

Designing the Future: A Plan for Serving Students and Communities

Strategic Plan- 2002-2005 Minnesota State Colleges and Universities

Mission, Vision and Guiding Principles for the Minnesota State Colleges and Universities

The Board of Trustees adopted the vision and mission for the Minnesota State Colleges and Universities in May 2000. The three suggested guiding principles are key to implementing the vision and mission and therefore steer the plan and work of the system.

***Vision** – MnSCU will be the preferred pathway to higher educational opportunities and a valued partner in statewide economic development and community building.*

The uniqueness and diversity of the Minnesota State Colleges and Universities and the power of a unified system will enable MnSCU to excel as the most accessible, highest-quality, and innovative education provider in the region.

***Mission** - Our mission is to provide the diverse citizens of Minnesota the benefits of high-quality, accessible, future-oriented higher education; relevant research; and community service.*

The MnSCU System of diverse institutions offers unequalled breadth, variety, and quality of educational opportunities across the state. Collectively, and in partnership, we offer learning opportunities for a technologically sophisticated world that result in:

- *Contributing and empowered citizens*
- *Active participants in a democratic society*
- *Educated, skilled, and adaptable workers*
- *Innovative lifelong learners*
- *Practical research and development*
- *Successful communities*

Guiding Principles

The Minnesota State Colleges and Universities holds three principles above all others in everything that the system strives to accomplish. These principles are:

- **Student Focus** – The Minnesota State Colleges and Universities will focus on helping students achieve their personal, learning and career goals.
- **Community Success** – The Minnesota State Colleges and Universities will educate people committed to building and maintaining the vital civic and economic institutions that contribute to thriving communities.

- **Stewardship** – The Minnesota State Colleges and Universities will continuously earn the public’s trust by efficiently and effectively managing the system’s human, fiscal and facilities resources.

Strategic Directions for the Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities will pursue four strategic directions as the system implements its strategic plan over the next three years. These strategic directions are designed to help the system achieve its vision, mission and guiding principles. These four directions were developed by system leaders in response to higher education needs identified by key stakeholders and will build upon the strengths and capabilities of the system’s 34 institutions with 53 campuses in 46 communities that serve more than 225,000 students annually.

Strategic Direction 1 - Increase Access and Opportunity

The Minnesota State Colleges and Universities will provide more people from different backgrounds with the opportunity to experience the benefits of higher education.

Strategic Direction 2 - Expand High Quality Learning Programs and Services

The Minnesota State Colleges and Universities will provide students with a full range of high-quality learning programs and services that respond to student needs and document student achievement.

Strategic Direction 3 - Strengthen Community Development and Economic Vitality

The Minnesota State Colleges and Universities will work in new and collaborative ways to maintain and build vital communities and economies at the local, regional and statewide levels.

Strategic Direction 4 – Fully Integrate the System

The Minnesota State Colleges and Universities will become a more fully coordinated and integrated system of distinct higher education institutions that provide high quality, efficient and effective education.

Overview and Planning Assumptions for the Minnesota State Colleges and Universities

The information and assumptions in this overview were derived from a wide variety of sources. These include:

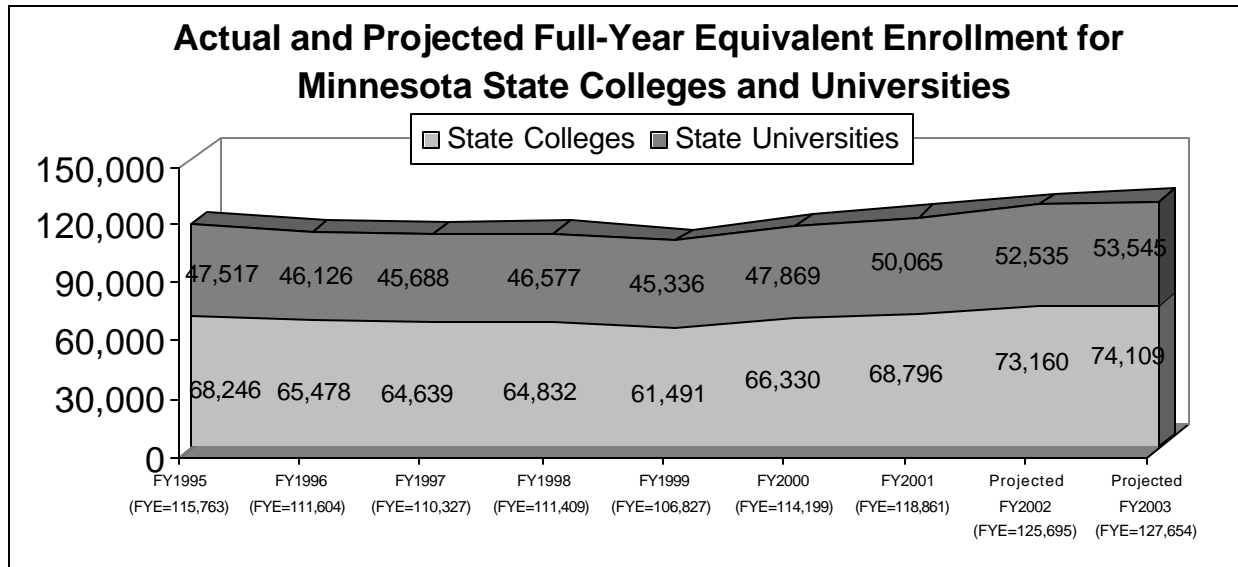
- Chancellor James H. McCormick’s visits with faculty, staff, administrators and community representatives at every Minnesota state college and university and his visits with more than 150 legislators;
- *Access to Success*, the April 2002 report of the Citizens Advisory Commission of the Minnesota State Colleges and Universities;
- Dialogue with system stakeholders, including students, faculty, staff and administrators,
- State and national reports and data sources; and

- Data and information that the Office of the Chancellor compiled about the system and its institutions.

System Overview Information

The following data provides an overview of the students and programs in the Minnesota State Colleges and Universities:

- The Minnesota State Colleges and Universities have experienced enrollment increases since FY 1999 and are projecting enrollment increases through FY 2003, the last year for which enrollment projections are available.

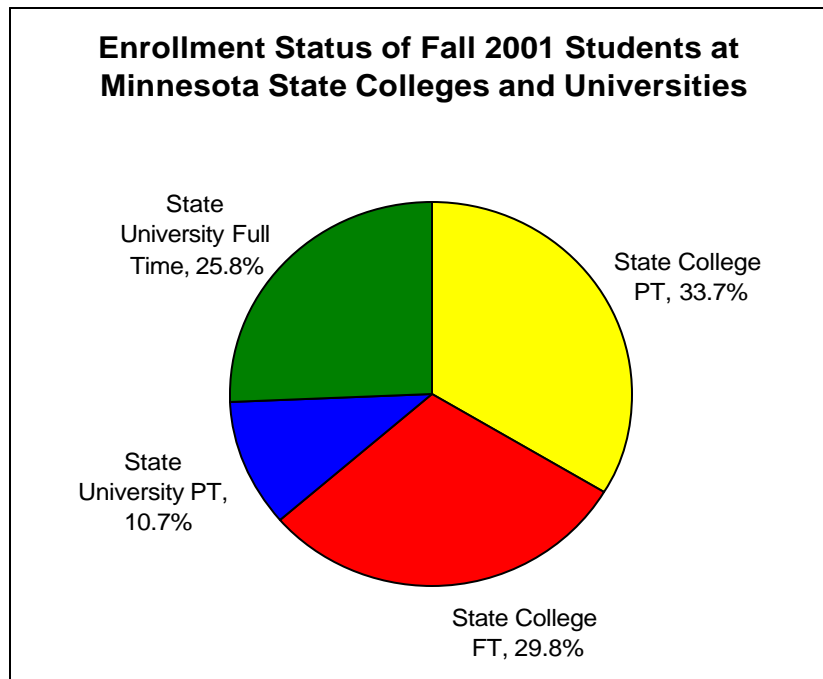


Source: Office of the Chancellor Finance Division

- The state colleges have a higher student headcount than the state universities because they enroll a higher percentage of part-time students.

	Credit Courses	Non-Credit Courses	Both Credit and Non-Credit	Total Unduplicated Headcount*
System	224,679	103,296	7,877	320,098
State Colleges	152,007	102,637	7,796	246,848
State Universities	72,672	659	81	73,250

* Unduplicated headcount enrollment counts students enrolled in both credit and non-credit courses only once. Source: Office of the Chancellor Research and Planning



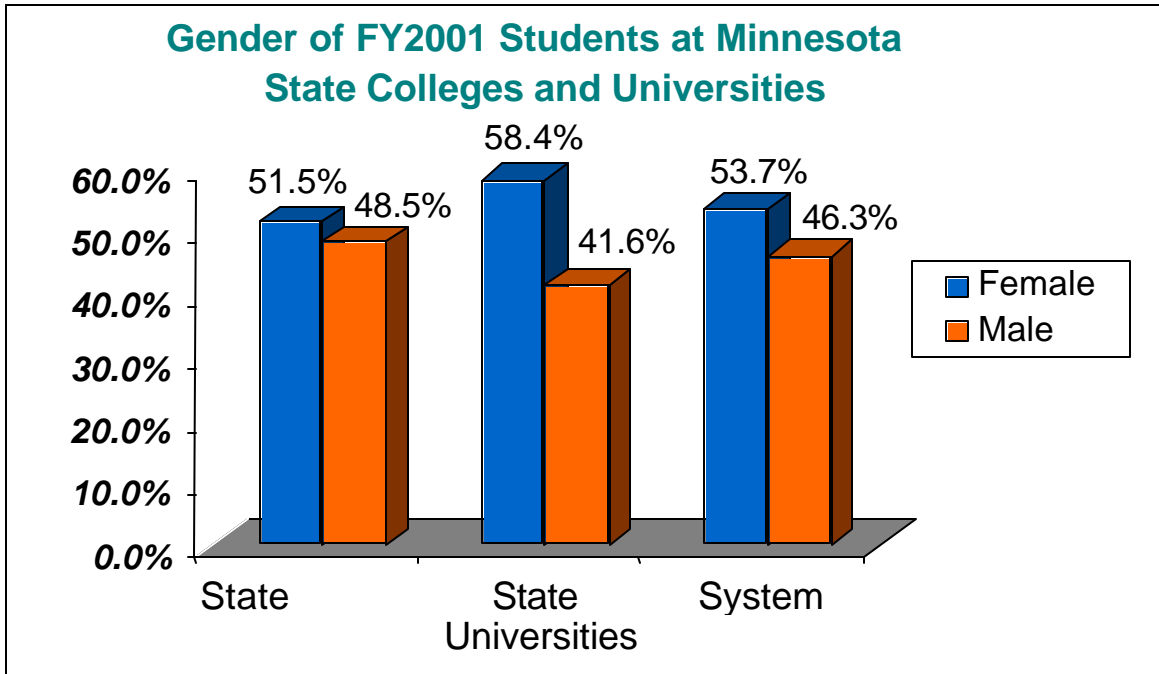
Source: Office of the Chancellor Research and Planning

- The percentage of students of color enrolled in Minnesota State Colleges and Universities is about the same as the percentage of those populations who live in Minnesota. The only exception is Hispanic students, who are proportionately fewer than the general population.

Race/Ethnicity of FY2001 Students at Minnesota State Colleges and Universities and Minnesota Residents in Census 2000		
	State of Minnesota	Minnesota State Colleges and Universities
White	89.4%	87.3%
Black or African American	3.5%	4.5%
Asian	2.9%	3.0%
American Indian or Alaska Native	1.1%	1.4%
Non-Resident Alien	<i>Not Applicable</i>	2.4%
Other Asian	1.4%	<i>Not Applicable</i>
Hispanic	2.9%	1.4%

Source: Office of the Chancellor Research and Planning and 2000 Census

- There is almost an equal percentage of male and female students in the state colleges but a substantially higher percentage of female students in the state universities. Overall, the system enrolls a higher percentage of female students.



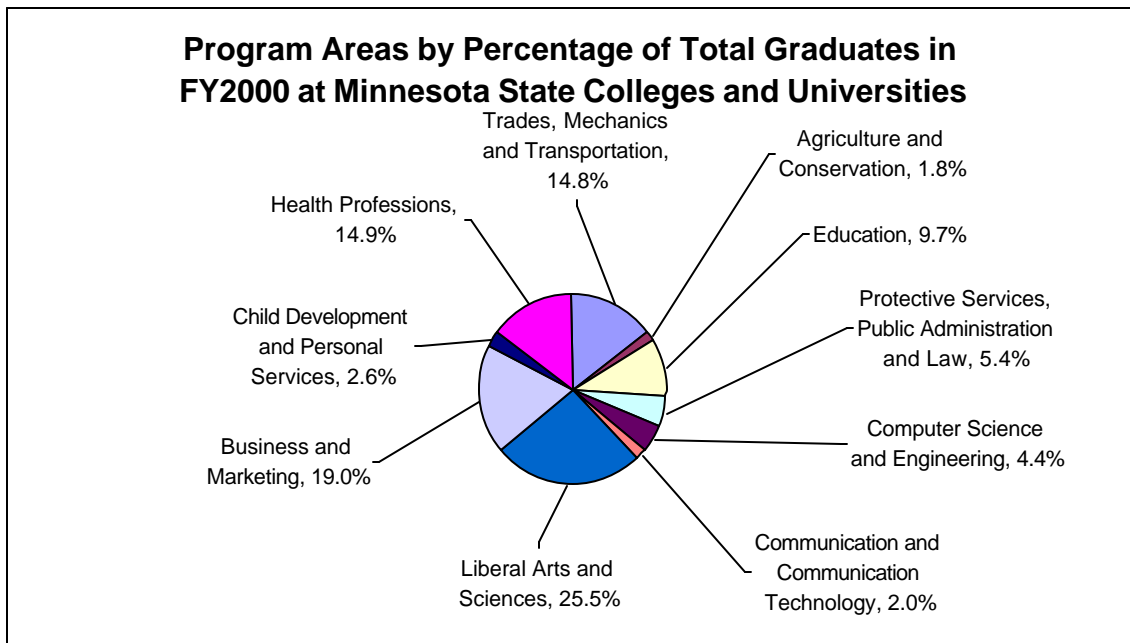
Source: Office of the Chancellor Research and Planning

- Students in the state universities tend to be younger than students in the state colleges. This is partly because all but one of the state universities are residential institutions, which tend to attract more traditional-aged students.

Age	State Colleges	State Universities	System
<20	28.9%	27.9%	28.6%
20-24	27.1%	40.7%	31.8%
25-34	20.0%	16.4%	18.7%
35-44	14.0%	9.1%	12.3%
>44	10.0%	5.9%	8.6%

Source: Office of the Chancellor Research and Planning

- The Minnesota State Colleges and Universities offer the widest range of programs of any higher education provider in Minnesota. The most popular program areas are liberal arts and sciences, business and marketing, and health professions.



Source: Office of the Chancellor Research and Planning

Key Strategic Planning Assumptions

The following planning assumptions were used to develop the four strategic directions and their related goals.

- 1. Minnesota's demographic trends indicate that students increasingly will come from varied cultures and backgrounds with a wider variety of goals requiring a greater range of learning opportunities and options.**

Educating all of Minnesota's students is not a choice, but a necessity. Minnesota's economic future will rely on our K-12 schools, colleges and universities to produce students who can meet the rapidly changing needs of our workforce. Because future increases in student enrollments will be driven by students of color it will be critical for our education institutions to educate and for our economy to employ people of color.

The State of Students of Color
Minnesota Minority Education Partnership, Inc., 2001

- The population throughout Minnesota will become increasingly diverse, requiring the system to serve a greater variety of people who have a wider range of learning goals.
- Minnesota has become home to many new immigrants, giving the state a more multi-ethnic and international atmosphere. These immigrants come to Minnesota with many different goals, skills and experiences.
- An increasing percentage of elementary and secondary students are from groups that have been underserved by higher education.
- The increasingly diverse population and new immigrants mean that many first generation college students will need to be invited to share in the benefits of higher education.

- The baby boom generation in Minnesota, as in the rest of the United States, is nearing retirement age. This, along with other demographic trends, will lead to an aging population, particularly in smaller towns in rural Minnesota. This will make it more challenging for communities to stay socially and economically vital as the ratio of retirees to workers increases.
 - Minnesota's population will continue to grow and become increasingly urban and suburban as a greater proportion of Minnesota's population lives in the Twin Cities Metropolitan Area corridor, which stretches from St. Cloud through Minneapolis and St. Paul to Rochester.
 - Many students are looking for more short-term focused educational options.
 - An increasing number of students will be unable to attend classes during the "regular" school day and will need higher education with flexible scheduling and course delivery options that fit with their personal, family and work lives.
 - Information technology is becoming more pervasive in all aspects of people's lives, increasing their expectations to be able to use these technologies to pursue their education.
- 2. More pressure and competition for Minnesota's public resources will require Minnesota State Colleges and Universities to demonstrate the value of greater investment of state funds and to seek additional funding from federal and private sources.**

Affordability and accessibility are crucial for MnSCU. MnSCU must help those who cannot afford a college education.

Participant Comment at Public Forum
Bloomington, Minnesota, October 2001

- State budget shortfalls now and projected for the duration of this plan will require targeted funding on the most important higher education initiatives that meet essential student, community and economic needs.
 - Public investment in the state's human capital via higher education has provided and will continue to provide long-term benefits to Minnesota.
 - Limited public resources will require Minnesota State Colleges and Universities to develop partnerships within and outside of higher education to create alternative sources of revenue and provide for the most efficient and effective delivery of education and services.
 - Students will increasingly expect Minnesota State Colleges and Universities to demonstrate how it is using funding efficiently and effectively to keep tuition as affordable as possible while maintaining high-quality student services and learning options.
- 3. Public higher education is key to the success of Minnesota's people and communities.**

Our campuses educate our citizens. Becoming an educated citizen means learning a lot of facts and mastering techniques of reasoning. But it means something more. It means learning how to be a human being capable of love and imagination. We may continue to produce narrow citizens who have difficulty understanding people different from themselves, whose imaginations rarely venture beyond their local setting.... We have the opportunity to do better, and now we are beginning to seize that opportunity.

That is not 'political correctness;' that is the cultivation of humanity.

Martha Nussbaum

Cultivating Humanity: A Classical Defense of Reform in Liberal Education - 1997

- Minnesotans have traditionally invested in higher education because they value its contribution to the success and well-being of their communities and the state.
- Minnesotans believe that an educated citizenry is the foundation to vital communities, democracy and a successful state.
- Minnesotans want to maintain a legacy of shared stewardship for the state's natural and human resources and for the quality of life for its residents.
- Minnesotans want to maintain and improve the state's reputation as a provider of higher education that supports a rich cultural and ethnic heritage, strong democratic values and creative arts communities.
- Life-long learning enhances the skills and imagination of Minnesotans and strengthens them as good citizens working together for common good.

4. Traditional industries will continue to evolve and provide a solid foundation for Minnesota's economy, while new industries provide opportunities for growth.

At the dawn of the 21st century, the workforce model has clearly changed. The old descriptor was stability; today, it is constant transition. We tell today's college graduates that they will go through seven careers and countless jobs over the course of their working lifetimes.

Minnesota Economic Trends

Department of Economic Security, June/July 2001

- Agriculture, food production, printing, manufacturing and other traditional Minnesota industries remain strong and important to the state's rural, suburban and urban economies.
- Minnesota has a strong, diversified economy that is supported by small and large employers in industries ranging from metal fabrication to bio-medical devices.
- Minnesota is part of an increasingly global, interdependent economy, which affects the state's businesses, both large and small.
- Rapidly changing state, national and global economies make it difficult to predict important new industries that may arise and the workers these industries will need. This requires institutions to maintain ongoing contact with the employers in their service areas and throughout Minnesota.
- Minnesota continues to have lower unemployment than the United States as a whole. However, there are pockets of high unemployment in rural Minnesota and neighborhoods in the Twin Cities metropolitan area.
- Policymakers, employers and community leaders expect Minnesota State Colleges and Universities to offer learning options that provide people with the knowledge, skills and abilities to have a successful career.

5. Minnesota State Colleges and Universities needs to fully develop as a system to meet the learning, community service and economic development needs of Minnesota.

Advocates of the MnSCU merger hoped that having one board direct most of the state's public two- and four-year higher education institutions would encourage staff to work together to meet Minnesota's unmet higher education needs. They thought that this broad perspective might help identify efficiencies that were less visible when institutions were working within different systems. Also, such a perspective might help identify unmet needs for academic programs. However, to realize these benefits, system leaders must work together to set the system's vision, mission and goals and measure progress toward them.

The MnSCU Merger
Office of the Legislative Auditor, August 2000

- The Minnesota State Colleges and Universities system was created to provide Minnesota's communities with comprehensive access to the entire system's learning, community and economic development services.
- While Minnesota State Colleges and Universities works in a more integrated fashion now, it has not fully realized its potential as an integrated system of higher education.
- At this stage in its development, Minnesota State Colleges and Universities has the key systems, processes and relationships in place to simultaneously meet statewide and local higher education needs.
- As a higher education system composed of diverse institutions, Minnesota State Colleges and Universities should operate effectively as a system while maintaining the distinct strengths of each institution.
- A variety of statewide and regional structures and processes are available that the state colleges and universities can use to identify the important social and economic needs of the state and its regions and develop programs and services to meet these needs.

Strategic Directions and Goals for the Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities will pursue these four strategic directions over the next three years.

Strategic Direction 1 - Increase Access and Opportunity

The Minnesota State Colleges and Universities will provide more people from different backgrounds with the opportunity to experience the benefits of higher education.

- **Rationale** – The Minnesota State Colleges and Universities is a public system of higher education with an obligation to make higher education available and inviting to the widest variety of people. Minnesota is becoming increasingly diverse. People of color represent a much wider range of ethnic and cultural backgrounds than they have in the past. More immigrants are calling Minnesota home. The system also should define diversity as including students with disabilities and first-generation college students. The state colleges and universities reflect Minnesota's long history of investment in higher education and the high

value placed on providing accessible educational opportunities for all people who want to improve themselves and their communities.

Minnesotans expect a chance to reach their hopes and dreams through the learning and growth offered by a college education. They deserve nothing less than a high-quality, accessible and affordable system of public higher education. The Minnesota State Colleges and Universities must strive to be that system.

Access to Success, Report of the Citizens Advisory Commission to the Minnesota State Colleges and Universities, 2002

Goal 1.1 - Expand Post-Secondary Participation - The Minnesota State Colleges and Universities will reach out to ensure the maximum participation of each student group.

- **Rationale** – Most people can benefit from some post-secondary education, whether it is to advance career goals, develop communities or improve personally. To serve as many students as possible, the system consulted with PricewaterhouseCoopers to identify the different student groups and their higher education needs. These groups were further focused to match the way the system collects and reports student enrollment data. Each student group has unique reasons for pursuing learning opportunities:
 - ? **College experience learners** are preparing for life and for a career. This includes many of the 18- to 24-year-old students for whom the "coming of age" process that occurs in college is often as important as specific academic learning. The system defines them as undergraduate degree-seeking students aged 24 and below.
 - ? **Employed learners** are seeking education to maintain skills or advance their careers. The enrollment decision is usually made by the employer and not by the individual acting alone. The system defines them as customized training credit and non-credit students.
 - ? **Degree completion adult learners** are seeking to complete an undergraduate or graduate degree, diploma or certificate. They are frequently working adults and often must balance work and family needs with their educational goals. The system defines them as graduate and undergraduate degree-, diploma- or certificate-seeking students age 25 and above.
 - ? **Occupational/professional enhancement learners** are seeking to advance in or shift careers. They take credit or non-credit courses to further career goals. Occupational and professional enhancement learners are typically employed full- or part-time. The system defines them as non-degree seeking undergraduate students in occupational/professional credit courses, non-degree seeking graduate students in credit courses and students in occupational/professional non-credit courses.
 - ? **Pre-college (K-12) learners** are interested in taking college-level work prior to completion of secondary school. They may be interested in getting a "jump start" on college. The system defines them as Postsecondary Enrollment Options and high school students.
 - ? **Developmental learners** are interested in learning as a prerequisite for enrollment in another program. The system defines them as students enrolled in one or more developmental/remedial courses. These students will also be reported in another segment based on administrative classifications, course content and/or characteristics.
 - ? **Life fulfillment learners** are interested in education for its own sake. They enjoy learning and the academic environment and view additional education as a source of personal

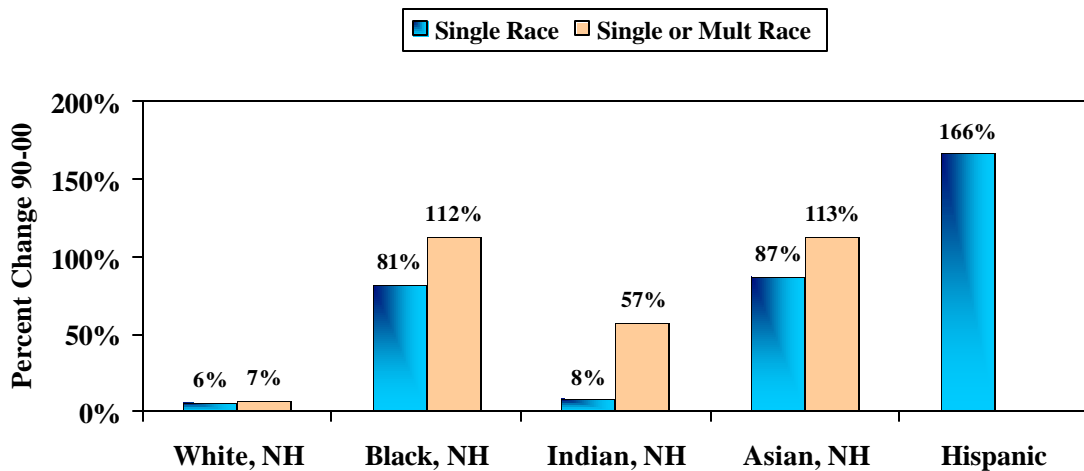
development or enrichment. The system defines them as non-degree seeking students in non-occupational/professional courses.

Identifying the different groups is important since more than 65 percent of students in the state colleges and universities are “non-traditional.” This is less than the 75 percent of higher education students nationally who are non-traditional, but is likely to grow. To better serve Minnesota and its communities and economy, the Minnesota State Colleges and Universities must ensure the maximum participation of and responsiveness to students in each group.

Goal 1.2 – Increase the Participation of Underserved Students - The Minnesota State Colleges and Universities will increase the recruitment, enrollment, retention and success of students from groups that have been underserved by higher education.

- **Rationale** – All Minnesotans must be given the chance to share in the benefits of higher education. This is particularly important in an economy that will place an increasing premium on knowledge, skills and abilities. The educated will experience increased opportunities while the less educated will have fewer options. Prospective students from groups that traditionally have been underserved may need more information about the benefits of higher education, financial aid, work-study opportunities and student services that help ensure success. Perceived and real barriers to higher education need to be identified and eliminated to ensure maximum participation of students from all walks-of-life.

Growth 1990 to 2000 In Selected Minnesota Race and Ethnic Groups



Source: Minnesota Planning
2000 Census, NH abbreviation for Not Hispanic

Goal 1.3 – Make Learning Environments Inviting and Safe – The Minnesota State Colleges and Universities will make sure that its programs, services, facilities and employees provide an inviting and safe learning environment for students from all walks of life.

- **Rationale** – Encouraging people to enroll in higher education is only one step in helping them achieve success. Students of all cultures, ethnicities and abilities must feel that the colleges or universities they are attending are welcoming and safe. People who work at the college must be open to diverse traditions and viewpoints. MnSCU's task is to teach how diversity can be viewed, not as a problem, but rather as a valued resource that can help us know more fully, think more wisely and act more justly. Services must be accessible to all people, including those who

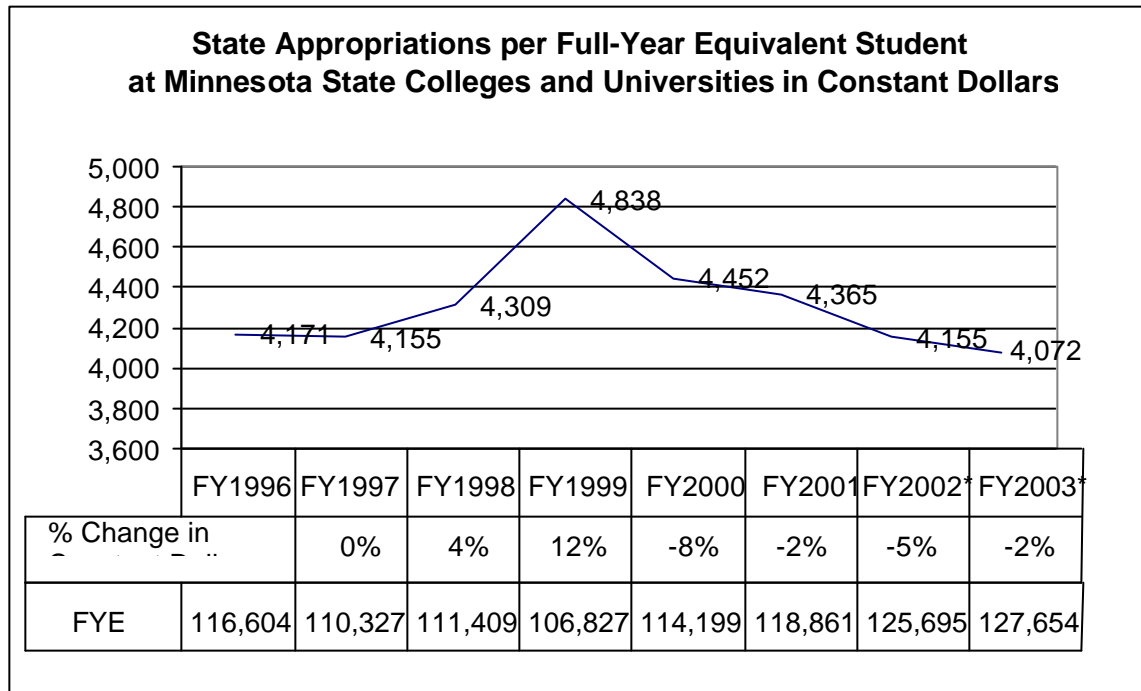
do not have English as their first language. Students must feel that their college or university is a safe, inviting and nurturing environment that encourages them to grow and be successful in achieving their goals.

Goal 1.4 – Increase Support for Higher Education – The Minnesota State Colleges and Universities will increase public and legislative support for higher education so that more Minnesotans have access to affordable higher education for the purpose of improving their quality of life.

- **Rationale** - Minnesota has a long history of providing financial support for higher education. Previous generations valued higher education and made personal sacrifices and devoted public resources to develop one of the finest and most extensive systems of higher education in the United States. Higher education is more important than ever as Minnesota becomes an increasingly active member in a global society and knowledge-based economy that places a premium on knowledge, skills and abilities. Without adequate financial support, the Minnesota State Colleges and Universities will be unable to meet the state’s higher education needs.

Goal 1.5 – Maintain Affordability – The Minnesota State Colleges and Universities will maintain its standing as the most affordable higher education provider in Minnesota.

- **Rationale** – Keeping the Minnesota State Colleges and Universities the most affordable higher education provider in Minnesota is crucial to keeping the system accessible to students from all walks of life. Many students who have the ability to succeed never apply to college because they think it is too expensive. Keeping the cost of tuition and housing at reasonable levels will help more students benefit from a college education.



* Assumes same CPI increase as in FY2001
Source: Office of the Chancellor Finance Division

Goal 1.6 – Establish Partnerships with Elementary and Secondary Educators to Prepare Students and Teachers - The Minnesota State Colleges and Universities will establish more partnerships with elementary and secondary educators to ensure that students graduate with the knowledge, skills and abilities they need to pursue and achieve success in postsecondary programs and to ensure that teachers are prepared to teach in today’s diverse schools.

- **Rationale** – Helping students to prepare for college when they are in elementary and secondary school is a key strategy for providing them access to and success in higher education. Students who leave high school with the ability to do college-level work are more likely to pursue and succeed in higher education. To ensure college-ready high school graduates, it is critically important that elementary and secondary teachers and administrators work with college faculty and administrators to align curriculum, programs and support services. Together they can work to make the transitions from high school to college seamless for students. Preparing qualified teachers is one of the main services that the Minnesota State Colleges and Universities provide for elementary and secondary education. The system must continue to work with elementary and secondary education leaders to ensure that teachers develop the knowledge, skills and abilities they need to provide the highest quality teaching to students.

Strategic Direction 2 - Expand High Quality Learning Programs and Services

The Minnesota State Colleges and Universities will provide students with a full range of high quality learning programs and services that respond to student needs and document student achievement.

- **Rationale** – Section: 135A.053, Subdivision 1 of state statute says that one of the key objectives for higher education is to “provide a level of excellence that is competitive on a national and international level, through high-quality teaching, scholarship and learning in a broad range of arts and sciences, technical education and professional fields.” The rapid pace of change in society and workplaces that are increasingly global in nature require that the system constantly innovate to keep up with the changing learning and service needs of its students. This also requires the system to continuously evaluate and revise its programs and services to offer its students the highest quality learning experiences and services available to remain competitive.

<p>Higher education needs to provide a wider variety of learning options, formats, and opportunities to meet the growing demand for learning. If colleges and universities fail to meet these learning demands in creative ways, the private sector will.</p> <p style="text-align: right;">Participant Comment at Public Forum Bloomington, Minnesota, October 2001</p>

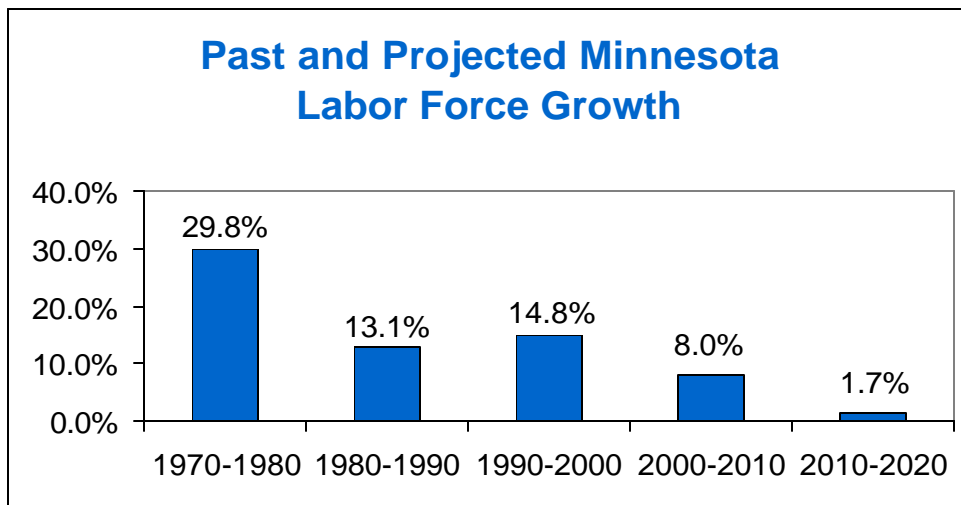
Goal 2.1 – Develop Lifelong Learners and Engaged Citizens – The Minnesota State Colleges and Universities will enhance the options and opportunities for students to become lifelong learners, critical thinkers and engaged citizens.

- **Rationale** – Higher education, especially in the liberal arts, enables people to broaden their views of themselves, society and the world and improve their career standing and gain self-confidence. The Minnesota State Colleges and Universities will help students to develop lifelong learning, critical thinking and citizenship skills by offering them high-quality liberal arts and occupational and professional programs. These programs help students to prepare for a

constantly changing world by learning investigation, analysis and problem-solving skills along with an understanding of people, cultures and traditions throughout the state, nation and world. This will help students to develop as community participants and leaders who are able to learn, grow and innovate to meet the challenges of their changing lives and communities.

Goal 2.2 – Provide Up-to-Date Education and Training for Work and Careers – The Minnesota State Colleges and Universities will provide up-to-date, innovative curriculum and equipment that prepares students for entry into and advancement in the workforce.

- Rationale** – Preparing students to enter and succeed in the workforce is an important responsibility of the Minnesota State Colleges and Universities. Gaining employment skills is one of the primary reasons that people go to college. Education and training must provide students with the knowledge, skills and abilities they need to enter and advance in a wide variety of current and future occupations. This includes developing critical thinking and problem-solving skills. Minnesotans will increasingly need to update their work knowledge and skills as state, national and global economies continue to innovate and evolve. Providing education and training for work and careers is particularly important as Minnesota’s workforce grows more slowly in the coming decades and the ratio of retirees to workers increases.



Source: Bureau of Labor Statistics and Minnesota Planning

Job Vacancies, Education Required, and Wage by Major Occupational Group in Minnesota, Fourth Quarter 2001 <i>(occupational groups with 50% or more of job positions requiring education beyond HS are indicated in bold)</i>				
Major Occupational Group	Number of Job Vacancies	Job Vacancy Rate* (%)	Requires Education Beyond a HS Degree (%)	Median Hourly Wage Offer** (\$)
All Job Vacancies	79,787	3.1%	33%	\$9.31
Food Preparation and Serving Related	11,416	5.8	0	7.00
Sales and Related	10,862	3.6	10	7.00
Office and Administration Support	8,795	2.0	19	10.00

Job Vacancies, Education Required, and Wage by Major Occupational Group in Minnesota, Fourth Quarter 2001				
<i>(occupational groups with 50% or more of job positions requiring education beyond HS are indicated in bold)</i>				
Major Occupational Group	Number of Job Vacancies	Job Vacancy Rate* (%)	Requires Education Beyond a HS Degree (%)	Median Hourly Wage Offer** (\$)
Healthcare Practitioners and Technical	7,449	5.9	93	16.50
Transportation and Material Moving	6,050	3.5	6	9.50
Production	4,734	1.7	12	10.00
Education, Training and Library	4,404	3.0	64	10.00
Healthcare Support	4,164	6.0	53	9.65
Personal Care and Services	3,376	5.2	33	8.00
Business and Financial Operations	3,112	2.8	90	16.00
Construction and Extraction	2,396	2.2	18	11.23
Building, Grounds Cleaning and Maintenance	1,982	2.3	2	8.25
Installation, Maintenance and Repair	1,976	1.9	38	10.00
Community and Social Services	1,856	4.9	61	9.81
Management	1,715	1.2	72	23.08
Architecture and Engineering	927	1.9	82	15.00
Farming, Fishing and Forestry	923	18.4	14	10.30
Protective Services	908	2.1	38	9.25
Art, Design, Entertainment and Media	891	2.4	36	11.06
Life, Physical and Social Sciences	814	3.8	90	16.35
Computer and Mathematical	704	1.0	94	19.95
Legal	333	2.0	97	18.00
*Based on 2000 Occupational Employment Statistics data				
**Calculated from wages reported by employers who responded to survey Source: Minnesota Job Vacancy Survey Research Office, Minnesota Department of Economic Security Released January 17, 2002				

Goal 2.3 - Expand Graduate Education – The Minnesota State Colleges and Universities will provide and expand graduate education and practical research and development, particularly in applied fields of study.

- **Rationale** - Graduate education at the state universities contributes to the vitality of communities by promoting personal, workforce and economic development in applied fields. Graduate study provides people with high-level options for increasing their knowledge, skills and abilities so they can advance personally and professionally. Graduate education also provides faculty and students with the opportunity to use their expertise to provide innovative research and service to strengthen their disciplines and serve their communities.

Goal 2.4 – Offer Electronic Learning Options – The Minnesota State Colleges and Universities will enhance the use of e-learning tools and processes to support classroom learning and to provide students with a full range of high quality programs and interactive electronic student services.

- **Rationale** – Minnesota is striving to thrive in the national and global information age. More people of all ages use information technology tools to enhance their personal and professional lives. This means more students will expect online learning programs and student services. Some students will want to take an entire course online. Other students will look to support their classroom learning with online resources such as tutorials, classroom notes and supplemental reading. These online programs and student services have the potential to provide innovative learning experiences while increasing efficiency and saving institutions significant resources.

Goal 2.5 – Meet the Full Range of Student Learning Needs – The Minnesota State Colleges and Universities will provide a full range of educational options that respond to the wide variety of student learning needs.

- **Rationale** – The Minnesota State Colleges and Universities serve students who come to college with many different experiences, expectations and learning styles. To effectively serve these students and the communities in which they live, our colleges and universities will develop and expand innovative models for delivering higher education. These will range from traditional classroom learning to experiential learning that puts students in real-world learning situations.

Strategic Direction 3 - Strengthen Community Development and Economic Vitality

The Minnesota State Colleges and Universities will work in new and collaborative ways to maintain and build vital communities and economies at the local, regional and statewide levels.

- **Rationale** – Section: 135A.053, Subdivision 1 of state statute says Minnesota’s higher education systems should “assist the state in being competitive in the world market and to prepare a highly skilled and adaptable workforce that meets Minnesota’s opportunities and needs.” The Minnesota State Colleges and Universities with 53 campuses throughout the state is in a unique and important position to help Minnesotans develop the knowledge, skills and abilities they need to create strong communities and economies throughout the state. This provides Minnesotans with a key return on their investment in public higher education.

Meeting the complex range of skills likely to be required of our workforce in the future presents a significant challenge to our educational system. But it is a challenge we cannot afford to ignore. We must provide young people with the opportunities and incentives to learn. We must ensure that our population at all ages and all competencies receives an education that will allow full and continuing participation in this dynamic period.

Alan Greenspan

Summit on the 21st Century Workforce, June 20, 2001

Goal 3.1 – Contribute to Vital Communities – The Minnesota State Colleges and Universities will work with local communities to help them develop, maintain and enhance their vitality.

- **Rationale** – With its institutions located throughout the state, Minnesota State Colleges and Universities have a responsibility to make sure that its educational opportunities address current and future community needs. This will help these communities to develop the citizens, leaders, and workforce they need to maintain and improve their vitality. These healthy communities will

in turn provide a healthy environment to help maintain and strengthen the vitality of their state colleges and universities. Higher education has a responsibility to provide people with the know-how to work together to support and improve their communities.

Goal 3.2 – Support State and Local Economic Development Initiatives - The Minnesota State Colleges and Universities will seek new ways to serve as a key partner to coordinate local, regional and statewide economic development initiatives.

- **Rationale** – The Minnesota State Colleges and Universities play a central role in developing the state’s economy at the state, regional and local level. Economic development is a stated legislative objective for public higher education in Minnesota. Minnesota’s economy is changing constantly as it moves further into the global marketplace and becomes increasingly knowledge-based. As the system responds to the needs of emerging industries, it also must strengthen its key role in preparing teachers and health care workers and supporting important traditional Minnesota industries such as agriculture, food production and manufacturing . The system provides this support by developing a skilled and flexible workforce, providing organizations with business and management training, and doing applied research that contributes to the innovation, productivity and vitality of the state’s businesses and communities.

Goal 3.3 – Establish State and Regional Collaborations - The Minnesota State Colleges and Universities will develop and implement state and regional planning and collaboration structures for more of its institutions to work in partnership with local and regional community and business groups.

- **Rationale** – State and regional planning can provide the processes to align programs and services of the state colleges and universities to use their human and financial resources, programs and facilities in more efficient and effective ways. Statewide and regional partnerships within the Minnesota State Colleges and Universities can reach out to community and business leaders to identify important social and economic needs and develop programs and services to meet these needs. The system already has strong examples of statewide and regional planning to serve as models. The Farm Business Management and Small Business Management programs use a statewide structure composed of regions that serve the needs of farmers and small business managers throughout Minnesota. The Metro Alliance, a working collaborative of the 10 state colleges and one state university in the Twin Cities, and the Northeast Higher Education District, which brings together five state colleges in northeastern Minnesota, are examples of regional planning within the system.

Goal 3.4 – Work Collaboratively with Other Higher Education Providers – The Minnesota State Colleges and Universities will collaborate with other public and private providers of higher education to evaluate and meet the state’s higher education needs.

- **Rationale** – Minnesota has a rich tradition of public and private higher education. Its wide variety of public and private colleges and universities provide high-quality learning opportunities to students from all walks of life. The Minnesota State Colleges and Universities will cooperate with fellow members of the Higher Education Advisory Council as well as with other public and private providers of higher education to ensure educational opportunity and maximize the use of limited resources.

Strategic Direction 4 – Fully Integrate the System

The Minnesota State Colleges and Universities will become a more fully coordinated and integrated system of distinct higher education institutions that provide high quality, efficient and effective education.

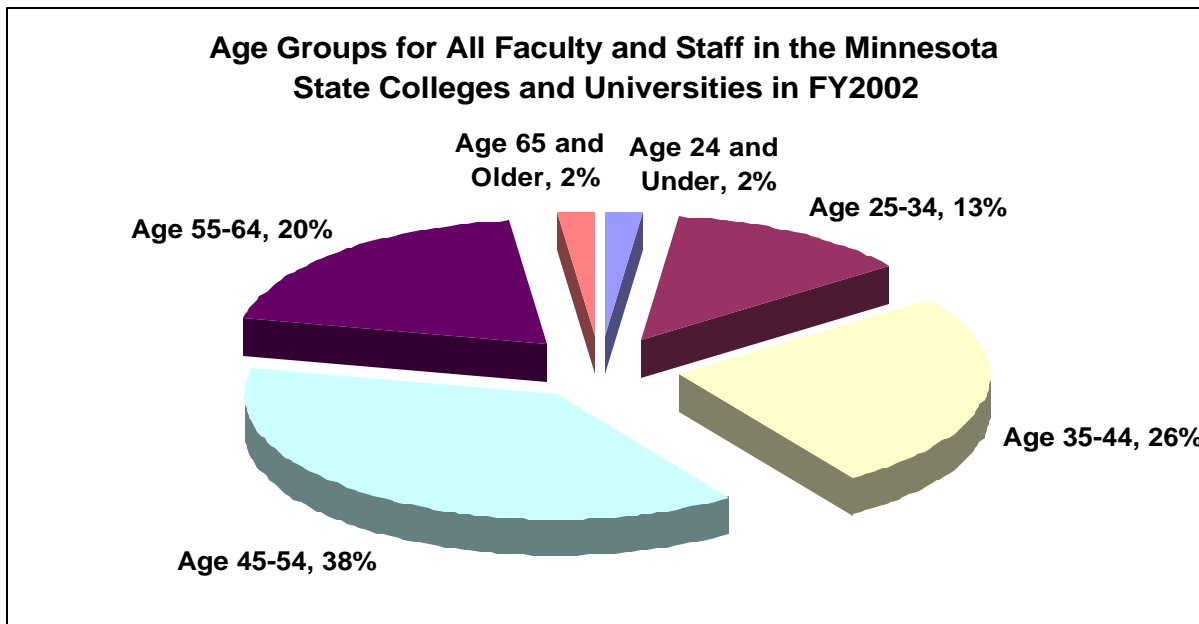
- **Rationale** – A primary reason for creating the Minnesota State Colleges and Universities was to coordinate programs and services to provide students with easy and seamless access to effective higher education. The system has a public responsibility to fully integrate its programs and services to provide students with access to the collective programs, services and strengths of its distinct institutions.

Five years after the merger, MnSCU is still a “work in progress,” moving in the right direction on many fronts but not as far along as it could have been...To make further progress...MnSCU’s leaders need to provide the organization with a clearer sense of direction and systematically measure progress toward strategic goals.

The MnSCU Merger
Office of the Legislative Auditor, August 2000

Goal 4.1 – Recruit and Invest in Excellent Faculty, Staff and Administrators – The Minnesota State Colleges and Universities will recruit, develop, reward and retain diverse and highly qualified faculty, staff, and administrators whose primary objective is to provide the highest quality education and service to students.

- **Rationale** – One of the primary ways that an organization achieves excellence is by hiring and educating a diverse workforce reflective of the people it serves. The learning experiences of students are directly related to the teaching skill, backgrounds, scholarship, and service of the faculty. The service experience for students is directly related to the knowledge and skills of staff. The overall operation of the institutions depends on highly skilled administrators. By supporting professional development, excellence and collegiality among faculty, staff and administrators, the Minnesota State College and Universities will provide students with a high quality learning experience that is supported by first-class student services. As the baby boom ages, more faculty, staff and administrators will approach and reach retirement age. This will require strong recruiting processes to find the best people to teach and serve the students in the state colleges and universities.



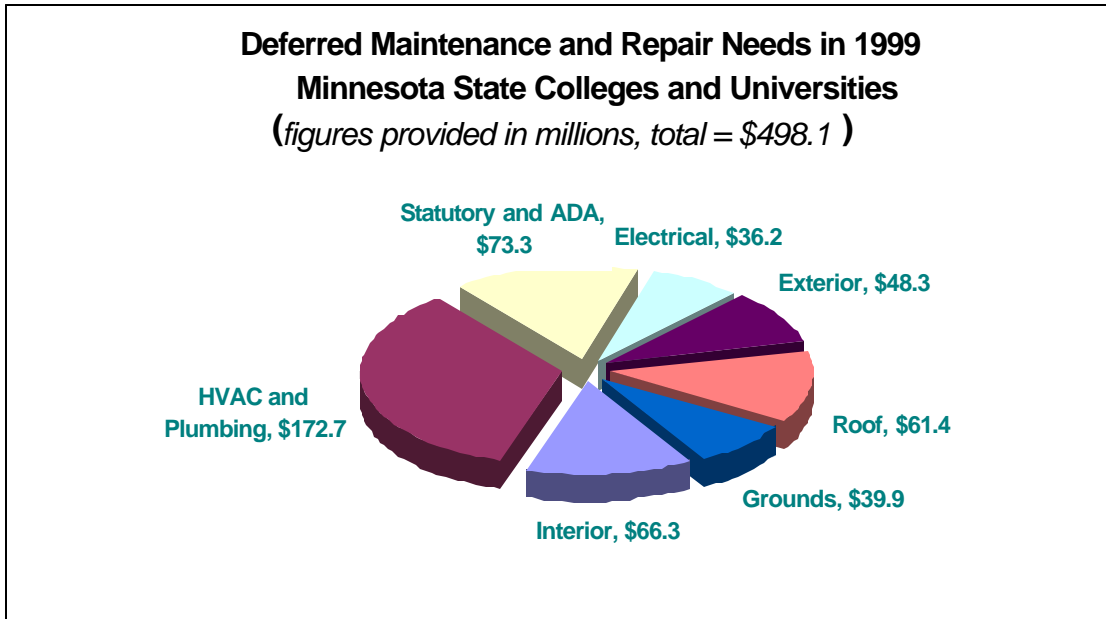
Source: Office of the Chancellor Human Resources Division

Goal 4.2 – Develop Integrated Plans – The Minnesota State Colleges and Universities will develop frameworks and processes to create and evaluate integrated strategic, academic, financial, technology and facilities plans at the institutional and system levels.

- **Rationale** – The system’s strengths lie in both the uniqueness of individual institutions and how these institutions work together to provide a dynamic and full range of learning options. In order for the system and institutions to operate in an integrated fashion, institutional and system-level plans need to coordinate with and support each other. Integrated academic, financial, human resource, technology and facilities plans and processes that support each other within and across institutions will help the system work toward the common goals of serving students throughout Minnesota.

Goal 4.3 – Serve as Good Stewards of Capital Assets – The Minnesota State Colleges and Universities will serve as good stewards of its capital assets by maximizing the use of and appropriately maintaining, repairing and renewing the buildings and infrastructure of the system and its individual campuses.

- **Rationale** – The Minnesota State Colleges and Universities manage a large amount and wide variety of capital assets throughout Minnesota. This includes a broad array of buildings and infrastructure. The system and its institutions have a public responsibility to make sure these assets are used to their fullest advantage and maintained in a manner that protects the public investment in these facilities.



Source: Office of the Chancellor Finance Division

Goal 4.4 – Ensure Seamless Transfer Processes – The Minnesota State Colleges and Universities will continue to improve the transfer process.

- **Rationale** – Thousands of students transfer between institutions - from two-year colleges to four-year universities and vice-versa - to accomplish their educational goals in an affordable and convenient manner. Transfer is one of the largest sources of student enrollment at the state universities. In the overwhelming majority of cases, transfer works smoothly for students and institutions. However, transfer needs to work smoothly all the time so students can focus on learning, not traversing administrative processes. While smooth transfer is important, the system must ensure the viability of its programs and degrees. This requires making it clear to students the types of courses that will transfer to other programs and degrees and the types that will not. It also requires defining the knowledge and skills needed to achieve success in upper division classes. A primary strategy that the Minnesota State Colleges and Universities will use to develop seamless transfer is to enable faculty from the institutions to meet, discuss and align their curricula in ways that make transfer clear and easy while maintaining program integrity. Faculty involvement in the transfer discussion process will lead to faculty support of the transfer processes and decisions.

Goal 4.5 - Align the System’s Technology Infrastructure - The Minnesota State Colleges and Universities will fully align its technology infrastructure, including networks and systems, to support a fully integrated statewide higher education system while preserving the ability of campuses to serve unique local needs.

- **Rationale** - The integrated technology networks, administrative systems and academic systems supported by Minnesota State College and Universities technology staff are a key resource which helps the individual institutions to operate as a system. Accelerating the movement to bring the campuses into an effective and efficient technology infrastructure will help the institutions better serve students while helping the system to operate as a fully coordinated and integrated system of higher education.

Goal 4.6 - Strengthen Financial Systems and Processes - The Minnesota State Colleges and Universities will target its financial resources on the state's most important higher education needs and improve the financial viability of its institutions by using effective data-driven financial systems, tools, programs and processes.

- **Rationale** - Support from public funds creates a public trust that resources will be safeguarded and used to meet the public's highest priorities. The Minnesota State Colleges and Universities has the dual responsibility of efficiently deploying current resources and effectively targeting current and future resources. The effective allocation of resources and the continuing financial health of the colleges and universities is critical to our ability to implement the strategic plan. In addition, the effective and efficient use of resources will help the state colleges and universities to keep the costs of their programs and services as low as possible for students.

Foundational Processes for the Minnesota State Colleges and Universities

The Minnesota State Colleges have identified the following processes as foundational to implementing each goal in the plan and managing the system in an efficient and effective manner. These processes will be reflected in all the strategies that the system uses to serve students and communities throughout the state.

- **Communicate Effectively** – The system will use regular and visible communication processes to help its institutions communicate with each other and with key local and statewide stakeholders.
- **Continuously Improve** – The system will continuously seek to improve the delivery of programs and services by evaluating the processes and outcomes that contribute to the learning experience.
- **Demonstrate Accountability** – System and institutional activities will be evaluated and measured to make sure that they are achieving the intended objectives and supporting student and community success.
- **Pursue Partnership/Collaboration** – The system will fulfill its public responsibility by collaborating with the broad range of state and local organizations as well as K-12 education and other higher education systems to ensure the needs of students and communities are met.
- **Respect Diversity** – The entire plan will be developed and implemented to serve the diverse needs of students from all walks of life and address the unique characteristics of communities throughout Minnesota. The system will promote greater understanding of the strengths and values of communities and organizations that embrace diversity.
- **Support Innovation** – The system will be innovative in developing and implementing its programs and services to meet the current and emerging learning, citizenship and workforce development needs of students and communities.

Measuring the Progress of the Plan

Writing the strategic plan is only the first step in achieving its success. A plan becomes most useful when it is implemented and its success is measured and reported back to stakeholders. Measuring performance and achievement is fundamental to any system of managing for results, and is

fundamental to an effective organization. Establishing a system of measurement and monitoring results will help the system and its institutions to focus on how well they are achieving the vision, mission and goals of the plan.

Good performance measurement systems generally have the following characteristics:

- They are driven by the vision, mission and goals of the organization.
- They provide input, process, output, outcome and performance measures so resources and strategies can be related to outputs and outcomes.
- Balance objective with subjective measures.

Input measures identify the amount of resources needed to support a particular program or service. Input measures can also describe demand such as the characteristics of the types of students who are served. Examples of input measures include enrollment, facility size, financial resources and number of programs.

Process measures describe effectiveness and efficiency in developing and delivering programs and services. In higher education, these include measures of the design and development of curriculum and programs, program review and research.

Output measures describe the amount of programs or services provided. These measures include, credit hours produced, number of degrees, certificates or diplomas awarded, and the number of research grants funded.

Outcome measures address whether or not the program or service is meeting its intended purpose. Outcomes measure the actual results achieved and the impact or benefit of the program or service to a particular group, like students. The measures include increased student retention, student licensure examination passing rates, and student learning growth.

The system and its institutions will create performance measures by combining input, process, output and outcome measures to gain a complete picture of overall effectiveness. As much as possible, all measures need to be valid, reliable, accurate, and responsive. What this means is that input, process, output and outcome measures focus on measuring the right programs and services over time, provide clear information about what they are measuring and provide information that the Minnesota State Colleges and Universities can use to guide action.

The Board of Trustees will work over the coming year to develop a balanced set of performance measures to use in its governance process including monitoring progress toward achieving the system's most important strategic directions and goals. An effective accountability system should:

- Be based on the strategic plan, not on what is easy to measure or is measured by other organizations.
- Chart the cause and effect relationships of strategic directions in a strategy map to show the "theory of business" envisioned.
- Be cost-effective - the cost of implementing particular measures must be justified by the benefits expected.
- Adopt acceptable surrogate measures or temporary measures while more direct and effective measurement systems are being built

- Balance input, process, output, and outcome measures effectively. While long-term desired outcomes must be monitored, shorter term financial, internal processes, and learning and growth measures will indicate if sufficient progress is being made toward the long-term outcomes.
- Set measurable targets for monitoring the progress being made. Most targets should be attainable goals, but some should be “stretch” targets that push the organization to excel.
- Use the results for decision-making and evaluating performance. If the results indicate that progress is not being achieved, then strategies may have to be revisited.
- Remain flexible. Performance measures deteriorate over time and must be reviewed to ensure the reliability of underlying data and the soundness of the indicators.

This strategic plan provides the foundation for making accountability decisions. However, it will take the participation of system stakeholders, the Board of Trustees, and institutional and system leaders to develop and implement a full accountability system. The system is committed to measurement and accountability because it is committed to the success of this strategic plan.

Next Steps for System and Institutional Planning

This plan will be used to guide the work of the Minnesota State Colleges and Universities for the next three years by serving as the foundation for:

- The annual workplans for the Office of the Chancellor including the FY2003 workplan that will be presented to the Board of Trustees in July 2002;
- The annual workplans of each of the state colleges and universities;
- The indicators development project of the Board of Trustees; and
- The development of the FY2004-2005 biennial budget request for the system.

These workplans, biennial budget and indicators project developed collaboratively by the Office of the Chancellor and the system’s institutions, will bring the strategic direction and goals to life for students and communities throughout the state. However, without adequate funding, the system will struggle to implement any of this plan in a way that maintains the quality, affordability and competitiveness of the state colleges and universities. The system hopes that the governor, legislature, foundation, non-profit and business community will help to provide the resources to make this plan a reality for the thousands of current and future students who make Minnesota work.

Conclusion

The Minnesota State Colleges and Universities is a large public system of higher education with a duty to serve the wide variety of students, communities and employers throughout Minnesota. This strategic plan aims to align all the system’s programs and services into a cohesive whole that serves the current and future learning needs of the state. This requires making sure the institutions behave in an integrated manner while reaching out to elementary and secondary educators, community groups, business leaders and others to make higher education available and beneficial to the largest number of Minnesotans possible. This requires finding the right balance between access and cost, quality and affordability and program breadth and depth. The system is up to this challenge and will continue to move forward as the state’s largest provider of higher education.

Higher education is more important now than ever for Minnesota. Higher education is one of the primary means by which Minnesotans will meet the challenges arising from rapidly changing social, cultural, economic and technological changes in the state, nation and world. It will provide people throughout the state with the knowledge, skills and abilities to achieve personal success and improve the vitality of their communities. Guided by this strategic plan, the resulting annual workplans and adequate funding, Minnesota State Colleges and Universities can continue to invigorate communities, sharpen the skills of Minnesota's workforce and educate the citizens and leaders of the future.

Material for Covers and Appendices

- Board of Trustees Roster
- System Map and Campus Locations