COMPACT FOR THE
COLLEGE OF HUMAN ECOLOGY
FY 2003-04

A. Introduction

The College of Human Ecology (CHE) has a rich and proud heritage. It has established itself as a leader in the nation and is considered to be a signature program among its peers. The college is a leading center for discovering, integrating and communicating knowledge about the human ecosystems—the many ways people interact with the complex and diverse environments across the life span.

CHE ranks second in undergraduate colleges of its kind in the U.S., ("The Gourman Report", ninth edition, National Education Standards). The departments/school rank among the top ten in the country for their professions. The faculty members are top-ranked professors and are nationally and internationally recognized scholars. External reviewers cite us as pacesetters of innovative, high quality instruction, discovery and engagement.

The college’s intensive planning process in 2000-2002 resulted in impressive reports on our accomplishments and plans for learning, discovery and engagement. Three goals have been established to guide the work of the college for the next ten years:

- Academic excellence
- Positioning [internal and external] of the college
- Financial planning [resource acquisition --diverse income streams, reallocation and stewardship] for the college

College wide initiatives have been established which serve as an organizing framework to reflect the interdisciplinary foci of the College.

- Cultural Awareness and Competence
- Design and Technology
- Development Across the Life Span
- Economic and Social Well-being
- Healthy Life Choices

For the 2003-04 compact, CHE is presenting its major long-term priorities and new goals/priorities within the context of these goals and initiatives.

The compact between the Executive Vice President and Provost and the

Dean of the College of Human Ecology for 2003-04 includes the following:

B. Major Long-Term Goals/Priorities from Previous Compacts

1. Academic Excellence:

As a college, we embrace the work of human ecology with five clear academic initiatives to guide and connect the teaching and learning, research and discovery, and outreach activities that span across our four academic units. The Academic Excellence goal is exemplified through these five initiatives. Below are the initiatives and examples.

a. Cultural Awareness & Competence (Diversity)

Our communities are woven together by threads of similarity as well as threads of difference. CHE prepares students to be culturally aware leaders equipped to meet the needs of our increasingly diverse society. CHE is committed to the issues of diversity in the broadest definition. The goals of the college address recruitment, retention, and development of diverse individuals.

Previous Measures:

- CHE will increase the percentage of diverse students in most units and maintain the percentage (24%) of diverse graduate students in SSW.

The percentage of diverse students in CHE undergraduate programs (11% in fall 2002) has decreased slightly from the previous year; SSW continues to maintain its percentage of diverse graduate students (23% in fall 2002); recruitment plans are in place (e.g., 2+2, Woodlands Wisdom) to target and increase the percentage.

- Faculty searches will emphasize or target faculty candidates of diverse cultures. Three faculty representing diverse cultures will join the college in 2002-03.

National Searches were conducted for three T/TT positions. Though not targeted searches, there was emphasis on recruitment of candidates of diverse cultures. An Asian American assistant professor was hired for the retail merchandising T/TT position. Currently, 27% of assistant professors (5/18) are faculty of color.

Mentors are assigned to new diverse faculty to ensure their success and retention. The college views this as a proactive step in the development of successful faculty.
CHE is partnering with CLA to develop a minor in multicultural diversity. The Fabric of Community series will conduct 6 workshops 2002-2003, with “cultural competence” as the context for all.

CHE’s cultural competence initiative serves as a framework for how we approach scholarship. It also serves as the guiding philosophy for the workplace culture within the college. CHE provided leadership in the development of a spring 2002 workplace climate conference titled “A Working Respect.” All St. Paul Campus units participated, as well as EEO.

CHE ensures that all employees are considered equally with regard to rewards and promotions through its HR procedures. Additionally, faculty and staff have opportunities to generate ideas and provide feedback on policies and procedures through involvement in departmental and collegiate committees.

FSoS is pursuing an exchange arrangement with the Centro de Investigacion Familiar in Monterrey, Mexico (family therapy institute) to facilitate educational exchanges, conduct collaborative research, and better understand how to assist Latino/a populations in the U.S. and Mexico through the development of effective preventive interventions.

Research participants in FSoS include Asian American (Hmong, Lao, Cambodian, Vietnamese), African American, Native American, Latino/a, multiracial families + European American families who have adopted children from other cultures.

In the School of Social Work, faculty have investigated racial and ethnic differences in patterns of family care-giving and the role of African American grandmothers raising their grand children. Funding has been secured to study African American adolescents who have been adopted in middle class white families. The Center for Advanced Studies in Child Welfare has served as a resource for examining racial disparity in out of home care.

Woodlands Wisdom: The Woodlands Wisdom Confederation is a project with a primary mission of addressing chronic health issues in Native American communities through culturally relevant programs of teaching, research and community connections in partnership with the following institutions: College of Menominee Nation- Fond du Lac, Tribal and Community College, Lac Courte Oreilles Ojibway Community College, Leech Lake Tribal College, Turtle Mountain Tribal College, White Earth Tribal and Community College, University of Minnesota-Twin Cities Campus

University of Minnesota units providing financial support to Woodlands Wisdom include COAFES, CLA, MAES, UMES, AHC, CHE and Central Administration. Total annual budget is $174,000.

The goal of the Woodlands Wisdom Nutrition Project is to improve the overall health of Native American people by enhancing regional community consciousness around how food and nutrition impacts community, family and individual health and well-being. Five objectives have been identified in order to reach this goal. They are:

1) Increase the number of Native American practitioners in Nutrition and Food Sciences
2) Improve research and education on the incidence of diet-related chronic diseases of native people and the relationship of traditional food use to health
3) Increase community engagement/involvelement with issues of diet and health,
4) Build relationships for scholarship among the Tribal Colleges and the University,
5) Create a mechanism throughout the Woodlands region in order to share resources and information among tribal entities in meeting the above stated goals and objectives.

In addition, there is a goal to increase the capacity of Tribal Colleges in teaching, research and outreach and increase cooperation between 1994 and 1862 Land Grant Institutions.

The administrative home of Woodlands Wisdom moved to CHE fall 2001. An Advisory Council of deans was established, and a new director was hired February 2003.

CHE and Woodlands Wisdom will co-host a two-week summer program for tribal college transfers SS03. Woodlands Wisdom will be included in the E-Learning strategic plan.

New Measures:

- CHE will target recruitment of diverse students and reach a percentage representation of 15% undergraduate and 25% graduate student diversity by 2006.
- CHE will maintain the level of diversity of faculty at 13% and increase to 16% by 2010.
- A targeted development goal is the establishment of an African American Families Studies Endowed Chair [$2 million].
• CHE will matriculate four to six nutrition undergraduate students into Food Science and Nutrition from the representative Woodlands Wisdom Tribal Colleges in the next two years.

Cultural Awareness and Competence Initiative Financial Summary: The Office of Vice President and Executive Vice Provost, (Robert Jones) has pledged bridge funds, $297,597 over three years ($68,800 in FY04) to support Dr. Turner. An additional $20,954 ($9,180 in FY04) has been pledged to support Dr. Wieling.

Woodlands Wisdom received a 3-year commitment from the President’s Office of $87,000 in fiscal year 2000-01 and $80,000 in fiscal year 2001-02 and fiscal year 2002-03 to provide for an administrative home and administrative operational support for Woodlands Wisdom. An additional commitment of $87,000 from the Executive Vice President and Provost was made for fiscal year 2003-04.

The fiscal year 2002-03 CHE allocation to the Woodlands wisdom Project was $14,000; an additional $14,000 is committed for fiscal year 2003-04. The total contribution from the six supporting units and central is $174,000 per year.

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<th>Total from Previous Fiscal Years</th>
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<td>Total</td>
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*In addition to financial support, CHE provides in-kind support re space, human resources and technical support.

b. Design & Technology
Design and technology affect virtually every aspect of our lives, from the spaces in which we live and work, to the clothing we wear, to the materials we use to learn and communicate. Our research helps ensure that all aspects of our environments support and enhance well-being, and that society reaps the full benefits of thoughtful design and technology.

CHE and ADCS are jointly funding (via the Collegiate Info Tech Professional program) an instructional designer position to provide additional support and leadership in the development of technology enhanced learning materials. Technology Enhanced Learning: Instructional Designer hired fall 2001. Technology infrastructure is now in place; CHE is poised to transition to service to faculty for e-learning.

DHA Graphic Design faculty, are hosting an international conference for design educators in October 2003. Design Institute invited to provide support.

New T/TT faculty in retail merchandising and graphic design began fall 2002. The Graphic Design position is result of the 2001-2002 compact process; CHE received a T/TT line in exchange for the commitment to offer 12 credits of freshmen seminars per year.

The Director of the Design Institute organized a faculty advisory committee; two members of the DHA faculty are serving on that committee.

DHA is in the process of establishing program advisory boards in graphic design and housing studies.

In fiscal year 2002-03, DHA, in cooperation with The American Society of Interior Designers (ASID) formally launched InformeDesign, the first centralized clearinghouse of design and human behavior research on the Web. The InformeDesign Web site was created and will be maintained by a team of DHA researchers. The Clearinghouse for Design and Human Behavior Research will translate research findings into practitioner-friendly language and incorporate them into an interactive Web site. InformeDesign has received
national recognition; it has been cited and reviewed in major professional trade publications and websites.

Designed With You in Mind, CHE’s acclaimed continuing education workshops, attracted more than 500 practitioners and generated more than $35,000 in revenue in fiscal year 2001-02.

Design and Technology Initiative Finance Summary: T/TT lines in retail merchandising and graphic design were allocated by CHE for fiscal year 2002-03 start. A new graphic design position funded by central beginning fiscal year 2002-03 ($90,000) is a result of the fiscal year 2001-02 compact process. Contribution from ADCS re: Instructional designer position listed in Technology section.

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<th>Total from Previous Fiscal Years</th>
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<tr>
<td>Recurring</td>
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<td>Graphic Design</td>
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**Total** $90,000 0 0 0

**Central contribution** $90,000

d. Development Across the Life Span

CHE understands that people’s needs continually change as they navigate through life: from infancy to adolescence, from young adulthood to old age. Our research and educational programs prepare professionals to understand human capacities, choices, and needs at different life stages, with special attention to end-of-life experiences.

CHE has worked to develop interdisciplinary relationships across campus to address issues of common interest. The Spring 2002 conference on Vital Aging, a forum for faculty across campus was co-sponsored by CHE. Dialogue continues regarding strength of our resource base across the college within aging; there is ongoing collaboration with the aging initiative in CCE.

Certificate Programs and Minors: Minors in Youth Studies and Family Social Science were established. A certificate in Aging is being explored with CCE.

The School of Social Work is reviewing and recommending changes that will strengthen the aging component of the curriculum, including interdisciplinary cooperation with other departments and the University Center on Aging. It recently received a three-year grant from the Hartford Foundation to infuse content on aging throughout its graduate curriculum.

CHE continued to contribute to healthy youth development through CitySongs, a SSW-sponsored project that uses music as a way to support at-risk youth, enrich inner-city neighborhoods, and enhance racial and ethnic relations in the Twin cities. Faculty in Social Work have also looked at healthy youth development through civic engagement of youth in programs here and in Northern Ireland.

Addition of a human development course in FSoS will strengthen curriculum to address life span development and will allow FSoS to facilitate students’ applications for the Certified Family Life Educator credential.

Parent-child relationships are being addressed in several FSoS projects including relationships in adoptive families, intergenerational relationships in Hmong immigrant families. Family transitions (transition to parenthood, transition from marriage to divorce, transition involved in aging and death) are being addressed by FSoS faculty and students.

Award-winning outreach programs are being delivered. For example, Who Gets Grandma’s Yellow Pie Plate? is an intergenerational communication tool to assist families through the transfer of non-titled property.

d. Economic & Social Well-Being

Quality of life depends on a wide range of economic and social decisions made by both individuals and communities. CHE research and outreach addresses critical issues related to income security, family and community welfare, and sustainable housing.

New rural sociology positions, with tenure lines in Family Social Science, located in the AES Regional Research and Outreach Centers will enhance the UMES and AES rural family and community development programs. These positions have evolved from the college’s Rural Initiatives efforts (see Research Initiative section). Future discussions with the Executive Vice President and Provost will include the potential for a recurring allocation of $260,000 to fund two T/TT positions.

A CHE outreach program to promote economic literacy was honored by the Minnesota Association of Extension Educators (MAEE). Sponsored by CHE in collaboration with MAES, the Dollar Works Program helps educate people entering the labor market about money-management realities.
CHE expertise on issues of loss and grief was tapped by New York City in the wake of the 9/11 tragedy at the World Trade Center, leading to the creation of the MN/NY Ambiguous Loss project. A team led by FSoS faculty will provide mental health services to the 70,000 members of Service Employees International Union and training for New York City therapists. A fund established in the Foundation, The MN/NY Ambiguous Loss Project, was seeded by the CHE and International Programs to support the work.

An online Family Financial Management course, FSoS 3101, went live January 2003. 75% of the students are non-CHE. This course will draw students from a wide range of majors and from other institutions. With marketing, the course has the potential to have a significant impact well beyond CHE.

Social Work’s Center for Advanced Studies in Child Welfare is looking at the impact of the changing economy on child welfare and family services. In June 2002 the SSW in affiliation with the Minnesota Department of Human Services held a meeting to develop a child welfare agenda for the state of Minnesota, which identified the most important research problems facing the state today.

**Families That Work:** Families that are in economic and social transition are and will continue to be a significant priority in Minnesota. Families That Work is a program that focuses on this target group from the perspectives of the CHE departments. As a result of the Families That Work Program (FTW), people in transition and/or with limited resources throughout Minnesota will be strong and empowered individuals and families who have the resources they need and want to achieve their goals. The college will reframe Families That Work to a college-wide interdisciplinary initiative addressing the scholarship focused on Minnesota families in transition and on securing economic and social well being for individuals, families, and communities. The newly named former FTW will provide coordination of the efforts of a group of faculty representing work related to diverse and/or low-income audiences.

Families That Work prepared a strategic statement of transition to a Center across the college focused on limited resource families. The strategic decision was made to expand the concept of outreach and engagement. The work of Families That Work is now incorporated into the broader Professional and Community Engagement unit.

Two additional developments within the college and university have potential linkage to this goal: 1) Tracking Families - a project to track the well being of MN families in the department of Family Social Science and 2) MN data project - a project to design use of data from state agencies across multiple programs at the University.

**FTW Measures:**
- For the Nutrition Education Programs, success is measured by: levels of participation; rates of audience penetration; behavior change in four areas (diet quality, food safety, food security and food resource management); audience recognition of nutrition education messages; and systems change through collaborative partnerships.

  Dietary Quality: Of the 13,032 youth participants tested, 9,445 or 72% showed one or more positive behavior changes related to dietary quality. Of the 4,162 adult participants tested, 3,102 or 75% showed one or more positive behavior changes related to dietary quality. Of the 2,241 senior participants tested, 1,449 or 65% showed one or more positive behavior changes related to dietary quality.

  Shopping behavior and Food Resource Management: Of the 1,089 youth participants tested, 493 or 45% showed one or more positive behavior changes related to shopping behavior. Of the 3,046 adult participants tested, 1,629 or 53% showed one or more positive behavior changes related to shopping behavior. Of the 1,068 senior participants tested, 468 or 44% showed one or more positive behavior changes related to shopping behavior.

  Food Safety: Of the 10,971 youth participants tested, 7,649 or 70% showed one or more positive behavior changes related to food safety. Of the 2,785 adult participants tested, 1,907 or 68% showed one or more positive behavior changes related to food safety. Of the 1,844 senior participants tested, 1,119 or 61% showed one or more positive behavior changes related to food safety.

  Food Security: Of the 1,146 youth participants tested, 835 or 73% showed one or more positive behavior changes related to food security. Of the 3,066 adult participants tested, 1,589 or 52% showed one or more positive behavior changes related to food security. Of the 1,049 senior participants tested, 525 or 50% showed one or more positive behavior changes related to food security.
• For the Working Family Tax Credit Marketing Program, success is measured by: the number of tax returns filed by members of the target audience, by the total amount of taxes returned each year to eligible filers, and by the average amount of taxes returned to eligible filers.

For the 2002 Tax Year (the most recent year for which data is available), 234,970 eligible working families in Minnesota received more than $481 million in tax credits. The average combined tax credit for the Federal Earned Income Tax Credit and the Minnesota Working Family Credit was approximately $2000, a 25% increase over the 1997 tax year.

• For the Enhanced Comprehensive Tenant Education Program (ECTEP) (beginning in 2002), success is measured by the creation of a replicable model of collaboration among direct service providers, landlords, and tenants; the successful placement of program participants; and the average length of placement in housing.

For the 2002-03 grant year, the two-year pilot project is implementing a collaboration model and tracking participant placement in housing. The pilot project study concludes in July, 2004. Pilot study data will not be available until the first half of fiscal year 2004-05.

• For the Padres Para Siempre: Parents Forever Programming in Spanish (PPS) (beginning in 2002), success is measured by the creation of a replicable curriculum that is linguistically and culturally appropriate and by the number of families served in the programming each year in Minnesota.

For the 2002-03 grant year, a special grant from the MN Supreme Court resulted in development of replicable curriculum in Spanish. Data on number of families served in programming will be collected during the fiscal year 2003-04 program year.

Economic and Social Well-being Initiative Finance Summary: Future discussions with the Executive Vice President and Provost will include the potential for a recurring allocation of $260,000 to fund two T/TT positions in Rural Sociology.

e. Healthy Life Choices

CHE is a leader in exploring the links between health and well-being. Our work explores issues of physical and mental health, nutrition, food safety, family violence, and environmental health. Outcomes in these areas serve as the foundation for policies, laws, and standards that improve the health of Minnesotans and people around the world.

CHE has participated in the discussion regarding a University wide initiative in nutrition that will serve to stimulate collaboration, develop synergies, attract new resources and establish human nutrition as one of the focal points for the institution. The initiative continues to evolve theoretically in dialogue and consultation with colleges and departments across the University. Nutrition for better health and quality of life is a major concern for citizens of Minnesota, the nation and the world.

Food Science and Nutrition recently lost its department head, Joe Warthesen. His sudden and tragic death has left a significant void in the department and the two colleges that FScN reports to. Both the CHE and COAFES deans are committed to assisting the department with the necessary transition to new leadership. Plans are in place for an interim head. A national search for a new department head at the rank of full professor will be conducted as soon as possible.

Food Science and Nutrition is challenged to refocus and strengthen the nutrition and dietetics program due to the retirement of three nutrition faculty [one extension and two non-extension lines] between 2001-2003. Two lines have been allocated to the department effective fiscal year 2002-03, food quality and management and clinical nutrition and medical nutrition therapy. Because of the emphasis of the consumer and nutrition/health and food safety issues as well as the advent of development in nutritional chemistry, pharmaceuticals, and genetics, the program needs additional planning, focus and resources. This will be addressed in long term planning; reallocation of salary resources through potential conversion of 12 month positions to 9 or 10 months lines, potential collaboration with COAFES and the Academic Health Center in creating a new line, and a request for two additional TT/faculty lines in nutrition. $200,000 is needed to create two new faculty lines. An external program review was completed in February 2003 and the recommendations from the review process will influence the planning process.

NutriNet, a web-based monthly newsletter provides up-to-date nutrition related research information for professionals.

We are investigating the potential programmatic and revenue implications of offering CEU’s for Registered Dieticians – using E-Learning strategies (Wanadu webcast, web based asynchronous offerings). The first course will be
Violence has been identified as one of the most significant public health issues in this country today. SSW faculty have defined a new area of research in looking at families that experience both child maltreatment and adult domestic violence. Consulting with agencies that previously saw these issues as two related but distinct problems, new service and policy designs are being proposed.

The SSW houses three research and training centers that have as their mission the prevention of violence: The Center for Restorative Justice and Peace-Making, the Institute on Domestic Violence in the African American Community (IDVAAC), and the Minnesota Center Against Violence and Abuse (MINCAVA). MINCAVA operates two award winning websites. MINCAVA Electronic Clearinghouse is the most comprehensive, widely used resource about violence on the Internet today. It served over 2,500 unique users each day in August 2002 and over 650,000 users from 65 countries in 2001. The Violence Against Women Online Resources, is a website devoted to providing law, criminal justice, advocacy, and social service professional with up-to-date information on interventions to stop violence against women.

Five hundred forty-four people attended the “Developing a Collective Voice for Children” seminar series sponsored by MINCAVA in fiscal year 2001-02.

Several research and outreach projects in FSOS concern mental health of children, youth, and families. The accredited Marriage and Family Therapy program trains therapists and clinical researchers. For example, the MN-NY Ambiguous Loss Project, a study on the impact of family stress on psychopathology in rural adolescents, and work on community-based health-promoting projects (e.g., Family Life First, Partners in Diabetes).

FSOS is developing a Family Care-giving Center, serving families with a member who has Alzheimer’s disease through educational programming, mental health services, and research. Planning for center to begin Jan 2003 with Continuing Professional Studies.

A DHA sponsored conference dealing with mold issues attracted 200+ professionals for 3 days. There was high demand because of the serious health issues related to mold in residential and commercial dwellings. Based on participant feedback, non-credit certificate and online training may follow.

**Healthy Life Choices Initiative Finance Summary:** A reallocation of dollars to the Head’s line will be necessary in 2004-2005 to support a competitive national search to replace the position vacated by Joe Wartheson’s death. An additional two new T/TT positions in FScN are a high priority to support the refocused direction of the department [nutritional chemistry]. Future discussions with the EVPP will include the potential for a recurring allocation of $200,000 in fiscal year 2004-05 to fund these positions. The EVPP has agreed to fund $100,000 nonrecurring ($50,000 to both CHE and COAFES) for two years as a bridge for the General Mills Chair – to be transferred when hire is made.

The goal of Academic Excellence embraces the vision statements of the academic units and the Balance of Scholarship (BOS) strategic vision of the college. In addition to the departmental and interdisciplinary programmatic work reported above under CHE initiatives, the college takes pride in the many activities that support academic excellence.

**Scholarship:** The Associate Deans are leading the implementation of the Balance of Scholarship recommendations, which cut across programmatic issues and reflect college wide agendas.

**Undergraduate**
Our focus is on maintaining or improving quality in both programming and advising services for students, enriching the undergraduate student experience, and promoting study abroad. In addition, as a part of this ongoing effort, the college officially combined student services with career services to create the new Student and Career Services unit effective January 2003.

**Recruitment and Enrollment Management:** Student and Career Services will, with departments, Office of Admissions, and other stake-holders continue to communicate college messages and shape CHE undergraduate enrollment to effectively meet enrollment, retention, and graduation targets. CHE will continue in its role as a leader in its recruitment and communication with new students. We are instituting more points of communication throughout the admission cycle to better match student assumptions and expectations with the realities of the programs they choose.

We will continue to refine our communication cycle through the on-going study of CHE admits (starting with cohort from 1993) to determine what factors are indicators of future academic success/graduation within 4-6 years. (Best Match Project).

Efforts will continue to focus on high-ability students, especially for honors and traditionally under-represented students. The college has put identified
scholarship money to leverage central U of M MEP funding as a way to attract top students from the St Paul schools Multicultural Encouragement Program. In addition, we have earmarked two scholarships for Wallin Scholars from the Minneapolis schools.

CHE has identified first generation students as a target for recruitment for the next decade (to address the diversity goal as well with new Americans ready to enter post secondary education). First generation scholarships are available, through the generosity of a donor, to support these students and are a priority for increased funding via development goals of the college.

**Previous Measure**
- CHE will maintain its current yield rate of 58%

This measure was not met and there may be many contributing factors: the economy and a severe drop in jobs available in the design/creative industry as well as our efforts to help students sort out appropriate matches at an earlier juncture, after admission and before enrollment.

**Ongoing Measure**
- Retention rate of students will be maintained at 85% (dropped to 79%) for first year and 75% (dropped to 70%) for second year students as a result of enhanced ability to screen for admittance.

This measure was not met. While our year-to-year retention dropped for academic year 2001-2002, our graduation rates increased. This drop in retention may be due to academic advising and working with students to transfer if they are not a good match for the program they chose.

**New Measures:**
- Continued strong yields of 70% or greater admitted to enrolled students (freshman & transfer)
- Slow, steady growth of enrollment in targeted undergraduate programs – 2% annually

**Admissions:** Best match [specialized screening for admissions] project was piloted with graphic design; significant performance measures were identified for use by the Office of Admissions to screen admission of fall 2002 applicants. We are now analyzing data for Interior Design and Retail Merchandising and will continue the process until each major has been analyzed. Data pulled for this project can also be analyzed to give us significant data on retention and graduation by major, and we will use this data to further analyze our advising processes.

**Advising and Academic Progress:** Our current and on-going focus is to support and promote the cultural shift that redefines what it means to be an undergraduate student at the U of M where students are full time and graduate in 4 to 5 years. Indicators of the shift can be seen in how we advise prospective and current students; how we talk about the undergraduate experience to students and their parents, and the 13 credit and Graduation Planner initiatives.

We continue to try out more effective ways to disseminate crucial information that is key to supporting effective academic progress advising. We have developed and distributed a new Student Handbook and are in the process of translating it to the web. Moving to the new web platform and the new design will enable us to better communicate with and support faculty and professional advisers.

**Previous Measures:**
- Student satisfaction with undergraduate advising will be measured using a standardized instrument.

We continue to use the data from the survey to improve advising processes in the college. The next time we evaluate advising we will measure outcomes and competencies rather than satisfaction, which is hard to address.

**New Measure**
- CHE students will comply with the University mandated 13 credit minimum load.

Students have complied with this policy. Our average term credit registration increased from 13.2 to 13.4. The EVPP’s office allocated $7,500 in fiscal year 2002-03 to invest in advising efforts in this area. CHE matched the investment.

**Special Student Programs and Opportunities:** We will continue to refine the Honors Program and our study abroad initiatives by targeting the needs of the students and their particular academic program.

We continue to work to identify and implement effective ways to engage undergraduates in the life of the college.
Global Campus: The Global Campus staff has worked closely with CHE faculty to locate programs abroad that dovetail with our academic offerings. May term 2003 will showcase programs that support our efforts to internationalize the curriculum with Design in Europe.

CHE has been selected by the U of M Office of International Programs to participate in the FIPSE funded “Using Study Abroad to Internationalize Professional Degree Program” project, October 2000 through September 2003. The project seeks to identify student abroad opportunities that fulfill major course work and liberal education requirements in professional degrees, thus encouraging study abroad participation. As a part of that program, faculty and staff made site visits to Ghana, Senegal, Italy, and the UK to review academic programs that work best with CHE majors.

CHE undergraduate participation in study abroad programs is at 31.1% of the graduating class, ranked third in the University.

Ongoing Measure
- CHE will meet the University goal of 50% of undergraduates participating in study abroad programs by fiscal year 2007-08.

Design House: In addition to St. Paul Honors/Scholars Housing in Bailey Hall, a residential experience for designers, Design House was put in place for fall 2000. Seventeen students currently reside in Design House (fall 2002). An upper division design student is the RA.

Career Services: The intersection of the current budget situation and the recent integration of student and career services point to the need to step back and rethink how we can most effectively deliver career services to CHE students. It is clear that with declining resources, new approaches must be explored and considered. Issues that present themselves at this time are:
- effective use of resources appropriate to the College/University mission within the context of the current economic environment,
- effective integration of career services throughout the student experience, ensuring delivery to prospective students, current students, and alumni,
- exploration of functional duplication as well as unmet service needs within the College and University,
- identification of most effective format for delivery of services

Given these important issues, and after extensive consultation, CHE has chosen to dissolve the current CHE career services model, reassess the overall delivery of career-related services to CHE students, and develop a thorough strategic plan for this vital area. Basic career services functions were absorbed within the student services unit. In-depth career counseling and testing has been outsourced to University Counseling and Consulting Services.

A team made up of students, faculty and staff, alumni, and employers will work to assess current and future needs, determine possible U of M partnerships, and shape how we can most effectively deliver high-quality career services to CHE students and alumni. They will also develop performance measures.

CHE will identify ways to improve CHE visibility with the employer community, developing an employer relations plan involving targeted relationship-building and communication strategies (Spheres of Influence).

Career staff have been working in two web spheres to better communicate with the employer community. First, CHE career related web pages are currently undergoing a re-organization (coordinated with the new CHE web design) to be even more employer-friendly. Second, Career staff have been serving on a U-wide committee to design a web sight to help employers navigate the U system and get to the colleges and students they desire easily.

‘eRecruiting,” the web based internship and job search tool offered by the center, continues to give students convenient access to listings and employers better access to student candidates. Over half of the undergraduate student population of CHE is registered to use the system.

A special event for internship supervisors is planned for 2003-2004 as a way to thank them for their partnership with the college and to expose them to the college initiatives and spark ideas for future collaborations.

Curricula: Freshman seminars, writing intensive courses, and May term are now part of the fabric of the college curriculum. Curricular and co-curricular “intensive” (student abroad, honors, student ambassadors, UROP) learning experiences are provided to our undergraduates. The freshmen honors seminar has been enhanced and linked to the capstone experience that completes the program. For the fourth year in a row, CHE students have participated in the national conference on undergraduate research (NCUR).
We continue to offer freshman seminars and writing intensive courses. CHE offered 4 freshman seminars (3 with the WI designator) and fourteen additional writing intensive courses in 2002-03. Per agreement with Vice Provost Craig Swan, CHE will commit to offering 12 credits of freshman seminars per year in exchange for a T/TT line in graphic design.

Undergraduate Finance Summary:

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<th>Total from Previous Fiscal Years</th>
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<tbody>
<tr>
<td></td>
<td>Recurring</td>
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<tr>
<td>Writing Intensive</td>
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<tr>
<td>Freshmen Seminars</td>
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<tr>
<td>Instructional</td>
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<tr>
<td>Designer</td>
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<tr>
<td>Additional Advising</td>
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<tr>
<td>(13 credit)</td>
<td>$35,000</td>
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<tr>
<td>Other RRC contribute</td>
<td>- $117,700</td>
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<tr>
<td>(ADCS)</td>
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<tr>
<td>EVP contribution*</td>
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<tr>
<td>RRC contribution</td>
<td>$35,000</td>
<td>-</td>
</tr>
<tr>
<td>Central contribution</td>
<td>$211,700</td>
<td>-</td>
</tr>
</tbody>
</table>

*CHE matched the $7,500 allocation from Craig Swan’s office for 13-credit initiative advising.

Graduate

The Associate Dean for Research and Graduate Programs is working with DGS’s to develop a college concept of graduate programs that reflects the decentralizing philosophy of the graduate school.

Standardized position descriptions for Directors of Graduate Studies in CHE are being developed.

The graduate student representation on the college Policy and Planning Committee [equivalent to a consultative committee] organized a first college wide graduate student forum with the Dean and Associate Dean for Graduate Programs. As a result of the meeting, goals were established to begin the development of a graduate student community in the college with an initial focus on e-news and meetings at the end of each semester to discuss college wide graduate student community issues.

Graduate programs will provide for an evaluation component to measure program quality related to program objectives. The primary evaluation tool planned to measure this goal is exit interviews of graduate students, conducted by the DGS, to evaluate their experiences and future plans.

A five-year target enrollment of 375 graduate students has been established (see enrollment plan attached). Fall 2002 graduate enrollment was 397.

CSREES and graduate program review of FScN is scheduled for February 2003. Accreditation review of Marriage and Family Therapy program in FSoS occurred summer 2002; re-accreditation has been granted for 5 years.

The American Dietetics Association reviewed the Didactic Program in Dietetics for accreditation in October 2002. Results are expected April 2003.

FSoS is participating with several other land-grant family science programs in benchmarking data about faculty productivity, student enrollment, and student quality. Initial data were reported at the National Council of Family Relations annual meeting, November 2002.

The Master of Social Work (MSW) program is offered at the Rochester Center and at Moorhead, Minnesota (in cooperation with Moorhead State University). In Fall 2002, 11 full program and 9 advanced standing students were admitted to the Rochester program while in Moorhead, 5 full program students and 13 advanced standing students were admitted. The enrollment and therefore the tuition revenue are higher in alternate years when students are first admitted and lower in alternate years as students complete their course of study.

The formats for the offering of courses at the sites will continue to reflect changing technology, e.g. ITV, web-based coursework, and video streaming.

With the encouragement and support of the Minnesota Department of Human Services, the School of Social Work will secure a grant that will develop a consortium with five public B.S.W. programs in state universities. The consortium will provide financial resources for student support, curriculum revision, and faculty development in the area of child welfare. The consortium will also lead to a pathway for undergraduate students to attend the University of Minnesota School of Social Work.

The School of Social Work will review and recommend changes that will strengthen the aging component of the curriculum, including interdisciplinary cooperation with other departments and the University Center on Aging. They received a three-year grant from the Hartford Foundation to infuse content on...
aging throughout its graduate curriculum.

**Previous Measure**
- CHE executive committee and directors of graduate study will begin examination of faculty/student ratio and demographics in all departments with a goal of strengthening programs and targeting specific programs for recruiting.

DGSs in CHE Graduate Programs (Design Housing & Apparel, Nutrition, Social Work, Family Social Science) examined faculty/student ratio and demographics. Indicators of academic excellence and accountability categories were developed. Graduate programs will be accountable by a variety of quantitative measures: credentials of entering students (i.e., GRE scores, GPA, portfolio, diversity), applicant pool related to admissions, number of student publications, and presentations at professional meetings.

**New Measures:**
- DGS’s will determine graduate education outcome measures specific to each graduate program, based on the indicators of excellence developed in fiscal year 2001-02.
- Over a period of 3 years (00-03) the target for the number of MSW students will be held at a cohort of 12 – 15 students admitted to the full program every two years.

**Minors**
Minors in Youth Studies and Family Social Science were established in fiscal year 2002-03.

The creation of new interdisciplinary minors within the college will be explored. CHE is partnering with CLA and the office of the VP and Vice Provost for Multicultural and Academic Affairs to develop a multi-cultural diversity minor. This will involve college wide facilitation of departmental involvement. It is intended that this minor will also become a certificate.

Dialogue with HHH and Family Social Science has begun regarding a family policy minor.

The School of Social Work has established two new minors – Youth Studies and Family Violence Prevention. There are currently 40 students taking the Family Violence Prevention Minor after one year.

CHE funded a 50% time undergraduate student advisor in the SSW with fiscal year 2002-03 Waller funds. This position has been used to strengthen the minors as well as provide excellent advising to students. The advisor is also involved in the development of a social justice minor.

**Faculty**
The CHE Policy and Planning committee facilitated a faculty discussion of workload principles that will embrace a broader vision of scholarship and workload analysis at the February 2002 college assembly. Policy and Planning will continue to lead in this work. (Recommendation from BOS vision statement).

In response to a stated collegiate priority, a new faculty orientation program was launched in 2001-2002; refinements to the program for fiscal year 2002-03 include a series of shorter meetings and ranging from 1:1 to group events with new faculty from the previous year.

A Dean’s leadership development program involving deans and department heads to mentor faculty for future leadership/administrative roles was launched fall 2002. Seven faculty members with interest and potential were identified to participate in administrative experiential learning opportunity. The number of individuals who have been prepared to enter administrative roles is few; furthermore, individuals are not interested in administration. The concern for individuals to assume head and chair roles as well as associate dean and dean roles has driven the development of this concept. The measure will simply be preparedness and readiness of individuals to assume leadership roles in the college and university.

A program for T/TT faculty is under discussion that would facilitate promotion of associate to full professor rank.

Discussion is underway regarding developing a visiting faculty program to build relationships with faculty of color and enhance recruiting of diverse pools for T/TT faculty pools.

Opportunity Recruitment: On occasion, there may be the opportunity to hire prominent, outstanding scholars who become available because of restructuring or elimination of human ecology programs across the country. While there are no imminent plans, CHE is positioned to recruit these “opportunity hires” and will consult with the EVPP’s office as needed regarding available funds.

Reallocation of faculty lines projected over the next five years [and not currently in search] are in these areas:
1) Nutrition [Food Science and Nutrition]
2) Nutrition [Extension appointment in Food Science and Nutrition 2]
3) Youth Studies [School of Social Work]
4) Interior Design [Design, Housing and Apparel]

CHE is focusing on faculty development in the area of E-learning: The development of E-Learning strategies, as a part of 5 Year strategic plan, begins 2003. Faculty E-mentors will work with colleagues to increase capacity in each unit.

The Interim department head of Family Social Science led the department through a strategic vision process in preparation for a new head. An external search for a Department head was successful. Dr. Jan McCulloch begins term as Head July 2003. A national search for department head in Food Science and Nutrition will begin as soon as possible.

The college will strive to ensure the excellence of CHE’s top-ranked departments. Family Social Science is ranked #1 within its type in the country. The department has been ranked #1 for the past decade, but is at a critical juncture in its life stage. The College has committed significant investment into the department to ensure continued excellence. FSoS is experiencing five phased retirements [beginning in 1999 and ending in 2005] of senior faculty of national prominence in the field. Three of the positions have been replaced with bridge funding from CHE and support from the EVPP’s office. EVPP’s commitment has been $566,061 of non-recurring dollars to support targeted hires. CHE has invested $387,297 of recurring salaries for the targeted searches. Since 1999, the total investment into the department has been $973,000 to replace five positions with three hires.

The FSoS department plans to conduct a targeted (minority) search for a Marriage and Family Therapy faculty member in fiscal year 2006-07 to begin fiscal year 2007-08 in order to restore one FTE to the MFT program.

The School of Social Work, which identified aging as an area in which they wanted to strategically invest new resources, received a three-year grant from the Hartford Foundation to infuse content on aging throughout its graduate curriculum. Two faculty have received prestigious Hartford awards to support their research for a period of two years each. One doctoral student was designated a Hartford Fellow and was provided support to complete her dissertation in aging.

Research
The research and graduate education agenda includes establishing benchmarks through the development of a database of grant submissions and awards, publications, completed theses/dissertations, and other measures of faculty productivity.

Previous Research Measures: __
- CHE, through participation by departments, plans to increase funding for equipment, new initiatives, faculty positions, start-up funding, travel to professional meetings, research and outreach by 5% through state appropriations, grant funding, and increased industry funding and partnerships.
- Establish a baseline and measure the research productivity of faculty by using a rolling three-year average.
- Increase number of external research grants submitted by 5% and increase success rate of grant applications by 2001.

CHE has made major strides toward increasing its number of grants and contracts. The number of external grant proposals submitted in fiscal year 2001-02 was 89, an increase of 11% over the previous year. CHE generated 1.29 proposals per T/TT faculty in fiscal year 2001-02.

The number of grant & contract awards in fiscal year 2001-02 was 42, a decrease of 4% over the previous year. CHE faculty were awarded $4,980,388 in grants and contracts in fiscal year 2001-02.

The SSW is establishing a Center for Applied Research and Evaluation (CARE) to provide coordinated support for faculty, staff, and students as they seek to respond to the needs of the community, the state and others, to represent and market the School’s research efforts and capacities to potential sources of research support, and strengthen the doctoral program by providing student research opportunities. The grant writer position has been re-structured to a full-time grants administrator/coordination position.

New Measures
- Fiscal year 2002-03 grant & contract proposals will increase over the previous year; awards success rate will increase from 47% to 50%. CHE will maintain sponsored grants and contracts at a level of no more than 50% of the college budget.
- CHE benchmarks in research will be established through
evaluation of faculty productivity.

Faculty & Research Finance Summary:

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<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
<th>FY2003-04</th>
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<tbody>
<tr>
<td>Recurring</td>
<td>NR Recurring</td>
</tr>
<tr>
<td>Research to Outreach</td>
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<tr>
<td>Rapid Response</td>
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<tr>
<td>Econ. Dev. Initiative</td>
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<tr>
<td>Opportunity Hire</td>
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</tr>
<tr>
<td>Total</td>
<td>$0</td>
</tr>
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CHE’s Continuing Professional Studies has been identified as a target investment for alternative revenue generation.

CHE is committed to extending our expertise to professionals, non-admitted students, and working adults through program development / management and consultation with departmental units.

Students will be surveyed regularly in order to measure “customer satisfaction” with continuing education and professional development opportunities. Market research will be conducted to direct programming towards emerging needs of adult learners.

CHE partners with CCE on certificate management when mutually beneficial.

**Measures:**
- Certificates will be managed at the unit level with a goal of 5% revenue above and beyond costs.
- All new certificates will use some distributed learning formats.
- By 2007, each unit in CHE will have 20% of offerings (credit and non-credit) fully available to learners via E-Learning strategies.
- Earned revenue in CPE supports 25% of the ass't director and 100% of support staff. **Progress:** funds secured to meet both goals.
- Establish two new certificate programs by the end of 2002. **Progress:** Housing began fall 2002, non-profit management sent to grad school fall 2002.
- Increased internal partnerships, especially with administrative units. Earned revenue to support budget shortfalls. Program Examples: Learning for Living (Alumni), study tours (departments), research updates (external relations, grant coordinators) business/employer services (development, Student & Career Services)
- There will be a yearly increase in course offerings in a variety of formats that will meet the continuing education needs of the professional community. Each department will have at least one program that targets professionals aligned with their programs. Examples include the professional development series for interior designers and the on-line CEU’s for registered dieticians.

**Conference Programming**

CHE has established partnerships with professional organizations that have proven to be financially successful. These connections are being used as models as we move forward in establishing partnerships with other organizations and professional associations affiliated with the college.

We have worked to position ourselves as viable hosts to large national and international conferences. Two are scheduled for fall 2003; an international conference for graphic design educators and a national conference for the National Organization for Male Sexual Assault Victims.

CPS will provide the staff leadership with the Assoc. Dean for Research and Graduate Education in the development of a five-year strategic plan for E-Learning in the College. The Assoc Deans, select faculty, and the Information Technology staff will be engaged in this planning, which begins in Jan 2003.
A new growth area for CHE is contracting with employers for on-site delivery of non-credit courses and workshops. Market research and targeted program development will occur in 2003.

Certificate Programs
Each CHE unit is exploring new markets for professional certificate programs and considering possible partnerships with College of Continuing Education (CCE) if such programming fits the mission and goals of the college and the units. The partnership with CCE will be related to the marketing, student services and management aspects of the certificate.

Preliminary investigations of certificate viability within units are underway. Interdisciplinary undergraduate minors in family violence prevention and youth studies are complete. Enrollment began fall 2001 and exceeded expectations in both minors. Market research will determine if these are viable certificates.

During the next 3-5 years, certificates will represent a significant proportion of new business in the college. Efforts have been and will continue to be focused in the following areas:

a. Housing – DHA Housing faculty completed the design of a certificate. Market research is near completion. This will be a post baccalaureate program approved by the graduate school. CCE will manage the certificate and has assisted in the development for 25% of the tuition. Certificate began fall 2002.

b. Aging – Aging is a theme that has faculty expertise and content in all CHE units. Preliminary work with CCE, CHE faculty, and CPE began spring 2001. Plans for 2003 include completing market research into value of this in the marketplace.

c. Non-profit management certificate. CHE will partner with HHH, Public Health and COEHD for this post baccalaureate interdisciplinary program. Current Social Work courses will contribute to the certificate. Proposed certificate was submitted to grad school fall 2002; Regent approval expected spring 2003. Work on an interdisciplinary undergraduate minor has begun.

Non-credit certificates, courses and workshops

d. Restorative Justice – The center for Restorative Justice and Peace in the SSW conducts 5 seminars that comprise a training-institute each year. We are exploring the possibility of re-packaging these as non-credit certificates in 2003. This certificate will likely include distance delivery.

e. Nutrition CEU’s – Piloting live distance delivery and web based CEU’s with registered dieticians spring 2003. Intent is to market web based CEU’s nationally.

f. Indoor Air Quality – Very successful mold conference in 2002 indicates need for certification. Also online training is being considered.

g. Designed with You in Mind – steady growth in series attendance for professionals in the built environment.

Outreach
Outreach is an integral part of the Balance of Scholarship and the college works with the philosophy that outreach is an integrated facet of discovery and teaching. This section addresses the required goal under Section B.

Throughout this document, outreach is embedded in the dialogue. CHE is a model within the academy for how to successfully integrate engagement into the broad scholarship agenda. All faculty contribute in some way to the engagement mission of the college and university. Within the college’s planning process that resulted in the Balance of Scholarship document, a need was identified to better define, document and evaluate outreach scholarship as it relates to faculty workload, performance measures and community impact. A task force was appointed fall 2002 to address these issues; report due spring 2003.

Twelve faculty in CHE departments achieve their engagement through appointments within the Extension Service. The current reorganization more closely aligns regional educators with the department faculty. The department faculty and associate dean will work to facilitate alignment of regional educators to the appropriate discipline and department.

In response to changes in the Minnesota Statue, the Associate Dean worked closely with UMES leadership to restructure and redefine the work of the Family Development capacity area.

UMES positions vacated in Food Science and Nutrition and School of Social Work are currently frozen; CHE plans to request positions based on priorities established by UMES.

Family Social Science completed a search for a UMES Assistant Professor
with extension responsibilities for programming that addresses the needs of families in transition and underserved families. Start date was August 2002.

CHE is offering its 5th Annual Research Dialogue May 2003, as a pilot to initiate an annual college/community conference, Imagine the World. CHE faculty, graduate students, and regional educators will facilitate dialogue around their discovery/outreach projects on a range of topics. Previous topics included Food Access Issues in Minnesota: Dumpster diving; Parenting on the Edge: At-risk for homelessness; Ambiguous Loss and 9-11 Family Meetings; Vital Aging: Resilience in the later years.

A major college award was redesigned to reflect current outreach and engagement language and purpose. This is a direct result of the Balance of Scholarship recommendations.

**New Measure:**
- Outreach scholarship will be defined; related performance measures will be identified.

**Outreach Finance Summary:** The reduction to budget in CHE by virtue of the UMES reorganization is $200,000 over a two-year period. During fiscal year 2002-03, $20,000 of the reduction will be achieved due to frozen faculty lines; in fiscal year 2003-04, the reduction will occur programmatically. The Associate Dean will work with Department Heads to achieve the goal.

**Technology**
Training support for web and technology supported instruction will continue to be emphasized. CHE enhances technology services for students through development of web information, advising systems, and expanded technology training in classes.

**Measures:**
- Previous:
  - Ongoing assessments of Technology Learning Center services and training sessions will be made.

**New:**
- An assessment of faculty/staff satisfaction with instructional technology will be made 2003-2004.
- Results of last year’s assessment of student satisfaction with instructional technology will be disseminated and used to address “customer service” to the instructional mission of the college and students.

Peer units view CHE as a leader in technology and technology training. CHE has provided leadership in innovation and adoption of advanced online communication technologies such as Flash Communication Server and Wanadu. CHE continues to partner on technology enhanced learning projects with the Digital Media Center and numerous other colleges and departments. For example, we are jointly funding with ADCS (via the Collegiate Info Tech Professional program) an instructional designer position to provide additional support and leadership in the development of technology enhanced learning materials. CHE is investing $10,000 and ADCS ~$31,000 for the Wanadu software. CHE is one of five U of MN units investing $20,000 in a content management system; ADCS is assuming ~$100,000 of the costs.

Staff in the technology unit are partnering with staff in external relations to transform the current college web pages into a new format. External Relations has provided the leadership in the design, site mapping and the content. The College’s Communications Coordinator will assume the responsibilities for managing the content. The TLC staff will provide the technical support for maintaining the new content management system. This partnership will provide significant cost savings and improved communication capacity in the College.

Technology Information staff will actively participate and provide leadership in specific technologies and instructional design, in the development of a five year strategic plan for E-Learning.

Technology Learning Center facility has been expanded by the addition of a multi-purpose video studio. The studio has high-quality equipment that can be used to record audio and video material, do post-production (editing) work, and create media that can be distributed in multiple formats (CD, video tape, streaming video). The studio is also set up to simplify instructors’ use of synchronous online communication tools (such as Flash Communication Server and Wanadu) that can be used for online courses and videoconferences.

**Technology Finance Summary:** Previous collaborative ventures have resulted in investments of over $530,000. The most recent joint projects include a Content Management System, Wanadu software, and an Instructional Designer.

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<tr>
<td>Fiscal Years</td>
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<td>Recurring</td>
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<td>Recurring</td>
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</tr>
</tbody>
</table>
2. Internal and External Positioning of the College:

The college’s current positioning work began during the year 2000 with the development and implementation of a brand identity. This identity work has set the foundation for the development and implementation of internal and external relations strategies and initiatives as well as an integrated communications plan to position the college for the future. The college works closely with University Relations to ensure consistent and supportive messages.

College-wide strategic planning to communicate the work of the college to internal and external audiences is in process. Internal and external positioning of the college continues to be a priority for fiscal year 2003-04. The college is committed to an integrated effort that includes all human ecology collegiate and academic units in an effort to:

1. Ensure effective internal and external communication about the college’s teaching, research, and outreach initiatives
2. Enhance the profile and visibility of the college
3. Increase levels of support (i.e. volunteer hours, financial contributions etc) to the college

Facilitating the positioning of the college falls within the responsibility of alumni relations, communications, and external relations. The following strategies will support fiscal year 2003-04 internal and external positioning goals of the college:

(a) Alumni Relations Activities and Measures

Alumni Relations works in collaboration with collegiate units, University of Minnesota Alumni Association (UMAA), and the college alumni societies (CHEAS and SSWAS) to provide communications, programs, and services that cultivate positive and mutually beneficial, lifelong relationships with alumni and friends of the College of Human Ecology. The following programs support positioning of the college:

Mentoring, Career Exploration and Professional Development Opportunities

Day at Marshall Fields, Day at Best Buy, the Image and Etiquette Dinner, and Networking Necessities.

- 100% of on-time student applicants to the mentor program are matched annually.
- Total mentor contact hours increases by 10%. [618 hours donated in 2000, increase to 680 (CHEAS had 135% increase in mentor contact hours from 2002 to 2003.
- Recent grads participation (≤10 years out) in the mentor program is 40-50% annually.
- Database of self-identified alumni volunteers will grow from 186 to 400 individuals. CHE is at approximately 400 volunteers for mentoring alone as of 2003.

Homecoming, Reunion Activities and Networking Opportunities

These activities bring friends and alumni together to help position the college and its graduates as industry leaders through programs like Learning for Living and Imagine the World. Learning for Living began its first series during the Fall of 2002. There have been initial plans to repeat the first set of series for alumni in other parts of Minnesota and the country. The college has begun initial conversations about beginning an annual event called Imagine the World in 2003 or 2004 in an effort to position the college as pioneering in the disciplines related to human ecology.

- Annual collegiate positioning program/event, “Imagine the World,” is in development for fiscal year 2003-04.
- Learning for Living grows to year-long professional development and enrichment series deliverable locally, out state or out of state, positioning the college and alumni as industry leaders.

Alumni Relations also paves pathways to future resource acquisition by expanding the collegiate volunteer base through corporate partnerships for mentoring, and alumni society involvement; recognition including the Friend of the College, Legacy, Horizon, Rising Star and UMAA or University level awards, legislative networking and grassroots advocacy, and the CHEAS Undergraduate Scholarship fund.

- Number of alumni with working or current email addresses on DMS increases from 3% to 25%. (416 to 3450)
- Number of alumni with employer information on DMS
The college has made a greater investment in communicating the contributions of our faculty, staff, and students to elected officials. To ensure consistency with university messages, the college works and communicates with University Government Relations when planning events, etc. In October of 2002, the college planned a legislative staff visit with university government relations. Eight staffers attended the event. The college plans to continue to offer this opportunity to legislative staff. The college also distributes e-news to legislators and staff who agree to receive the electronic communication.

**Government Relations**

As political and economic realities continue to affect funding decisions, the college is committed to sharing interesting and outstanding college research, teaching, and research with the public. Media outlets are one way to communicate. The college continues to work with the university news service while also forming relationships with reporters who are interested in the expertise and issues of the college. The college would like to see more statewide coverage of faculty and student accomplishments in research, teaching and learning, and outreach and is putting strategies in place to accomplish that goal. An emphasis on college contributions to MN communities is a priority.

**Media Relations**

The college has recognized the need to focus and integrate efforts around corporate and employer relationships. Preliminary conversations have begun and the college hopes to have a working committee made up of representatives from development, external relations, alumni relations, and career and student services together by fiscal year 2003-04.

**Corporate Partnership Committee**

The college has recognized the need to focus and integrate efforts around corporate and employer relationships. Preliminary conversations have begun and the college hopes to have a working committee made up of representatives from development, external relations, alumni relations, and career and student services together by fiscal year 2003-04.

**External Relations Council**

Staff from across the college meet once a month to discuss communication and external relations issues. This group initially worked to integrate and communicate about the college’s new word mark and its usage. During fiscal year 2003-04 the Communications Council will work together to integrate and advance the communications and external relations goals of the college through the integrated strategic communications plan, media relations, events, etc. This integrated approach will facilitate more efficient use of resources and more effective messages.

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**Positions**

To further support the Dean’s commitment to positioning the college internally and externally, external relations positions were reorganized. A coordinator position was added in fiscal year 2001-02 [reallocation of .5 of an existing position]. This new position will focus on strategic planning, media relations, government relations, and the college’s communications council, among other initiatives, while the communications coordinator focuses on the Web site, internal communications, and publications, among other responsibilities. The alumni coordinator, the communications coordinator, and the external relations coordinator, report to the Director of External Relations.

**Publications**

The college publishes a magazine (Kaleidoscope) three times a year for college friends, alumni, faculty, staff, and students. The publication was redesigned
fiscal year 2001-02 and has an approximate circulation of 16,000.

Website
Staff in the technology unit are partnering with staff in external relations to transform the current college web pages. CHE Information Technology has taken leadership in the selection of a content management system and secured financial support from CIO. External Relations has provided the leadership in the design, site mapping, and the content. The College’s Communications Coordinator will assume the responsibilities for managing the content. The TLC staff will provide the technical support for maintaining the new CMS. This partnership will provide significant cost savings and improved communication capacity in the College.

3. Resource Acquisition

The resource development agenda of the college addresses the planning for alternative resource streams for the college, development of cost analysis models, and the management of Campaign Human Ecology for the next five years. The following chart illustrates CHE’s fiscal year 2001-02 revenue profile.

The overall financial goals of the college are:

• To maintain sponsored grants and contracts at a level of no more than 50% of the college budget.
• To increase tuition income to 36% of the college budget with the current projected enrollment management plan [2005 target date].
• To increase income from development endowments to 8 to 10% of the college budget.
• To increase fees and service income to 6 to 8% of the college budget.
• To increase tuition from increased summer school, weekend/evening and distance programming to 15% of total tuition. [2005 target date]. The 2001 summer session instructional tuition was 5.3% of the total instructional tuition. The summer 2002 figure increased to 8.4%. Summer 2002 instructional tuition was $385,341, a 41% increase over summer 2001.

Financial Initiatives

1. External Sales
Diversification of income streams through external sales will be a priority.
Revenue generation by centers, Continuing Professional Studies, or Families that Work; educational products such as the primer project with Extension Family Development Capacity area, Webcast and online delivery for Nutrition CEU’s, etc. are targets for this goal. Contracts with employers to do specific training for employee groups and seminars must also be promoted as ways to diversify income streams into the departments and the College.

2. Grants & Contracts
A grants coordinator for DHA was a stated priority in the 2001-02 compact. A shared grants coordinator for FSOS and DHA was hired fall 2002. All CHE departments now have grants coordinators who meet regularly with the Associate Dean to plan college coordination.

3. Tuition
CHE tuition attribution model was shared with other collegiate units (e.g. COAFES) as they determine their own attribution policy. CHE and COAFES have an agreement in place for fiscal year 2003-04 regarding tuition attribution for Food Science and Nutrition. Instruction tuition generated by FScN will be split evenly between CHE and COAFES.

4. Development
During an exceedingly unstable economic and political environment, development continues to set and achieve financial and programmatic goals. Scholarship and Fellowship fund-raising as well as raising endowment dollars have been successful. While Campaign Minnesota comes to a close, CHE launches Phase II, Campaign Human Ecology to focus on endowed faculty positions, strategic program endowment and scholarships for underserved populations. Innovative initiatives and planned giving options continue to appeal to donors who are choosing to invest in higher education.

Report on Measures
- Launched Phase II, Campaign Human Ecology, September 2002, 275 attendees, 30% new college campaign partners for resource development, employer relations, volunteer involvement and legislative relations.
- Spheres of Influence Campaign resulted in 100-200 new Campaign Partners organized around specific campaign initiatives. Database developed for strategy entry and completion in 2003.
- Campaign is at 90% of Campaign Minnesota goal, (fiscal 2003). Identified 8 new $100,000 prospects, total now of 7,425 gifts of $100,000+ during campaign.
- Development training provided for CHE Executive Committee. Department heads now actively cultivating and soliciting major gifts.

Faculty actively recruited new college partners and are undergoing strategy development and completion to advance programs that lead to resource development.
- Donor Relations Manager hired, trained and has vastly expanded campaign communications, special events and donor relations capabilities. Development graduate fellow hired, trained and has assumed responsibility for standardized and specialized annual giving vehicles including direct mail, phone program, weekly gift acknowledgment and specialized dean communication; campaign website launched.
- Development Officer search reopened with expectation of hiring by June 30, 2003.
- Specified and trained student worker for development with particular DMS responsibilities.
- Organization Giving plan not developed due to unfilled position. Faculty who work with organizations will define and implement strategy with new campaign partners in coming year.
- Campaign Human Ecology case statement and accompanying communications materials completed and distributed.

New Development Measures
- Forward initiative planning tool designed to measure fund-raising success, strategy development, and plot program advancement by campaign initiative; 100% of 27 initiatives reported.
- Link stewardship efforts to financial and program reporting to loop outcomes with vision.
- Create 100% level I stewardship reports with Foundation and independently within college.
- Create 100% case inserts of campaign initiatives.
- Rollout Campaign Human Ecology in 5 regional areas.
- Create Campaign Human Ecology newsletter, (3-4 annually) Kaleidoscope update (3 annually), and monthly campaign website updates.
- Faculty/staff/executive committee to complete 80% of documented strategies. Identify 20 new strategies across departments.
- Establish endorsement committees for 5 campaign initiatives and actively identify goals, prospects and strategies.
- Complete 100% of $20 Million Campaign Minnesota goal; complete 75% of Campaign Human Ecology goal.

Resource Acquisition Finance Summary: CHE will allocate approximately $100,000 and the foundation committed $50,000 effective fiscal year 2002-03 in recurring dollars for a second CHE development officer. The search process
is taking longer than anticipated; funds will likely be used in fiscal year 2003-04. The estimated 5-year CHE allocation to support Campaign Human Ecology is $500,000. Income on endowments targeted to fund development activities will be utilized to support the investment goals of Development.

<table>
<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
<th>FY2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring</td>
<td>NR</td>
</tr>
<tr>
<td>Campaign Human Ecology</td>
<td></td>
</tr>
<tr>
<td>Development Officer</td>
<td></td>
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<tr>
<td>Total</td>
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</tr>
<tr>
<td>RRC contribution</td>
<td>$100,000</td>
</tr>
<tr>
<td>Found contribution</td>
<td></td>
</tr>
</tbody>
</table>

C. New Long-Term Goals/Priorities – No new goals to report this year.

D. Enrollment Management

Demographics (fall 2002 statistics)
The percent of diverse undergraduate students (excluding international) is 11.3%. The percent of diverse graduate students (excluding international) is 16.7%.

85% of the student population (both undergraduate and graduate) is female.

84% of CHE undergraduate students are full time; 69% of graduate students are enrolled full time.

The mean age of CHE undergraduate students is 22.2, slightly higher than the Twin Cities mean of 21.6. The mean age of CHE for graduate students is 34, compared to the Twin Cities mean of 30.8. This age difference may be a contributing factor on the percent of graduate students enrolled part-time (31%).

95% of our undergraduates are from the five-state area, 50% from the Twin Cities metro area. 58% of our graduate students are from the five-state area, 41% from the Twin Cities metro area.

Graduation & Retention
CHE 4-year graduation rate is 37.8%; 5-year graduation rate is 60.4%. Four-year graduation rate target for 2006 is 50%; 5 year graduate rate target is 65%.

The one-year retention rate for CHE students is 79%, attributed to competitive programs and higher admissions standards. The five year retention rate target remains at 85%.

Enrollment
Student credit hours are carefully monitored by department, program, and faculty type as a measure of productivity. The 1999-2000 year is used as a baseline for future increases or decreases.

CHE undergraduate enrollment for fall 2002 is 1088, up 5.3% from the fall 2001 figure of 1033; graduate enrollment is 397, up 518% from the fall 2001 figure of 334. The fiscal year 2005-06 goal is 1500 students: 1125 undergraduate and 375 graduate students.

CHE Student credit hours generated for fiscal year 2002-03 estimated at 26,393 (spring data is preliminary). That compares with 25,229 SCH in fiscal year 2001-02, a 4.6% increase.

Undergraduate mean credit load for fall 2002 is 13.4, an increase of 1.5% from fall 2001. Target mean credit load is 15.

A 5-year enrollment plan for undergraduates needs was updated to reflect new fiscal year 2005-06 target of 1125.

A 5-year enrollment plan for graduate students was developed with a fiscal year 2005-06 target goal of 375. A parallel goal to the enrollment is increased funding for recruitment, assistantships & fellowships.

The combined undergraduate and graduate enrollment target is 1500 by fiscal year 2005-06. This number reflects the maximum enrollment capacity of the college with regard to space and faculty resources [Day resident enrollment]. Enrollment potential to increase by 200 with increased offerings in late afternoon, evening and weekend time slots.

CHE majors that met or exceeded planned enrollment targets are Clothing Design, Interior Design, (+9%), Retail Merchandising (+47%), and Nutrition (+12%). Majors that fell short of target are Graphic Design (-10%), Housing (-28%) and Food Science (-60%). Note that lower numbers in Graphic Design
was intentional to ensure quality control. See CHE’s 5-year enrollment management plan.

There is a strong effort underway to increase enrollment in food science because of the capacity for more students and the very positive employment outlook.

Demographic scan of our recruitment pools and analysis of potential changes in future recruitment opportunities

Approximately 50% of CHE's freshmen come from Wisconsin. We do not foresee any changes to our freshman recruiting strategy in the near future. Currently, we are focused on making adjustments to our transfer-recruiting plan. We are collaborating with particular community colleges (Rochester Community Technical College and Minneapolis Community Technical College) to articulate transfer agreements that complement AS or AA degrees offered by the transfer school. We are currently concentrating on agreements that bring students into the following majors to complete a B.S.: retail merchandising, food science, nutrition, and family social science. The Housing Studies major is targeted for the next articulation agreement.

CHE is beginning to strategize about national recruitment for 2008-2010 to address anticipated demographic downturn of college age students.

An analysis of external factors (e.g., competition) that will influence recruitment and enrollment of students

The economic down swing may affect interest in some of our programs that prepare students for careers in the creative sector. We did not see a negative effect for fall 2003 and will monitor the situation closely for fall 2004. We are concerned about the steady decrease in central funds available to admissions for recruiting. In the past we were able to work together to put together very competitive packages to attract the best students.

Proposed changes to University policies that could better enable us to meet our goals and a commitment to discuss such changes in light of impact on other colleges

As mentioned above, one of the crucial issues facing the University around recruitment and retention of high ability students is the enormous fall off in central all-university monies available to admissions for recruiting. The Office of Admissions is depending more and more on individual college endowments.

This has significantly decreased the amount and size of awards available for recruiting the best and brightest.

Specific goals and strategies for improving retention and graduation rates

We have two strategies for increasing retention and graduation rates for the upcoming year. First, we are continuing to refine and expand our best match project. We are expanding the effort with a pilot project with Interior Design students. Led by a faculty member, we will determine the learning styles of new students at orientation and track those students through their career here to see if there is a particular style that tends to be more successful. If so, we will use descriptors in our recruiting materials and advising that clearly play to students with that dominant style to encourage self best match selection.

Second, a new handbook for incoming students was used for the first time with new students in fall 2002. The handbook stresses, among other things, the need to take a full load (13 +) credits per term. This handbook was also introduced to advisers, especially faculty, for use as an advising tool. Advisors will convey to students the importance of a full load. Students who have valid reasons for taking less than a full load will be classified as part-time when they enter the college.

E. Facilities Issues

Previous measures

- Environmental safety issues
- Relocation of career services and student affairs
- Realignment of Dean’s administrative area to function
- Expansion of Technology offices and laboratories
- Continued upgrades of classrooms re technology
- Update of FS&N building structural and laboratories
- Space usage analysis of McNeal Hall
- Planned expansion of academic research (Grants and Contracts) to first floor McNeal in five to seven years with move of Natural Resources personnel
- Realignment of facilities responsibilities in Human Resources and Facilities office

Departments/Academic units are continuing to work with the CHE facilities team to develop both short and long-range space utilization plans and improvement strategies, particularly for instructional and research space. Projects appropriate for donor funding will be identified.
Faculty identified the need for collaborative and interdisciplinary research space, as well as office space for visiting faculty.

Formal space study was conducted fall 1999; since then, CHE McNeal occupancy has increased support staff (P&A, civil service) FTE by 20. This is the direct result of increased collegiate productivity, including grant procurement. An additional study planned for 2003 has not been completed. An analysis of space usage resulted in recommendations for instructional space. A college-wide space study will be conducted in 2003-2004 to inform the space planning process. McNeal Hall space currently used by Natural Resources will be considered in determining how to accommodate space needs of new grants and projects as well as classroom for 50-75 students.

An assessment of priority uses and needs of classroom space, especially within Design, Housing and Apparel is in process. Facilities improvements and significant equipment upgrades to fit programming needs to be done in several areas.

The college is studying the potential of relocating the Goldstein to another location in the building in conjunction with a plan to renovate McNeal Hall.

In order to increase their service capacity, several administrative units moved within McNeal Hall: Technology and Career Services moved summer 2001; Student Services and Continuing Education/External Relations moved fall 2002. 32 McNeal Hall was reorganized to incorporate outreach, development and alumni relations. The reallocation and upgrade of the Student and Career Services space was cost shared by the College and Central Administration (PAR funds). Further analysis will identify additional ways to realign space with programming and administrative needs.

The planned renovation of South McNeal uncovered a number of unforeseen barriers including potential code violations for fire/life/safety exiting and historical preservation of exterior façade. These issues will significantly impact future renovation plans.

Mold infestation: Work accomplished included exterior tiling and positive air pressure; there are renewed concerns regarding employee health and safety. We continue working with Facilities Management and Environment Health and Safety to address these issues and continuing problems with water infiltration.

The College anticipates commencement of pre-design work in fiscal year 2003-04 for the fiscal year 2005-06 renovation of the Food Technology and Processing center as well as infrastructure upgrades and improvements in the FScN building. This work will modernize the 1950’s vintage plant and building, bringing them both up to current industry and building code standards. Planning will include identification of needed upgrades to research and instructional equipment.

Work is progressing on a long-term capital request for McNeal Hall (submission in fiscal year 2002-03) to modernize the facility and bring the building in-line with current code requirements. Target is fiscal year 2007-08 to have the college building on the capital request. Currently there are severe limitations placed on the use of the building due to code upgrades that are triggered every time minor renovations or program changes are instituted. The request will focus on instructional space upgrades and renovations to areas currently housing CNR personnel.

CHE is addressing the long-range needs of the Goldstein Gallery in relation to the broader capital goals of the college. A proposal for a new facility for the Goldstein Gallery to showcase its unique characteristics of research and teaching was put forward by the College of Human Ecology through the U of M Capital Budget Program process. It will be targeted for relocation within the building when a planned redesign and renovation update of the building is proposed [2008-2010].

Future Measures:

- Resolution of environmental and health safety issues
- Building and laboratory safety issues will be addressed
- Continued upgrades of classrooms with regard to infrastructure, equipment and technology
- Planning will commence for FScN capital improvements
- Strategic facilities plan will be developed, including identification of projects appropriate for individual and corporate donors
- Planned expansion of academic research (Grants and Contracts) to first floor McNeal, along with creation of classroom seating 50-75 in five to seven years with move of Natural Resources personnel

Facilities Improvements

Improvements to college facilities to support Academic Excellence will continue to be emphasized.

Structural improvements and upgrades to instructional equipment, such as audio-visual and laboratory equipment will be targeted. A three to five-year strategic facilities plan inclusive of short and long-term projects will be developed during fiscal year 2003-04. Particular emphasis will be given to
McNeal Hall instructional/research laboratories for Design, Housing and Apparel and Food Science and Nutrition.

The CHE fiscal year 2003-04 all-funds capital budget outlines the CHE facilities priorities, including the need to adapt currently underutilized space to interdisciplinary research space for faculty, graduate students and visiting faculty. Investigation will take place regarding security needs associated with laboratories and the pilot lab.

New Measures:
- Approximately 2000 square feet of currently underutilized space in McNeal Hall will be converted to research and visiting faculty office space.
- An additional computer classroom will be created by fiscal year 2004-05.

Financial Summary: Central committed $50,000 in PAR funds in fiscal year 2001-02 & fiscal year 2002-03 toward the renovation of South McNeal Hall. CHE allocated $244,613 toward the total cost of $395,778.

<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Recurring NR</td>
<td>Recurring NR</td>
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<tr>
<td>South McNeal Renovation</td>
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<td>$344,61</td>
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<tr>
<td>Total</td>
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</table>

Central contribution: $100,000

RRC Contribution: $244,613

F. Financial Issues

CHE tuition attribution model shared with other collegiate units (e.g. COAFES) as they determine their own attribution policy. An agreement with COAFES regarding tuition attribution of FScN tuition was reached in February 2003. Plan will take effect in fiscal year 2003-04.

The program initiatives for CHE are closely tied to market demands for new or revised programming, distance learning, and cross-disciplinary programming.

CHE has established goals and principles for addressing the fiscal year 2003-04 budget situation.

Goals
- Maintain enrollment and excellence of undergraduates; sustain excellence in competitive programs and improve programs determined to be good...move to excellence.
- Maintain competitiveness of the graduate program
- Maintain grant procurement levels of the college and increase ICR
- Increase alternative revenue streams [e learning, certificates, continuing education, and professional development]
- Continue investment in development to realize increased endowments for future income
- Continue to align outreach programs of the college for efficiencies and relevance
- Analyze role functions and efficiencies of staff
- Insure excellence in "customer service" within the college
- Invest in faculty and staff development

Principles
- All investments and reallocations/reductions are done in context of a long-term plan for excellence [competitiveness and quality]
- Planning accommodates flexibility for opportunity
- Work with an ethic of stewardship of resources
- Central to mission

CHE paid the fiscal year 2002-03 unallotment from central reserves, depleting the tuition and equipment reserve accounts. It is the philosophy of the CHE management that this is an appropriate way to use reserves. The college will not be able to address the budget base reduction in this way in the future. We will address future reductions to our base via three avenues: a) cost savings, b) targeted reductions/elimination, and c) increased revenues.

Tuition: Agreed upon tuition estimate for CHE is $7,890,230 for fiscal year 2003-04.

ICR: The agreed upon ICR revenue estimate for the College is $443,474 (49.5% of $895,907) for fiscal year 2003-04.

G. Compact Development
The executive committee, the policy and planning committee, and the administrative directors consulted with the deans in various meetings to discuss compact priorities for fiscal year 2003-04. Administrative Unit
business plans, departmental vision statements and CHE Balance of Scholarship discovery, learning and outreach reports also impacted the compact priorities. The final 2003-2004 compact was reviewed through additional consultation with these groups.

H. Data Profile

For a display of planning data related to the College of Human Ecology, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at [http://www.irr.umn.edu](http://www.irr.umn.edu). This site contains standard financial, staffing and student information.

Report and Allocation Summary

No reports to be submitted prior to next compact development cycle. Collegiate Enrollment Management Data Elements and Projections attached.

### Historical Allocation Summary

**FY1999 through 2003 Compact Investments**

<table>
<thead>
<tr>
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<th>FY2001</th>
<th>FY2002</th>
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<tr>
<td>Web Camp II</td>
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<td>Multimed MSW</td>
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<td>WI Courses</td>
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<td>CHE Fac, Roch</td>
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<td>New Dean Supp</td>
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<td>Wood Wisdom</td>
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<td>$80,000</td>
<td>$80,000</td>
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<tr>
<td>Turner Bridge</td>
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<td>$103,320</td>
<td>$68,880</td>
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<tr>
<td>Wieling Bridge</td>
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<td></td>
<td>$11,774</td>
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<tr>
<td>McNeal (PAR)</td>
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<td></td>
<td>$50,000</td>
<td>$50,000</td>
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<tr>
<td>Graphic Design</td>
<td></td>
<td></td>
<td>$90,000</td>
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<tr>
<td>Develop Officer</td>
<td></td>
<td></td>
<td></td>
<td>$50,000</td>
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<td><strong>Total</strong></td>
<td><strong>$129,600</strong></td>
<td><strong>$108,600</strong></td>
<td><strong>$311,820</strong></td>
<td><strong>$413,654</strong></td>
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### Central Allocation Summary – FY2003-04

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<tr>
<td>Bridging Funds (Turner/Weiling)</td>
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<tr>
<td>Writing Intensive</td>
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<tr>
<td>Bridge-Gen. Mills Chair</td>
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<tr>
<td>Faculty Sabbatical Supplement</td>
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<tr>
<td>(from R. Jones Office)</td>
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<tr>
<td>Living &amp; Learning Community Grants</td>
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<td>Advising</td>
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<tr>
<td>Grad. School/Research Support *</td>
<td>160,926</td>
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Total FY2003-04 $0 $466,537

* As of October 2003
Appendix A

Collegiate Enrollment Management Data Elements and Projections
College of Human Ecology

Undergraduate Enrollments, Degrees, Retention Rates, and Graduation Rates

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 97</td>
<td>Fall 98</td>
</tr>
<tr>
<td>Freshman</td>
<td>100</td>
<td>130</td>
</tr>
<tr>
<td>Sophomore</td>
<td>171</td>
<td>190</td>
</tr>
<tr>
<td>Junior</td>
<td>234</td>
<td>216</td>
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<tr>
<td>Senior</td>
<td>326</td>
<td>399</td>
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<tr>
<td>Total Enrolled UG</td>
<td>831</td>
<td>935</td>
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</table>

Undergraduate Degrees

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<tr>
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<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
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<tbody>
<tr>
<td>Total UG Degrees</td>
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<td>233</td>
<td>212</td>
<td>202</td>
<td>230</td>
<td></td>
</tr>
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</table>

Retention & Graduation

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97-98</td>
<td>98-99</td>
</tr>
<tr>
<td>1st year retention</td>
<td>83.6%</td>
<td>86.6%</td>
</tr>
<tr>
<td>2nd year retention</td>
<td>68.8%</td>
<td>75.6%</td>
</tr>
<tr>
<td>4 year grad rate*</td>
<td>20.4%</td>
<td>36.8%</td>
</tr>
<tr>
<td>5 year grad rate*</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Degrees/enrollment</td>
<td>23.3%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Degrees/Fall srs.</td>
<td>59.5%</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

* Annual graduation rates based on the cohort of students starting 4 years or 5 years previous

Registration Status - Undergraduate

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<thead>
<tr>
<th></th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall 98</td>
<td>Fall 99</td>
</tr>
<tr>
<td>Continuing</td>
<td>682</td>
<td>642</td>
</tr>
<tr>
<td>New High School</td>
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<td>95</td>
</tr>
<tr>
<td>New Advanced Standing</td>
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<tr>
<td>Inter-campus transfer</td>
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<tr>
<td>Intra-campus transfer</td>
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<td>118</td>
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25
### Re-admit

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<tr>
<th></th>
<th>23</th>
<th>10</th>
<th>8</th>
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### Other

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### Total

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<th>1,088</th>
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<th>1,127</th>
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### FYE Students

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<tbody>
<tr>
<td>Lower Division UG</td>
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<tr>
<td>Upper Division UG</td>
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<td>450</td>
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<tr>
<td>Grad &amp; Prof</td>
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<td>257</td>
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### Graduate and Professional Enrollments

<table>
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<tr>
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<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 97</td>
<td>Fall 98</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>307</td>
<td>261</td>
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### Graduate and Professional Degrees Granted**

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<thead>
<tr>
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<th>Projected</th>
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<tbody>
<tr>
<td>Masters</td>
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<td>110</td>
</tr>
<tr>
<td>Doctoral &amp; 1st Prof</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>127</td>
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### ***Assumed 35% of masters and 6% of doctoral students