Overview

Governance
The University of Minnesota is a land grant institution that has been accredited by the Higher Learning Commission since 1913. Its twelve-member Board of Regents is the governing body of the University. The president of the University is an ex officio member of the Board. In addition to the Twin Cities campus, the University has four system campuses, including Rochester. Each campus is led by a chancellor who reports to the president of the University. University of Minnesota Rochester (UMR) faculty represent the campus on the University Senate.

Campus Launch
The Rochester campus was designated by the Board of Regents as a full and official system campus of the University of Minnesota in 2006. In 2007, UMR moved into new facilities at University Square in downtown Rochester and welcomed its first Chancellor, Dr. Stephen Lehmkuhle. Dr. Lehmkuhle was inaugurated in April 2008.

Academic Programs
UMR offers academic programs with a primary focus on undergraduate health education through the Bachelor of Science in Health Sciences (BSHS) and the Bachelor of Science in Health Professions (BSHP). The BSHS was the first academic undergraduate program at UMR and remains its primary program. It was approved by the Board of Regents in March 2009, admitting its first students in Fall 2009. The BSHS admits first-year and transfer students. The BSHS is a four-year program that includes liberal education in addition to a rigorous science education to prepare students broadly for careers in the health sciences. The BSHS curriculum creates a cohort model through the foundational first two years of an integrated, health science core, with an individualized Capstone experience in the final year.

The newest program, approved by the Board of Regents in June 2010 and commenced in Fall 2011, is the BSHP, an educational collaboration between UMR and the Mayo School of Health Sciences (MSHS). MSHS holds regional accreditation by the Higher Learning Commission, as well as accrediting bodies specific to the professions. The BSHP admits junior undergraduates into one of four health-related fields: Respiratory Care (UMR is the sponsoring academic institution for MSHS’s Advanced-Practitioner Respiratory Care Program that is accredited by the Commission on Accreditation for Respiratory Care); Echocardiography (the MSHS Echocardiography Program is accredited by the Commission on Accreditation of Allied Health Education Programs); Sonography (MSHS’s Sonography Program is accredited by the Commission on Accreditation of Allied Health Educational Programs); and
Radiography (MSHS’s Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology). The University of Minnesota Board of Regents and MSHS have entered into an educational collaboration to award students who successfully complete junior- and senior-level coursework a Bachelor of Science in Health Professions degree from UMR and a Program Certificate of Completion in the respective track from MSHS. See the “Master Agreement of Institutional and Program Affiliation between Regents of the University of Minnesota and Mayo Clinic Rochester, Mayo Clinic Arizona, Mayo Clinic Jacksonville” for details regarding the partnership that undergirds the BSHP program. The implementation of this agreement for BSHP programs involves on-going, collaborative engagement among designated UMR and MSHS faculty and staff, including bi-weekly program director meetings, quarterly administrative meetings, joint faculty development endeavors, and an annual advisory board meeting.

UMR continues to be the site of a limited number of undergraduate and graduate programs that originate on the Twin Cities campus (B.S. in Medical Laboratory Sciences, B.S. in Nursing, and Master of Occupational Therapy). In addition, the Biomedical Informatics and Computational Biology (BICB) graduate programs (Ph.D., M.S., minor) were approved in 2008 and are administered by UMR in partnership with the College of Science and Engineering (the programs’ academic college on the Twin Cities campus) and the University of Minnesota Graduate School, which awards the master’s and doctoral degrees.

**Community Integrated Space**

UMR leases all of its space in downtown Rochester; no buildings are owned though property for future buildings has been purchased (see Campus Master Plan in “Additional Materials”). All offices and educational spaces are within walking distance from each other, including MSHS classrooms and labs used in BSHP course instruction. Most administrative offices and educational spaces are at University Square, faculty and staff offices are in nearby Broadway Hall, and academic staff offices and additional educational spaces are at 318 Commons. Didactic and clinical courses for the BSHP program primarily originate and are delivered at the Mayo School of Health Sciences, which is located within walking distance. In addition, because of the partnership nature of the BICB graduate program, courses and seminars for this program originate and are delivered at UMR and the University of Minnesota Twin Cities.
University of Minnesota Rochester: Branch Campus Fast Fact Sheet

Date of inception: 2006

Programs offered (http://r.umn.edu/academics-research/programs):

UMR Programs: Health Professions (B.S.); Health Sciences (B.S.); Post-Secondary Enrollment Options (PSEO); and BICB (M.S. and Ph.D.). UMTC Programs offered on the Rochester campus: Medical Laboratory Sciences (M.L.S., B.S.); Nursing (B.S.); and Occupational Therapy (M.Ed.).

Actual enrollments for each program:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>MLS</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>33</td>
<td>29</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
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<td>38</td>
<td>38</td>
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Projected enrollments for the next three years:

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<tr>
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<th>2018</th>
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</thead>
<tbody>
<tr>
<td>BSHP</td>
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<tr>
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<tr>
<td>PSEO</td>
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<tr>
<td>BICB</td>
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<td>75</td>
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<tr>
<td>UMTC/UMD Programs</td>
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<td></td>
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<td>20</td>
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<tr>
<td>Nursing</td>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>MBA</td>
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<td>23</td>
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</tr>
<tr>
<td>OT</td>
<td>40</td>
<td>40</td>
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</tr>
</tbody>
</table>

Number of full-time and part-time faculty who teach at the facility:

<table>
<thead>
<tr>
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<th>SBF*</th>
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<tbody>
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</tr>
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<td>BICB</td>
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<td>UMR Programs</td>
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<td>1</td>
</tr>
<tr>
<td>OT</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Number of administrators on-site: 3

Student Services available at the campus: Disability Services; Student Health Services; Mental Health Services; Student Fitness & Recreation; Quiet Reflection Space; Academic/Career/Personal Advising; Career Development Resources; Financial Aid/Student Records; Student Activities; Housing; Academic Support; Study Away; Library Services; Bookstore; Information Technology Support Services

Additional locations linked to the campus: Mayo School of Health Sciences (MSHS)

Campus-specific information for any campus that might function differently than the University’s standard branch campus practices: N/A

*SBF are “Student Based Faculty”, comprised of both “teaching specialists” and “lecturers” who teach and provide learning support in the UMR Just Ask Centers.
Planning

Vision, Values, and Strategic Framework

University of Minnesota Twin Cities Strategic Plan Vision
The University of Minnesota will be pre-eminent in solving the grand challenges of a diverse and changing world.

University of Minnesota Rochester Strategic Plan Vision
The University of Minnesota Rochester (UMR) will be nationally recognized for inspiring and empowering undergraduates to solve the health care challenges of the 21st-century. (Campus Strategic Planning Documents, Fall 2014)

UMR Core Values
UMR core values are embedded in our vision and emanate from our collective belief in the transformative power of higher education, a belief evident in the ambitious work of our Rochester founders. (Campus Strategic Planning Documents, Fall 2014)

  Respect
  We value habits of interaction that demonstrate the worth and dignity of each person.

  Human Potential
  We value every person’s capacity to learn, develop, imagine, create, and contribute.

  Community
  We value collective work and a culture of trust that promotes collaboration, problem solving, and partnerships while creating belonging, accountability, and courageous action.

  Diversity and Inclusiveness
  We value the range of human differences and the active pursuit and involvement of varied perspectives.

  Evidence-Based Decision Making
  We value strategic collection and careful assessment of data to inform our choices in all matters, including student learning and development.

This vision and these values are represented in the University of Minnesota and University of Minnesota Rochester Mission statements:

University of Minnesota Mission
The University of Minnesota, founded in the belief that understanding enriches all people, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. (University of Minnesota Mission Statement, Board of Regents Policy, January 1994)
Rochester Branch Campus Mission
The University of Minnesota Rochester promotes learning and development through personalized education in a technology-enhanced environment. The University of Minnesota Rochester empowers undergraduate and graduate students to be responsible for their own learning and provides appropriate support to prepare them to succeed in a global and multicultural society. The University of Minnesota Rochester serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research, and public engagement programs in collaboration with other campuses of the University of Minnesota, other higher education institutions throughout the state and nation, governmental and non-profit organizations, and private enterprise. (Campus Mission Statement Approved, Board of Regents, June 2009)

UMR 2.0 Optimizing Distinctiveness – A Strategic Framework
Having graduated three classes as of June 2015, we are planning to build on these established areas of distinctiveness over the next five years. (Campus Strategic Planning Documents, Fall 2014)

Current Arenas of Distinctiveness

Customized undergraduate health care education
The first two years of BSHS degree include a core curriculum for all undergraduates. Upon that foundation, students work with faculty and Student Success Coaches to plan and implement an individualized Capstone experience during the senior year. Most “study away” in varied experiences such as directed research, internships, study abroad, or coursework in the UM System to accomplish a minor.

Individualized care, attention, and guidance
Student Success Coaches are assigned to students for the duration of their four-year experience, for advising, career exploration, Capstone planning, and general life-coaching. Student Based Faculty (lecturers and teaching specialists) staff “Just ASK Centers,” providing academic support outside of class.

Connected curricular experiences
Faculty collaborate on research, teaching, and service in one, interdisciplinary department—the Center for Learning Innovation. Tenured/tenure-track faculty design the curriculum with “Student Based Faculty” (lecturers and teaching specialists) working with them in teams to deliver and assess. The intentional connections in the curriculum include integration across disciplines, embedded liberal education outcomes, writing-integration, and health-sciences contextualized content.

Collaborative culture
Faculty team-teach most undergraduate courses, expecting students to also work in teams in this “flipped” learning environment. Given the core curriculum in the first two years, students are automatically part of a learning cohort. Student development and academics are intentionally connected in the structure and administration, with student development professionals as part of the Center for Learning Innovation meeting regularly with faculty and one Vice Chancellor—for both Academic Affairs and Student Development.
Learner-centered core shaped by ongoing learning research
Tenured/Tenure-Track faculty have “teaching and learning research” as their primary scholarly area, with disciplinary work as secondary. These expectations provide continuous assessment data and are used to enhance curricular and pedagogical decisions.

Community immersion and engagement
This commitment is apparent in the integration of UMR’s physical space into downtown Rochester, a city-tax that supports UMR, and a required “Community Collaboratory” (civic engagement) course required of all UMR students.

UMR Student Learning and Development Outcomes for Graduates*

Knowledge
They have acquired knowledge of human cultures and the physical and natural world and demonstrated ownership of a body of knowledge and skills relevant to the health sciences.

Intellectual and Practical Skills
They have gained general competency in the integrative abilities of writing, literacy, quantitative reasoning, critical and clear thinking, and communication; can locate and critically evaluate information from a diversity of media; have acquired problem-solving skills and modes of inquiry; can transfer their knowledge and skills to solving complex problems; can demonstrate preparedness for careers, lifelong learning, adaptability, and self-management; and can work cooperatively.

Personal and Social Responsibility
They have gained an appreciation of cultural and philosophical diversity; can demonstrate an understanding of the role of diverse cultural values and attitudes; understand the role of creativity, innovation, discovery, and expression across disciplines; can discuss science in a cultural and historical context; can articulate and discuss major societal challenges; work within complex human systems; can identify and analyze ethical principles and ethnically problematic decision making situations; have demonstrated civic knowledge and engagement locally and globally; and have acquired international and global awareness.

Individual Development
They have demonstrated growth in and value for responsibility and accountability, independence and interdependence, goal orientation, self-awareness, resilience, appreciation of differences, and tolerance of ambiguity.

*These institutional outcomes are currently being revised (summer and fall 2015).

Evidence and Evaluation

Success of UMR Graduates
Given the recent establishment of the UMR, three undergraduate classes have graduated as of June 2015 (2013: 51 graduates; 2014: 75 graduates; and 2015: 83 graduates). Alumni are moving into diverse health care related experiences as well as professional and graduate schools.
BSHS
Of the graduates in the BSHS program in the first two years, 86% reported pursuing continuing education; prior to graduation 26% of BSHS 2013 graduates and 24% of 2014 BSHS graduates were admitted to professional and graduate school programs. Those programs included physician, physician assistant, occupational therapy, physical therapy, surgical first assistant, forensic psychology, integrated research, experimental psychology, neuroscience, law school, and public health. Our most recent graduation survey (for 2015 graduates in BSHS and BSHP) shows 36% continuing in graduate school, 23% employed in health care, 13% employed outside of health care; and 28% taking a “gap year” while applying for medical or other professional or graduate school programs. Of the 28% choosing a gap year, 37% are working as scribes, 32% are working in non-profit organizations, 11% plan to travel, 10% have joined the PeaceCorps, and 10% are engaged in “other” health care related work. That “other” work includes medical device, business administration, health care administration, research and consultation, health education, laboratory science, and research trial coordination.

BSHP
100% of graduates of the BSHP have passed their exams and are employed in their fields of echocardiography, radiography, respiratory care, and sonography.

Assuring and Enhancing Student Success

Program Review
Faculty assessed and revised the initial curriculum during the 13-14 academic year, with an affirmative vote for substantive changes early in the fall 14 semester. The results of that program review are reflected in the fall 2015 catalog. The expectation for course review every three years is in place, given practices at UMTC and procedures established in the start-up phase of UMR.

Credit Evaluation
UMR follows UMTC guidelines for course transfer and works closely with UMTC admissions to align with their policies for Transfer of course credit. UMR follows the UMN Board of Regents Transfer Credit Policy Statement.

Course Integrity for Dual Credit
Post-secondary enrollment options for high school students are available for UMR courses, provided pre-requisites are met. For a description, visit this PSEO webpage. Students are encouraged to attend UMR full-time given our integrated curriculum.

Specialized BSHP Accreditation: Details HERE.
Create and Implement Curriculum/Map Outcomes

To prepare for the assessment of institutional Student Learning Outcomes (SLOs) as it launched, UMR began with the course-level mapping of outcomes and related assessment. Initially, course-level learning objectives were mapped to the institutional SLOs and faculty were asked to provide examples of how the learning objectives were assessed. This table is an example of Module 6 of SOC 1641 (Social Justice and Ethical Decision Making): the first column lists the title of the module, the second column the Learning Objectives of the module, the third column refers to the course learning objectives that are listed in the syllabus, the fourth column lists the relevant SLOs (e.g., 3a refers to the first SLO under Personal and Social Responsibility: “have gained an appreciation of cultural and philosophical diversity”), the fifth column articulates what the student should be able to do, and the last column lists the types of assessment that are deployed.

To allow sufficient time for revision and refinement these tables were constructed by faculty for all BSHS courses after each course had been taught for the third time. At this juncture, UMR’s student learning and development outcomes have been mapped in curricular endeavors. These data were used by the Vice Chancellor for Academic Affairs in the start-up period to assess whether a BSHS student would encounter all SLOs sufficiently throughout the curriculum, and to determine how course-level assessment of those SLOs was occurring. An example is shown in this table where for each course the frequency of each SLO is calculated. The color coding provides a visualization of the distribution across the curriculum to inform the enhancement of scaffolding and assessment going forward.

See more examples of how SLOs are currently addressed and assessed in specific courses.

Store and Access Assessment Data

The UMR-specific curriculum management system iSEAL serves as the central storage space for all assessment data. The description of iSeal from the UMR and UMTC websites states that,

> The curriculum management and learning analytics program, intelligent System for Education Assessment and Learning (iSEAL), is an integrated web-based curriculum delivery system that replaces single course delivery applications. Not only does iSEAL offer curriculum delivery, it also includes education assessment to better understand student interactions with the curriculum, develop future data mining systems, and create individualized plans.

As UMTC and UMR IT Development teams continue to refine the capacity of iSEAL, we expect it to provide assessment as fine-grained as following a single SLO through the curriculum by selecting specific assessment questions addressing the SLO under consideration for each course and following individual students or groups of students over time or as coarse-grained as projecting final course grades on each SLO using the frequency distribution. We expect that these kinds of questions will not only be embedded in the assessment plan but will also form part of the research of CLI faculty as the technology permits. With new IT Development staff at UMR shared with UMTC (to be hired summer 15), we are piloting Moodle as our course management system in Fall 2015 while continuing to use iSEAL to compile learning artifacts for assessment purposes. This pilot will enable faculty to discern which system best serves their
research and the institutional assessment of learning outcomes. This change has required a connection between the two systems which is now in place (as of summer 2015). In addition, our assessment plans may be affected by additional UMTC activities, as they affiliate with a group designed to create and pilot learning analytics software. Significant progress has been made with tools through the collaborative work of UMR faculty in an ongoing funded project entitled “A Browser of Student and Course Objects (BoSCO)” with results to date and process described in this 2014 BoSCO presentation.

Embed Scholarship of Teaching and Learning in Institutional Assessment

In addition to iSEAL and its capacities related to learning and development outcome assessment, the ongoing scholarship of our faculty is also being used to improve student learning. At UMR, tenure-track faculty are hired with the understanding that they will collaborate to design and assess the curriculum, rather than a specific course or discipline. With the structure of one department for undergraduate education (the Center for Learning Innovation), assessment of student learning to inform decision making is an ongoing process. To date, our assessment through learning scholarship has led to several changes in the curriculum; including, but not limited to,

- the sequence of concepts in the mathematics curriculum;
- the sequence of courses in chemistry (with Organic Chemistry required in the first semester);
- the enhancement of across-the-curriculum flipped and active learning pedagogies; and
- the enhancement of practices related to the writing integrated curriculum.

Evidence of Faculty Research and Assessment: Summary of Published Learning Research Results to Date; Examples of Faculty Research Providing Assessment Data

Construct Comprehensive Institutional Assessment Plan

Following the revision of UMR student learning and development outcomes (summer 2015), a comprehensive assessment plan that intentionally capitalizes on faculty learning research, the iSeal tool, and the Capstone experience will be constructed (15-16) and implemented (fall 16). Expected direct assessment instruments include the continued use of the ACT Engage (to measure several student development outcomes annually), the continued and expanded use of the Intercultural Development Inventory (IDI), the use of modified VALUE rubrics from the American Association of Colleges and Universities (including Civic Engagement), and measures of tolerance of ambiguity and resilience (hypothesized to be critical to UMR student success based). To date, the ACT Engage and the IDI have both been administered to students, with ACT Engage results showing significant increases in student development outcomes between the sophomore and junior year and IDI results revealing the need to enhance curricular and co-curricular intercultural development endeavors. For the BSHS student, the junior year Capstone proposal and senior year Capstone experiences and symposium presentation provide the opportunity for the final assessment of many of our learning and development outcomes. At this juncture, student learning and development outcomes are assessed during this Capstone period through direct measures: rubrics and reflections (written proposal and post-experience presentation) as well as indirect measures: surveys (pre- and post-Capstone experience) and a one-on-one interview (post Capstone presentation). In 15-16, the faculty and staff will
investigate Capstone assessment models and literature to inform next steps: See the 2014 Capstone report HERE and the 2015 Capstone report HERE. In addition, with student responsibility for learning as a core expectation, student-generated, course-integrated, ePortfolios with embedded reflection on learning and development for each outcome are being considered by the faculty. Those qualitative data coupled with the quantitative data available via iSEAL would provide comprehensive assessment information to inform our assessment plan (see template in progress).

Enrollment Management and Retention

UMR is dedicated to student success by recruiting, enrolling, and graduating students who contribute to the accomplishment of UMR’s Vision. UMR’s enrollment management plan is currently being redefined to reflect predictive modelling based on enrollment data collected over the first six years. UMR expects to increase enrollment of first-year students significantly beginning in fall 16 and to continue growth at least through fall 18, with retention rates of at least 60% (noting that if UMR students decide they are interested in a field other than health sciences, they have to transfer to UMTC or another campus). This unique retention issue highlights the importance of focusing on our specific recruitment niche and tailoring our admission process to identify students committed to health sciences. Graduation surveys and Capstone information reveal that a majority of successful graduates have a personal health care connection that was in place by the time of their recruitment (e.g. a parent with a cancer diagnosis). To further support the intentionality and assessment of recruitment, retention endeavors, and timely graduation, an Enrollment Management Team has been constituted by the Chancellor and provided with the following charge (Chancellor’s communication, July 2015):

The UMR Enrollment Management Committee is charged with ongoing discussion, development, monitoring, and evaluation of the recruitment and retention of UMR students. The committee will be advisory to the Chancellor and is expected to provide recommendations regarding 1) recruitment of students whose passion and focus align with the UMR Vision and 2) retention and success of recruited students.

The UMR Enrollment Management Committee is chaired by the Vice Chancellor for Academic Affairs and Student Development. The Vice Chancellor will appoint members who are engaged in or represent the following areas: faculty/academics, advising, admissions, marketing, financial aid, student development, institutional research, and student experience.

UMR has unique elements in place to improve and maintain retention and graduation rates:

1. Student Success Coaches who work one on one with students to provide individualized educational/career planning.
2. Our Just Ask Centers, making Student Based Faculty available to provide academic assistance for students.
3. Multiple “high impact practices” that “educational research suggests increase rates of student retention and student engagement” (American Association of Colleges and Universities website) including first year seminars and experiences, common intellectual experiences (core curriculum for first two years), learning communities, writing intensive courses, collaborative assignments and projects through integrated curriculum), undergraduate research opportunities (beginning with symposium participation expectations in the first year), diversity
and global learning (including IDI assessment integrated into the curriculum at multiple points), and community based learning (including UMR’s required “co-lab” course).

4. “Finish in Four” campaign providing small scholarships for students who are on track to graduate after their first, second, and third years.

In addition, UMR has methods (counselor visits, outreach activities), systems (SalesForce, A+), and procedures (exit survey, active learning admit days) in place to provide comprehensive information to assist enrollment and retention endeavors.

**Special Retention Notes**

- In the first years of this new branch campus, UMR retention data demonstrate that we are contributing to the success of underrepresented students. These data are serving the construction of compelling new components of our assessment plan, new faculty research, and additional, specialized programs including a living, learning community called Health CORE (Community of Respect and Empowerment).

  Retention Data: Students of Color; PELL Eligible; and First Generation.

- While many institutions use 6-year graduation rates in their reporting, note that UMR has a “Finish in Four” endeavor that has resulted in 96.4% of our BSHS graduates completing their degree in four years or less.

**Additional Materials for the Review**

A. Human resources
   - Staffing dedicated to the campus
   - Faculty dedicated to the campus and their credentials
   - Tenure Track Faculty Review Document
   - Student Based Faculty Annual Review and Promotion Documents

B. Services
   - Student Support Services (links on “Fast Facts” p. 3)
   - Student Advising Contacts
   - Additional Student Support Resources and Endeavors

C. Budget, Revenues, and Resource Allocation Projections

D. Agreements and Partnerships

E. Academic Materials
   - Course Catalog (newly revised following the fall 14 program review)
   - BSHS Syllabi
   - BSHP Syllabi

F. Promotional and Recruitment Materials

G. Campus Master Plan

H. UM System Accountability Report (see pp. 21-22 for UMR info)