

University of Minnesota, Morris Analysis and Background Data

Background Report
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University of Minnesota, Morris Analysis and Background Data

1. Overview and Process

As outlined in its February 2005 Strategic Positioning Report¹, the March 2005 Academic Task Force Report² and Administrative Task Force Report,³ the University of Minnesota is engaged in a new system-wide strategic positioning process. The Board of Regents in June 2005 endorsed the recommendations of President Robert H. Bruininks in his report “Transforming the University of Minnesota.”⁴

This background report is a part of the strategic positioning process initiated by the University for each of the coordinate campuses. On April 6, 2005 a background report, similar to this one, was produced for, and made available to, the University of Minnesota, Crookston (UMC) campus. A background report for the University of Minnesota, Duluth (UMD) campus is scheduled to follow. The Strategic Positioning Report, unanimously endorsed by the Board of Regents on March 11, 2005, creates a bold mandate for University:

Our goal is no less than to transform the University of Minnesota into one of the three best public research universities in the world.

The goal we announce applies an equivalent standard of excellence to all our campuses, each of which has its own unique mission and strong signature and reputation.

That Report summarizes the goal, mission, and values of UMM as follows:

The mission of the University of Minnesota Morris is to provide an undergraduate liberal education of uncompromising rigor to students from around the region, the nation and the world. This tightly focused mission as a public honors college has been at the core of the College since it opened its doors in September 1960.

It is UMM’s vision to be the very *best public liberal arts college in America*, a position UMM arguably holds today, but which it strives to harden and to make more visible. UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with

¹ Strategic Positioning Work Group, *The University of Minnesota: Advancing the Public Good—Securing the University’s Leadership Position in the 21st Century* (January 2005), p. 5. Available at: http://www1.umn.edu/systemwide/strategic_positioning/index.html

² See: http://www1.umn.edu/systemwide/strategic_positioning/pdf/SP_Acad_Task_Force_Report.pdf

³ http://www1.umn.edu/systemwide/strategic_positioning/pdf/SP_Admin_Task_Force_Report.pdf

⁴ “Transforming the University of Minnesota: President’s Recommendations” adopted by the Board of Regents, June 10, 2005. Available at: http://www1.umn.edu/systemwide/strategic_positioning/pdf/umn_pres_rec.pdf

measurable results; and staff who understand their important role in the educational process and do their work with prideful excellence.

UMM's culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing UMM's Native American heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community. The UMM experience requires a faculty dedicated to excellent classroom teaching and significant scholarship, and a curriculum traditional in its basic shape, but innovative in many of its particulars.

As a *public* liberal arts college, UMM is committed to offering access to students from all economic, social, and cultural backgrounds. UMM is deeply connected to its region and its people. UMM's population of students, faculty and staff must reflect the diversity of the public in its region, state and nation. UMM will maintain and enhance its national status even as it strengthens its deep regional links.⁵

The two Task Force Reports, issued March 30th, made several recommendations for consideration to President Robert Bruininks. In the Introduction to the Academic Task Force Report it was suggested that:

Most of the recommendations in this report are specific to the University of Minnesota-Twin Cities campus, but all of the recommendations should be reviewed by coordinate campuses for potential applicability, as each of these campuses completes their strategic positioning processes currently underway. All chancellors should consider developing their own parallel Task Forces.⁶

The Academic Task Force Report also provided a recommendation for a fiscal and academic accountability model based on five operating principles:

1. *Recognition and Attribution of Full Costs and Cost Increases:* Cost increases must be modeled, reported, and acknowledged as campuses grow and change, regardless of where those costs ultimately are paid or the source of funds. Examples of core costs that at times in the past have been partially or fully paid centrally include compensation increases, capital costs, debt costs, facility repair and maintenance, increases in utilities, fringe rate increases, and general inflationary increases. Campuses cannot assume these costs automatically will be covered (in full or in part), and must include these costs as part of their overall budget planning, even if the costs are not currently attributed to their campus budgets.
2. *Rationalization of Levels of State Support:* The level of state support for any campus should be compared against peers or otherwise rationalized and adjusted over time to

⁵ *Ibid.*, p. 17. (Italics in original.)

⁶ Academic Task Force Report, at p.4

benchmark levels. If the level of state support is expressed as a ratio (e.g., state support per FYE student or per faculty member), we must reach agreement on the appropriate strategic size of the campus as well.

3. *Revenue Expectations and Enhancements*: Campuses will be allowed and encouraged to fully use their campus assets in the generation of new revenue, consistent with the missions of the University of Minnesota and the Board of Regents/administrative policies. Campuses will be encouraged—and expected—to develop innovative strategies to reduce administrative cost by developing strategic intra-campus partnerships to share administrative, financial and academic platforms where appropriate and to reinvest the cost savings into key academic programs and initiatives.
4. *Academic Enhancements and Accountability*: Each coordinate campus must continue to lead its own change and strategic positioning process, consistent with these principles and consistent with its mission and that of the University. Each campus must be responsible for developing a long-range academic plan (with rationale), including enrollment targets and academic priorities.
5. *Enhanced Regional Focus*: The future vision of each campus must take into account educational, rural and economic development in the region and where possible forge partnerships with them.

In the report of the President’s recommendations as adopted by the Board of Regents each campus is expected to ensure that it operates, consistent with its history and mission, within a new financial and academic accountability framework including regular monitoring and evaluation of progress. From pages 19-20 of the report:⁷

“The fiscal and academic accountability model for each campus will be based on the following operating principles:

- Recognition and Attribution of Full Costs and Cost Increases
- Rationalization of Levels of State Support
- Revenue Expectations and Enhancements
- Academic Enhancements and Accountability
- Enrollment Models, Expectations, and Plan
- Enhanced Regional Service and Programs
- Increased connection with relevant Twin Cities campus initiatives and resources.

The process will begin by gathering background data and analyzing a series of demographic, programmatic and fiscal issues the campuses face. This information will be shared shortly with the campus leadership, faculty, staff, and students. The data will then be used to frame an academic and fiscal accountability model and operating assumptions and to drive a long-term strategic planning and accountability

⁷ “Transforming the University of Minnesota: President’s Recommendations” adopted by the Board of Regents, June 10, 2005. Available at: http://www1.umn.edu/systemwide/strategic_positioning/pdf/umn_pres_rec.pdf

process for the campus. The leadership should consider ways in which the recommendations brought forward by the President for the Twin Cities campus should be implemented on their campus. Reports from each campus should be submitted no later than December 10, 2005.” [Preliminary progress reports due Dec. 10; final reports are due March 31.]

2. UMM Today

UMM positions itself as “the academically rigorous, public undergraduate liberal arts campus of the University of Minnesota and a public honors college for the state.”⁸ UMM offers 30 majors and eight pre-professional programs in four Divisions: Education, Humanities, Science and Mathematics, and Social Sciences, as well as interdisciplinary and interdivisional majors.

Its Vision and Mission Statement⁹ reads:

The University of Minnesota, Morris seeks to be America’s best public liberal arts college.

The University of Minnesota, Morris (UMM) is recognized as one of the best public liberal arts colleges in the nation because of its instructional excellence, its commitment to research, its numerous extracurricular programs and services, and its strong sense of community. UMM’s mission as a rigorous, undergraduate, residential, liberal arts college is distinctive within the University of Minnesota. The Morris campus shares the University’s mission of teaching, research, and outreach. UMM provides undergraduate students with the resources of the University of Minnesota, yet it is a small personal school where students can shape their own education. The campus serves undergraduate students from Minnesota, and across the nation, and is a highly valued educational resource and cultural center for residents of West Central Minnesota. UMM attracts and serves a student body, faculty and staff reflective of our multicultural society. The college empowers the campus community to participate fully and thoughtfully in a diverse society, regionally, nationally, and globally.¹⁰

In the late 19th century, the first buildings on the current UMM site housed an American Indian Boarding School, and in 1909 the buildings were transferred to the state with the stipulation that American Indian students be admitted “free of charge for tuition.”¹¹ From 1910 through 1960 it was the site of the West Central School of Agriculture, a boarding agricultural high school. “The University of Minnesota residential high school emphasized classes in home economics, business, industrial arts and agriculture. The academic year was scheduled around the Minnesota

⁸ 2004-05 Accountability Report, at p. 99.

⁹ For mission statements and statements of purpose for three top ranked liberal arts colleges and for three public liberal arts colleges see Appendix A.

¹⁰ <http://www.morris.umn.edu/committees/crpc/Plan2005.html>

¹¹ See: www.coplac.org/members.htm and <http://www.morris.umn.edu/services/msp/exempt.htm>. As UMM’s Web site notes: “To be eligible for the tuition waiver, students must show membership in a state or federally recognized American Indian tribe or provide other documentation or certification of American Indian ancestry/heritage. Applicants are not required to be residents of Minnesota.”

growing season with classes beginning after the harvest in October and concluding in late March before planting. Throughout its history, seven thousand students attended the West Central School of Agriculture.”¹² In 1960, UMM was established as a co-educational, residential public liberal arts college—one of the University of Minnesota’s coordinate campuses.

The 130 acre campus¹³ has grown to include 28 buildings (561,000 assignable square feet). Over 90% of first-year students live on campus and roughly 50% of UMM students live on campus.¹⁴ The City of Morris has a population of approximately 5,100 and is located 165 miles northwest of Minneapolis/St. Paul and 100 miles southeast of Fargo/Moorhead.¹⁵

3. Demographics and Competition

From 2003 through 2013, the number of high school graduates in Minnesota is expected to decrease by 9.5%. About 82% of applicants to UMM are Minnesota residents. Almost half of UMM’s applications in 2005 were from Twin Cities residents and approximately one-third of UMM applications were from residents of Greater Minnesota. The predicted demographic trends for Minnesota could have a significant impact on UMM. About one-third of out-of-state applications in 2005 to UMM were from residents of the Dakotas. The number, between 2003 and 2013, of North Dakota high school graduates is expected to decline by 26.6% and those from South Dakota by 15.1%.¹⁶ The percentage decline in Iowa and Wisconsin high school graduates are 7.3 and 6.0 respectively.

UMM is the only public liberal arts college in Minnesota and the only public liberal arts college, as defined by the Carnegie Foundation classification, in the region (with the region defined as the Dakotas, Illinois, Indiana, Iowa, Michigan, and Wisconsin). There are seven private liberal arts colleges, as defined by the Carnegie Foundation, in Minnesota and an additional 28 private liberal arts colleges in the region. (See section 10 below for more information.)¹⁷

4. UMM students

Enrollment Statistics

In the 1960s, early in UMM’s 45-year history, fall headcounts averaged 850 students. Student headcounts climbed to an average of 1600 in the 1970s, 1750 in the 1980s, and nearly 1950 in the 1990s. Since FY2000 headcounts have declined; the Fall 2005 headcount of 1,684 is comparable to numbers in the mid-1980s.

¹² See: <http://www.morris.umn.edu/alumni/alumniRelations/WCSA/index.html>

¹³ For an online tour of UMM see: <http://www.morris.umn.edu/visitor/tour/>

¹⁴ See: <http://www.morris.umn.edu/services/reslife/>

¹⁵ See: <http://www.morrismnchamber.org/>

¹⁶ See: The Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity, 1988 to 2018* (December 2003) and R. Thomas Gillaspay, Minnesota State Demographer, Presentation to the University of Minnesota Board of Regents, November 11, 2004.

¹⁷ The Carnegie Foundation classification does not include, for example, the University of Wisconsin, Superior. The Foundation’s definition is “primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

Degree seeking students comprise over 90% of UMM's headcount annually. In Fall 2005 there were 1,533 full-time degree-seeking students, down from 1,685 in Fall 2004. This is the lowest number in the past decade.¹⁸ In Fall 2005 there were 151 non-degree students. FYE student totals were 1861 in FY2000, 1854 in FY2001, 1922 in FY2002, 1898 in FY2003, 1,872 in FY2004, and 1,795 in FY 2005.

The issue of optimal enrollment at UMM has been raised periodically since UMM's founding. For example, a 1996 study set an enrollment target of 2,000 FYE students "to be met by slight increases in the number of transfer students and improving the junior year retention rate."¹⁹ UMM's current compact also addresses the enrollment issue: "Accounting for the size of graduating classes, we project total enrollments of 1,804 in 2005-6, 1,800 in 2006-7, 1,816 in 2007-08, 1,865 in 2008-9, 1,942 in 2009-10, 1,997 in 2010-11 and 2,050 in 2011-12. An aggressive strategy to achieve this goal is being formulated by the Office of Admissions."²⁰

New Student Applications, Offers and Enrollment

From 2000 to 2003, the first year class size hovered around 475 and then dropped to 387 in 2004 and 365 in 2005. By way of comparison, during this time period UMC's first-year class size dropped from 336 to 215; UMD's class size increased from 2,130 to 2,248; and UMTC's first-year class size increased from 4,957 to 5,588.²¹

Based on 2005 application data (as of 9/2005): UMM first year student applications were down very slightly (.5%) compared to the same time period last year. (UMC applications were down 4%, those at UMD were down 4.6% and those at UMTC were 11.2% higher than last year at the same time).

Most applications to UMM for 2005 were from Minnesota residents. Of the 1,060 applications received, 486 were from Twin Cities (7 County Metro area) residents and 380 were from residents of Greater Minnesota. In addition, about 18% of applicants were from out-of-state. Of these, 41 applications were from Wisconsin, 60 from the Dakotas, 31 from Illinois, 44 from other states, and 18 other/international. For additional information see:

<http://www.morris.umn.edu/academic/StudentOriginReport2004.pdf>

The UMM offer rate was 77.8% in FY2004. The offer rate for 2005 increased 4.3%. For the past number of years, UMM's offer rate has been very similar to UMD. Only UMC exceeds this offer rate. UMTC's offer rate has remained stable over the last several years: Fall 2001: 75.6%; Fall 2002: 74.3%; and Fall 2003: 75.9%.

The yield rate for UMM in Fall 2004 was 45%. In 2005 it dropped to 39.8%. By way of comparison, UMTC's yield rate in 2004 was 40.8%; UMD's was 42.1%, and UMC's yield rate in 2004 was 53.9%. For other public liberal arts colleges, the yield (in Fall 2004) at St. Mary's College of Maryland was 32.4% and at the University of North Carolina-Asheville the yield rate

¹⁸ Eight of the top 20 ranked private Liberal Arts Colleges have *fewer* students than UMM. See Appendix F.

¹⁹ Robert K. Toutkoushian, "Strategic Planning for the Morris Campus-University of Minnesota," Office of Planning and Analysis, University of Minnesota (February 26, 1996), at. p. 9.

²⁰ Compact for the University of Minnesota, Morris, 2005-06 Academic Year

²¹ According to its 2005-06 compact, UMM has hired a new Chief Enrollment Officer

was 37.8%.²² In 2003, 40% of new college students (nationally) applied to four or more colleges for admission.²³

Student Retention

The 1996 UMM strategic planning report identified the need to improve retention, especially after the sophomore year. According to the 1996 report: “While UMM has been very successful in attracting many of the top students in the state, as measured by their high school rank and ACT scores, the campus has had difficulty in retaining a large proportion of their students. Improving retention rates would have benefits not only in increasing tuition revenue, but also for raising graduation rates and ensuring adequate enrollments in many upper-division classes.”²⁴ The report continued:

[A]n unusually large proportion of students (22% of entering freshmen) leave the campus after their second year. In discussions with campus administrators, faculty, and students, several possible explanations emerged. First, many students treat Morris as a two-year college, choosing to transfer after their second year to larger institutions. Second, while freshmen receive considerable financial aid as an enticement to enroll at UMM, sophomores and upper-division students are not eligible for this aid. As a result students face steep net tuition increases following their freshman year. Third, a number of students who transferred to the Twin Cities campus elected to enroll in one of the science fields, either in the Institute of Technology (particularly engineering) or the College of Biological Sciences.²⁵

First year retention rates at UMM currently hover between about 80 to 85%. Second year retention rates range between about 70% to 75% and third year rates generally range from about 65% to 70%.

Retention rates for freshmen who entered UMM and remained on the Morris campus have risen significantly since the 1996 report. The first year retention rate in 2003 was 83.7% compared to 75.1% in 1995. The second year retention rate was 71.8% compared to 58.1% in 1995. The third year retention rate was 63.3% compared to 53.9% in 1995. For freshmen who entered UMM and remained at any campus of the University of Minnesota system, UMM’s first year retention rate rose to 86.7% in 2003 from 81.1% in 1995. The second year retention rate rose to 74.3% from the 1995 rate of 71.0%. The third year retention rate remained the same at 68.6% compared to the 1995 rate of 68.6%. (For a list of all University of Minnesota system retention rates, and three-year averages for UMM, see Appendix B.)

Transfers into UMM

Since Fall 2001, UMM has enrolled about 60-80 new transfer students each year.

²² Cited in Grinnell’s 2005 Strategic Plan at p. 10. Available at: <http://www.grinnell.edu/offices/institutionalplanning/strategicplanning/includes/Strategic%20Plan%2005.03.05%20.pdf>

²³ *Ibid.*

²⁴ Toutkoushian, “Strategic Planning,” at p. 8.

²⁵ Toutkoushian, “Strategic Planning,” at pp. 8-9.

Graduation Rates

The four year graduation rate for UMM in 2000 was the highest in four years at 40.9%. The five year graduation rates range from about 55% to 60%. The six year graduation rate is 57.1%²⁶ The Education Trust lists the 2003 six-year graduation rate of 62.3% for the top five public baccalaureate liberal arts colleges in the U.S. (UMM included).²⁷ By way of additional comparison, the four, five, and six year graduation rates at St. Mary's College of Maryland are 63.4%, 72.2%, and 75% respectively. At the University of North Carolina-Asheville the four, five, and six year graduation rates are 25.5%, 48.7%, and 52%. (For a list of all University of Minnesota system graduation rates, see Appendix B.)

A high portion of UMM graduates are the first in their families to graduate from college (39% - UMM, 38% - UMD, 34% - UMC, 30% UMTC - 2004 UM Graduate Exit Survey).

Student Financial Need

Morris students are most likely to identify grants (Pell, state grant, etc.) as a major source of funding for their college education. Forty-eight percent of Morris students identified these financial need-based funds as a major source of funding for their senior year of college (compared to 19% - UMTC, 26% - UMD, 36% - UMC.) The percentages of respondents identifying grants as a major source of funding for their freshman year are very similar. Forty-six percent of Morris respondents identified loans as their largest source of funding for their senior year, compared to 36% at UMTC. (UMD and UMC fall between these extremes - 2004 UM Student Experience Survey).

Institutional reporting parallels student self-reported data regarding financial need. UMM enrolls the highest percentage of undergraduates who are Pell Grant recipients of any of the UM campuses, 29.3% (16.2% -UMTC, 17.4 % - UMC, 19.1% - UMD). UMM is within the top one-third of COPLAC schools enrolling the most Pell Grant recipients. (The Education Trust: College Results Online, most recent data, 2001-2002 statistics.) For full-time, first-time undergraduates at UMM, 42% receive Federal grants - scholarships/fellowships (compared to 18% - UMD, 21% - UMTC, 31% -UMC.) (2003-04 data, IPEDS College Opportunities Online.)

Among 25 private and public universities in the upper Midwest (Minnesota, Wisconsin, North Dakota, and South Dakota), UMM enrolls the highest percentage of students receiving federal grant aid.²⁸ According to the 2003-04 UMM Financial Aid report: "90% of the student body were recipients of one or more forms of financial assistance through the University of Minnesota, Morris during the 2003-2004 fiscal year. The forms of aid included student employment, loan assistance, and grant and scholarship aid. The average amount of financial aid assistance provided per student recipient from UMM during the 2003-2004 fiscal year was \$8,778. This includes both need-based and non-need based financial aid."²⁹

Student Demographics

²⁶ For retention and graduation rates see the 2004-05 Accountability Report, at p. 105.

²⁷ The Education Trust: College Results Online. See: <http://www.collegeresults.org/>.

²⁸ The Education Trust: College Results Online. See: <http://www.collegeresults.org/>.

²⁹ <http://www.morris.umn.edu/academic/annualrpts04/FinancialAid.pdf>

Students of color have comprised 15% of the UMM student population since 1997, the highest percentage of any of the UM campuses. In Fall 2004, 7.8% of UMM students were American Indian; 3.1% were Asian/Pacific Islander; 2.2% were African American; and 1.5% were Chicano/Hispanic.³⁰ For new high school students (NHS) entering in Fall 2004, 17.3% were students of color. Since Fall 2000, the number of American Indian students steadily increased from 109 in Fall 2000 to 143 in Fall 2004. Over that same time period, the number of African American students declined each year, from 103 in Fall 2000, to 91 the following year, to 65 the next, to 52 in Fall 2003 and down to 41 in Fall 2004. The number of Asian/Pacific Islander and Chicano/Hispanic remained flat. International students account for about 1% of students.³¹

In Fall 2004, 61.5% of UMM students were women. UMM enrolls the highest percentage of women of any of the UM campuses. UMTC and UMD enroll more women than men; at UMC men outnumber women. National statistics show four-year college/university enrollments at 55% women.³² Baccalaureate liberal arts colleges enroll a higher percentage of women students than other 4-year institutions.

From 1960 through 1975, nearly all of UMM's student population was from Minnesota (95-98%), with 10-19% coming from the 7-County Metro area. Since 1990, 85% of students are from Minnesota, with 28 to 35% from the 7-County Metro area. Since 2000, UMM students enrolling from the counties surrounding Morris has been quite consistent (ranging from 10 to 12% of the student body each year.)

Entering NHS Student Profile – High School Rank, ACT

The high school rank of UMM students has been declining on two measures, mean high school rank and the percentage of students graduating in the top ten percent of their high school class. Based on the University of Minnesota Fall 2004 Student Characteristics Report 34.7% of UMM students graduated in the top 10 percent of their class. This compares with 30.8% for UMTC, 17.2% for UMD and 8.9% for UMC. Of UMTC colleges, three exceeded UMM's average (CSOM at 76.0%, CBS at 55.2%, and IT at 44.4%).³³ Historic data from the 1990s shows 40-50% of UMM's entering students in the top 10% of their class, with a high of 62% in 1990 and 1991. During this same time, 27% to 31% of new UMTC students were from the top 10% of their high school class, compared with 16 to 21% at UMD and 2 to 9% for UMC.

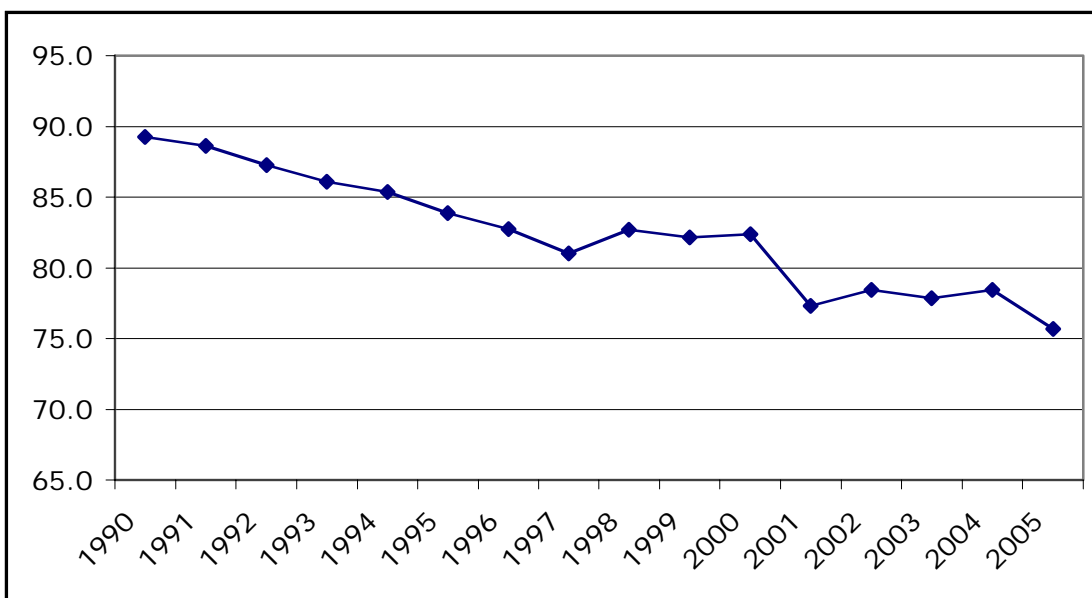
Over the past 15 years, the average high school rank percentile of new UMM students has declined from the all-time high reached in 1990. Since FY2001 the high school rank average for UMM students has been below that for the University of Minnesota, Twin Cities (UMTC) with that average including General College.

³⁰ 2004-05 Institutional Data Book, p. 28.

³¹ *Ibid.*

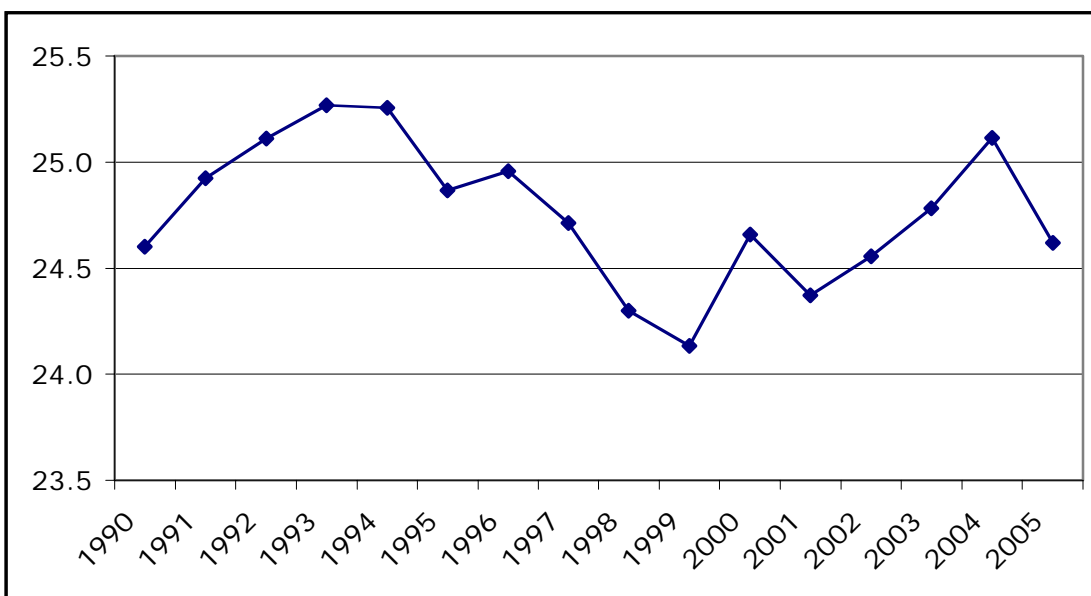
³² U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, Winter 2001-02, and Fall 2002 surveys

³³ See: http://www.irr.umn.edu/nscr/2004/NHS_2004_full.pdf



Average High School Rank
 University of Minnesota Morris
 Fall 1990 - 2005

ACT scores for UMM students have been fairly steady, hovering between 24 and 25, but declined to 24.6 for Fall 2005 after posting gains from FY2001 through FY2004. These numbers, like the high school rank percentile numbers, are higher than either the Duluth or Crookston campuses. UMTC entering student mean ACT scores (including General College) have risen steadily over the past 15 years from under 23 to a new high of 25.1 in Fall, 2005, exceeding the UMM mean score for the first time.



Average ACT Composite Score
 University of Minnesota, Morris, Fall 1990 - 2005

Student Experience

Students' evaluation of the overall quality of instruction at UMM increased significantly from 2002 to 2004, based upon 2004 and 2005 Graduate Exit Surveys and the 2004 Student Experience Survey. Students rating the overall quality of instruction for 1000-level intro courses as "excellent" or "very good" (the top rankings on a six-point scale,) increased from 48% in 2002 to 64% in 2004. Within students' major courses, students rating the overall quality of instruction as "excellent" or "very good" increased from 74% in 2002, to 82% in 2003, and 86% in 2004. The mean evaluation for 1000-level courses increased from 4.43 to 4.66, and major courses from 5.00 to 5.24. These ratings lead the UM system.

Full-time teaching faculty work closely with students in and out of the classroom and serve as students' academic advisors at UMM. Eighty-six percent of students rated the helpfulness/accessibility of faculty in their major as "excellent" or "very good." (Mean: 5.43 on a six-point scale).

Curriculum review and enhancement: Morris graduates' mean response regarding the number of pages of polished writing in coursework they completed during the last two years of college falls a bit below the UMTC campus mean (UMM mean: 3.13 on a 4 point scale; UMTC mean: 3:19.) UMM data in the National Survey of Student Engagement 2002 and 2004 is below the mean for baccalaureate liberal arts colleges in writing as well. In response, the UMM Curriculum Committee is reviewing the Morris writing curriculum during the current academic year.

Over 90% of first-year UMM students live on campus. Fifty percent of the total UMM student population lives on campus,³⁴ with 95% living within five miles of the campus. (Student Experience Survey 2005)

In 2005, 44% of UMM's graduates worked with a faculty member on a shared research or artistic project during their time at the university (up 5 to 10% over responses from the three previous years.) On other UM campuses, 18% to 24% of 2005 graduates were engaged in these activities. Eighty-three percent of UMM graduates took a freshman seminar (compared to 32% on other campuses.) (2005 Graduate Exit Survey)

UMM's 2005-06 compact notes that: "34% of UMM students participate in an independent learning experience with a faculty mentor. We seek modest increases in this proportion. 48% of UMM students study abroad during their college careers, the highest within the University. We seek to improve this number significantly. Our ultimate goal is to double it; to see virtually every UMM student have an international experience during the undergraduate years."

According to the most recent Cooperative Institutional Research Program (CIRP) administered by the Higher Education Research Institute at UCLA's School of Education, 90% of UMM students are engaged in volunteerism.

5. UMM Faculty

³⁴ See: <http://www.morris.umn.edu/services/reslife/>

Beginning in FY1998, the number of tenured and tenure-track faculty has increased each year (with one exception). UMM FYE tenure/tenure track staff grew from 84 in FY1998 to 102 in FY2005—an increase of 21%. Non-tenure track faculty, over the same period, decreased from 25 to 12. This represents a net change in faculty of +10, while at the same time FYE enrollment has decreased. Female tenured or tenure track faculty represented 40.0% of the faculty in FY2004. This compares to 27.8% at UMTC, 33.6% at UMD and 25.5% at UMC. Faculty of color in FY2005 comprised 14.8% of all tenured or tenure track faculty. This compares to 14.5% UMTC 19.3% UMD and 6.4% UMC. At a time when major research universities, comprehensive universities, and even liberal arts colleges are relying on more and more non-tenure track faculty, UMM has nearly abandoned the practice.

The average salary (i.e. not full compensation) for UMM professors is \$70,130. Of the 40 associate professors, 38 are tenured (17 women). The average salary (i.e. not full compensation) for UMM associate professors is \$54,910. There are 50 assistant professors (24 women) and of these 50 faculty, nine are not tenure-track positions. The average salary (i.e. not full compensation) for UMM associate professors is \$42,555. There are four instructors and two of these are tenure-track positions.

Faculty salaries (professor, associate professor, and assistant professor) are below that of St. Mary's College of Maryland by about \$2,000 to \$5,000 per year depending upon faculty position. Salaries for faculty at UMM are higher than at the University of North Carolina at Asheville (\$200 to \$1,100) for full professors and for associate professors. UMM assistant professors have an average salary about \$3,300 less than that those at UNC, Asheville.

When total average compensation is considered, UMM faculty compensation in all categories exceed those at St. Mary's College of Maryland ranging from \$1,500 to \$5,400 per year, depending upon position. Compensation for UMM faculty in all categories exceed those at UNC, Asheville ranging from \$4,100 to \$11,400 per year, depending upon position. Average compensation for UMM faculty in all categories exceeds that of faculty at Gustavus Adolphus College and St. Olaf College, for example, but is lower than for faculty at Carleton College and Macalester College, especially for full professors and associate professors. When total average compensation is considered, UMM faculty compensation ranks 8% below the all-rank mean of its peer group. For 2004-05 salary and compensation peer comparisons see Appendix E.³⁵

Total expenditures for "Instruction" were about \$10.9 million in FY2004. In FY 1999 expenditures for instruction were about \$8.8 million.

Since 1966, thirty-three UMM faculty have received Horace T. Morse Awards for undergraduate teaching, granted annually to faculty members nominated by the colleges. Twenty-two Morris faculty are members of the Academy of Distinguished Teachers, that is one out of eight faculty members on campus.³⁶ This means that UMM has the highest concentration of Morse award

³⁵ Data provided by UMM Institutional Research Office.

³⁶ Winners of both the Horace T. Morse-University of Minnesota Alumni Association Award and the Award for Contributions to Postbaccalaureate, Graduate, and Professional Education comprise the membership of the Academy.

winner of any collegiate unit of the University. In practical terms, every UMM graduate will have taken at least one course from a Morse Award winner.

The UMM student to faculty ratio is 14/1, compared to 15/1 for UMTC.³⁷ This ratio is higher than that of the most highly ranked private liberal arts colleges, but on a par with other public liberal arts institutions. Sixty-eight percent of UMM classes have 20 or fewer students.

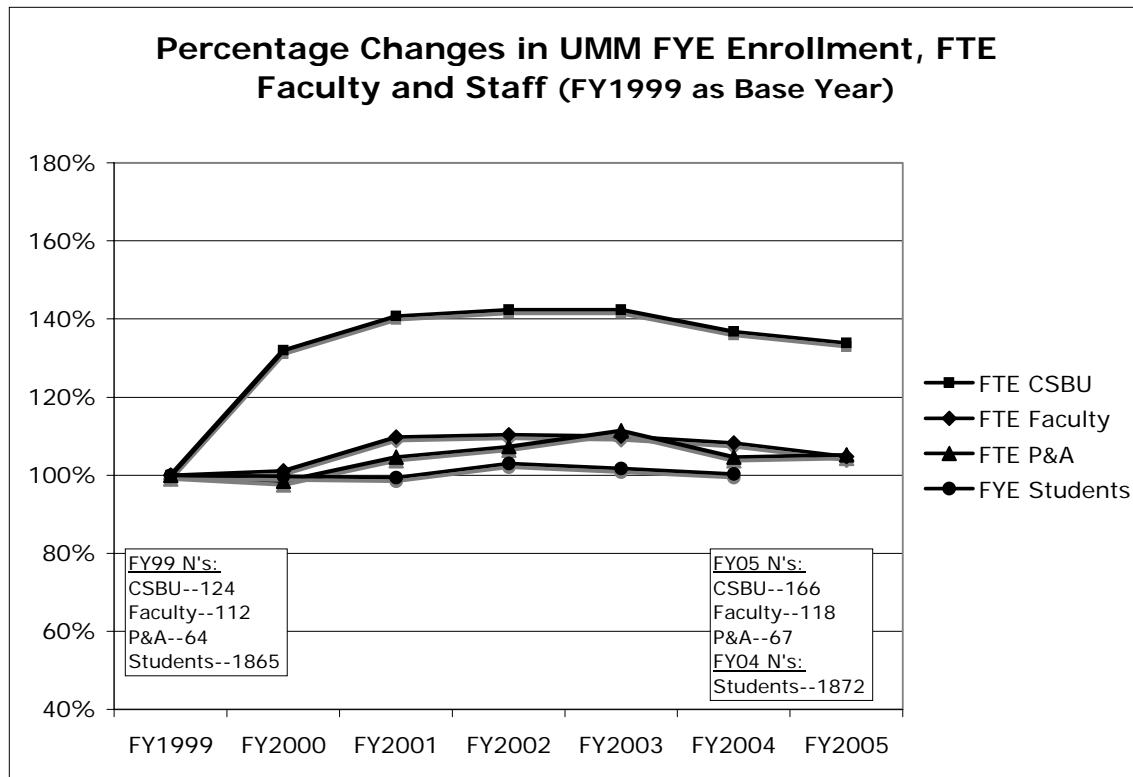
6. UMM Staff

From FY1999 to FY2004, Civil Service/Bargaining Unit staff increased 34% from 124 FTEs to 166, administrative staff remained stable at about 35 and professional staff increased 34% from 29 to 39. In 2005, 68.1% of Civil Service/Bargaining Unit staff were female; 43.0% of professional and administrative staff were female; and 42.4% of executive staff were female. In 2005, 4.2% of staff who were Civil Service/Bargaining Unit staff were staff of color; 12.1% of professional and administrative staff were staff of color; and no executive staff were staff of color.

For UMM’s organizational chart see:

http://www.morris.um.edu/services/acad_affairs/orgchart.shtm

For a comparison of enrollment compared with numbers of staff and faculty see the chart below:



³⁷ Of the top 25 private liberal arts colleges, all have a ratio of between 8/1 and 10/1.

7. Academic Programs

The majors represented at UMM are consistent with other liberal arts colleges. The only degree offered is the BA. Except for certification in some fields of Education, the college offers no professional programs, although many students enroll in pre-professional programs. From spring 1999 to spring 2004 the most popular primary major for UMM students, based on enrollment, has been Biology (11.1% of UMM degree seeking students in spring 2004). Other popular majors include Elementary Education (BA), (7.5% in spring 2004), English (6.2%), Political Science (5.8%), Psychology (5.7%), and Management (5.3%). Each other major enrolled, in spring 2004, fewer than 5% of students. This relatively even distribution of students in majors is reflective of the liberal arts curriculum at UMM. For spring 2004 enrollment by major see Appendix C.

In the five years between 1999 and 2004, on average 331 students annually graduated from UMM. Nevertheless, these students represented a total of 400 majors. Fully one-fifth of UMM students graduate with more than one major, not to mention minors. In this period the numbers of majors annually coming from the divisions of Science and Math and of Humanities are roughly equivalent (93.4 and 95.8 respectively). The Division of Social Science accounted for 186.2 majors annually, or nearly fifty percent higher than the other divisions. This is due, in part, to the strong and popular majors of Management, Liberal Arts of Human Services, Political Science, and Psychology all being located in this division.

The most popular course areas at UMM (each accounting for more than 5% of total enrollment) for fall 2004 were: Biology (9.0%); Music (8.6%); Psychology (8.1%); Chemistry (6.8%); Interdisciplinary Studies (6.7%); and English (6.1%). These courses represent three of the four divisions on campus and again manifest the strength of the liberal arts education in which students take a broad array of courses from across the curriculum.

Based on 2004 fall semester data there were 401 discrete classes. Of these, 120 enrolled fewer than 10; 222 enrolled between 10 and 29 students; 36 enrolled between 30 and 49 students; 21 enrolled between 50 and 99 students; and two enrolled 100 or more students.

For a list of 2005-06 General Education Requirements and Course Listings see:
http://www.morris.umn.edu/services/acad_affairs/gened/GER05.html

One of the unique courses offered at UMM, and a centerpiece of the general education curriculum is the First Year Seminar. The course is described in the following manner in the most recent brochure: "IS 1001, First Year Seminar (FYS), is organized in sections of 15 students, and is designed to be an introduction to liberal arts at UMM. See:
<http://www.morris.umn.edu/academic/is1001/brochure05.pdf>

UMM conducts a Summer Session offering about 12-15 courses.

<http://www.morris.umn.edu/cerp/undergrad/summer2005.htm>

UMM, as a residential liberal arts college does not offer a full schedule during the summer, but rather focuses on three types of courses. Traditionally students have used the summer session to take specific general education courses which for one reason or another they have not taken

during the regular academic year. This may be for remediation or more usually for students to speed up their progress towards a degree. The campus offers a wide range of three-week courses during the May term. Many of these involve travel to foreign destinations and all are exemplified by an intensive exploration of an academic topic. Lastly some summer courses provide faculty with the opportunity to study a particular topic in depth with students, with or without a travel component.

8. Technology at UMM

UMM boasts state of the art classrooms in two buildings: the Science complex (new and renovated as of 2001) and the newly renovated Social Science Building. Significant work on the infrastructure is needed in three buildings: Briggs Library, Humanities, and HFA.

UMM has wireless in place in the Briggs Library and Student Center. To be competitive among similar liberal arts colleges the campus needs to have wireless in place in all the major classrooms

Because of the residential nature of the college there is little inclination or desire to provide an extensive academic program on the web. Nevertheless, UMM does have some mediated curricula.

“GenEdWeb is a General Education program delivered entirely via the World Wide Web to students pursuing study of the liberal arts for an undergraduate degree. These courses are lower division (usually taken in the first two years of college) and generally require no previous study on the college level.

”The courses in the GenEdWeb program provide a foundation for undergraduate study by building skills and knowledge in diverse subject areas and ways of knowing. Each course will fulfill at least one general education requirement. The courses are also transferable to other colleges following transfer guidelines of the institution accepting the courses in transfer.” See: <http://genedweb.morris.umn.edu/welcome/> and <http://genedweb.morris.umn.edu/courses.shtml>

The campus is also involved in many programs aimed at utilizing technology in instruction. The [Archibald Bush Foundation](#) renewed a three-year grant to the University of Minnesota system to enhance student learning through innovative teaching and technology strategies. Each of the campuses has selected a unique focus for its efforts.

For UMM the grant will support “Engaging Students by Teaching to Multiple Learning Styles” See: <http://www1.umn.edu/ohr/teachlearn/innovative/> and <http://www1.umn.edu/ohr/teachlearn/innovative/ittsgrant.pdf>

UMM, too, has participated in several University-wide technological initiatives. A recent TEL grant will help enable discussion in some classes at UMM. The project is described as seeking:

to enhance student learning through the development of web forums for all English 3000 and 4000-level courses as well as Creative Writing courses. Discussion is a vital part of these upper-level courses and workshops are a vital part of our Creative Writing courses.

Web forums will give students another avenue to collaborate, discuss, and provide peer review. Our 3000 level topics courses are capped between 25-35 students, a number which sometimes make it difficult to include everyone in discussion and can intimidate some students; webforums will increase the number of students who can join in discussion. (See: <http://dmc.umn.edu/grants/2005/gercken.pdf>)

A second recent TEL grant will support a Computer Assisted Calculus Education Project designed to:

develop the educational software for computer assisted education of calculus sequence courses. This project seeks to integrate traditional and computer based teaching rather than to develop them separately. The immediate objective of this project is to upgrade the calculus curricula in the Morris campus. Long-term objectives include the publication of the software and the development of distance learning program. (See: <http://dmc.umn.edu/grants/2005/kahng.pdf>)

Section 9 Campus Partnerships

An important campus partner is Continuing Education, Regional Programs and Summer Session (CERP) CERP's mission is *"to provide access to the University of Minnesota through educational outreach to all lifelong learners in western Minnesota and beyond, and to enhance the programs and services of UMM for current and potential students."* CERP operates through three primary programs: Extension Classes, Summer Term and Regional Programs; and directs two somewhat autonomous units, the Center for International Programs (CIP) and the Center for Small Towns (CST).

Enrollments in CERP programs have been strong. In fact, over the past two years, enrollment in Extension (evening) Classes, GenEdWeb and Summer Term have been at historic highs. It is also worth noting that approximately 25% of the student body participated in a summer credit activity, and almost 50% of the faculty. CERP programs have contributed well over 100 students (head count) to UMM enrollment in each of the past two years.

CERP is centrally involved in the new initiatives with China. In 2004-2005 the offering of Beginning Chinese language is being offered through CERP. In May Session 2006, Continuing Education will conduct a study program in China. In summer 2006 CERP will host students from China as participants in the Summer Scholars program. CERP played a major role in helping to draft the exchange agreement with Shanghai University and has participated in discussions about other exchanges with China.

CERP continues to be an important partner to other units of the University of Minnesota, as well as to the communities of this region. CERP, for example, works with other entities such as the University of Minnesota Extension Service and collaborates with other campuses of the University of Minnesota, most notably Duluth, in the delivery of post baccalaureate degree options for residents of west central Minnesota.

CERP programs receive funding from allocations provided by the University's Central Administration and/or from UMM, from student tuition, and from grant sources such as the Department of Housing and Urban Affairs Community Outreach Partnership Center's grant (Center for Small Towns) and the Curriculum Integration Project (Center for International Programs).

Another important partnership involves UMM and other regional U of M institutions. Morris is home to the UMM campus, the West Central Research and Outreach Center, a Minnesota Extension Regional Office and the West Central Regional Sustainable Development Partnership.

The partnerships with West Central Research and Outreach and Extension are evolving as missions and organizational changes occur. Renewable and alternative energy programs are one area that over the last three years have gained significant momentum and interdependence between the campus and WCROC. Although the missions of each of the institutions are different, the collaboration in achieving those missions can be mutually beneficial. The development of a wind turbine as part of the renewable energy center of WCROC required close collaboration and contractual agreements between both institutions and provides an economic incentive for UMM. The development of a Biomass plant at UMM will provide a new research platform for WCROC.

Other less obvious relationships with WCROC deal with UMM workstudy student assignments, academic support, safety and health programs, saddle club leases, and facilities operations.

The West Central Regional Sustainable Development Partnership provided vital citizen engagement and seed funding for green campus initiatives—renewable energy and local foods. The partnership funded the creation of the Pride of the Prairie local foods initiative, fostering collaboration between UMM, WCROC, Extension and the area community.

Campus – Community Partnerships

UMM has developed an aggressive community partnership program that includes, among other things, a shared running track and a soon to be constructed football field. The Regional Fitness Center has been recognized as an example of successful community-university partnership. This partnership involves the school district, the city, and the county as well as the local businesses and private supporters.

Mutual aid agreements are in place between local law enforcement agencies and emergency response resources within the community. UMM is currently working on a long term lease for space in the new Stevens County Historical Society building to store campus archive material. Briggs Library maintains a community outreach initiative to provide information services to various community groups.

The campus has successfully secured funding from regional sources such as AURI, Ottetail Power, Chippewa Valley Ethanol, and MN Corn Growers to support renewable energy initiatives underway on the campus. For other partnerships with funding relationships, refer to the annual report from the Grants office.

The campus academic mission also supports the development of service learning programs which are effective means of integrating student experiences into the fabric of the local community. There are very few businesses or agencies in Morris that have not been involved in some aspect of service learning or student volunteer programs operated by the campus community.

10. College Rankings and Peers

Based on the Carnegie Foundation classification “Baccalaureate Colleges—Liberal Arts” defined as “undergraduate colleges with major emphasis on baccalaureate programs [that award] at least half of their baccalaureate degrees in liberal arts fields”³⁸ UMM is one of approximately two dozen public liberal arts colleges³⁹ (there are approximately 200 *private* liberal arts colleges nationwide as designated by the Carnegie Foundation).⁴⁰

See Appendix D. For a regional perspective, the Carnegie Foundation lists the following liberal arts colleges in Minnesota, Illinois, Indiana, Iowa, North and South Dakota, and Wisconsin. [If the college was ranked as a “top [liberal arts] school” nationally by *U.S. News* in 2005 then that ranking is listed in brackets]

Minnesota

Public: University of Minnesota, Morris

Private: Carleton College [5], College of Saint Benedict [101], Concordia College-Moorhead, Gustavus Adolphus College [77], Macalester College [26], Saint John's University [77], and Saint Olaf College [62].

Illinois

Public: None

Private: Augustana College [89], Blackburn College, Illinois Wesleyan University [53], Knox College [77], Lake Forest College [105], Monmouth College, Principia College [96], Shimer College, and Wheaton College [51].

Indiana

Public: None

Private: DePauw University [42], Earlham College [70], Goshen College, Hanover College [89], and Wabash College [48].

Iowa

Public: None

Private: Coe College [105], Cornell College, Grinnell College [16], Luther College [101], and Mount St. Clare College

Michigan

³⁸ See: <http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm>

³⁹ See: <http://www.carnegiefoundation.org/Classification/CIHE2000/PartIfiles/BA-LA.htm>

⁴⁰ See: <http://www.carnegiefoundation.org/Classification/CIHE2000/PartIfiles/BA-LA.htm>

Public: None

Private: Adrian College, Albion College [83], Alma College, Hillsdale College [96], Hope College [96], Kalamazoo College [53], and Olivet College

North and South Dakota

Public: None

Private: None

Wisconsin

Public: None

Private: Beloit College [53], Lawrence University [53], Ripon College

On the front pages of UMM's Web site UMM states that it is "America's Best Public Liberal Arts College"⁴¹ and that it is "Ranked in the top 3 by US News."⁴² It also specifically features a reference to the *U.S. News and World Report* rankings on its Web site at:

<http://www.morris.umn.edu/prospective/>

Of liberal arts colleges, two public liberal arts colleges are ranked by *U.S. News and World Report (America's Best Colleges, 2005)* within the top 110 liberal arts colleges (public and private). Two public liberal arts colleges can be found on that list: Virginia Military Institute ranked 77th and St. Mary's College of Maryland ranked 87th. UMM was not included in the top 110. *U.S. News and World Report* also separately lists the top five *public* liberal arts colleges and on this list, for 2005, UMM is third, behind Virginia Military Institute (VMI) and St. Mary's College of Maryland, (MCM) and ahead of the University of North Carolina at Asheville (NCA), and Richard Stockton College (RSC).

The 2006 *US News* rankings were released in late August. In these 2006 rankings, UMM was ranked 4th among public liberal arts colleges behind the New College of Florida. Here are the 2006 rankings:

1. Virginia Military Institute
2. St. Mary's College of Maryland
3. New College of Florida⁴³
4. University of Minnesota–Morris
5. U. of North Carolina–Asheville

Some data comparisons for the top five public liberal arts colleges in 2005 as rated by *U.S. News*:

2003 6-year Graduation Rates

MCM: 75%; VMI: 68%; %; UMM: 68%; RSC: 65%; NCA: 51%

⁴¹ <http://www.morris.umn.edu/indexsp.shtml>

⁴² <http://www.morris.umn.edu/indexrd.shtml>

⁴³ The New College of Florida is located in Sarasota. It enrolls less than 700 students and has 66 faculty. It became an independent school in 2001. See: <http://www.ncf.edu/Documents/FactSheet.html>

Acceptance Rates

RSC: 43%; VMI: 51%; MCM 55%; NCA: 73%; UMM: 83%;

In 2005, the top five (including ties) liberal arts colleges as ranked by *U.S. News and World* report were: Williams College, Amherst College, Swarthmore College, Wellesley College, Carleton College, and Pomona College. As a point of comparison, these top five (they are all private) colleges have freshmen retention rates of 96% - 98%, 2003 6-year graduation rates ranging from 89% to 97%, and acceptance rates that vary from 18% to 41%.

VMI enrolls 1,333 students; MCM 1,922; NCA 3,410; and RSC 6,540. Of the top ten liberal arts colleges, six have enrollments of fewer than 1,750 students. The following liberal arts colleges have fewer than 1,750 students: Davidson 1,712; Bowdoin 1,647; Amherst 1,618; Pomona 1,555; Swarthmore 1,500; and Haverford 1,163.⁴⁴

UMM is a founding member institution of the Council of Public Liberal Arts Colleges.⁴⁵ The 21 member institutions of this organization include some liberal arts colleges not included in the Carnegie Foundation group listed above (e.g. University of Wisconsin-Superior, Truman State University, and Ramapo College of New Jersey). (For additional information, see Appendix F)

For salary and compensation comparison purposes UMM has designated the following 14 colleges as its “peers”:

Private: Carleton, Concordia, Gustavus Adolphus, Hamline, Luther, Macalester, St. Benedict, St. John’s and St. Olaf.

Public: St. Mary’s (MD), UNC at Asheville, UME at Farmington, Ramapo College, and Mary Washington College.

UMM was also recently ranked #4 among public liberal arts colleges by The Washington Monthly “College Guide.”

11. UMM Finances

a) Sources of Revenue

Centrally Allocated Funds

UMM has received an increase of 24.7% (in \$ per FYE) support and an increase of 38.2% in centrally allocated funds per FYE student from FY1999 to FY2004. In nominal dollars, state support has increased 22.5% over this time period, while at the same time state financial support generally remained flat across the rest of the U of M system. Centrally allocated funds have increased 35.7%.

⁴⁴ Based on data from *America’s Best Colleges 2005*.

⁴⁵ See: www.coplac.org

In FY1999, UMM received nearly 60% of its centrally allocated funds from state support. By FY2004, state support has dropped to 53% of centrally allocated funds. While the University has increased its allocation of state support to UMM over the past several years, at the same time the campus has become slightly more dependent on tuition and fee revenue over time.

Tuition

Per semester tuition and fees for students taking 15 to 20 credits (2004-2005) at UMM are \$3,834.00 or \$7,668.00 per academic year. There is no differential in tuition and fees for in-state and out-of-state students at UMM.

Research Grants and Contracts

From 1999-2004 Research grants and contracts awarded have ranged from about a low of about \$120,000 to a high of about \$700,000 per year.

Gifts

UMM's annual gift production increased from \$232,632 in the mid-1990s to a peak of \$2 million in FY2000 during Campaign Minnesota. Gift production fell to \$255,000 in FY2003, then increased to \$1.1 million in the most recently completed fiscal year (2005). Since FY1999 gifts received have declined each year from about \$835,000 to about \$485,000 in FY2003. Campaign pledges are being fulfilled over the next several years, and thus the gifts received will be elevated relative to the gift production as a whole until the Campaign pledge periods are fulfilled.

b) Expenditures

A summary of expenditures for FY2004 indicates the proportion of resources broadly devoted to instruction, research, etc. In FY2004 UMM expenditures totaled \$35,826,136. Instruction accounted for \$10,776,960; Research \$105,824; Public Service \$892,150; Academic Support \$3,880,401; Student Services \$2,848,472; Institutional Support \$1,811,566; Student Financial Aid \$5,826,198; Operation/Maintenance of Plant \$4,098,105; and Other \$5,586,460.

Faculty and Staff

See UMM Faculty and UMM Staff above.

Research

Over the past five years funds dedicated to research have varied with a high of about \$227,000 in FY 2001 to a low of about \$141,000 in FY 2003.

Facilities Operations and Maintenance

Expenditures for "Plant" at UMM have increased slightly from \$3.5M in FY2000 to \$4.1M in FY2004.⁴⁶

⁴⁶ Note this comment from Grinnell's 2005 Strategic Plan (at p. 13): "There is a risk in over-investing in facilities or trying to meet all articulated needs. After we complete our planned facilities program, we should restrain our facility ambitions in order to observe both the manner in which new facilities shape or reshape campus life and the experiences of other institutions."

Athletics

UMM recently transferred from the Northern Sun Intercollegiate Athletic Conference NCAA Division II athletics to the Upper Midwest Athletic Conference in Division III.

12. Planning Principles

The principles articulated below were developed by the central administration to help guide UMM's strategic positioning process:

Preeminent is that the responsibility for developing and implementing a process of change must be led by UMM itself.

In devising a plan for its programs, UMM should follow the seven decision-making criteria articulated in section V of the January 2005 Strategic Positioning Report: Centrality to Mission; Quality, Productivity, and Impact; Uniqueness and Comparative Advantage; Enhancement of Academic Synergies; Demand and Resources; Efficiency and Effectiveness; and Development and Leveraging of Resources⁴⁷ and the five operating principles listed above (pp. 4-5).

UMM should review and implement where appropriate the recommendations outlined in the Administrative Task force, including: Recognizing the University of Minnesota, its campuses, colleges, departments, and units as a single administrative enterprise, where applicable; and optimizing the use of the University's physical, financial, and technological resources.

UMM should develop, communicate, and track clear and measurable criteria and benchmarks for success.

UMM should continue to explore new ways to increase fundraising and income potential.

UMM should determine its optimal enrollment size and develop realistic means of reaching that goal.

13. Aspirations for UMM

These aspirations for UMM could be considered separately or in various combinations.

UMM should clearly articulate its vision, mission, and standards as a public liberal arts college in the 21st century.

UMM should seek to reach many more national and, where possible, international students.

UMM should explore new directions and opportunities consistent with its, and the University's, mission. For example, more international programs, a heightened emphasis on alternative energy issues, undergraduate research, service learning, and the like.

⁴⁷ See: http://www1.umn.edu/systemwide/strategic_positioning/decision.html

UMM should seek to leverage partnerships with other regional UM programs (WCROC, Minnesota Extension, West Central Regional Sustainable Partnership) to serve the region and beyond.

UMM should explore more opportunities for sharing course content electronically with other U of M campuses.

UMM should seek opportunities to share administrative functions with other coordinate campuses.

UMM should explore new creative scholarship options.

14. Summary and Conclusion

The University of Minnesota, Morris is the state's public liberal arts college and is widely recognized as a regional and national leader. However, UMM enrollment is flat or declining (the lowest level in a decade) at less than 1,700 students, and the average high school rank of entering students is declining. Average ACT scores for entering UMM students declined for fall, 2005 while average scores for the Twin Cities campus have risen for the past 15 years and now exceed those of UMM. Issues with retention, particularly after the 2nd year, are still a concern.

These are serious issues facing UMM. The optimal size for UMM must be squarely addressed. What is the ideal enrollment for the campus? How does the college get from here to there? A new financial model should be established, taking into account the five principles listed in the Strategic positioning report. The campus also should reiterate its historic mission and build on its public liberal arts college tradition. It should continue to develop administrative efficiencies by sharing resources with other coordinate campuses and UMTC. It should continue its efforts at enhancing the diversity of its students and its faculty. One factor that could be explored is to relate the campus more closely to its prairie locale and place strong emphasis on the study of environment and the region. Demographic trends and a highly competitive environment for students will significantly impact UMM in the years ahead and it will be important for UMM to understand its "niche."

UMM should continue to invest in conveying its important role to the state and beyond. Currently 82% of UMM students are from the state of Minnesota and this suggests that more emphasis could be placed on attracting students from other states. More emphasis should be placed on communicating the role of a public liberal arts college in the 21st century. UMM has a proud past and should build on this as it moves forward. The role of the UMM task force will be especially important in this important effort.

APPENDIX A: Liberal Arts College Mission Statements⁴⁸

Private Liberal Arts Colleges

[Amherst College] “Our responsibility remains to select the best of diverse students, so that they may come here and learn from each other. To ensure that they balance learning and effort of mind, spirit, talent and body. To fire in them a lifelong desire for learning and moral reasoning and action. To inspire them to do what the college was founded for—to enlighten, care for and advance society as a whole, within and beyond our borders. It remains our students' responsibility to learn, engage and change the world. It remains the faculty's to inform teaching with scholarship that is deep but also broad—in the way it can be only at a great liberal arts college. And it remains our duty, together, to serve the community, and thereby learn further; to work with those less privileged. By serving our core mission of education, we serve beyond it.”

“One of the finest liberal arts schools in the country, Swarthmore College offers its 1,500 students a passionate learning community that prepares them for full, balanced lives and effective citizenship through rigorous academic study coupled with an emphasis on social responsibility”.

“At Williams, [our] vision undoubtedly involves the optimal use of new technologies to enhance the special relationship between a student and a faculty member; the breaking down of departmental boundaries, fostering cutting edge interdisciplinary teaching and research; [...] a program that allows our students to venture out into the world in ways that reinforce their classroom experiences; and a commitment to redouble our efforts to educate our students in an environment that reflects the great strength of our diverse society and to keep the precious prize of a Williams education open to the most talented students in the nation regardless of family background.”

Public Liberal Arts Colleges

“St. Mary’s [College of Maryland] shares the hallmarks of private institutions: an outstanding faculty, talented students, high academic standards, a challenging curriculum, small classes, a sense of community, and a spirit of intellectual inquiry. By combining the virtues of public and private education, St. Mary’s provides a unique alternative for students and their families. This special identity underpins the College’s success and its reputation for excellence. Its spectacular waterfront setting in the heart of the Chesapeake Bay region, 70 miles southeast of Washington, D.C. and 95 miles south of Baltimore, enhances the College’s uniqueness. The St. Mary’s campus is one of uncommon charm, inspiring a powerful sense of belonging.”

“The University of Maine at Farmington serves a statewide mission as Maine's public liberal arts college. We offer the educational experiences typically found at selective private colleges to bright and ambitious students from Maine and beyond. We are committed to the belief that a liberal education in a residential setting is the best preparation for careers and for citizenship.

⁴⁸ From the Colleges' Web site

Because all our graduates, including those who have studied in pre-professional programs, are liberally educated, they are creative problem solvers who have learned how to learn and how to work on complex challenges with people from a variety of backgrounds and fields. [...] Specifically, we prepare women and men for a better life by developing intellectual curiosity, critical thinking and decision-making, commitments to health and wellness, communication skills, technology skills, aesthetic appreciation, respect for human diversity, environmental stewardship, responsible citizenship in the global community, and an appreciation for the intellectual heritage of humankind.”

“All members of the University [of Mary Washington] community—students, faculty, and staff—are expected to participate in service to the institution and encouraged to engage in service to the larger community and to society. The University’s undergraduate, residential college of arts and sciences, Mary Washington College on the Fredericksburg campus, emphasizes excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity. Instructional and experiential programs provide students a strong general education, an understanding of their responsibilities as citizens in the broader, diverse community, and the skills necessary for creative and productive lives. To achieve these goals the college requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to a concentration in a particular field.”

Retention rates one year after entry

	1999	2000	2001	2002	2003
UMM	80.4%	85.0%	82.5%	79.6%	86.7%
UMTC	83.1%	83.1%	84.4%	85.8%	86.3%
UMD	75.8%	77.1%	78.3%	76.4%	78.7%
UMC	63.8%	59.4%	61.6%	68.2%	62.4%

Retention rates two years after entry

	1999	2000	2001	2002
UMM	69.3%	71.7%	70.0%	74.3%
UMTC	74.1%	73.6%	75.6%	76.8%
UMD	65.9%	68.2%	67.5%	65.9%
UMC	45.0%	59.4%	50.2%	54.7%

Retention rates three years after entry

	1999	2000	2001
UMM	66.0%	68.3%	68.6%
UMTC	68.4%	67.2%	69.5%
UMD	61.3%	64.3%	62.2%
UMC	39.0%	36.6%	41.2%

Graduation rates four years after entry

	1998	1999	2000
UMM	39.7%	40.2%	40.9%
UMTC	28.9%	32.1%	32.3%
UMD	22.6%	22.5%	25.9%
UMC	26.3%	19.7%	20.1%

Graduation rates five years after entry

	1997	1998	1999
UMM	55.7%	53.6%	55.8%
UMTC	48.8%	50.4%	56.0%
UMD	47.1%	45.0%	47.4%
UMC	38.4%	33.9%	33.5%

Graduation rates six years after entry

	1996	1997	1998
UMM	63.2%	60.3%	57.1%
UMTC	54.2%	55.1%	56.9%
UMD	51.2%	52.8%	51.0%
UMC	39.1%	39.6%	37.4%

University of Minnesota, Morris
Cohort Retention/Graduation Rates for UMM Freshmen

Student Retention

Entered		Returned for Subsequent Year			Graduated			
		Soph Year	Jr Year	Sr Year	In 4 Yrs	In 5 Yrs	In 6 Yrs	To Date
Fall 1992	UMM Only	79.1%	57.9%	54.4%	39.0%	47.5%	50.3%	51.1%
N=577	UMM in All-UM	83.8%	72.9%	69.8%	44.0%	56.9%	63.0%	64.5%
Fall 1993	UMM Only	81.5%	60.8%	54.7%	40.2%	51.1%	51.9%	52.9%
N=595	UMM in All-UM	86.4%	73.9%	70.1%	43.5%	60.8%	64.0%	65.4%
Fall 1994	UMM Only	79.8%	62.5%	59.5%	42.0%	53.5%	55.9%	56.5%
N=531	UMM in All-UM	84.7%	73.4%	72.5%	46.1%	62.5%	68.0%	68.7%
Fall 1995	UMM Only	75.1%	58.1%	53.9%	40.2%	48.5%	49.7%	50.5%
N=503	UMM in All-UM	81.1%	71.0%	68.6%	45.3%	59.0%	61.4%	63.6%
Fall 1996	UMM Only	82.6%	65.9%	61.3%	42.7%	54.6%	55.6%	56.9%
N=522	UMM in All-UM	86.0%	74.9%	72.6%	45.4%	61.7%	63.2%	65.5%
Fall 1997	UMM Only	78.5%	61.8%	57.7%	35.1%	47.7%	51.6%	52.5%
N=461	UMM in All-UM	83.1%	71.6%	67.7%	38.2%	55.7%	60.3%	61.2%
Fall 1998	UMM Only	78.6%	60.2%	54.2%	37.9%	48.7%	51.7%	
N=522	UMM in All-UM	81.6%	66.7%	61.3%	39.7%	53.6%	57.1%	
Fall 1999	UMM Only	76.2%	64.7%	59.4%	38.4%	52.3%		
N=453	UMM in All-UM	80.4%	69.3%	66.0%	40.2%	55.8%		
Fall 2000	UMM Only	82.4%	66.3%	61.7%	39.8%			
N=467	UMM in All-UM	85.0%	71.7%	68.3%	40.9%			
Fall 2001	UMM Only	78.7%	65.6%	63.3%				
N=474	UMM in All-UM	82.5%	70.0%	68.6%				
Fall 2002	UMM Only	77.3%	71.8%					
N=475	UMM in All-UM	79.6%	74.3%					
Fall 2003	UMM Only	83.7%						
N=412	UMM in All-UM	86.7%						
3-Year	UMM Only	79.9%	67.9%	61.5%	38.7%	49.6%	53.0%	53.3%
Average	UMM in All-UM	82.9%	72.0%	67.6%	40.3%	55.0%	60.2%	63.4%

Note: Beginning Fall 2000, retention statistics are based on revised cohort definitions.

Rates are shown first for freshmen who entered UMM and remained on the Morris campus, and second, for freshmen who entered UMM and remained or graduated from any campus within the University of Minnesota system.

Cohort retention shows the percentage of the entering freshmen returning for their sophomore year and so on for each subsequent year. Includes students retained or who graduated in less than 4 years. Data from the University of Minnesota Student Retention Report.

APPENDIX C: Enrollments by primary major for UMM degree seeking undergraduates

Majors of UMM Student Body as of Spring Term

Major	1999	2000	2001	2002	2003	2004
EDUCATION						
Elementary Education	176	172	174	175	154	153
Secondary Education*	79	34	74	69	68	54
Total	255	206	248	244	222	207
HUMANITIES						
Art History	12	13	24	14	10	15
Art Studio	42	46	69	59	49	50
English	197	168	172	133	127	127
French	18	16	19	13	12	21
German	13	14	18	14	16	17
Music	43	53	81	68	63	67
Philosophy	14	13	26	22	21	21
Spanish	37	38	54	61	58	65
Speech	66	63	80	50	50	49
Theatre	37	31	39	36	30	29
Total	479	455	582	470	436	461
SCIENCE & MATH						
Biology	208	211	228	221	220	227
Chemistry	83	77	120	85	85	79
Computer Science	138	136	133	122	99	88
Geology	31	31	31	26	26	24
Mathematics	72	73	114	77	63	68
Physics	20	21	37	23	19	19
Statistics				11	18	19
Total	552	549	663	565	530	524
SOCIAL SCIENCES						
Anthropology				8	26	39
Economics	67	68	74	52	48	43
History	52	65	96	65	81	85
Human Services	84	80	87	102	81	78
Management***	81	143	157	142	113	107
Political Science	86	90	112	92	112	119
Psychology	149	139	165	140	136	117
Social Science	55	69	77	83	81	65
Sociology	38	34	44	38	37	43
Women's Studies			17	18	13	12
Total	612	688	829	740	728	708
INTERDISCIPLINARY						
European Studies	2	0	2	3	2	4
Latin American Studies	9	7	8	5	9	16
Human Services						
Misc. Area/Option	33	24	65	38	37	41
Total	44	31	75	46	48	61
PREPROFESSIONAL						
Pre-Dentistry**	8	11	7	0	4	15

Pre-Engineering#	39	28	25	28	23	17
Pre-Law**	12	20	13	0	1	4
Pre-Management***	75	24	1	0	0	0
Pre-Medicine**	58	69	72	61	57	62
Pre-Nursing	1	0	0	0	0	0
Pre-Pharmacy	11	7	10	16	10	14
Pre-Physical Therapy	18	15	10	13	11	9
<u>Pre-Vet Medicine**</u>	<u>16</u>	<u>17</u>	<u>11</u>	<u>11</u>	<u>14</u>	<u>10</u>
Total	238	191	149	129	120	131
Total Majors	2101	2086	2472	2125	2016	2038
Undecided Students	96	67	99	124	82	94
High School (PSEO)	40	30	41	41	22	29
Non-degree Students	11	13	12	5	5	9
Official Headcount	1755	1778	1774	1853	1828	1768

Totals reflect double counting of multiple majors. "Total Declared Majors" includes students without assigned class or sex codes. *Secondary education is a licensure program, not a major; **These are 4-yr. B.A. programs with most students remaining at UMM for the entire period; ***Pre-Bus and Pre-Mgmt include declared majors in BuEc/Mgmt not yet admitted to the major; #Includes pre-admitted I.T. students at UMM.

APPENDIX D: The Carnegie Foundation's list of public liberal arts colleges:

California: California State University-Monterey Bay

Colorado: Fort Lewis College, Mesa State College, Western State College

Connecticut: Charter Oak State College

Florida: New College of Florida

Hawaii: University of Hawaii at Hilo, University of Hawaii West Oahu

Maine: University of Maine at Presque Isle

Maryland: St. Mary's College of Maryland

Massachusetts: Massachusetts College of Liberal Arts

Minnesota: University of Minnesota, Morris

New Hampshire: College for Lifelong Learning

New Jersey: The Richard Stockton College of New Jersey

North Carolina: University of North Carolina at Asheville

Ohio: Shawnee State University

Pennsylvania: University of Pittsburgh at Bradford, University of Pittsburgh, Greensburg

Puerto Rico: University of Puerto Rico-Cayey University College

South Carolina: Coastal Carolina University

Texas: Texas A&M University - Galveston

Virginia: Christopher Newport University, University of Virginia's College at Wise, The Virginia Military Institute

Washington: The Evergreen State College

APPENDIX E: FY 2004-05 UMM Salary and Compensation Peer Comparisons

AAUP FACULTY SALARIES, from ACADEME (March/April 2005) 2004-05

Comparison of 2004-2005 Salary Data

"Morris 14" Peer Institutions

Institution	Prof	Assoc	Asst	Mean
1. Carleton College	\$97,500	\$69,500	\$61,500	\$82,100
2. Ramapo College of NJ	\$93,000	\$73,000	\$54,700	\$74,000
3. Macalester College	\$96,000	\$72,500	\$56,600	\$72,900
4. St. Mary's College of MD	\$79,900	\$58,700	\$48,500	\$60,600
5. St. John's University	\$74,800	\$56,700	\$47,600	\$60,300
6. St. Olaf College	\$74,000	\$59,300	\$45,700	\$59,500
7. Gustavus Adolphus College	\$69,900	\$55,800	\$49,100	\$57,400
8. U of North Carolina-Ashville	\$74,500	\$54,700	\$48,200	\$56,500
9. St. Benedict College	\$70,000	\$59,000	\$47,500	\$55,700
10. Hamline University	\$64,800	\$52,600	\$43,300	\$54,400
11. Concordia College (Moorhead)	\$65,100	\$53,700	\$46,100	\$52,100
12. U of Minnesota, Morris	\$70,100	\$54,900	\$42,600	\$51,500
13. U of Maine-Farmington	\$58,300	\$46,600	\$39,300	\$48,300
14. Evergreen State University	--	--	--	--
15. Mary Washington College (VA)	--	--	--	--
Mean w/o UMM	\$78,591	\$60,609	\$49,573	\$62,264
UMM Dev from Mean #	-\$8,491	-\$5,709	-\$6,973	-\$10,764
UMM Dev from Mean %	-12.1%	-10.4%	-16.4%	-20.9%
UMM ranking among 13:	8	9	12	12

AAUP FACULTY COMPENSATION, from ACADEME (March/April 2005) 2004-05

Comparison of 2004-2005 Compensation Data

"Morris 14" Peer Institutions

Institution	Prof	Assoc	Asst	Mean
1. Carleton College	\$127,900	\$92,400	\$82,700	\$108,400
2. Ramapo College of NJ	\$120,100	\$94,200	\$70,600	\$95,600
3. Macalester College	\$122,200	\$93,100	\$71,300	\$92,900
4. St. John's University	\$96,700	\$73,400	\$60,700	\$77,700
5. St. Olaf College	\$95,100	\$77,200	\$59,100	\$76,800
6. St. Mary's College of MD	\$98,600	\$74,000	\$62,000	\$76,200
7. U of Minnesota, Morris	\$96,000	\$77,500	\$62,500	\$73,400
8. Gustavus Adolphus College	\$88,600	\$71,100	\$62,600	\$73,100
9. St. Benedict College	\$90,700	\$73,600	\$61,300	\$70,800
10. Hamline University	\$84,800	\$67,400	\$55,800	\$70,600
11. U of North Carolina-Ashville	\$90,900	\$67,800	\$60,300	\$69,900
12. U of Maine-Farmington	\$77,400	\$62,600	\$52,800	\$64,600
13. Concordia College (Moorhead)	\$79,000	\$65,300	\$55,700	\$63,300
14. Evergreen State University	--	--	--	--
15. Mary Washington College (VA)	--	--	--	--
Mean w/o UMM	\$97,667	\$76,008	\$62,908	\$78,325
UMM Dev from Mean #	-\$1,667	\$1,492	-\$408	-\$4,925
UMM Dev from Mean %	-1.7%	1.9%	-0.7%	-6.7%
UMM ranking among 13:	6	4	5	7

APPENDIX F: Enrollment at Selected Liberal Arts Colleges
 Private Liberal Arts Colleges: Enrollment (Ascending Order)

Harvey Mudd	707
Claremont	1137
Haverford	1163
Swarthmore	1500
Grinnell	1524
Pomona	1555
Bowdoin	1647
Amherst	1681
Davidson	1712
Wash. & Lee	1740
Colby	1768
Hamilton	1797
Carleton	1946
Williams	2045
Wellesley	2312
Middlebury	2424
Vassar	2444
Smith	2682
Wesleyan	2730
Colgate	2796

Average 1865.5

(Based on Top 20 ranked Liberal Arts Colleges and Data from *US News and World Report 2005*)

Council of Public Liberal Arts Colleges members: <http://www.coplac.org/members.htm>
 (UMM Public Peer Group members enrollment identified)

College of Charleston	
Eastern Connecticut State University	
The Evergreen State College	
Fort Lewis College	
Georgia College & State University	
Henderson State University	
Keene State College	
MA College of Liberal Arts	
New College of Florida	
Ramapo College of NJ	5600
Sonoma State University	
Southern Oregon University	
St. Mary's College of Maryland	1650
SUNY at Genesco)	
Truman State University	
University of ME, Farmington	2000
University of Mary Washington	5000
UMM	
University of Montevallo	
University of NC, Asheville	3200
University of WI-Superior	

(Note: Virginia Military Institute the top ranked US News public liberal arts college enrolls 1, 333 students.)

