Crookston Distinguished Teaching Award was established in 1983 to recognize significant contributions to teaching. Full-time faculty who are engaged in a minimum of 50% teaching and who have completed three or more years are eligible. Faculty members submit a file, and the Faculty Awards Committee reviews the applicants.

Annual faculty and staff awards recognize excellence, celebrate individual achievement, honor years of service, and recognize the retirement of faculty and staff. Examples of others awards that recognize accomplishments in alignment with instructional and non-instructional programs and services are the Outstanding Community Service Award, Outstanding Faculty Service-Learning Award, and Outstanding Service-Learning Community Partner Award.
4P12. **How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?**

The University of Minnesota Crookston hires skilled individuals and focuses on five basic elements of a job to enhance motivation (Hackman & Oldham, 1976). The five elements are feedback on performance, appropriate level of autonomy, task significance, task identity in which a person performs the total job from beginning to end, and skill variety that includes a variety of diverse activities. The degree to which each person will be engaged in each element will vary depending on the specific job classification.

Analysis of each element is conducted through the annual performance appraisal and supervisor discussions with each employee. Course of action is defined in written job expectations and annual work plans. Professional development activities may be included as part of the course of action.

For several years, the University of Minnesota System has used its PULSE survey to measure employee satisfaction and motivation. The survey, which has been administered bi-annually, was designed to “take the pulse” of the workplace on all five campuses. The survey was used to help inform decision making and work towards developing a workplace that is connected, engaged, and thriving.

PULSE data were analyzed according to employee group and geographic location. The data focused on characteristics of respondents, job satisfaction, pay and benefits, job stress, supervisor and departmental support, University climate, job security and retention, employee workgroup, and work life balance. The results were made available to faculty, staff, and administrators.

Over time, longitudinal comparisons of survey results helped facilitate discussion among decision makers with regard to promotion practices for staff and retention practices for staff and faculty as well as modify professional development options for faculty and staff and potential promotional ladders for staff.

In 2012, the University administered the fifth and final PULSE survey. The PULSE survey has been replaced, effective 2013-2014, with the Employee Engagement Survey. As its name implies, this survey shifts focus from employee satisfaction to employee engagement. Results from both of these surveys are presented in item 4R2 in Table 4R2.1 and Figure 4R2.4.

4P13. **How do you provide for and evaluate employee satisfaction, health and safety, and well-being?**

In addition to the assessment of employee satisfaction and engagement described in item 4P12, the University also conducts safety training. For example, area law enforcement officers and first responders, who conducted three “active shooter” exercises using the U of M Crookston’s campus as the location, provided active shooter training for faculty and staff in fall 2013. Also, every year, each major department on the campus reports and publicly displays a summary of work-related injuries and illnesses. If there is a significant deviation from the norm, the U of M Crookston’s Environmental Health and Safety Specialist, provides training and guidance. Employee surveys ask some generalized questions regarding employee well-being.
Results (R)

4R1. What measures of valuing people do you collect and analyze regularly?

The U of M Crookston regularly collects and analyzes these measures of valuing people:

- Employee FTE by job code
- Instructional FTE by tenure status and job code
- Employee satisfaction metrics and employee engagement metrics
- Credentials for instructors in CIHS
- Faculty and staff development grant spending
- Student-faculty ratio

4R2. What are your performance results in valuing people?

The U of M Crookston has seen small increases in P&A and Labor Represented employees over the past several years as seen in Figure 4R2.1. Most hiring is within the Professional and Administrative (P&A) job category; contract instructors make up approximately one-half of this amount. With regard to faculty, most new hires have been in the P&A (annual contract instructors) category (Figure 4R2.2) rather than tenure-track positions.

![Figure 4R2.1 Employee FTE By Jobcode Group](image)

The faculty complement analysis, described in item 4P2, compiled data in Figure 4R2.3 showing the makeup of instructional FTEs within the U of M Crookston’s four academic departments. Agriculture and Natural Resources; Liberal Arts and Education; and Math, Science, and Technology all similarly have about one-half of their faculty being tenured or on the tenure track; the Business Department is an outlier, with just 18% of faculty being tenured or on the tenure track.

![Figure 4R2.2 Instructional FTE By Tenure Status](image)
In the U of M System’s PULSE survey, respondents were asked to rank the extent to which they agreed with the statement: “Overall, I am satisfied with my employment at the University,” with the responses 1 = “Strongly Disagree” and 5 = “Strongly Agree.” A second set of questions, related to tasks describing employee work, was indexed to calculate employees’ satisfaction with their work; this index was evaluated on a scale of 0.0 to 3.0. The PULSE survey also included an index related to employees’ intentions to leave their jobs; the scale ranges from 0.00 to 5.00, with a higher score indicating greater likelihood of departure. These metrics are shown in Table 4R2.1, and reveal relatively high satisfaction among U of M Crookston employees; however, staff are more satisfied than faculty.

![Figure 4R2.3 Instructional FTE Breakdown by U of M Crookston’s Academic Departments](image)

### Table 4R2.1 U of M Crookston Employee Satisfaction Metrics from U of M PULSE Survey

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administrators</td>
<td>4.50</td>
<td>4.28</td>
<td>2.70</td>
<td>2.85</td>
<td>2.24</td>
<td>2.21</td>
</tr>
<tr>
<td>Academic Professionals</td>
<td>3.78</td>
<td>3.89</td>
<td>3.00</td>
<td>2.49</td>
<td>2.69</td>
<td>2.64</td>
</tr>
<tr>
<td>Labor Represented</td>
<td>4.04</td>
<td>4.10</td>
<td>2.62</td>
<td>2.49</td>
<td>1.98</td>
<td>1.88</td>
</tr>
<tr>
<td>Civil Service</td>
<td>4.00</td>
<td>4.07</td>
<td>2.55</td>
<td>2.56</td>
<td>2.05</td>
<td>2.18</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.29</td>
<td>3.97</td>
<td>2.42</td>
<td>2.56</td>
<td>2.41</td>
<td>2.15</td>
</tr>
<tr>
<td>Instructional P&amp;A</td>
<td>4.00</td>
<td>3.47</td>
<td>2.93</td>
<td>2.40</td>
<td>2.13</td>
<td>2.67</td>
</tr>
</tbody>
</table>

The Employee Engagement Survey administered during fall 2013 will be replacing the PULSE survey going forward. Initial results mirror those seen in the PULSE survey, showing the U of M Crookston has quite highly engaged staff, while faculty report somewhat lower engagement (Figure 4R2.4). Within the faculty complement, the U of M Crookston’s P&A Instructors report higher engagement compared to tenured associate and assistant professors.
The U of M Crookston ensures that high school instructors teaching coursework through the College in the High School (CIHS) program meet expected quality standards. Of the 75 high school instructors currently teaching CIHS courses, 45 (60%) have a Master’s degree, 15 (20%) have completed at least 18 graduate-level credits in the field in which they are teaching, and 15 (20%) have a Baccalaureate degree combined with experiences and/or competencies to teach the course as approved by U of M Crookston’s academic department heads.

Faculty and staff are able to apply for up to $500 annually to assist their professional development. The U of M Crookston Human Resources tracks staff development awards as displayed in Figure 4R2.5.

Faculty awards are administered through Faculty Assembly, and year-to-year numbers are not tracked, however FY 2014 saw $14,947 awarded to 19 faculty; formal tracking of this number is planned for the future.

Figure 4R2.4 2013 Employee Engagement Survey Results

<table>
<thead>
<tr>
<th>Commitment and Dedication</th>
<th>Effective Environment</th>
<th>My department demonstrates a commitment to supporting my overall wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMC Faculty</td>
<td>UofM Faculty</td>
<td>UMC Staff</td>
</tr>
<tr>
<td>65%</td>
<td>55%</td>
<td>48%</td>
</tr>
<tr>
<td>73%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td>77%</td>
<td>74%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Figure 4R2.5 U of M Crookston Staff Development Awards

<table>
<thead>
<tr>
<th>Number of Awards</th>
<th>Total Dollars Awarded</th>
<th>Average Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>FY10</td>
<td>FY11</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>$421</td>
<td>$411</td>
<td>$432</td>
</tr>
</tbody>
</table>
4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

An evaluation of student-to-faculty ratio and student-to-staff ratio, as shown in Figure 4R3.1, evidences productivity gains by employees at the U of M Crookston. As student enrollment has increased over the past several years, additional faculty and staff have not been hired at a similar rate. The data also reflect an effort in recent years to increase the number of faculty and staff.

![Figure 4R3.1 Employee and Student Counts](image)

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Using IPEDS data to compare key metrics, the U of M Crookston has higher student-to-faculty ratios compared to select peers, relies more heavily on adjunct faculty, and has a low number of tenured faculty (Table 4R4.1).

Using the University of Minnesota PULSE survey (2012), the campus has data available to compare to other campuses in the University of Minnesota System. The measures are separated between staff and faculty as displayed in Table 4R4.2. Overall, the U of M Crookston has the second highest score for overall satisfaction for thee of the six employee categories, while having the highest score for two of the six employee categories for satisfaction with work (academic administrators and labor represented). On the other hand, academic professionals report the lowest levels of satisfaction on both metrics compared to their counterparts at other campuses, and faculty and instructors at the U of M Crookston score low levels of satisfaction with work when compared to their counterparts.
### Table 4R4.1 U of M Crookston Faculty Versus Select Peers

<table>
<thead>
<tr>
<th>Institutional Peer Group</th>
<th>Institution Name</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>% Tenured or On Track</th>
<th>% Adjunct or P&amp;A Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware Valley College</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>52%</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>University of Minnesota Crookston</td>
<td>20</td>
<td>20</td>
<td>24</td>
<td>34%</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Dakota State University</td>
<td>18</td>
<td>23</td>
<td>20</td>
<td>53%</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>University of Wisconsin-Stout</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>37%</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Bemidji State University</td>
<td>23</td>
<td>24</td>
<td>22</td>
<td>59%</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>University of Minnesota Morris</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>59%</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>University of Maine at Farmington</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>62%</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>University of Pittsburgh-Johnstown</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>45%</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>University of Wisconsin-River Falls</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>59%</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>University of Minnesota Twin Cities</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>55%</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>University of Minnesota Morris</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>59%</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>University of Minnesota Crookston</td>
<td>20</td>
<td>20</td>
<td>24</td>
<td>34%</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>University of Minnesota Duluth</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td>47%</td>
<td>66%</td>
<td>34%</td>
</tr>
</tbody>
</table>

### Table 4R4.2 Comparison of U of M Crookston PULSE Survey Satisfaction Results to Other Campuses

<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty</th>
<th>P&amp;A Instruct</th>
<th>Acad Admin</th>
<th>Acad Prof</th>
<th>Labor Rep</th>
<th>Civil Service</th>
<th>Faculty</th>
<th>P&amp;A Instruct</th>
<th>Acad Admin</th>
<th>Acad Prof</th>
<th>Labor Rep</th>
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</thead>
<tbody>
<tr>
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<td>3.87</td>
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<td>2.61</td>
<td>2.57</td>
<td>2.04</td>
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<tr>
<td>Rochester</td>
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<td>3.56</td>
<td>4.20</td>
<td>3.55</td>
<td>4.33</td>
<td>2.65</td>
<td>2.88</td>
<td>2.55</td>
<td>2.76</td>
<td>2.02</td>
<td>2.63</td>
</tr>
<tr>
<td>Morris</td>
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<td>3.30</td>
<td>4.04</td>
<td>4.20</td>
<td>4.05</td>
<td>4.19</td>
<td>2.65</td>
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<td>2.71</td>
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</tr>
<tr>
<td>Duluth</td>
<td>3.88</td>
<td>NA</td>
<td>4.30</td>
<td>4.13</td>
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<td>4.07</td>
<td>2.71</td>
<td>NA</td>
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<td>Crookston</td>
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<td>2.85</td>
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<tr>
<td>UMC rank</td>
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<td>(3)</td>
<td>(2)</td>
<td>(5)</td>
<td>(2)</td>
<td>(3)</td>
<td>(5)</td>
<td>(4)</td>
<td>(1)</td>
<td>(5)</td>
<td>(1)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*Data for groups with fewer than five responses have been replaced with "NA".

### Improvement (I)

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Work is currently in progress to transition campus employees in the civil service class to a merit-based pay increase program, which will move all non-bargaining staff to pay increases based on merit and/or market-based adjustments as opposed to across-the-board. All employees at the U of M Crookston will then be evaluated on annual major accomplishments, major challenges, identification of development goals, and achievement of previously established goals.

The faculty complement analysis described in item 4P2 has resulted in priorities being established for tenure track hires.
4II. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The U of M Crookston’s mission, vision, and values are driving forces behind selecting areas for improvement in valuing people, particularly values of integrity, diversity, and a learner-centered environment.

Reference

AQIP Category Five, LEADING AND COMMUNICATING, addresses how your leadership and communication processes, structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

The maturity level varies between different aspects covered in the category of Leading and Communicating:

- The development, refinement, and understanding of the mission, vision, and values are very mature and at an integrated level. The mission has been carefully considered and revised with numerous campus-wide opportunities for input and discussion. There is broad acceptance and understanding of the mission throughout the campus by both faculty and staff.
- The campus strategic planning efforts are also relatively mature and at an aligned level. There have been extensive planning efforts in 2006, 2010-2011, and 2013-2014 resulting in new goals and objectives.
- The operation of the governing board (University of Minnesota Board of Regents) is mature and at the integrated maturity level. The U of M Crookston leadership is closely engaged with U of M System leadership and the Board of Regents.
- The campus governance structures are also relatively mature and are at the aligned level.
- While the U of M Crookston has had access to leading and communicating data from earlier U of M Systems surveys (e.g., PULSE), it has not been systematic in using that data to drive improvement in leading and communicating. Beginning in fall 2014, the data from the Employee Engagement Survey (which was new in 2013-2014) will be used to identify opportunities and drive improvement in leading and communicating.
- Communication with external stakeholders is increasingly systematic, as evidenced by the reconstituted College Advisory and Advancement Board and the work of the Strategic Philanthropic Engagement and Regional Support Committee.

The U of M Crookston has identified the following priorities for Leading and Communicating:
- Identifying and addressing opportunities for improvement based on the recent Employee Engagement Survey, including defining measures and systematically collecting, analyzing, and using data to improve leadership and communication
- Training and engaging senior leadership and their direct reports in continuous improvement activities
- Revitalizing the AQIP Steering Committee
Processes (P)

5P1. How are your organization’s mission and values defined and reviewed? When and by whom?

The transition from a regional residential high school (Northwest School of Agriculture) to a two-year technical college (University of Minnesota Technical Institute) in 1966 required a change in mission to reflect the requirements of a collegiate institution. The subsequent change to a four-year degree-granting institution (University of Minnesota Crookston) in 1993 again required a change in mission to reflect the requirements of a baccalaureate institution and the campus emphasis on technology and career preparation. A committee of faculty and staff evaluated and revised the mission statement again in 2001 to reflect changing educational priorities, evolving regional needs, and a maturing campus culture.

In 2006-2007, there was extended discussion about the mission, beginning in an Executive Committee retreat and, subsequently, involving a wide variety of groups on campus regarding proposed refinements to the mission. Revisions were proposed and discussed in a variety of campus meetings including the Executive Committee retreat, department meetings, Faculty Assembly, and a variety of other campus meetings. The proposed changes were then presented to central administration and the Board of Regents for final approval (1.A.1).

The U of M Crookston’s mission, vision, and core values are widely publicized through a prominent location on the Web site along with posters around campus, including most meeting rooms. The relationship with the mission is the first question most people ask when new ideas, including new programs, are discussed. All new program proposals address how proposed programs would fit the U of M Crookston’s mission. All campus planning activities (e.g., long range planning, Executive Committee retreats, annual Campus Compact planning) are guided by the mission statement. The Strategy Screen (see item 8P2) defined during the 2013-2014 strategic planning process lists mission as the first criterion for evaluation of new strategic initiatives (1.A).

The University of Minnesota’s Board of Regents supports the Crookston campus mission, its contribution to the land grant mission, and its career-directed programs. The applied, career-orientation of programs at the U of M Crookston distinguishes the Crookston campus from others within the system. The U of M System’s Board of Regents and administration and Crookston campus Chancellor, administration, faculty, staff, and students understand and support the mission. This understanding and support of the mission pervades the everyday working environment, documents, and organizational structures. Academic department planning, graduate satisfaction surveys, Program Improvement Advisory Committees (PIACs), and program reviews are consistent with the mission and support efforts to refine and improve institutional distinctiveness and effectiveness (1.A.2).

The mission is the driving force for making decisions including allocating resources, committing time, developing new initiatives, and setting priorities (1.A.3). The 2010-2011 strategic planning process centered on the U of M Crookston’s mission, vision, and goals. The current strategic planning process began in fall 2013 and also included planning around the mission. The annual Campus Compact is the tool for aligning the Crookston campus initiatives with the U of M System’s administration and Board of Regents. It defines needs and justifies high priority campus initiatives, taking into account the U of M System and campus missions. The U of M Crookston also contributes to the U of M System’s University Plan, Performance, and Accountability Report each fall. This report highlights accomplishments of the campus and how they contribute to the missions of both the campus and the U of M System; the report is reviewed by U of M System administrators and the Board of Regents.
5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

Key processes exist for setting an overall direction for the institution in alignment with the mission, vision, values, and commitment to high performance:

- The strategic planning processes set long-range plans. These are developed utilizing 30 to 40 people representing all aspects of campus life with broad opportunities for contribution by the entire campus (5.C.3). The newly reconstituted Campus Advisory and Advancement Board (see item 3P3) reviewed the strategic planning process and affirmed and validated the three identified initiatives as being key to U of M Crookston long-term success (5.C.3). (See items 8P1 and 8P6 for further detail and evidence.)
- The annual Executive Committee summer retreats develop priorities for the coming year. These typically include the Executive Committee along with additional faculty and student representatives (5.C.3).
- The annual Campus Compact is the process for aligning campus priorities with funding requests for new initiatives. New initiatives must align with the campus mission and the long range strategic plan. In addition, each annual Campus Compact has a follow-up report on previously funded initiatives (5.C.1).
- The U of M Crookston’s budgeting process allocates funds to ensure ongoing operation in keeping with the mission. Funding for new strategic initiatives supports implementation of directions set through the planning processes (5.C.1).
- Annual reviews of senior leaders and department directors include evaluation of impact on helping the campus fulfill U of M Crookston and U of M System missions.

These processes use the campus mission, vision, and core values as a basis for all plans (1.A). The assessment of student learning is evaluated and linked to planning and budgeting through the program review process (5.C.2). One AQIP Action Project in 2012-13 included a complete revision of the program review process. As part of this revision, program reviews now include a section on assessment of student learning.

The U of M Crookston has a sound understanding of capacity:

- The Director of Finance provides analysis of the overall financial status.
- Upcoming fiscal year budgets are established in light of projected enrollment. The Director of Admissions and Enrollment Management projects future enrollment in consultation with the Strategic Enrollment Management Committee, the Director of the Center for Online Learning, and the Director of Institutional Effectiveness.
- The Director of Institutional Effectiveness enables a wide variety of institutional research and analysis expertise.
- Budgeting has typically been conservative, assuming small or no increases in enrollment. As a result, with student growth, the additional tuition has carried the U of M Crookston through the economic problems and reductions in state funding. Thus, the U of M Crookston has been able to implement a number of new initiatives and campus improvements during the period when many regional institutions were facing major retrenchments (5.C.4).

Planning anticipates emerging factors, such as technology trends, globalization, and demographic shifts (5.C.5):

**Changes in technology:** The U of M Crookston has been a leader in educational technology since 1993 when the laptop computer program began. An active technology committee, representing
The variety of University committees typically covers a wide range of issues, including legislative, financial, and academic matters. The University System’s large number of committees includes representatives from various backgrounds, ensuring a diverse representation of different countries. The annual Campus Compact and performance reports hold the University of Minnesota Crookston accountable for planning and results in internationalization.

**Globalization:** About ten years ago, the U of M Crookston began actively increasing international awareness on campus, including internationalizing the curriculum, expanding the number of international students to approximately 10% of the student body, increasing diversity of international students through a broader representation of different countries, and increasing study abroad opportunities. The annual Campus Compact and performance reports hold the University of Minnesota Crookston accountable for planning and results in internationalization.

**Demographic changes:** The number of students graduating from regional high schools continues to decline. Traditionally, this group used to represent the primary population of U of M Crookston students. The U of M Crookston has addressed this demographic shift by increasing the number of older than average students (particularly through online programs), increasing recruitment and number of students from the Twin Cities metropolitan area, and increasing the number of international students.

The twelve-member Board of Regents is the governing board of the University of Minnesota System. The legislature elects one Regent from each of Minnesota’s eight congressional districts and four at-large members from the state as a whole. This selection process is very open and public. Because the position of Regent is very visible and highly respected, nominees are very well qualified individuals with a wide variety of backgrounds, extensive experience in their chosen field, and significant statewide knowledge. The selection process ensures the autonomy necessary to make good decisions for the University of Minnesota System (2.C).

The Board of Regents typically meets nine times per year and has a longer retreat in the summer. Typically, Board of Regents meetings occupy one and a half days with the first day dedicated to various committee meetings, tours of facilities, and meetings with various constituency groups such as Faculty Consultative Committee, Regent Professors, and select student groups. The second day is dedicated to the full Board meeting. Typically, these meetings have not only standing committee reports, but also a variety of reports covering all aspects of the University of Minnesota System’s operation. Standing committees include Facilities and Operations, Faculty and Staff Affairs, Academic and Student Affairs, and Finance. In addition, there are a variety of special committees dealing with a variety of issues. These meetings include a high level overview of key institutional priorities (2.C.2).

The following governance-level responsibilities of the Board of Regents defined by Policy (Subdivision 1) apply to all System level and campus level activities including review and approval of the U of M System’s and U of M Crookston’s mission statements (2.C.1):

- Clarify the mission of the University of Minnesota System and approve programs necessary to fulfill that mission.
- Monitor and evaluate the performance of the institution in achieving its goals and fulfilling its mission.
• Appoint, monitor, advise, motivate, support, evaluate, and, if necessary or advisable, replace the president.
• Approve major policies, long-range plans, educational programs, and annual budgets, while clearly delegating administrative responsibilities.
• Accept fiduciary responsibility for the long-term welfare of the University of Minnesota System.
• Ensure adequate resources—human, financial, physical—and effective management of those resources.
• Preserve institutional autonomy, recognizing that the preservation of autonomy requires accountability.
• Foster collaboration with other educational systems and institutions, consistent with the University of Minnesota System’s mission.
• Serve as a court of appeals when appropriate.
• Enhance the public image of the University of Minnesota System.
• Regularly evaluate the Board’s performance and strive to improve it.
• Ensure that the University Of Minnesota System remains an equal opportunity institution.

Board Policy (Subdivision 2) outlines responsibilities of individual Regents. These responsibilities include maintaining high ethical standards and abiding by Board Policies with respect to ethics and conflicts of interest (2.C.3).

Other activities of the University of Minnesota System are the responsibility of the President and by delegation, other senior leaders, the faculty, and other employees of the University Of Minnesota System. Board of Regents’ approval is required for major items such as introducing new academic programs, changing program titles, and offering an on-campus program online. Other more routine changes such as new courses, changes in course titles or content, and program requirements are all handled by the curriculum process within the U of M Crookston campus (2.C.4).

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Senior leaders and the Strategic Planning Leadership Team (SPLT) members are closely tied to current students, prospective students, and stakeholder groups as described in items 3P1 through 3P4. Student leaders are members of the SPLT. As future directions are set, the needs and expectations of students (current and prospective) and stakeholder groups are explicitly considered and addressed in keeping with the U of M Crookston’s mission.

The U of M Crookston campus mission along with associated vision and core values are included in a prominent location on the campus Web site. In addition, the mission, vision, and value statement is displayed in numerous locations around campus including many meeting rooms, classrooms, and other locations. The mission along with vision and core values are clear statements of the institutional priorities. All campus planning is centered on these statements (1.B.1).

As described in item 5P1, the mission was reviewed extensively in 2006-2007 with numerous opportunities for campus-wide input. The changes were approved by the Board of Regents in May 2007. The academic programs are clearly consistent with the mission, vision, and core values. New program proposals must demonstrate mission fit, and mission fit is a core element of the six-year
program reviews. Over recent years, a strong emphasis on diversity and global experiences has resulted in growing numbers and percentages of students of color and international students. Throughout the faculty tenure process, there is a strong emphasis on serving the public good through teaching, research, and outreach (1.B.2).

The mission clearly identifies undergraduate, applied, career-oriented academic programs as the first priority. In addition, the programs include theory, practice, and experimentation, as well as applied research and service to the region (1.B.3).

5P4. **How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?**

Using the Real-Time Strategic Planning (RTSP) process described in item 8P2, the Chancellor and Vice Chancellor for Academic Affairs led the SPLT through a series of exercises that culminated in the Institutional Identity Statement, Future Business Model, and Strategy Screen. All three of these documents are future oriented. All three focus, as well, on students and learning. For example, the **Strategy Screen’s** top three criteria are mission (in which student and learning are prominent), competitive advantages (which highlight student success and building student leadership), and student-centeredness.

5P5. **How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?**

Final decisions are made by the U of M Crookston’s Chancellor, the U of M System’s President, or the Board of Regents, depending on the type of decision. Decisions are rarely made without wide input and recommendations from students, faculty, and/or staff (5.B.1). Broader academic decisions involving areas such as curriculum and academic policies are frequently based on Faculty Assembly recommendations originating with Faculty Assembly committees.

Other academic decisions are made based on recommendations of academic department heads along with the Vice Chancellor for Academic Affairs (VCAA). The four academic department heads and the VCAA meet weekly to consider academic and related issues. Decisions related to student affairs typically involve Student Affairs staff; Student Affairs directors meet on a regular basis with the Associate Vice Chancellor for Student Affairs and Enrollment Management (AVCSA) who in turn reports to the Chancellor. The U of M Crookston [Organizational Chart](#) shows the divisions and reporting relationships on campus and between the campus and U of M System.

Many campus decisions are based on recommendations of the Cabinet which is chaired by the Chancellor and includes the VCAA, the AVCSA, and the Directors of Communications, Finance, and Human Resources. The Cabinet meets weekly. The Executive Committee, which meets on a bi-weekly basis, is chaired by the Chancellor and includes departmental directors, the VCAA, the AVCSA, and academic department heads along with the Faculty Assembly Chair.

The Faculty Assembly is the key governance structure for academic decisions and has these standing committees: Academic Standards and Policies, Assessment, College Promotion and Tenure Review, Curriculum, Elections, Constitution and Bylaws, Faculty Awards, and Faculty Development.
The Faculty Consultative Committee consists of officers, standing committee chairs, and an elected representative from any department not otherwise represented. Typically, both the Faculty Assembly and the Faculty Consultative Committee meet monthly.

The Campus Assembly is the all-campus governance structure and usually meets once each semester. It has these standing committees: Awards, Access for Persons with Disabilities, Concerts and Lectures, Constitution and Bylaws, Intercollegiate Athletics, Nominations and Elections, Retention, Student Conduct, and Sustainability.

All Faculty Assembly committees and most other committees on campus have at least one representative from each academic department; this representation encourages collaboration among departments.

In addition to the processes and structures described above, the Crookston Student Association (CSA) is the student governance structure for the campus. The CSA Board consists of the CSA officers along with five senators and typically meets twice per month. The full Board which includes all club presidents also meets twice a month. Communications between the CSA and the Faculty Assembly are provided through a faculty advisor who attends all CSA meetings along with the CSA president who attends and reports at the Faculty Assembly meetings. Additional communication is provided by CSA selecting student members for those Faculty Assembly and Campus Assembly committees that include student representatives.

The Board of Regents is familiar with the Crookston campus (5.B.2). It receives regular reports and oversees the entire University of Minnesota System’s budget, including the Crookston campus budget. Key academic decisions such as new programs are reviewed and approved by the Board. Further, the U of M Crookston’s AQIP accreditation process was recently reviewed by the Board. Regents visit the U of M Crookston for key events, such as the Chancellor’s inauguration and commencement, and periodically for tours and campus meetings. These visits typically include open forum sessions for students, faculty, and staff to present issues and/or questions to the Regents.

Academic policies and procedures are typically first considered by the Faculty Assembly Academic Standards and Policies Committee which includes a faculty member from each department along with two student members; the Registrar and VCAA are non-voting, ex-officio members of the committee as well. Recommendations for changes are then brought to the Faculty Assembly Consultative Committee and then to the Faculty Assembly for action. Frequently, the proposals are taken to the academic department meetings for discussion prior to a recommendation to Faculty Assembly (5.B.3).

Most academic requirements are considered by the Faculty Assembly Curriculum Committee, which includes a faculty member from each of the four academic departments, the four academic department heads, and a student from each academic department. Recommended changes are initiated by an academic department, brought to Curriculum Committee, referred to the other academic departments for input, returned back to Curriculum Committee, and finally moved to Faculty Assembly for action. These processes ensure opportunities for wide input across campus (5.B.3).
5P6. How do you use data, information, and your own performance results in your decision making processes?

Over the past few years, there has been a growing need for data-based decision making and using results of data analysis in planning. Beginning in February 2013, a full time Director of Institutional Effectiveness was hired for the Crookston campus. As a result of this new expertise on campus, the U of M Crookston is seeing descriptive data, data analysis, and other institutional information becoming core to various campus decision-making processes, including budgeting, planning, and assessment (5.C). For example, during the summer 2013 Executive Committee planning retreat, various data were used as a basis for setting priorities for the year. Note that some institutional research responsibilities (e.g., IPEDs, National Clearinghouse) are handled centrally by the U of M Twin Cities campus.

While U of M Crookston has begun, more recently, to integrate data into decision making, the campus recognizes opportunities exist to improve and expand in this area.

5P7. How does communication occur between and among the levels and units of your organization?

Effective and timely communication is a key purpose of the administrative and governance structures described in item 5P5. Information is systematically shared up and down institutional layers and between units through department meetings. Feedback and information are also shared across institutional layers through Faculty Assembly, Executive Committee, and Cabinet meetings. The U of M Crookston reinforces the face-to-face communication of meetings by posting approved minutes on the Web site and through official policies. Social media maintained by the U of M Crookston’s Office of University Relations staff promotes communication to students and external audiences.

Several campus-wide U of M Crookston events (e.g., Opening Week welcome, fall and spring convocations, fall and spring Campus Assembly) provide the opportunity for direct face-to-face communication. A bi-weekly E-Update regularly informs all members of the U of M Crookston community on issues of current interest. A weekly student electronic newsletter reaches all members of the U of M Crookston community but is primarily geared toward students, focusing on campus events. The U of M Crookston encourages faculty and staff to set the University of Minnesota Crookston’s Today (UMC Today) Web page as their browser homepage; this page contains a daily events calendar as well as a spot to highlight recent U of M Crookston news.

Official communications are disseminated through the official email listserv to which all U of M Crookston students, faculty, and staff are subscribed. The U of M Crookston Web site and an unofficial email listserv provide regular information and invitations to programming events.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Campus leaders communicate information and reinforce the institutional mission, vision, and goals (1.B) in a number of ways:

- Campus Assembly meetings each semester include a report by the Chancellor, Faculty Assembly Chairperson, and CSA President.
• Faculty Assembly meetings each month include reports by the Chancellor, VCAA, and CSA president.
• Executive Committee meetings every other week are led by the Chancellor and include key campus leaders.
• Weekly meetings of all academic department heads and bi-weekly meetings with other Academic Affairs department directors are convened by the VCAA.
• Regular department meetings provide department heads an opportunity to reinforce campus and department vision and goals.
• Annual Executive Committee summer retreats center on planning, mission, and goals.
• The annual Campus Compact document centers on campus accomplishments and goals.
• A bi-weekly campus electronic newsletter includes a commentary column by the Chancellor and divisional highlights.

Senior leaders also reinforce the mission, vision, and values by their actions. For example, the Chancellor’s fall 2013 Opening Week welcome address spoke to the mission as it has been lived out over the years. During early discussions about new program proposals, the VCAA challenged Liberal Arts and Education faculty members to clarify how the English and Social Science program proposals could uniquely fulfill the U of M Crookston’s career-oriented mission. The AVCSA personally advises the U of M Crookston chapter of the National Society for Leadership and Success.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

The U of M Crookston’s small size allows key leaders to know faculty, staff, and administrators’ personal interests and individual strengths (5.B). Development of leadership skills is then done through careful mentoring and selecting people for successively more responsible roles such as the following:

• A person may initially be selected as a search committee member for a department-level position and then next may chair a department-level search committee. With more experience that person may be asked to serve on a campus-level search committee and with experience, may end up chairing a search for a senior-level position such as Chancellor or Vice Chancellor.
• For curriculum development, a faculty member may begin serving on a department-level curriculum committee and then be asked to serve on the campus Curriculum Committee, later chairing that committee.
• Faculty and staff with interest in a specific area may be provided with professional development opportunities in that area and a change in responsibilities. For example, the current Registrar is a Business Department faculty member.

There is a strong emphasis within the U of M Crookston’s senior leadership to mentor and develop leadership skills among faculty and staff along with opportunities that utilize those skills.
5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Over the last three years, the U of M Crookston has had a number of changes in academic leadership. The key positions in this area include the Chancellor, the VCAA, and the four academic department heads:

- The previous Chancellor retired, and a new one was hired effective July 2012.
- The previous VCAA retired, and a new one was hired effective July 2013.
- Two department heads resigned in July 2013 with those positions filled by interim department heads.
- One additional department head is retiring effective July 2014.

As a result, over the past few years, the U of M Crookston has had extensive experience with leadership succession. A couple of things have worked well and have provided relatively smooth transitions:

- Capable administrative assistants provide an extremely valuable resource for new administrators.
- Through planning (such as use of interims and delayed retirements), the U of M Crookston was able to arrange it so each higher-level position would be in place and involved in hiring lower-level positions. Within these changes, the new Chancellor was hired first, followed by the new VCAA the following year, two new department heads this year, and the remaining new department head next year.
- Excellent reputations of the new top level administrators makes hiring lower level administrators much easier. For example, some of the top candidates for the VCAA position applied primarily because they knew and had high respect for the new Chancellor.

New leaders are quickly introduced to the U of M Crookston’s history, traditions, and mission through mentoring, formal events, and written documents.

Lack of process documentation and other supporting materials is a recognized concern and opportunity for improvement. The new VCAA is actively formalizing and documenting those procedures within Academic Affairs with active involvement and leadership from others. For example, the VCAA and current department heads have developed an orientation and on-boarding checklist for new department head hires. The result will be much easier transitions in the future and more consistent and open use of these procedures.

Results (R)
5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

The U of M Crookston uses metrics from two U of M System-wide faculty and staff surveys with questions related to Leading and Communicating:

- Confidence in Leaders metrics from Employee Engagement Survey
- Satisfaction with Campus Leadership from Employee PULSE survey
5R2. What are your results for leading and communicating processes and systems?

Table 5R2.1 shows results of the U of M System’s Employee Engagement Survey, administered for the first time in fall 2013. This survey revealed that both faculty and staff respond quite favorably to their confidence in campus leadership. Relative to the University-wide results, the U of M Crookston faculty report a low favorability threshold relating to communication within their departments, while a high percentage of staff indicate they have open and honest communication with their supervisors.

<table>
<thead>
<tr>
<th>Table 5R2.1 2013 U of M System’s Employee Engagement Survey</th>
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<tr>
<td>Faculty % Responding Favorable</td>
<td>Staff % Responding Favorable</td>
</tr>
<tr>
<td>Confidence in Leaders 63%</td>
<td>78%</td>
</tr>
<tr>
<td>Rate the overall trust and confidence you have in your college’s leadership team 67%</td>
<td>76%</td>
</tr>
<tr>
<td>Rate your department on being open and honest in communications to employees 59%</td>
<td>NA</td>
</tr>
<tr>
<td>There is open and honest communication between me and my manager/ supervisor NA</td>
<td>80%</td>
</tr>
</tbody>
</table>

Tables 5R2.2 and 5R2.3 summarize some of the Employee PULSE survey results. Since the particular person filling a leadership role plays a key role in employee-reported satisfaction with leadership, historical survey results related to campus leadership, as measured by the PULSE survey, are not current because the Chancellor, VCAA, and two of the four department heads have been newly hired since the PULSE survey was last completed. These results show a relatively high satisfaction among civil service and labor represented employees with regard to their departmental supervisor, while faculty show rather low satisfaction with both campus leadership and their departmental leadership.

| Table 5R2.2 U of M System’s Employee PULSE Survey Satisfaction with Campus Leadership |
|---------------------------------|----------------------------------|---------------------------------|---------------------------------|----------------------------------|---------------------------------|---------------------------------|
| (7-point scale with 1 = “Strongly Disagree” to 7 = “Strongly Agree”) |
| | Faculty | P&A Instruct | Acad Admin | Acad. Prof | Labor Rep | Civil Service |
| U of M Campus | | | | | | |
| Rochester | 3.87 | 4.54 | 4.17 | 4.47 | 4.55 | 5.00 | 4.69 | 4.79 | 3.97 | 4.11 | 4.46 | 4.67 |
| Morris | 5.80 | 5.40 | 5.33 | 4.31 | NA | 5.80 | 4.82 | 4.64 | 5.67 | 5.08 |
| Duluth | 3.06 | 4.10 | 3.50 | 3.60 | 5.14 | 5.68 | 5.00 | 5.33 | 3.89 | 4.67 | 3.77 | 5.10 |
| Crookston | 4.18 | 4.61 | NA | NA | 4.18 | 5.45 | 4.05 | 5.30 | 4.50 | 5.01 | 4.43 | 5.14 |
| Crookston rank (4) | 3.11 | 2.91 | 4.20 | 3.33 | 5.60 | 5.16 | 4.22 | 4.56 | 4.13 | 4.53 | 5.33 | 5.32 |
| (2) | (4) | (4) | (2) | | (3) | (5) | (3) | (4) | (3) | (4) | (2) | (1) |
Table 5R2.3 U of M System’s PULSE Survey Satisfaction with Department/Division Leadership
(7-point scale with 1 = “Strongly Disagree” to 7 = “Strongly Agree”)

<table>
<thead>
<tr>
<th>U of M Campus</th>
<th>Faculty</th>
<th>P&amp;A</th>
<th>Acad Admin</th>
<th>Acad. Prof</th>
<th>Labor Rep</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin Cities</td>
<td>5.00</td>
<td>4.97</td>
<td>5.35 5.18</td>
<td>5.32 5.23</td>
<td>5.04 4.92</td>
<td>4.63 4.46</td>
</tr>
<tr>
<td>Rochester</td>
<td>5.25</td>
<td>3.38</td>
<td>NA 5.70</td>
<td>5.50 4.94</td>
<td>NA 5.20</td>
<td>4.82 4.82</td>
</tr>
<tr>
<td>Morris</td>
<td>5.37</td>
<td>5.29</td>
<td>5.38 4.90</td>
<td>5.41 5.71</td>
<td>4.78 4.60</td>
<td>4.55 4.82</td>
</tr>
<tr>
<td>Duluth</td>
<td>5.06</td>
<td>5.01</td>
<td>NA NA</td>
<td>5.20 5.80</td>
<td>5.24 5.00</td>
<td>4.82 4.90</td>
</tr>
<tr>
<td>Crookston</td>
<td>4.50</td>
<td>4.48</td>
<td>4.93 4.40</td>
<td>5.40 5.32</td>
<td>5.78 4.67</td>
<td>5.57 5.60</td>
</tr>
<tr>
<td>Crookston rank</td>
<td>(5)</td>
<td>(4)</td>
<td>(3) (4)</td>
<td>(3) (4)</td>
<td>(1) (4)</td>
<td>(1) (1)</td>
</tr>
</tbody>
</table>

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Results summarized in item 5R2 provide comparisons within the U of M System; the U of M Crookston does not have comparisons outside the system. Both faculty and staff at the U of M Crookston report greater confidence in campus leadership than their peers at the other U of M campuses. U of M Crookston faculty are significantly less likely to indicate open and honest communication exists within their departments. U of M Crookston staff and staff at the other campuses report similar levels of favorability with respect to communicating with their supervisors.

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

The U of M Crookston has made recent improvements in the category of Leading and Communicating:

- In 2013, the U of M Crookston began a new strategic planning process based on the book: “The Nonprofit Strategy Revolution: Real-Time Strategic Planning in a Rapid-Response World” by David La Piana. This process emphasizes continuous planning and quality improvement along with formulating actions to implement strategies.
- During spring semester 2014, a strategic planning open forum drew approximately 75 staff and faculty (about 30% of the total) to contribute input to defined strategic initiatives.
- Academic procedures for new program proposals, various letters such as appointments and overload, grant proposals, and research funding have been formalized and documented.

Increasingly, processes and performance results for leading and communicating are increasingly systematic and aligned.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

A culture of open communication exists and provides a number of opportunities for discussing and suggesting changes in various processes related to Leading and Communicating. Ideas for changing processes related to the academic area frequently arise out of academic department head meetings,
Faculty Assembly standing committees, and department staff meetings. Ideas related to student affairs frequently come to the Student Affairs directors meetings and to the AVCSA. Other units (e.g., Facilities, IT) also meet regularly. In addition, campus-wide suggestions frequently come to the Executive Committee, particularly at the summer retreats.

The Cabinet and Executive Committee described in item 5P5 are critical elements of the infrastructure for Leading and Communicating.

**AQIP Category Six, SUPPORTING INSTITUTIONAL OPERATIONS, addresses the organizational support processes that help to provide an environment in which learning can thrive.**

Supporting institutional processes at the U of M Crookston center around operations of facilities, the business office, housing, and Information Technology (IT) support. Being a small campus, the U of M Crookston leverages many advantages that come with being part of the larger U of M System by utilizing many operational processes implemented system-wide. One example would be in the area of IT, where many enterprise and centrally shared technology services are available to any campus, college, or unit in the U of M System; the U of M Crookston leverages enterprise network storage systems, server hosting, identity management, learning and content management systems, and video and conferencing services. Additional examples of leveraging system resources are the U of M Crookston’s Business Office employees having weekly conference calls with team members at the U of M Twin Cities campus to share work processes, the U of M Crookston’s Security Services monitoring taking place at Central Security, and Facilities Management implementing a work order software tracking system that is already in place on the U of M Twin Cities campus.

As a check on these systems, the U of M System completes a comprehensive audit of the U of M Crookston campus every four to five years. This audit primarily focuses on the financial transactions undertaken by the institution, but also includes a review of IT, Athletics, lab safety, campus safety, external contracts, residential life, and any issues identified in previous audits.

This collaboration allows the U of M Crookston to have processes that are aligned in most areas of institutional operations. Planning for facility improvements is one area where the U of M Crookston is in a reacting stage because, while planning can occur, funding is scarce. The lack of funding means many projects do not get completed until they require urgent attention.

The U of M Crookston identifies these key institutional operations areas and processes: Facilities and Operations, Technology Support Services, Residential Life and Security Services, Business Office, and Dining Services.

The U of M Crookston has established the following priorities for Supporting Institutional Operations:

- Planning and constructing a new campus wellness center
- Successful completion of the system-wide enterprise systems upgrade program, which will be updating the PeopleSoft system, provide new reporting formats, and implementing Oracle Business Information software
- Redesign of the campus electrical infrastructure
- Developing and implementing a multi-year approach to campus building and infrastructure projects
Processes (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g. oversight board, alumni, etc.)?

The following processes are currently used at the U of M Crookston to identify the support service needs:

- The Director of Residential Life and Security Services meets weekly with Community Advisors to discuss issues and student requests in the Residence Halls and student safety concerns. The director also has a monthly meeting with the CSA Senator for Student Concerns to address any issues arising through that channel.
- Dining Services and the Office of Residential Life and Security Services administer satisfaction surveys, which ask students to assess all aspects of their respective operations. Results of this survey are used to identify areas of concern.
- When planning new building projects, the U of M Crookston uses student focus groups to obtain student input on building features and design. Recommendations presented in this format are often also applicable to existing buildings on campus.
- Library Services and Technology Support Services administer the “Kiehle survey,” a survey addressing operations located in Kiehle Hall, to identify student satisfaction and needs (see item 1RS).
- Technology Support Services (TSS) operates the Computer Help Desk, the primary end user technology support department, as the first point of contact for all users to routinely share information about Information Technology (IT) needs or concerns. The Computer Help Desk employees forward issues, such as areas where wireless coverage is less than adequate, to the Help Desk Manager who brings concerns to IT management for inclusion in future improvements. The Computer Help Desk also has a suggestion box for students and employees.
- A Facilities Condition Assessment (FCA), performed by an external provider, assists in identifying and prioritizing facility projects. The FCA identifies needs in all aspects of the facility including lifespan and infrastructure. The resulting assessment report is updated as projects are completed. Facilities and Operations also conducts studies on systems infrastructure to aid in determining and prioritizing projects based on safety and efficiency of operation.
- In planning for every two-year funding cycle, unit directors are asked to compile a list of needs and wants to be included in the funding request. These needs are prioritized by campus leaders who determine which are included in the final funding request. These requests may or may not be funded by the Board of Regents. These requests may also be submitted for funding through the Higher Education Asset Preservation and Replacement process, which is additional funding from the state of Minnesota allocated to upgrade state-owned buildings.
- The Business Office provides students with personal service with regard to billing questions and payment of tuition and fees through a Bursar’s Office. This personal interaction allows students individual needs to be addressed in a one-on-one basis.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

The “Kiehle survey” is administered annually to University employees to determine satisfaction with and recommendations for technology services provided by TSS (e.g., telephone, network services, Computer
Help Desk services, the Center for Teaching, Learning, and Technology); Northwest Educational Technology Systems (NETS), and Library Services.

IT support needs are typically identified when an incident/service request is initiated by the U of M Crookston’s Computer Help Desk. If the request is not readily resolved, additional IT resources may be dedicated to resolving the problem. The U of M Crookston’s application developers regularly work with units across campus to create new applications or enhance existing systems to improve business processes and make them more efficient. Either the requesting unit contacts IT staff to ask for assistance, or IT staff identify, through observation, opportunities to automate and/or improve processes. Prioritizing these requests is done by TSS leadership staff at monthly development meetings and is based on current work load, the impact the change would have on day-to-day processes, and the complexity of the request.

The U of M Crookston’s TSS staff engage in system-level Communities of Practice (CoPs) which identify areas of focus for improving technology and seek workable solutions. One example of this process supporting needs of the U of M Crookston campus (and the U of M System) occurred during the 2013-2014 academic year; the Academic Technology CoP was charged to identify opportunities and deliver solutions to enhance Moodle (the U of M System-wide course management system), improve mobile services, and better understand and use the IT Hype Cycle. This system-wide effort set a short four to six month window to identify, define, and implement solutions. The U of M Crookston played an active role in a system-wide effort to engage faculty (both on-campus and online) to discuss Moodle and identify areas for improvement.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

The U of M System assists the U of M Crookston in designing safety plans through periodic safety audits of the campus. These audits recommend changes which lead to a safer campus. Additionally, all U of M System security directors meet quarterly to share issues, findings, and best practices. One example of how these meetings work to benefit all campuses involved the sharing of an experience on the U of M Twin Cities campus, where after a particular security incident, it was realized the emergency text messaging system may not be as effective as originally designed because many faculty require students to turn cell phones off during class.

The U of M Crookston has an Emergency Management Coordinating Committee made up of key personnel from the U of M Crookston, the Northwest Research and Outreach Center (NWROC), and the U of M Extension on the U of M Crookston campus. This committee leads planning for emergency preparedness and addresses campus safety and security concerns. Subcommittees address areas such as emergency operations, operational continuity, building emergencies, and pandemic response. Another subcommittee is responsible for addressing the communication of procedures defined by the above groups. The U of M Crookston campus has an emergency operations plan which acts as a guide for response, direction, and communication during an emergency. This plan has not been updated recently; the U of M Crookston recognizes this as an area for improvement.

Each building has a draft emergency plan along with a building contact responsible for implementing the plan. All classrooms and most meeting rooms have posted emergency evacuation routes and emergency shelter locations within each building. While some safety and evacuation information is
presented to employees during opening week activities and students during orientation and move-in day activities, the U of M Crookston recognizes opportunities exist to better communicate key safety and evacuation information to faculty, staff, and students.

The U of M Crookston uses an official email distribution list of all students, faculty, and staff in tandem with an emergency text alert system to convey important health, safety, and security messages. Security notifications and training sessions are provided to faculty and staff at the beginning of the school year; however, attendance is not mandatory. Email is used for most messaging, but in emergency situations the text alert system also reinforces messages such as closures due to weather. Other redundant emergency notification processes include a campus siren system with voice message capabilities which is used as an “outdoor alerting system” to inform and direct the campus community in the event of an emergency situation; this siren is tested on the first Wednesday of each month. The campus also has a tone alert radio system with receivers placed in specified locations (e.g., offices, Residential Life staff rooms, information desks, etc.) in every building; an emergency message can be sent via radio frequency from the Crookston Fire Department to every building. Each building has a procedures defined for disseminating the emergency message to building occupants. Typically, the Chancellor, VCAA, AVCSA, Director of Communications, Director of Facilities and Operations, and Environmental Health and Safety Coordinator are involved in emergency decision making and notification. Facilities and Operations and other key units have identified lists of essential personnel required to report during campus closure to ensure safe access for students residing on campus.

The U of M Crookston does not have a police force on campus but does employ three security guards to provide a security presence. Close ties are maintained with the City of Crookston police department, Polk County Sherriff’s Office, Crookston Fire Department, and Crookston Area Ambulance Service. The U of M Crookston has representation on the Polk County Emergency Preparedness Committee where emergency planning is coordinated across the multiple participating entities.

Central Security on the U of M Twin Cities campus monitors security cameras which span all public spaces on the U of M Crookston campus and works closely with U of M Crookston Technology Support Services with regard to design, installation, and maintenance of the system. Central Security also controls the exterior door locks on the U of M Crookston campus controlled by card access.

Faculty and staff utilizing laboratory space are required to receive training in lab safety. Faculty and staff then provide the requisite training to students. Laboratory and chemical safety procedures are established and followed. The comprehensive campus audit includes an audit of lab safety and procedures; the most recent audit recommended all laboratories maintain safety training records for all employees. The U of M Crookston now has a defined process for tracking laboratory safety training and documenting training records. The campus is in the process of establishing a laboratory safety committee, which will include faculty and lab coordinators from the Math, Science, and Technology department and the Agriculture and Natural Resources department, along with representation from NWROC, AURI, and Environmental Health and Safety; this committee will oversee compliance and consistency of laboratory safety procedures and will complete periodic lab safety audits.

The laboratory safety procedures outlined above also apply to the University Teaching and Outreach Center (UTOC), which houses the animals used in the agricultural sciences. Additional safety instruction is required for this work around animals, and the U of M Crookston follows Institutional Animal Care and Use Committee guidelines with regard to safety along with general instruction on safe handling of animals, animal evacuation, and animal management protocols.
The U of M Crookston’s Facilities and Operations Department regularly conducts safety meetings on use of industry standard techniques for utilizing the U of M Crookston equipment safely in student-occupied areas.

6P4. How do you manage your key student, administrative, and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

U of M Crookston receives feedback regarding its institutional support processes through the following methods:

- Student surveys on campus operations ensure they are meeting the needs of students.
- Regular meetings allow campus leadership to voice concerns regarding campus operations. The Cabinet meets weekly, and the Executive Committee meets bi-monthly.
- Customer Service is one focus of the Comprehensive Campus Audit, which also ensures the campus is providing the service expected.
- Work orders are submitted to Facilities and Operations and completed in a timely manner to ensure the physical needs of the campus are being met. Facilities and Operations is in the process of implementing a Computerized Maintenance Management System (CMMS). CMMS will enable more effective monitoring of requested work orders along with documenting preventative maintenance work.
- Follow-up surveys reveal whether improvements made have satisfied the intended need following changes made to operations and facilities on campus.
- U of M Crookston TSS uses an incident/service ticket system to record and track service requests and an inventory management system to ensure IT assets are properly accounted for. The incident/service ticketing system automates distribution of service requests to appropriate service areas which manages the process from notification to resolution.

6P5. How do you document your support processes to encourage knowledge, sharing, innovation, and empowerment?

The U of M Crookston documents support processes to encourage knowledge, sharing, innovation, and empowerment:

- Facilities and Operations publishes a bi-monthly newsletter through which best practices and safety items are shared among the Facilities and Operations employees. Facilities and Operations also holds regular department meetings to review procedures and share best practices. Minutes of these meetings are recorded per Occupational Safety and Health Administration (OSHA) requirements.
- Committees hosting events on campus typically include a follow-up meeting in which lessons learned are documented for future use; these follow-ups include a review of facilities and operations. Results are generally not shared campus-wide, but rather, are used to improve the next event hosted by the original party.
- The U of M Crookston’s Business Office has documented procedure manuals for all employees.
- The U of M Crookston’s TSS documents many of its business and system processes to provide knowledge sharing and the capacity to develop cross-training tools. This shared content is
stored in Google Apps and Central Storage systems. In a recent audit, the Technology Support Services was encouraged to improve documentation of practices and leverage a best practice approach for documenting.

- Community Advisors document their weekly meetings, and the U of M Crookston’s Director of Residential Life and Security Services archives the minutes.
- During building projects, recommendations for improvement and key options are documented for use in future projects.

Results (R)

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

Measures of support service processes include the following:

- Student reported satisfaction with Technology Support Services
- NSSE-reported satisfaction with interactions with support service personnel
- Student agreement and satisfaction with safety and maintenance processes as collected on the U of M Crookston’s Residential Life Survey
- Employee agreement with having support needs met on Employee Engagement Survey
- Select financial indicators

6R2. What are your performance results for student support service processes?

Data from the “Kiehle survey” related to Library Services and Technology Support Services are found in item 1R5. Table 3R3.1 displays student ratings of interactions with support service personnel as indicated on the NSSE.

Select results from the Residential Life Survey are shown in Table 6R2.1. While trend information is not available at this time, nearly all students report they feel safe in the residence halls; the U of M Crookston has opportunities to ensure students know about other safety features on campus including the text notification system, the campus escort program, and emergency contact personnel. Residential students report very high levels of satisfaction with the physical condition of their residence halls.

In 2013, the U of M Crookston was ranked third highest in the top 500 safest public state universities by StateUniversity.com and tied for first in its ranking of the safest colleges and universities in Minnesota.

With regard to financial status, the U of M Crookston shows generally flat revenues over the past three years. In particular, there has been a reduction in state funding with tuition picking up the slack. As shown in Table 6R2.2, the U of M Crookston currently shows a high of 64% of revenues coming from tuition compared to state appropriation dollars. Compensation continues to make up approximately one-half of the expenditures for U of M Crookston.
Table 6R2.1 U of M Crookston Residential Life Survey Results for Safety and Maintenance

<table>
<thead>
<tr>
<th>Category</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Agreement</td>
</tr>
<tr>
<td>SAFETY &amp; SECURITY</td>
<td>Agreement 4-pt. scale (Strongly disagree, Disagree, Agree, Strongly Agree)</td>
</tr>
<tr>
<td>I feel safe in my residence hall at all times of day and night.</td>
<td>97%</td>
</tr>
<tr>
<td>I have enrolled in TXT-U email alert system to stay informed.</td>
<td>76%</td>
</tr>
<tr>
<td>I am aware of the blue light phones outdoors around campus.</td>
<td>80%</td>
</tr>
<tr>
<td>I know the phone numbers of individuals to call if I feel unsafe.</td>
<td>67%</td>
</tr>
<tr>
<td>I am aware of the Campus Escort Service on the U of M Crookston campus.</td>
<td>69%</td>
</tr>
<tr>
<td>MAINTENANCE</td>
<td>Satisfaction 4-pt. scale (Very dissatisfied, Dissatisfied, Satisfied, Very Satisfied)</td>
</tr>
<tr>
<td>The cleanliness of public restrooms on your floor/in your building</td>
<td>96%</td>
</tr>
<tr>
<td>The cleanliness of public areas in your residence hall</td>
<td>100%</td>
</tr>
<tr>
<td>The overall performance of your residence hall building caretaker</td>
<td>100%</td>
</tr>
<tr>
<td>The promptness of response to my maintenance requests</td>
<td>88%</td>
</tr>
<tr>
<td>OVERALL SATISFACTION WITH RESIDENTIAL LIFE EXPERIENCE</td>
<td>Satisfaction 10-pt. scale (1=Very Dissatisfied, 5=Slightly Dissatisfied, 6=Slightly Satisfied, 10=Very Satisfied)</td>
</tr>
<tr>
<td>% Indicating 8, 9, or 10</td>
<td>64%</td>
</tr>
<tr>
<td>% indicating Satisfaction (6 or higher)</td>
<td>91%</td>
</tr>
</tbody>
</table>

Table 6R2.2 U of M Crookston Select Financial Indicators Over Time

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry Forward Balance</td>
<td>$9,014,397</td>
<td>$9,305,008</td>
<td>$9,463,791</td>
<td>$12,494,066</td>
<td>$11,930,423</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$29,640,130</td>
<td>$31,979,098</td>
<td>$35,779,972</td>
<td>$34,577,432</td>
<td>$35,440,091</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>$11,923,273</td>
<td>$10,653,004</td>
<td>$10,327,084</td>
<td>$8,350,698</td>
<td>$8,541,207</td>
</tr>
<tr>
<td>Appr as % of Total Revenues</td>
<td>40%</td>
<td>33%</td>
<td>29%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Tuition</td>
<td>$9,415,687</td>
<td>$10,784,481</td>
<td>$13,205,105</td>
<td>$14,897,860</td>
<td>$15,279,637</td>
</tr>
<tr>
<td>Tuition as % of Total Revenues</td>
<td>32%</td>
<td>34%</td>
<td>37%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Tuition as % Tuition &amp; State Appr.</td>
<td>44%</td>
<td>50%</td>
<td>56%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$29,532,147</td>
<td>$30,437,231</td>
<td>$33,052,451</td>
<td>$34,391,195</td>
<td>$34,767,095</td>
</tr>
<tr>
<td>Total Exp. % of Total Net Resources</td>
<td>76%</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Instruction Expense</td>
<td>$7,155,728</td>
<td>$7,295,174</td>
<td>$7,998,837</td>
<td>$8,727,965</td>
<td>$8,812,910</td>
</tr>
<tr>
<td>Instruction as % of Total Expense</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Salary Expense</td>
<td>$11,950,194</td>
<td>$11,742,052</td>
<td>$12,514,561</td>
<td>$12,736,065</td>
<td>$13,391,070</td>
</tr>
<tr>
<td>Fringe Expense</td>
<td>$3,316,753</td>
<td>$3,470,033</td>
<td>$3,950,264</td>
<td>$4,384,557</td>
<td>$4,537,958</td>
</tr>
<tr>
<td>Compensation as % of Total Expense</td>
<td>52%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>52%</td>
</tr>
</tbody>
</table>

6R3. What are your performance results for administrative support service processes?

The 2013 Employee Engagement Survey asked faculty and staff to rate the resources they have to effectively complete their work. Compared to other U of M campuses, employees at the U of M
Crookston generally feel less inclined to indicate they have adequate resources; in particular, faculty report they do not have adequate resources for research and scholarly work (see Table 6R3.1). The U of M Crookston is working to address this concern.

<table>
<thead>
<tr>
<th>Table 6R3.1 2013 U of M Employee Engagement Survey</th>
<th>% Responding Favorable</th>
<th>% Difference from U of M Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUPPORT AND RESOURCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the resources and support I need to pursue my scholarly interests.</td>
<td>32%</td>
<td>-23</td>
</tr>
<tr>
<td>I have the resources and support I need to deliver high quality teaching.</td>
<td>70%</td>
<td>+2</td>
</tr>
<tr>
<td>I have the resources and support I need to deliver high quality service.</td>
<td>63%</td>
<td>-2</td>
</tr>
<tr>
<td>STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the resources I need to do my job effectively.</td>
<td>64%</td>
<td>-5</td>
</tr>
</tbody>
</table>

6R4. **How do your key student, administrative, and institutional support areas use information and results to improve their services?**

Needs identified though student and faculty surveys are reviewed and analyzed by departmental staff. Needs requiring additional funding and/or staff are elevated to higher levels of the institution for consideration of priority setting. Results of these surveys help to identify operational issues that the institution works to resolve as time and resources become available such as the following examples:

- For a long time students had indicated a desire for 24-hour study space, which was lacking on campus because the library closed evenings and limited hours on weekends. When the new residence space was built on campus, it was designed with a study lounge open to students around-the-clock.
- Issues existed on campus for those students without cars to get around town. International Programs obtained some bicycles that students could rent for their travel needs. The campus then contracted with the Heartland Express Bus Service to allow U of M Crookston students to ride free of charge within the Crookston community.

6R5. **How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?**

The University of Minnesota System utilizes benchmarking data from the Association of Physical Plant Administrators (APPA) when determining campus facility conditions; however, this data is not available individually for the Crookston campus.

Table 6R3.1 shows the U of M Crookston Employee Engagement Survey results compared to the other U of M campuses on the Employee Engagement Survey. Outside of teaching, the U of M Crookston faculty and staff are less likely than their U of M counterparts to indicate they have adequate resources and support.
Improvement (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results in Supporting Institutional Operations?

A new Director of Facilities and Operations was hired at the beginning of the 2013-2014 academic year. Through this change in leadership, the U of M Crookston is leveraging assets available to the U of M System campuses. The Computerized Maintenance Management System (CMMS) will allow the U of M Crookston to track service times for Facilities and Operations maintenance work orders, and the Capital Planning and Project Management Division’s program will more easily track capital improvements. Future plans are to utilize an assessment tool to assist in monitoring the cleaning of campus facilities more objectively.

Through the work of the Academic Technology CoPs (see item 6P2), the U of M Crookston faculty were able to provide their thoughts on improvements to the Moodle course management system. By completing the “Make Moodle Better” survey and participating in an online Moodle listening session, the U of M Crookston faculty provided ideas that were incorporated into the most recent changes in Moodle, including improvements to the grade book, a Moodle mobile interface facelift, improvements with Google calendar, and the development of a homework dashboard for students.

Recent improvements have been made, with assistance from the U of M Twin Cities Department of Environmental Health and Safety, in laboratory safety procedures (see item 6P3). The creation of a U of M Crookston lab safety committee will aide in ensuring lab safety training and procedures are consistently adhered to across campus.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Institutional Operations?

The U of M Crookston’s Emergency Management Coordinating Committee successfully works to ensure safety for students, faculty, staff, and campus visitors. The small size of the campus lends itself to being a safe and secure place. The small size also makes relationships between employees across campus functions easy yet necessary to maintain.

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Processes in Category Seven include both U of M System-wide resources and U of M Crookston campus applications. Both have slowly moved from a reacting to a systematic maturity level since the U of M Crookston joined AQIP four years ago. There are a number of benefits to the U of M Crookston in this category that result from being part of the University of Minnesota System:

- Use of the U of M data warehouse and other data structures
- Centralized data reporting system
- Support provided by central institutional research and analyst personnel
- Central submission of institutional research data to some external groups such as IPEDS and the National Clearinghouse
Over the past four years, the U of M Crookston has developed campus practices and procedures related to handling and analysis of data:

- Procedures have been improved related to data security. These include the use of central secure servers to store all confidential data.
- Software has been purchased (e.g., SAS and JMP for statistical analysis, Tableau for dashboards, and Qualtrics for electronic surveys) to use in collecting and analyzing data.
- Capabilities have been developed on campus to provide for the data base operations and statistical analysis necessary for a variety of Action Projects.
- Processes have been developed for requesting data, documenting procedures, and reporting results of analytics projects.
- Combining AQIP accreditation, institutional research, quality improvement, and analytics projects into one position (Director of Institutional Effectiveness) has increased efficiency and effectiveness.

The U of M Crookston expects to see a continuing growth in systematic maturity level in this category over the next few years due to a variety of factors:

- A dramatic improvement in data reports available centrally as a result of the Oracle Business Information software which the University has recently purchased
- An increased emphasis system-wide on analytics and evidence-based decision making
- An increased ability on campus to handle and analyze a variety of data

The U of Crookston has set the following priorities for Measuring Effectiveness:

- Define and update a set of key metrics that supports evidence-based decision making
- Identify data that may be of benefit across campus that is currently tracked internally by campus offices
- Organize campus survey data for access, longitudinal analysis, and evidence-based decision making

Processes (P)

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Most data are selected based on commonplace metrics in higher education, much of which is defined by federal reporting guidelines. Surveys are a common form of data collection; the U of M Crookston chooses to administer a number of locally-developed surveys for student and employee attitudes and satisfaction. The Director of Institutional Effectiveness is the primary source for managing the data on the U of M Crookston’s campus. In the spring of 2014, the Cabinet decided all student survey activity on campus would be coordinated by the Director of Institutional Effectiveness, ensuring survey data are maximized.

Financial, student enrollment, financial aid, admissions, and registration data are kept in the University data warehouse. The warehouse includes a sophisticated set of tables maintained by the U of M Twin Cities campus and provides a well-managed, accessible set of institutional information. The U of M System provides similar data through the UM Reports Information Management System; UM Reports is a more user-friendly application allowing users a click-and-point method to query data as opposed to having to understand SQL for data warehouse use. Employees seeking access to the data warehouse
submit a request to the U of M System’s Office of Information Technology located on the U of M Twin Cities campus; upon completion of any necessary Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) training, access is generally granted. Authorized users can access a wide variety of standard reports as well as have the ability to write customized queries.

Some data are disseminated via email on a regular schedule. For example, enrollment, retention, and graduation data are distributed each semester; prospective student data by program and admitted student contact information are distributed weekly. Other requests are generally compiled by the Director of Institutional Effectiveness and disseminated per request.

The U of M Crookston Technology Support Services (TSS) has developed a number of local shadow systems that use enterprise data systems along with campus specific data collected by business process owners to perform business tasks and functional reporting. Examples of these shadow systems include the housing application data base, Dining Services database, Center for Adult Learning (CAL) applications, and the laptop computer assignment application. TSS staff also provide ad-hoc, one-time reports by querying enterprise databases per request.

For other analytics projects, the following process is followed:

1. The person or committee requesting the project meets with the Director of Institutional Effectiveness to determine the data and the type of analysis that is necessary.
2. The data analysis is performed; data are collected from the appropriate source and saved on the enterprise network storage systems allowing for confidential storage of sensitive information. The Director of Institutional Effectiveness documents the queries, data, coding, and details for future reference.
3. Results are summarized and presented in an appropriate manner by the Director of Institutional Effectiveness.
4. Results are provided to the person or committee proposing the project through the project summary form and posted to the Institutional Research Web site when appropriate.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

The current strategic planning process began in a July 2013 retreat of the campus Executive Committee and select other employees followed by periodic follow-up discussions and a daylong retreat in January 2014. Key data pieces related to enrollment, finances, and program quality were presented as the starting point around which planning discussions were centered (5.D.1). These data pieces were identified by directors on campus based on their knowledge of important metrics and/or trends in their particular areas.

The Director of Institutional Effectiveness is a member of the campus Executive Committee to strengthen linkages between decision making and data (5.D.1). All student survey activity on campus is coordinated through Institutional Effectiveness, ensuring survey results are maximized.

Standard reports of student demographic information and retention and graduation rates have been developed over the past year and are disseminated across campus via presentations at meetings of
various groups including but not limited to Executive Committee, Strategic Enrollment Management Committee, and Advisory Council for Diversity (5.D.1).

During the 2012-13 academic year, a group of faculty revised the academic program review process to ensure the reviews were beneficial to the institution and the program. The new program review includes program enrollments, degree completions, faculty complement, program need, graduate success, etc., ensuring that the review is fact based as opposed to anecdotal. The new review process will be implemented with programs scheduled for review in 2014-2015 (5.D.1).

**7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?**

Most common data needed by departments and individuals (e.g., departmental admission and enrollment data, class lists, financials, human resources) are available through UM Reports, which provides self-service access to a wide variety of standardized reports summarizing information from the data warehouse. UM Reports are readily available and easy to use without the need to understand the complex structure of the data warehouse and associated tables.

In addition, departments are provided specific data that are needed on a regular basis. For example, every week Admissions emails each academic department prospective student information including the names of prospective students and department and campus summary data.

Campus units that have regular data needs (such as the Center for Adult Learning, Athletics, and Admissions) have staff within the unit collecting that data. This collection is done in collaboration with the Director of Institutional Effectiveness to eliminate duplication of efforts.

Specialized requests for data and analysis are submitted to the Director of Institutional Effectiveness who performs the collection, analysis, and summary. These requests frequently come from committees (e.g., retention, advising) along with AQIP Action Project committees.

**7P4. How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?**

At the organizational level, analysis of data is primarily completed by the Director of Institutional Effectiveness. Reports such as enrollment statistics, retention and graduation analyses, and student demographics are produced at regular intervals, typically after the official census date, and primarily disseminated through the Executive Committee meetings. Other institutional-level reports are generated per request and reported to the requesting entity. Often these types of reports are then distributed to the larger campus community. For example Athletics requested a profile of student athletes, which Institutional Effectiveness developed; this in turn was of interest to the Faculty Athletics Representative, who shared the document with the Faculty Assembly and the Campus Retention Committee (5.D.2).
A wide variety of performance data are collected, analyzed, and used to improve institutional effectiveness as evidenced throughout the Systems Portfolio. A few examples include the following:

- As part of the program review process for each program, a variety of data are provided (e.g., retention/graduation rates, enrollment, degrees awarded, average ACT scores, average GPA).
- The advising committee conducts an annual survey of on-campus students each spring with a variety of questions related to student satisfaction with advising. A variety of analyses are performed each year looking for areas or groups with concerns and then addressing those problems.
- The Director of Institutional Effectiveness did a variety of analyses for the campus Retention Committee related to retention and graduation rates for NAS students. Although the numbers in many cases were too small for significant differences, there was one group (Natural Resources majors) who had substantially and consistently higher retention and graduation rates. As a result, the Retention Committee met with faculty from that program to identify possible reasons for this success and explore the potential of incorporating them into other programs.
- The Business Department’s course quality committee is tracking student satisfaction with courses along with reviewing courses using the department’s Quality Assurance Standards.
- A student satisfaction survey is conducted of new students during the orientation process, and a follow-up survey is conducted during the sixth week of the semester.
- A survey of NAS (including online-only) student satisfaction is conducted bi-annually. The new orientation day for NAS students was developed based on that input.
- An annual survey is administered to students, faculty, and staff regarding their satisfaction and needs related to Library services, IT services provided by Technology Support Services, the Center for Teaching, Learning and Technology, and Computer Help Desk (5.D.2).

This type of data is shared with the campus in various ways. The U of M Crookston’s Institutional Research Web site pages, which will be updated after implementation of the U of M System’s new Web platform, are the primary storehouse for standard reports. Data related to specific projects and committees are typically presented to the committee by the Director of Institutional Effectiveness. The Director of Institutional Effectiveness frequently presents institutional data to various groups (Faculty Assembly, U of M Crookston Executive Committee, various workshops, etc.) based on the particular group’s needs and interests (5.D.2).

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Comparative data involves primarily comparing the U of M Crookston with other campuses within the U of M System as well as comparisons with a peer group of institutions and an aspirational peer group. Factors considered in the development of these groups included student retention, graduation rates, size, mission, similar programs, financial factors, and student characteristics. The peer group consists of Dakota State University, the University of Wisconsin-Stout, Bemidji State University, Northern State University (South Dakota), and Delaware Valley College. The aspirational peer group consists of the University of Minnesota Morris, the University of Wisconsin-River Falls, the University of Maine at Farmington, and the University of Pittsburgh-Johnstown.
Comparative data within the U of M System is readily available on the U of M Twin Cities Office of Institutional Research Web site homepage. IPEDS is the standard tool for obtaining comparative data for the institutional and aspirational peer institutions. When benchmarking the National Survey of Student of Engagement (NSSE), the U of M Crookston uses Midwestern public institutions and those in the same Carnegie Category (Baccalaureate Diverse).

**7P6.** How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

The Director of Institutional Effectiveness is primarily responsible for analytics and institutional research across the campus. Although a few units (e.g., Admissions, Athletics, and the Center for Adult Learning) have staff which collect data, limited data analysis expertise within these units requires coordination with the Director of Institutional Effectiveness. As a result, there is alignment between unit project and campus goals. More and more, the Director of Institutional Effectiveness is able to provide unit-level analyses at the same time the campus-level analysis is taking place. Most analysis is motivated by the U of M System or U of M Crookston planning efforts, quality improvement projects, or committees associated with campus goals or objectives. Results are typically shared in department meetings for department-level projects and in Faculty Assembly, Campus Assembly, and Executive Committee meetings for campus-wide projects. A typical example of a department-level analytics project would be the recent consideration by the Faculty Assembly Academic Standards and Policies Committee on whether to require the optional ACT writing subtest (the U of M Crookston already requires the ACT test but not the writing subtest). That item was referred to the composition faculty members within the Liberal Arts and Education (LAE) Department who in turn requested an analysis of whether the test had any success in predicting student performance in the Composition I course. The premise was that if the test could identify a group of students at high risk of having difficulty in Composition I, then that group could be provided additional support services. The institutional researcher at that time then pulled data from the data warehouse including the ACT writing test score (along with other ACT scores) for those students who had optionally taken it and did a correlation/regression analysis of the data against Composition I grades. Results were reported back to the LAE Department at a department meeting.

**7P7.** How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

For both U of M System generated and locally produced data reports, timeliness is a compromise between providing updated data as often as it is of value but not more often than necessary in order to maintain efficiency. For example, course section size is updated immediately when a student enrolls because students and faculty are checking the section size when advising and registering. In this case, information that is a day or two old is not very useful. On the other hand, class lists are only updated once a day because it is not a problem for faculty to wait a day for an updated class list. Most tables in the warehouse with semester data are only generated once a semester; however, some have a preliminary version early in the semester with a final version at the end. An example is Enrollment data which freezes on the census date and the end of the semester. Some tables such as retention and graduation rates are only updated annually because these tables follow the fall cohort of new students.
This balance between immediacy and efficiency was developed when the U of M System converted to PeopleSoft in order to improve response times to student online services such as registration. Locally, the timeliness of data is determined by the type of data. For example, student enrollment data and prospective student information is disseminated weekly but can be checked daily through UM Reports. Essentially, reports are updated in a timeframe that is generally necessary for the end user.

The U of M System’s data warehouse and other information systems are sophisticated, reliable, and carefully developed. Accuracy is determined both by the input data and correctness of the analysis. Regarding the summary and analysis of data, the University of Minnesota System has a staff of highly qualified experts who provide summary data for both the U of M System and the U of M Crookston in particular. The U of M Crookston’s Director of Institutional Effectiveness typically performs those analyses where campus specific breakouts are required. The most likely cause of errors is from understanding the definitions and intricacies of information held within the data warehouse rather than from problems with the warehouse itself. More experience and better documentation is helping reduce errors of this type. In addition, the U of M Crookston has good communication with the U of M System’s analysts on the U of M Twin Cities campus for support.

A second part of reliability involves consistent and reliable access to the information and data. The U of M Crookston has redundant fiber links on separate paths coming to campus to ensure reliability and availability. The primary link is supported by the U of M System’s Office of Information Technology, while the second is supported by the state of Minnesota’s Office of Enterprise Technology. The failover to the secondary link has been tested successfully with no disruption in service.

The U of M Crookston follows the U of M System processes for access to and handling of data. A wide variety of data related to students, finances, admissions, enrollment, and so forth is maintained in the U of M data warehouse. Access is provided on a need-to-know basis with various levels of access depending on a person’s position and job responsibilities. For example, all faculty members have access to information needed for their classes (e.g., class lists, grading information), and all advisors have information needed for advising information. On the other hand, department heads have larger access to student records (e.g., admission, enrollment, advising). Faculty and staff can apply for a higher level of access depending on their job responsibilities. The request for access is first approved by an authority on the U of M Crookston campus (U of M Crookston’s Director of Technology Support Services and the U of M Crookston’s Registrar for student-level information and the U of M Crookston’s Director of Finance for financial information) before being forwarded to the U of U System’s Office of Information Technology (OIT) on the U of M Twin Cities campus where final approval and access is granted.

Logging into the data warehouse follows a two-factor authentication process. Recently this process has changed from a physical token (the M-key) to a software solution provided by DuoSecurity.

Annual reviews of authorized users with access to data systems occur. Key enterprise contacts on U of M Crookston’s campus (Technology Support Services) review the list of those with access and report and recommend any necessary access changes to the Office of Information Technology (OIT). Additionally, any U of M employment status change results in immediate denial of access.

The second part of security addresses how confidential student information is handled on the U of M Crookston campus. In order to perform data analysis required for a number of various continuous improvement projects on campus, it is necessary to download data from the warehouse, combine that data with locally generated data, and then perform statistical analysis on that combined data. The U of
M Crookston has implemented a process for using enterprise network storage on a secure server on the U of M Twin Cities campus for storing any files involving student confidential data. Backups of this data are completed on a secure server in Minneapolis. This storage process is designed to ensure that student confidential data is not kept on individual computers or on other storage devices such as external hard drives. This design is particularly important because faculty depend primarily on notebook computers. If a notebook computer is stolen, it will not contain student confidential information. As an extra precaution, all faculty computers have encrypted hard drives. To train employees not to download confidential data to their individual computers or storage devices, the U of M System requires a series of Privacy and Security trainings. It also requires Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) training.

Results (R)
7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

No measures of performance are currently tracked on the U of M Crookston campus. Nearly all data are derived from system-wide software packages (PeopleSoft, the data warehouse, UM reports), and performance is managed at the U of M Twin Cities campus. Although there were significant implementation and performance problems when PeopleSoft was first implemented in 1998, those problems were solved within approximately one year, and since then, the system has been a highly reliable, efficient, and refined system of data management.

7R2. What is the evidence that your system for Measuring Effectiveness meets your organization’s needs in accomplishing its mission and goals?

U of M Crookston employees and students have access to the data they need to accomplish their day-to-day activities. Regarding U of M System-wide data services, there is continual evaluation of these services, a process for recommending changes, and a sophisticated process for prioritizing and implementing those changes. In addition, the U of M System-wide Director of Long Range Planning and Analysis visits the U of M Crookston campus on a regular basis, meeting with a variety of campus personnel.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

In developing processes, the U of M Crookston has communicated with and attended presentations by other educational institutions (including AQIP institutions) along with the U of M Twin Cities campus. The U of M Crookston has developed its processes for analysis based on this input. The U of M System-wide Director of Long Range Planning and Analysis has reviewed the U of M Crookston’s data procedures.
Improvement (I)
711. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Combining institutional research, analytics, and accreditation into one new position (the Director of Institutional Effectiveness) has made it easier for people on campus to know whom to approach with questions related to institutional data analysis.

712. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The U of M System’s culture is very involved and supportive of analytics and evidence-based decision making. From 2005 through 2010, the U of M System had an Office of Service and Continuous Improvement (OSCI) whose mission included “enabling a culture of continuous improvement.” The U of M Crookston played an active role with this organization. OSCI hosted annual Quality Fairs, had quarterly meetings with a variety of analytics and quality improvement presentations, and sponsored quality improvement grants. Although OSCI was phased out due to severe budget reductions, some of its activities have been maintained by the U of M System’s Office of Planning and Analysis. The U of M System continues to maintain a strong culture of quality improvement and analytics. Throughout the U of M System in general and the U of M Crookston campus in particular, there is a growing interest in evidence-based decision making and use of analytics.

The U of M System’s infrastructure provides an excellent base for analytics. The data warehouse provides access to a wide variety of institutional data. With the addition of the Oracle business information software, there will be greater opportunities for collecting, summarizing, and analyzing data.

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your organization’s planning processes and how your strategies and action plans help you achieve your mission and vision.

Planning processes range from the systematic to the aligned levels of maturity. The U of M Crookston follows several planning processes for short, medium, and long range strategic plans.

Annual planning activities involve the U of M System’s Campus Compact process which includes campus priorities, budget requests, campus alignment to the U of M System’s priorities, campus specific issues, and outcomes from previous proposals.

A second regular planning process consists of annual Executive Committee retreats. These typically deal with one or two topics and develop plans to make improvements in those areas. For example, the 2013 Executive Committee retreat centered on admissions and retention data along with improvements in those areas.

A third planning process, utilizing large (25 to 50 members) ad hoc committees, addresses long-term (3, 5, or 10 year) plans. The most recent planning processes of this type were done in 2006, 2010, and 2013-2014. The strategic planning work begun in 2013-2014, which builds on previous campus planning
processes, is framed as a continuous process of addressing strategic opportunities and challenges as they arise.

The U of M Crookston’s priorities for Planning Continuous Improvement are the following:

- Continue implementation of the strategic planning process that began in 2013-2014
- Incorporate strategic planning information (plans, measures, and results) into the new software package that is currently under review through a U of M System RFP
- Implement and evaluate the three strategic initiatives identified in 2013-2014

Upon completion of the U of M Twin Cities strategic planning process in 2014-2015, the U of M Crookston will also identify campus-level plans that align with the U of M Twin Cities campus plan.

**Processes (P)**

**8P1. What are your key planning processes?**

The Campus Compact is the U of M System-wide annual budget and planning process where the campus defines improvement projects, requests funds to support those projects, and evaluates previously funded projects. The Compact process coordinates planning and accountability across the entire U of M System to achieve critical institutional and system goals. The Compact document is a written agreement—available to the public—between the University of Minnesota System’s management and a campus, college, or support unit that aligns broad University goals with the directions, investments, and actions of the unit.

As part of the Compact process, the U of M Crookston submits a request annually in early spring to the U of M System for additional operations and program dollars to supplement tuition revenues and the campus central allocation. This request addresses critical institutional and unit goals directly aligned with the Crookston campus Strategic Planning Report and actions. Depending on the focus of a given year’s Compact instructions, academic departments and other units are generally asked to provide suggestions, which are then collected and reviewed by the Cabinet. The Chancellor and Cabinet make decisions on which priorities are included in the final document submitted by the Chancellor.

The U of M Crookston’s Chancellor, Vice Chancellor for Academic Affairs (VCAA), and the Director of Finance meet in person with U of M System leadership to present the request, answer questions, and provide background details. This request is then considered amongst all the other unit requests submitted throughout the system. Ultimately, it is through this Campus Compact process that the U of M Crookston’s annual operations and capital budgets are established.

A University Plan, Performance, and Accountability Report is completed for the University of Minnesota System each year. Typically, the Crookston report makes up 8 to 10 pages of this report, which is presented to the Regents. The Crookston report contains a summary of how well the U of M Crookston met previous performance objectives along with both capital investment and other core priorities for the future.

The campus Executive Committee has a two-day retreat annually. This retreat is focused on reviewing accomplishments and setting goals and priorities for the coming year while keeping the mission of the U of M Crookston at the forefront.
In the strategic planning process that is underway in 2013-2014, the U of M Crookston has adopted a rapid-cycle planning process (Real-Time Strategic Planning) designed for non-profit organizations. Prior strategic planning processes took place in 2006 and in 2010.

8P2. **How do you select short- and long-term strategies?**

For short-term strategies, final selection is made by the Chancellor based on proposals from academic departments and other campus units. The Executive Committee and the Cabinet provide input on selection. These proposals need to be consistent with all University of Minnesota System priorities and campus priorities specified by System administration.

Long-term strategies typically originate with long range strategic planning such as occurred in 2006, 2010, and 2013-2014. These committees select strategies and frequently assign a subcommittee to work on each strategy. For example, in the current planning process, the U of M Crookston has identified three major strategies. For each of these strategies, a committee of faculty, staff, and students is providing leadership and oversight. Regular reports from these subcommittees to the Strategic Planning Leadership Team, Faculty Assembly, and Campus Assembly ensure accountability and alignment with on-going activities.

The current strategic planning process began in fall Semester 2013 in follow-up to the July 2013 retreat. The Strategic Planning Leadership Team (SPLT) consists of a group of about 25 U of M Crookston students, faculty, staff, and administrators led by the Chancellor and VCAA. The planning approach currently in use is Real-Time Strategic Planning (RTSP), a model for non-profit organizations to develop greater strategic capacity and respond in “real time” to opportunities and challenges as they arise.

The RTSP process moves quickly through development of an “Institutional Identity Statement” that incorporates mission, students and other “customers” served, competitive advantages, funding sources, service region, and programs and services. After drafting the U of M Crookston’s Institutional Identity Statement, the planning group identified criteria (including mission) for inclusion in a Strategy Screen by which strategies to address opportunities and challenges can be evaluated.

As implemented at U of M Crookston, the planning process has these key steps:

1. **Early Conversations:** The Executive Committee July 2013 retreat focused on strategic enrollment management and resulted in a two-part strategy: achieve and maintain a critical mass of on-campus student enrollment and continue to grow strategically online enrollment. The Strategic Enrollment Management Committee (SEMC) was created in October 2013 to provide guidance in executing the strategy.

2. **Framework Documents:** The SPLT spent several weeks drafting three key documents:
   - [Future Business Model](#)
   - [Institutional Identity Statement](#)
   - [Strategy Screen](#)

3. **Big Questions:** During a retreat in January 2014, the Strategic Planning Leadership Team considered a number of U of M Crookston’s current opportunities and challenges and formulated three “Big Questions” (as they are called in RTSP) around the following three themes:
   - How can the U of M Crookston achieve and maintain a critical mass of students on campus while also growing strategically online?
• How can the U of M Crookston galvanize support and nurture a culture of philanthropy among external and internal constituencies?
• How can the U of M Crookston become known as a “go to” resource for the local community, region, state, country, and beyond?

During the retreat, three working groups formed around these Big Questions began working on possible next steps and action plans.

4. Working Groups: The three groups have continued to meet to further develop and refine their ideas. The group focused on strategic enrollment management has merged with the Strategic Enrollment Management Committee that was formed in fall 2013. The group focused on galvanizing support and nurturing a culture of philanthropy has become known as the Strategic Philanthropic Engagement and Regional Support (SPERS) Committee. The third group, which is addressing the topic of the U of M Crookston becoming known as a resource for rural economic development in the region, is named the Strategic Institutional Excellence Team.

5. Campus-wide Input: Over the course of spring semester 2014, campus constituent groups and individuals had opportunities to provide input and actively participate in the work groups. For example, Campus Assembly included an overview and conversation about strategic planning. A follow-up open forum was held in April and was attended by approximately 30% of faculty and staff. A brief overview was also presented to students at a Crookston Student Association (CSA) meeting, and input was sought at Faculty Assembly. A follow-up open forum is scheduled for October 2014.

6. Further Group Development: The working groups have begun analysis of the feedback and ideas from the open forum. Summaries will be posted on the strategic planning Web site over the summer.

7. Summer Retreat: The July 2014 annual retreat of the Executive Committee will incorporate information and results of the above processes when planning objectives for the 2014-15 academic year.

Implementation and evaluation will follow. The U of M Crookston Web site provides an up-to-date interactive graphic of this process.

8P3. How do you develop key action plans to support your organizational strategies?

The U of M Crookston has two primary methods to develop key action plans: The RTSP process and the AQIP Action Project process.

In RTSP, working groups have drafted action plans and received campus-wide input during the open forum described in item 8P2. The working groups will present their updated action plans during the annual summer retreat of the campus Executive Committee.

The AQIP Steering Committee develops and refines AQIP Action Projects by using the following selection criteria:
• Recommendation of HLC 2006 team visit
• U of M System priority
• U of M Crookston priority designated by U of M System leadership
• Objectives developed by the SPLT and/or the Chancellor
• Ongoing campus priority determined by previous planning processes
Along with these criteria, the AQIP Steering Committee analyzes each proposed Action Project by importance to the institution and urgency. Projects that are both highly important and very urgent are selected for development. For example, with new and rapidly growing online programs, it was essential to establish and maintain quality, which led to its selection as an AQIP Action Project. Another example involves the U of M System-wide emphasis on increasing retention/graduation rates; as a result, an AQIP Action Project was developed to analyze student satisfaction with advising and implement a pilot project using intrusive advising methods for high risk students.

**8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?**

Campus plans and strategies are integrated with all U of M System plans and strategies through the Compact planning process and the annual University Plan, Performance, and Accountability Report described in item 8P1. Regular meetings between the U of M President and the U of M Crookston’s Chancellor and the Chancellor’s participation in the University’s System Council also ensure alignment.

Within the U of M Crookston, standing and ad hoc committees provide coordination and alignment. Integration, communication, and collaboration across levels and divisions are important functions of all of these groups:

- **Campus Assembly**, which meets once each semester, is essentially the “body of the whole” of the U of M Crookston. Faculty Assembly, which meets monthly throughout the academic year, includes all tenure-track and tenured faculty, as well as all full-time instructional staff. These bodies and their related committees provide for broad communication, integration, and implementation of various activities and action plans.

- **Important U of M Crookston campus-wide standing committees** comprised largely of administrators and key staff members are the Cabinet, which consists of the Chancellor and his senior direct reports, and the Executive Committee, a larger group comprised of members from the major functional units of the campus (Academic Affairs, Student Affairs, Financial Management, Human Resources, Marketing and Development, Facilities, Athletics, and other units).

- **Standing meetings within Academic Affairs** (e.g., Department Heads, academic departments) and **Student Affairs** (e.g., Student Affairs Council) reinforce and strengthen the integration.

- **Committees** charged with developing an Action Plan related to an organizational strategy typically have members from all academic units and key student affairs units on campus. These members then report back and obtain input from their units.

- **When it becomes apparent that a goal identified as part of a strategic positioning process** will be a long term and continuing strategy, then a standing committee of Campus Assembly may be formed. Since those committees report at each Campus Assembly meeting, there is a process for communication and discussion campus wide related to these strategies. Examples of these include the Retention Committee, the Intercollegiate Athletic Committee, and the Sustainability Committee.
8P5. **How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?**

New organizational strategies are under development through the 2013-2014 strategic planning process. The working groups associated with each of the three strategies are currently defining objectives, selecting measures, and setting performance targets. The SPLIT will review the objectives, measures, and targets. This process is consistent with the way in which objectives, measures, and performance targets were established in previous planning processes. For example, the 2010 strategic positioning process was led by the Chancellor and included the Executive Committee, along with a wide representation of faculty. These individuals and groups refined specific objectives, measures, and targets during the annual retreat in summer 2011. Implementation began in fall 2011.

For AQIP Action Projects, appropriate measures are determined during the project development. The Director of Institutional Effectiveness sets and tracks performance targets for both metrics directly associated with Action Projects and institutional metrics which may be impacted by Action Projects.

8P6. **How do you link strategy selection and action plans, taking into account levels of current resources and future needs?**

The Campus Compact process described in item 8P1 results in agreement between U of M System leadership and the U of M Crookston leadership on resource allocation for the next fiscal year. The Campus Compact process also communicates future needs and triggers discussion on how longer-term needs can be met (5.A.5). For example, during the FY15 Campus Compact, the Chancellor requested that discussions begin on a long-term approach to raising the U of M Crookston’s allocation of state dollars.

At the U of M Crookston, proposed strategies and action plans must be achievable within approved fiscal year budgets or receive approval from the Chancellor after review within the Cabinet. Budget managers must maintain programs, services, and operations with approved budgets. The U of M Crookston also maintains a fiscal reserve to address unexpected and emergency needs (5.A.5).

The U of M Crookston uses the University financial system for budgeting and monitoring expenses. Over the past couple of years, the University has implemented the PeopleSoft financial system. A major enterprise wide upgrade of the financial system will launch in early 2015. Enterprise level systems are U of M System-wide and are well-developed, sophisticated systems. Comprehensive audits are conducted by U of M Twin Cities auditors every four to five years to ensure procedures are being followed (5.A.5).

The current resource base is adequate to support existing educational programs. New academic programs must demonstrate a neutral or positive budget impact as part of the program proposal (5.A.1, 5.A.2).

The U of M Crookston is operating on a sound fiscal base with a balanced budget (5.A.1, 5.A.2). Resources allow for campus renovations and careful expansion of faculty/staff. A major change has been a shift away from state subsidy and toward tuition. In order to hold tuition costs for students steady, the Minnesota Legislature appropriated additional funds to replace proposed tuition increases, which allowed tuition to be frozen at the 2012-13 level. The freeze will continue into the next biennium. Details of institutional finances are found in item 6R2.
As described in Category Four, human resources, including faculty and staff, have been slow to expand as enrollment has increased. The U of M Crookston’s technology infrastructure is very good and has allowed for efficiently managing the increase in student enrollment with minimal increase in cost (5.A.1). Data presented in Figure 4R3.1 show supporting information (5.A.1).

The physical campus is appropriately sized for the student enrollment. Each year three to five classrooms are completely renovated with new carpet, furniture, and technology. There has also been a new classroom incorporated with each new dormitory. Many offices have been renovated over the past two years with new paint, carpet, and furniture. Science laboratories have had a major renovation over the last five years (5.A.1).

The U of M Crookston mission statement was reviewed and revised in 2006 and passed by the Board of Regents in 2007:

*The University of Minnesota Crookston (UMC) is integral to the University’s statewide land grant mission. The college provides its unique contribution through applied, career-oriented 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 U of M Crookston’s continued emphasis on applied, career-oriented programs is consistent with the mission and realistic with respect to resources (5.A.3).

The hiring, selection, evaluation, and training processes described in Category Four have resulted in appropriately qualified and trained faculty and staff (5.A.4).

**8P7.  How do you assess and address risk in your planning processes?**

The amount of risk that is reasonable and acceptable depends in large part on the current situation and institutional stability. For example, in the early 1990’s, the U of M Crookston had lost its uniqueness in higher education in Minnesota and enrollment was dropping. The U of M Crookston’s mission did not fit well with the overall U of M System’s mission. The U of M Crookston was given a directive to make major changes or close. A U of M vice president made the public statement that he believed there was less than a 50% chance of the U of M Crookston remaining open as a higher education institution. In that situation, relatively high risk changes were acceptable and were made. In 1993 the U of M Crookston changed its mission to a four-year college from the two-year college it had been and also became the first institution in the country to issue laptop computers to all students. That was an expensive, high risk program that proved to be very successful.

During recent years, the U of M Crookston has enjoyed continual enrollment growth and has become a stable, integral part of the U of M System. As a result of this stability, there has been careful planning to minimize risk as changes are considered:

- The long term budget impact of all significant academic changes including new programs is analyzed.
- All new programs are carefully reviewed by the department, campus curriculum committee, U of M Crookston Faculty Assembly, and central administration.
- Proposed academic changes include analysis of potential student demand along with job opportunities.
• Expansion in new areas is accompanied by implementation of quality standards along with strategic planning. For example, in order to support the current growth in online education, there is a strategic plan in place along with Course Quality Assurance Standards and continual evaluation of quality of support services.

• New programs are staffed by adjunct and temporary faculty until there is clear evidence that the program will have long term success. At that point, tenure track faculty are hired. This makes the process of ending a program which is not successful much easier.

Many changes do require some level of risk in order to move ahead and improve such as the following examples:

• Five years ago campus student housing was overfull. Housing shortages both on campus and in the city of Crookston limited on-campus student growth. As a result, a new student dormitory was constructed. There was a risk involved in that it was not clear that the student growth would fill the dorm. Dormitories are operated as an auxiliary enterprise and need to be self-supporting. The analysis of student demand was correct, and the dorm was filled as soon as it opened. By 2011 the U of M Crookston was back to a similar situation with 40 overflow students being housed in a local motel. Another new dorm was constructed and opened in January 2013.

• There is a risk associated with investments in new programs and changes in programs. For example, significant funds were spent on a new 3D virtualization lab and sophisticated high technology classroom for the Software Engineering program. These investments, along with a change in the name of the program, have resulted in increasing student enrollment. In addition, these facilities have been used to provide laboratory experiences in courses outside of Software Engineering, and presently a wide variety of interdisciplinary uses are being considered.

In order to continue improving and growing, some risk is acceptable and necessary. The U of M Crookston has done a careful job of analyzing and minimizing risks compared to the potential expected benefit.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

The U of M Crookston addresses changing faculty/staff capabilities required to implement various strategies and action plans through professional development of existing people and hiring of new faculty and/or staff.

Some professional development activities are available on the U of M Crookston campus. One example was the offering of the U of M System’s 10-session Equity and Diversity Certificate Program that took place throughout the 2013-2014 year. Each semester also includes one day dedicated to professional development of faculty and staff; classes are not in session this day, allowing nearly all employees the chance to participate.

A pool of professional development funds is available to both faculty and staff as well as periodic departmental resources supplementing development. Often this development includes attending conferences and workshops related to campus strategies:

• Each year three to five faculty and staff attend the HLC annual meeting.
• In fall 2013, seven faculty members and the Director of Institutional Effectiveness attended the IUPUI Assessment Institute in Indianapolis.
• The Director of Institutional Effectiveness attends the Upper Midwest Association of Institutional Researchers (AIRUM) conference.
• Various U of M Crookston faculty and staff attend a variety of technology related meetings, such as Educause.
• Faculty attend disciplinary conferences and meetings.

Faculty attending conferences will typically bring back information and materials to share with other faculty and appropriate committees. For example, one faculty member who attended the Assessment Institute in 2012 brought back a variety of materials which were utilized by the AQIP Program Review Action Project in developing new program review procedures for the U of M Crookston.

Results (R)
8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

Measures that the U of M Crookston currently collects include select achievements from the 2010 strategic plan. The U of M Crookston does not currently have additional measures identified for planning effectiveness (i.e., metrics have not yet been identified based on the 2013-2014 strategic planning process). The U of M Crookston recognizes this as an opportunity for improvement.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

The 2010 strategic plan identified seven areas for targeted action: curriculum efficiencies, student services, technology, online programs, sustainability and energy action, international programs, and athletics. Key changes resulted from the plan:
1. Three academic programs were discontinued, with an additional four selected for reduced support, and four selected for expanded support with additional faculty hires.
2. For technology, the laptop computer program continued and the use of technology in teaching and learning strengthened through the hiring of an additional Center for Teaching, Learning, and Technology staff, the U of M Crookston increased its presence at system-level IT discussions, eliminated obsolete technologies, and worked to reduce the amount of printing.
3. Student services worked to integrate themselves within academics, including Career Services and Community Engagement. Online tutoring was added.
4. The U of M Crookston recommitted to the Action Plan for Climate Neutrality and Sustainability, including completing the lighting plan and attracting grant dollars for further sustainability initiatives.

While data was utilized when making decisions around which initiatives might be addressed, no data were collected or tracked while executing the initiatives to evaluate their overall benefit. The U of M Crookston plans to include assessment metrics once they are identified within the current planning process.
8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

With regard to the Strategic Enrollment Management Committee, the 2013-2014 strategic planning process has set targets for enrollments to be at or above 1,100 on-campus students. Additionally, the U of M Crookston has established targets for graduation rates: 40% for four year graduation, 50% for five year graduation, and 55% for six year graduation. Targets have not yet been set for other strategic priorities defined in the current RTSP process. This is work in progress.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The U of M Crookston does not currently have results for Planning Continuous Improvement comparing to other higher education organizations or other institutions and recognizes this is an opportunity for improvement.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The U of M Crookston measures and evaluates planning initiatives by cross checking plans against actions subsequently taken. The following are a few indications of success in the U of M Crookston’s planning processes:

- Reviews of the U of M Crookston’s AQIP Action Projects have been primarily positive.
- Proposals developed as part of the U of M Crookston’s 2010-2011 strategic planning process have primarily been accomplished.
- The U of M Crookston’s annual Compact document has been well received by central administration. Additional funding was awarded in the FY15 Compact process.

The University of Minnesota Crookston recognizes opportunities exist to institute further measures.

Improvement (I)

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

The most important improvement is the new process used in the 2013-2014 strategic planning process, which is described in item 8P2. Planning is increasingly systematic and comprehensive.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

The Cabinet, Executive Committee, and the SPLIT are key elements of the infrastructure for planning. The AQIP Steering Committee, although in need of rejuvenation, is critical for AQIP Action Plan decision
making. The U of M Crookston’s relatively small size supports a culture of campus-wide discussion and feedback.

**AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your organization’s relationships – current and potential – to analyze how they contribute to the organization’s accomplishing its mission.**

Collaborative relationships are key to the U of M Crookston’s strategic planning initiatives of increasing on-campus enrollment to a critical mass while growing strategically online, developing a systematic approach to regional support, and being seen as a leading resource in the area of rural economic development. The U of M Crookston successfully and systematically cultivates the relationships necessary to accomplish these outcomes, which support the U of M Crookston’s mission of teaching students and serving the people of the state of Minnesota.

The U of M Crookston prioritizes collaborative relationships that meet these criteria:

- Directly impact students (e.g., recruitment, internships, post-graduation employment or study)
- Maintain and strengthen relationships with alumni and the northwest region
- Contribute to achievement of the distinctive objectives of community engagement, diversity, and sustainability

In addition to priorities for the distinctive objectives identified in Category Two, the U of M Crookston has these priorities for improvement of process for Building Collaborative Relationships in the next one to two years:

- Implementing the strategic initiatives identified in the 2013-2014 strategic planning process
- Providing leadership for the U of M System’s pilot project for system-wide strategic enrollment management

**Processes (P)**

9P. **How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?**

The U of M Crookston creates and builds relationships with organizations from which students come through several primary processes:

- Regular visits by staff from the Admissions Office and the Center for Adult Learning (CAL)
- Relationships between U of M Crookston faculty and faculty at other institutions, primarily two-year colleges and high schools in the U of M Crookston’s College in the High School program
- Articulation agreements between U of M Crookston programs and programs at two-year colleges and selected international institutions
- Programming that brings high school and two-year college students onto the U of M Crookston campus
- Interactions with and meetings of the Chancellor, Vice Chancellor for Academic Affairs (VCAA), and department heads and their counterparts at other institutions
- The process of recruiting student athletes whereby coaches and athletic staff build relationships with superintendents, principals, athletic directors, and coaches from high schools, primarily
within the state of Minnesota, but also from other states including WI, IA, MI, FL, CA, and GA. Athletic staff also build relationships with athletic programs at two-year colleges.

Priority is given to relationships with organizations from which U of M Crookston students have come, high schools and community colleges with high proportions of students of color, and other educational institutions that are located in the region and/or have programs that align well with the U of M Crookston’s programs.

Both the Admissions Office and the Center for Adult Learning have a regular pattern of visiting organizations from which students come. The Admissions Office has five traveling admissions counselors that represent the U of M Crookston at school visits, college fairs, and other functions throughout the year. The five admissions counselors schedule and conduct nearly 650 high school visits annually. U of M Crookston Admissions is also represented at all the Minnesota Education Fairs (MEFs) hosted by the Minnesota Association of College Admissions Counselors. MEFs occur strategically throughout the state of Minnesota so that every school district has an opportunity to get to a MEF nearby. There are four weeks of MEFs in the fall and two weeks of MEFs in the spring. The U of M Crookston is also represented at the Minnesota National College Fair, the Milwaukee area Wisconsin Education Fairs, the Minnesota Association of Counselors of Color college fairs, and other various functions such Minnesota Horse Expo and Future Farmers of America (FFA) conventions.

Organizations (mostly two-year colleges and businesses) from which new advanced standing (NAS) students come are the focus of attention from the Admissions Office, CAL, and individual faculty members. Admissions counselors make approximately 50 community college visits each year. CAL and Admissions Office staff members coordinate their visits with the two-year colleges to ensure efficient coverage and to build effective relationships. CAL provides leadership for articulation agreements. CAL also visits businesses whose employees have attended the U of M Crookston and nurtures relationships with human resource personnel to recruit adult learners currently in the workforce.

U of M Crookston faculty members have developed articulation agreements and relationships with faculty at various regional two-year colleges offering programs complementary to those offered at the U of M Crookston. At present, there are over 50 articulation agreements in place. In examining these agreements, it appears that the most successful ones involve direct faculty to faculty interaction, with U of M Crookston faculty in regular contact with discipline faculty at the two-year college. As a result, there has been additional emphasis on developing these types of relationships.

The U of M Crookston partners with various international institutions, including schools in France, China, and Taiwan. These partnerships include articulation agreements, joint programs (research/teaching), 3+2 programs, and faculty and student exchanges. The U of M Crookston also provides customized programs for international partners in the form of summer language programs or other short-term programs. Relationships with these institutions are cultivated both by sending U of M Crookston administrators and faculty to the institution overseas as well as hosting leadership of these institutions in Crookston. The U of M Crookston prioritizes institutions with similar academic programs when determining where relationships should be cultivated.

The U of M Crookston hosts numerous events for students from area high schools, such as knowledge bowl competitions and FFA judging. Another example of fostering relationships with high school students is exemplified by the recent event hosted by U of M Crookston whereby regional school districts participating in the College in the High School program were invited to campus to engage in
classroom experiences that integrate with their College in the High School curriculum and receive information about life at college through campus tours and both student life and academic lectures. The U of M Crookston regularly hosts Minnesota State High School League volleyball and basketball playoff tournaments that bring regional high school athletes and fans to campus. Additionally, U of M Crookston athletics venues host tournaments for youth sports activities and also sponsor youth athletics camps during the summer, all of which bring additional students, parents, family, fans, and community members to campus.

Finally, the U of M Crookston’s chancellor, VCAA, and department heads personally engage with their counterparts at other institutions. For example, the Chancellor and VCAA met in March 2014 with the President, Provost, and Medical School Dean of the University of North Dakota to explore programs of mutual interest (e.g., medical lab technology, unmanned aerial systems, foreign language study). In early April, the Chancellor and VCAA met with the President and Vice President for Academic and Student Affairs (VPASA) at Northland Community and Technical College. That meeting was followed by a visit to the U of M Crookston by Northland’s VPASA and deans with the U of M Crookston’s VCAA and department heads.

9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

There are several ways relationships are developed and input received to ensure the requirements of educational organizations and employers are met:

- The U of M Crookston Career Center develops relationships with potential employers and provides career fairs where employers come to campus to interview students. The Career Center also surveys employers who hire U of M Crookston graduates.
- Each program has a Program Improvement Advisory Committee (PIAC) which includes employers, students, graduates, and frequently faculty from other institutions. PIACs meet annually and provide input on program requirements.
- Faculty members develop relationships with potential employers of graduates in their programs. Often, this work is done as part of helping students identify appropriate internships.
- For programs that have a focus on students continuing their education in graduate school, relationships are established with potential graduate schools. An example of this type of program would be Health Sciences which is focused on preparing students for a variety of health related professional programs. A close relationship has been established with Academic Health Sciences on the U of M Twin Cities campus. Each year U of M Crookston Health Sciences students are taken to the U of M Twin cities campus for a career day at which they can explore potential programs which interest them. Another example is the relationship between the U of M Crookston’s Pre-Veterinary program and the University of Minnesota’s College of Veterinary Medicine. Additional partnerships are in development for pre-nursing and pre-medical students.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

Relationships with external organizations which provide student services include the following:

- Organizations with which U of M Crookston has contracted
• University of Minnesota System units
• Organizations with whom the University of Minnesota System has contracted

An example of a relationship developed by the U of M Crookston with an outside company is the campus food service (Dining Services). Although this selection was made as part of an all University bid, each campus selected its own vendor and developed a relationship with that vendor. U of M Crookston’s vendor (Sodexo) has an on-campus manager and assistant manager who work closely with the Associate Vice Chancellor for Student Affairs and Enrollment Management (AVCSA). There is ongoing evaluation through surveys and other input of the quality of service provided and an effort on the part of the vendor to continually improve quality. There is a good and visible relationship between the vendor and the campus. Changes have been made based on input including these examples:

• More international food options to meet the interests of various international students
• Expanded hours
• A $5.50 lunch special for faculty and staff to encourage a campus culture of eating together
• Evergreen Grill, located in one of the dorms, to provide a full grill menu during the late evenings
• Erbert and Gerbert’s sub shop in the dining center
• Caribou Coffee shop in the dining center

Services provided centrally by the U of M System include all enterprise software systems such as registration, financial aid, academic planning tools, and course learning management systems. These systems are high quality, sophisticated systems that provide students far better services than the U of M Crookston would be able to provide independently. U of M Crookston Technology Support Services (TSS) staff actively participate in a broad range of system-wide IT Communities of Practice (CoP), which regularly meet to define the direction, identify opportunities, and solve problems in a collaborative way. The U of M Crookston TSS staff are engaged in CoPs focused on academic technology, end user support, networking security, and governance; additionally the U of M Crookston’s Director of TSS is an active member of the IT Leadership CoP. The collaborative nature of the U of M IT community allows the U of M Crookston to have a strong voice at the system level.

System-level services are not limited to IT. The U of M Crookston Bookstore is a branch of the University bookstore system. International travel registry for employees and students is administered centrally. The U of M Crookston’s functional leads (e.g., Registrar, Director of Technology Support Services, bookstore manager, Directors of Financial Aid, International Programs, and Business Office) work closely with their counterparts at the U of M Twin Cities campus. Primary methods for relationship management include system-wide meetings, visits between the U of M Crookston and the U of M Twin Cities campuses, and telephone and email contact. The cost savings of having these types of systems administered centrally places a high priority on their use.

The U of M Twin Cities campus houses the Confucius Institute, the Chinese-government non-profit group aimed at promoting Chinese language and culture and supporting Chinese teaching and learning internationally. With the increasing numbers of Chinese students studying at the U of M Crookston, the U of M Twin Cities office decided to open a satellite office on U of M Crookston’s campus to attend to the needs of these citizens.

The U of M Twin Cities campus also provides services to U of M Crookston students through contracts and relationships developed centrally with outside vendors. A visible example of this type of service is email. The University recently stopped operating its own email system and converted all email and
calendars to Google. Relationships with Google are managed by the U of M Twin Cities campus on behalf of the entire system. The Twin Cities campus also provides study abroad service providers to U of M Crookston students.

Finally, as the site of the University’s Digital Calling Center since 2009, the U of M Crookston serves students on all campuses through a contract managed by the U of M Twin Cities campus and the Director of the Center for Adult Learning on the U of M Crookston campus.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

Most materials and services (e.g., information technology, software licenses, science laboratory equipment, furniture and supplies, International student health insurance) are purchased through contracts negotiated centrally for the entire University of Minnesota System. Due to the size of the system, these contracts provide better pricing than if U of M Crookston were to negotiate contracts separately. Contracts are negotiated with a wide variety of vendors.

The U of M System also maintains a storehouse of common supplies and equipment (University Stores) from which any department or faculty member can order. In addition, there are a few contracts negotiated by either Midwest Higher Education Compact (MHEC) or the Big Ten. Due to the very large size of both of these groups, better pricing and conditions are obtained. An example of a Big Ten contract would be car rentals for travel. MHEC has a variety of contracts particularly in areas such as energy and technology. The state of Minnesota also has some contracts under which the University can purchase.

For these kinds of relationships, a functional lead at the Twin Cities campus has responsibility for managing the vendor relationship. U of M Crookston staff work closely with the functional lead to communicate needs and/or address any issues that might arise.

Due to their unique nature, a few contracts and relationships have been developed by the U of M Crookston. One example of this type of relationship would be the lease/purchase of student/faculty laptop computers. Since 1993, when the U of M Crookston began issuing computers to all students and faculty, every two years the U of M Crookston has issued a Request for Proposals (RFP) for not only supplying computers, but also developing a relationship with the company. A committee evaluates each proposal using a set of scoring criteria and makes a recommendation. Final approval is required centrally due to the size of the contract. Relationships with local vendors such as construction companies, office furniture supplies, and tradesmen are managed by the facilities manager or the Director of Finance.

U of M Crookston Golden Eagles Athletics deals with numerous vendors to purchase equipment and uniforms related to athletics teams. The majority of these purchases are done through an open bid, where local vendors and vendors with which a historical relationship has been established are given priority. Purchases over $10,000 in value must go through a formal request for proposal (RFP) process with the U of M System’s Purchasing Services.

The U of M Crookston Athletics Department also maintains relationships with approximately 40 corporate sponsors—local businesses who support Golden Eagles athletics. The Director of Athletics
meets annually with established sponsors as well as potential new sponsors, highlighting athletics participation along with academic success and community engagement of student athletes.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The U of M Crookston places a priority on development of external partnerships meeting these criteria:

- Support the U of M Crookston mission
- Support and strengthen programs offered on campus
- Support faculty research
- Provide service to the community and northwest Minnesota region

First, many program-to-program relationships are begun, developed, and maintained as a result of individuals at the U of M Crookston identifying an opportunity to partner with an external organization. For example, the U of M Crookston is working in collaboration with Academic Health on the Minneapolis campus along with St. Scholastica College in Duluth in delivering health informatics courses and certificates with U of M Crookston providing the undergraduate courses. In addition, there are research collaborations involving faculty at U of M Crookston and the University of Minnesota Twin Cities campus, the University of Minnesota Northwest Research and Outreach Center, and the University of North Dakota. The institution-to-institution connections described in item 9P1 are additional examples.

As a second example, as described in item 9P1, the Chancellor and VCAA met in March 2014 with the President, Provost, and Medical School Dean of the University of North Dakota to explore programs of mutual interest (e.g., medical lab technology, unmanned aerial systems, foreign language study). In early April, the Chancellor and VCAA met with the President and Vice President for Academic and Student Affairs (VPASA) at Northland Community and Technical College. That meeting was followed by a visit to the U of M Crookston by Northland’s VPASA and deans with the U of M Crookston’s VCAA and department heads.

A second process occurs when individuals at the U of M Crookston recognize existing collaborations and ask to join them. For example, a collaboration supporting both programs and student and faculty research involves remote access to science laboratory instruments through a network managed by the North Dakota State College of Science (NDSCS) in Wahpeton, North Dakota. Although the U of M Crookston was not originally approached to be a participant, a science faculty member spoke to the program’s director who welcomed the U of M Crookston to the network, allowing the U of M Crookston access to instrumentation that would be too expensive for U of M Crookston to purchase. This collaboration allows students at the U of M Crookston to gain the competitive instrumentation skills typically reserved for larger institutions.

Third, others look to the U of M Crookston to partner. The U of M Crookston has partnered with Zhejiang Economic and Trade Polytechnic (ZETP) to provide faculty to assist in developing curriculum. This relationship began when the U of M Twin Cities campus identified the U of M Crookston as an ideal match to assist ZETP in developing an Agricultural Business curriculum; upon this success, ZETP has utilized additional U of M Crookston faculty to assist in developing their Business, Software Engineering, and ESL curricula. A U of M Crookston faculty member has since obtained grant money to establish an American Cultural Center on the ZETP campus, exemplifying the building of this relationship.
There are a variety of collaborative projects involving the U of M Crookston and the region:

- U of M Crookston faculty involvement in the regional River Watch project involving high school students measuring water quality in various rivers in the area.
- U of M Crookston involvement in the U of M Extension project providing science enrichment programming for students from the White Earth Reservation located about 50 miles southeast of Crookston.
- Partnerships in place between the U of M Crookston’s Education program and both the White Earth Reservation and the Red Lake Reservation located about 100 miles northeast of Crookston.
- Partnerships between the U of M Crookston’s Center for Adult Learning, the Northwest Minnesota Foundation, and IMPACT 2020 to strengthen ties with 45 high schools to further career and college readiness among high school students.
- The U of M Digital Campus Calling Center, located on the Crookston campus and the gateway to the U of M’s digital and distributed educational offerings, from online credit courses to personal and professional development opportunities.

Organization-to-organization relationships are generally more formally begun and managed, with the Chancellor taking the lead on building and maintaining relationships with the organizations co-located with the U of M Crookston. As described in item 3P3, the Chancellor meets regularly in a “partners” group with the leaders of these organizations.

Formal leases, contracts, and grants govern several partnerships:

- Agricultural Utilization and Research Institute (AURI): Located on the U of M Crookston campus, AURI is a non-profit corporation created by the state of Minnesota to strengthen its economy through the research and development of new uses for Minnesota farm products. The U of M Crookston has cooperated with AURI through shared research projects and shared scientific equipment and laboratory space.
- EDA Center: The EDA Center for the state of Minnesota was awarded to the U of M Crookston by the U.S. Department of Commerce Economic Development Administration and is one of more than 40 university centers nationwide. In 2011, the U of M Crookston EDA center received a 5-year renewal of funding in the amount of $615,000. This allows the U of M Crookston to continue working in collaboration with the University of Minnesota Extension, as well as regional development commissions and focus on three primary goals: 1) advance entrepreneurship in rural Minnesota, 2) promote the advancement of digital literacy and adoption of digital technologies to develop a highly-skilled workforce, and 3) provide technical assistance to local, regional, and tribal economic development agencies in economically-distressed areas of Greater Minnesota.
- Center for Rural Entrepreneurial Studies (CRES): The mission of the U of M Crookston’s CRES is to encourage entrepreneurship through educational leadership, applied research, and insightful consulting by engaging students, faculty, and research facilities of the U of M Crookston with regional entrepreneurs. CRES serves an eleven-county region in Northwest Minnesota.
- Minnesota Rural Health Association (MRHA): The MRHA located at the U of M Crookston is a membership organization that exists to help rural citizens, healthcare providers, and organizations learn about how public policy issues may affect them and to teach them advocacy for the interests.
- Northwest Area Health Education Center (AHEC): AHEC is a federal/state cooperative agreement to educate health profession students in medically underserved areas of the state. The U of M Crookston is taking leadership in collaborating with other communities in the region.
to promote existing health programs and to bring community and University interests together to address health-care workforce concerns in the region.

- **Northwest Regional Sustainable Development Partnership:** A citizen board working in partnership with the U of M Crookston to sustain communities, economies, and natural resources in northwestern Minnesota.
- **Valley Technology Park:** A community partnership driven business incubator located on the U of M Crookston campus. The Valley Technology Park is also home to a U of M Regional Extension Office. Its director sits on the U of M Crookston Executive Committee, and collaborations take place between the U of M Crookston and Extension, with Extension facilitating events and U of M Crookston providing much instruction and facilities.
- **Northwest Education Technology System (NETS):** A coalition of regional higher education institutions (headquartered at the U of M Crookston) employing technology to foster cooperation, communication, efficiency, and access.
- **Northwest Research and Outreach Center:** Shared facilities, equipment, and faculty on split appointments
- **University of North Dakota Aviation Department:** Provides instructors and planes for the U of M Crookston Aviation Degree

9P6. **How do you ensure that your partnership relationships are meeting the varying needs of those involved?**

Ensuring that partnership relationships meet the needs of U of M Crookston and the partner organizations is the responsibility of the U of M Crookston lead for a given relationship. As described in items 9P1-9P5, methods are both formal and informal. The U of M Crookston recognizes the opportunity for improvement in this area.

9P7. **How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?**

There are three basic ways relationships between and among department and units at U of M Crookston are developed:

- Standing administrative committees
- Governance structures
- Individual relationships between interested faculty and staff

The Cabinet, which was described in item 5P5, is the standing committee of senior campus leaders. The Executive Committee, which meets bi-weekly, includes the Chancellor, Vice Chancellor for Academic Affairs (VCAA), Associate Vice Chancellor for Student Affairs and Enrollment Management (AVCSA), all the academic department heads, the Faculty Assembly chair, the directors of other units such as Technology Support Services and Facilities and Operations, and the regional extension director. These meetings are led by the Chancellor and include briefings on campus items of interest, campus planning, and priorities. All members report, and the minutes for all meetings are published and easily accessible on the campus Web site.
Key governance structures include the Faculty Assembly and the Campus Assembly, each with its associated committees. Faculty Assembly meets on a monthly basis throughout the academic year. Campus Assembly meets once each semester.

Ad hoc committees may be formed at any time to address an issue. For example, the Director of the Center for Sustainability formed an ad hoc committee of faculty, staff, and students to discuss the viability of creating a campus garden. The work of that committee has ended with the recent decision to plant a campus garden on City of Crookston land situated next to campus. The ad hoc committee has disbanded. A campus garden advisory committee, comprised of U of M Crookston employees, NWROC employees, local gardening experts, and the local Sodexo manager has assumed the responsibility of the garden.

Faculty and staff with shared interests will also establish relationships. Many examples of cross-disciplinary research exist. Groups may also form to explore the creation of cross-disciplinary programs, such as the honors program and a minor in sustainability.

Split appointments also ensure ongoing relationships and communication. Such appointments include those split between the U of M Crookston and the U of M Twin Cities campus and between U of M Crookston and the Northwest Research and Outreach Center.

Lastly, most administrative offices on the U of M Crookston campus have strong relationships and ties with their counterparts on the U of M Twin Cities campus. Regular communication between these units varies based on the functional unit and may include regularly scheduled telephone conferences or in-person conversations. Often email communication between the campus offices is sufficient, with U of M Twin Cities response to the U of M Crookston requests being timely.

Results (R)
9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The U of M Crookston currently collects and analyzes data regarding collaborative relationships in three areas:
- College in the High School enrollments
- New International travel for building relationships
- Student satisfaction with food service as a measure of the effectiveness of Sodexo partnership

The U of M Crookston recognizes the need to develop additional measures for collaborative relationships.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

The College in the High School (CIHS) program, the U of M Crookston’s concurrent enrollment program, currently serves 34 school districts throughout Minnesota. The U of M Crookston had 1,050 students enrolled in 7,690 credits in 2013-2014. The decline in participating schools and related headcount
enrollments is the result of high schools no longer having a properly credentialed instructor available to teach the CIHS courses.

**Figure 9R2.1. College In the High School Participation**

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Credit Hour Production</th>
<th>Schools Participating</th>
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<tbody>
<tr>
<td>1167</td>
<td>6622</td>
<td>37</td>
</tr>
<tr>
<td>1516</td>
<td>8348</td>
<td>44</td>
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</tr>
<tr>
<td>1050</td>
<td>7690</td>
<td>34</td>
</tr>
</tbody>
</table>

Figure 9R2.2 summarizes the U of M Crookston foreign travel. This travel includes faculty-led study abroad experiences, recruitment and/or relationship building, or faculty research opportunities. The peak in travel between 2007 and 2010 centered on increasing U of M Crookston international student numbers. The increase in 2013-2014 is the result of increasing faculty research opportunities abroad, which the U of M Crookston is learning results in further collaboration with entities abroad.

**Figure 9R2.2. Travel Abroad for Site Visits, Study Abroad, Recruitment, and Relationship Building**

<table>
<thead>
<tr>
<th># of Trips</th>
<th># of Faculty and Staff</th>
<th># of Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
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<tr>
<td>12</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

In 2008, the U of M Crookston changed from an internal operation for food service to outsourcing to a commercial vendor (Sodexo). Sodexo surveys students each semester to determine their level of satisfaction with service. Results of the survey are shared with the AVCSA, along with action steps related to survey results. Figure 9R2.3 reveals overall satisfaction with food and service in the dining hall is quite high (91%). Sodexo has used results of this survey to expand dining options and service hours in the Evergreen Grill. Healthier options, including daily vegetarian and vegan options and soy milk, have been added to Brown Dining Hall.
9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The U of M Crookston does not currently have comparative benchmarking data for Building Collaborative Relationships and realizes this is an area for improvement.

Improvement (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

In recent years, there has been a consistent emphasis on more articulation agreements and collaboration between U of M Crookston faculty and faculty at regional two-year colleges. In addition, CAL works closely with two-year colleges, and admissions counselors typically make approximately 50 visits per year to two-year colleges. The increase in new advanced standing students has resulted from these efforts.

Partnerships with other units of the University, such as Extension and the Northwest Research and Outreach Center, have also increased over the last couple of years. The Chancellor’s broad experience and contacts throughout the U of M System have supported the increase in these collaborations.

The U of M Crookston’s International Programs department is working to develop relationships with additional groups, such as the Institute of International Education and the Brazilian Student Mobility Program, attempting to bring a more diverse international student population to campus. As these
relationships are built, a focus is on pairing with entities with students interested in programs offered at the U of M Crookston.

The U of M Crookston’s efforts in identifying partners and building and maintaining relationships are increasingly systematic and comprehensive. The U of M Crookston recognizes the need to identify measures and data on the effectiveness of partner relationships in meeting both the U of M Crookston’s and partners’ needs.

912. **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?**

Because the U of M Crookston places a priority on development of partnerships that support the U of M Crookston mission, support and strengthen programs offered on campus, support faculty research, and provide service to the community and northwest Minnesota region, a strong culture of collaboration, led by the Chancellor, has been established. In addition, there has been strong encouragement from central administration of the U of M System to develop partnerships and collaborations both within the University as well as with other organizations. This encouragement has resulted in many of the collaborations described in Category Nine. The small size of the U of M Crookston makes maintaining these collaborations necessary.