Charting the Future
for a Prosperous Minnesota

MINNESOTA STATE
Colleges and Universities

"The best way to predict the future is to invent it."
— Alan Kay

November 20, 2013

Serving Minnesota

Minnesota State Colleges and Universities is Minnesota's largest higher education provider and one of the nation's largest higher education systems. Fully 58 percent of the state's undergraduates study at a MnSCU college or university. Eighty-eight percent of our students are residents, and 80 percent of our graduates stay in Minnesota to pursue careers or continue their education. Our alumni actively contribute to communities across Minnesota and are key to the social and economic vitality of local, regional, and state economies.

Our system comprises 24 community and technical colleges and seven state universities, operating on 54 campuses in 47 communities. Our campuses are cultural centers in the communities we serve and places that give all students a sense of belonging. We educate more than 400,000 learners every year and are proud of the more than 10,000 outstanding faculty and 7,600 talented staff who support their success. We educate Minnesota's future leaders, the future entrepreneurs of new businesses that drive local economic development, and the innovators who position Minnesota to thrive in the years ahead. Our graduates are the skilled workforce of Minnesota.

We serve more students of color – nearly 62,000 – and more low-income students – nearly 103,000 – than all of the other higher education providers in Minnesota combined. The diversity of our student body is one of our greatest assets and provides all students with the real life experiences of learning side-by-side with students who mirror the global society we aim to prepare them for.

Each year, our colleges and universities award more than 40,000 certificates, diplomas, undergraduate and graduate degrees. More than 120,000 Minnesotans take non-credit courses and participate in customized training programs. Clearly, we are the driver of Minnesota's workforce – today and into the future.

Our outstanding educational institutions have deep roots in Minnesota's history and strong connections to communities in every corner of the state. They have contributed significantly to Minnesota's prosperity for more than 150 years and will continue to create extraordinary educational opportunities for future generations of Minnesotans.

MINNESOTA STATE
Colleges and Universities

Charting the Future for a Prosperous Minnesota

Our core value

Provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Our core commitments

The Strategic Framework for Minnesota State Colleges and Universities

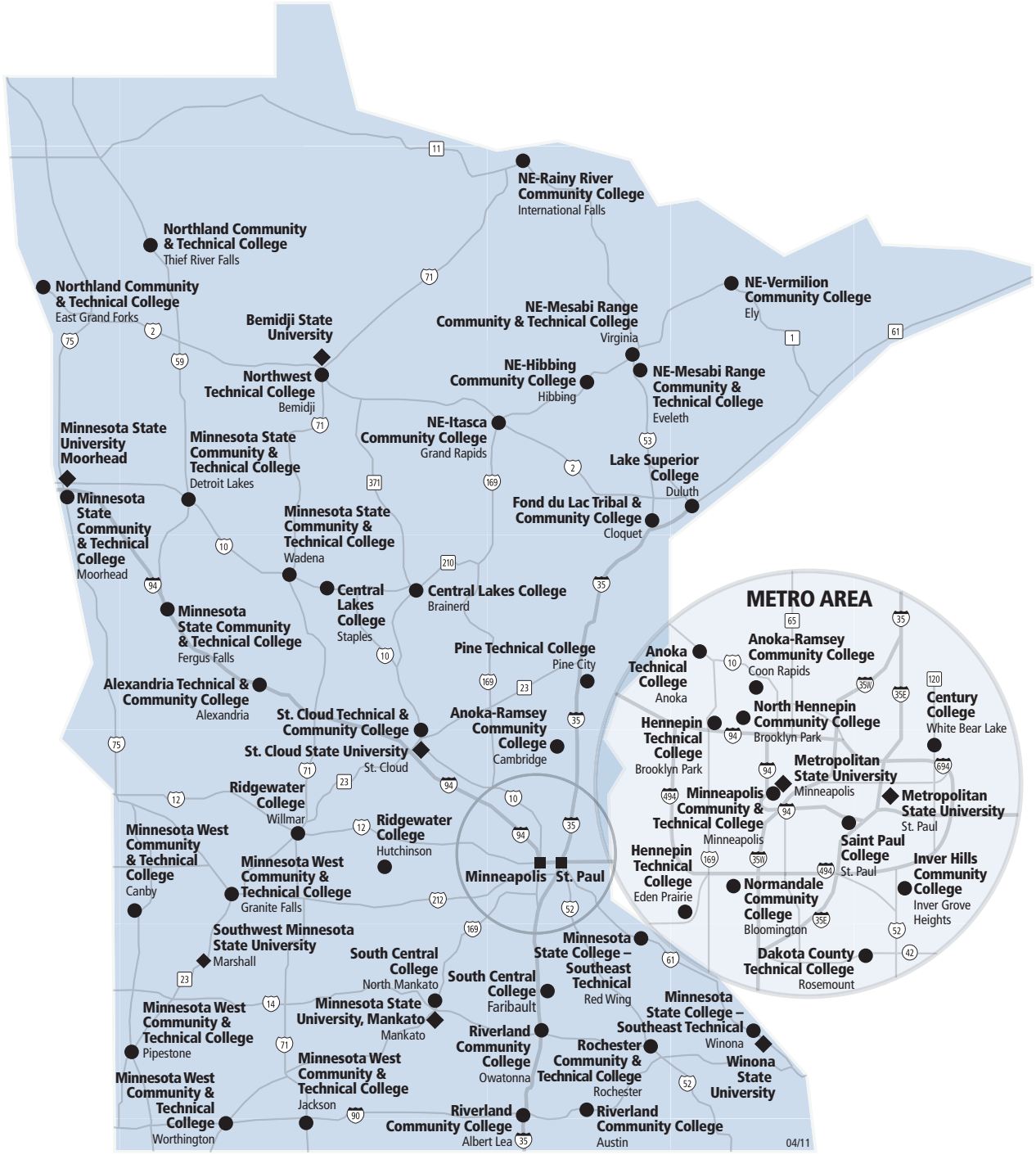
Minnesota State Colleges and Universities play an essential role in growing Minnesota's economy and opening the doors of educational opportunity to all Minnesotans. To that end, we will:

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota's workforce and community needs
- Deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option

Recommendations to increase access, affordability, excellence, and service by forging deeper collaborations among our colleges and universities to maximize our collective strengths, resources, and the talents of our faculty and staff

1. Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.
2. Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.
3. Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.
4. Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.
5. Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.
6. Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.

MINNESOTA STATE
Colleges and Universities



Our promise to Minnesota and our students

Minnesota State Colleges and Universities are essential to Minnesota's economic success and social fabric and have been since the Minnesota Legislature authorized Winona Normal School (now Winona State University) in 1858. We fulfill our promise to Minnesota by being places of hope and opportunity where all Minnesotans can create better futures for themselves, their families and their communities. We believe every Minnesotan – regardless of age, economic status, cultural background, disability, immigrant status, or place of residence – deserves the opportunity for an excellent education.

It is our collective commitment to this promise that makes us who we are. It is what binds our colleges and universities together and makes us different from other higher education providers. We pride ourselves on the number of Minnesotans we serve by creating pathways for them to fulfill their dreams of the future. We measure ourselves by the quality of our graduates, not by the number of applicants we turn away.

To deliver on this promise, our energies and resources are focused on the core commitments articulated in our Strategic Framework:

1. **Ensure access to an extraordinary education for all Minnesotans**
2. **Be the partner of choice to meet Minnesota's workforce and community needs**
3. **Deliver to students, employers, communities and taxpayers the highest value/most affordable option**

Our commitment to an extraordinary education is confirmed in Board of Trustees Policy 3.36:

"The academic programs of the Minnesota State Colleges and Universities should prepare graduates for work, life, and citizenship. Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships. Graduates should be able to lead their professions and adapt to the multiple careers they will have over their lifetimes. Graduates should have the ability to think independently and critically; be able to resourcefully apply knowledge to new problems; proactively expect the unexpected, embrace change, and be comfortable with ambiguity; and be able to communicate and work effectively across cultural and geographic boundaries."

Challenges to our promise

Even though we remain steadfastly committed to our compact with Minnesota, we know too well that our ability to fulfill this promise is at risk – threatened by challenges that could weaken educational quality and our ability to deliver on our commitments. It is imperative that we address challenges that include:

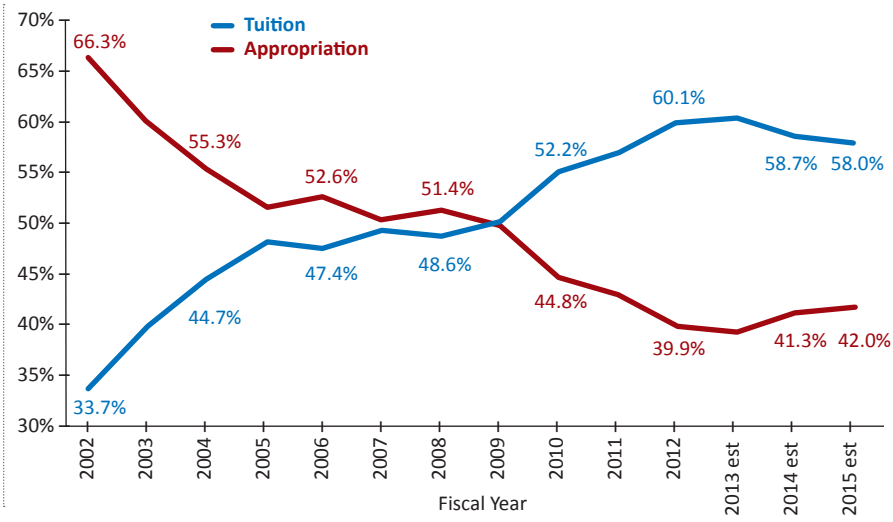
- Funding shifts that threaten quality, access, and affordability;
- Increasing competition that affects enrollments in our degree programs, customized training and continuing education;
- Population shifts in which a larger share of Minnesotans are moving to a handful of metropolitan areas; and
- Threats to our authority to govern.

At the same time, emerging trends create opportunities for us to become stronger and serve students in new ways:

- Dramatic growth in the diversity of the students we serve;
- Growth in the number of students enrolled in multiple colleges and universities within our system;
- Changes in technology that create new opportunities for how students can learn, how we can teach and support their learning, and how we can work together;
- The changing nature of work and what it means to be well prepared for jobs and careers; and
- The growing need for us to demonstrate the capabilities of our graduates.

FIGURE 1.
DEEP CUTS IN STATE SUPPORT HAVE LED TO INCREASED RELIANCE ON TUITION AND RISING STUDENT DEBT, WHICH THREATEN ACCESS AND AFFORDABILITY

SOURCE: MnSCU Office of Institutional Research



As we embrace these challenges and opportunities, our colleges and universities must think differently about how we keep higher education affordable and accessible throughout Minnesota. We are asking ourselves the question, "How do we fulfill our commitment to our students and to Minnesota in light of these challenges? What new opportunities exist to strengthen our service to students and Minnesota?"

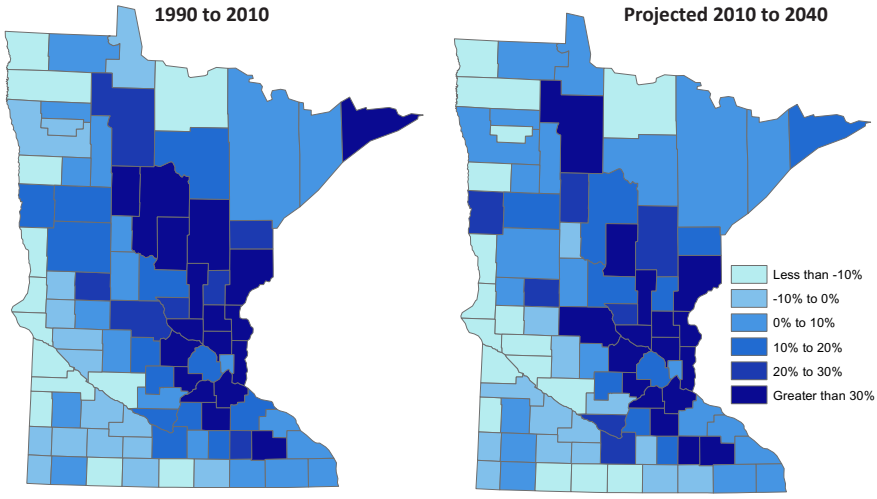
We fulfill our promise to Minnesota by being places of hope and opportunity where all Minnesotans can create better futures for themselves, their families, and their communities. We believe every Minnesotan – regardless of age, economic status, cultural background, disability, immigrant status, or place of residence – deserves the opportunity for an excellent education.

"Advancements in technology and greater access to global markets have created a workforce that is more fluid, networked, and empowered. New business models and platforms are allowing people and companies to share ideas and connect expertise in ways that are fundamentally changing the way we live, work, and learn."

–Brenda Hanson Dickinson
Dean of Continuing Education and Customized Training
Normandale Community College

FIGURE 2.
MINNESOTA'S POPULATION IS INCREASINGLY CONCENTRATED IN METROPOLITAN AREAS

Source: MN Department of Administration, Office of Geographic and Demographic Analysis



New thinking, new opportunities to serve

In November 2012 Minnesota State Colleges and Universities Chancellor Steven Rosenstone charged our three workgroups – *Education of the Future, Workforce of the Future* and *System of the Future* – comprising 46 students, faculty, staff, presidents and trustees, to recommend ways for our colleges and universities to best contribute to Minnesota's prosperity in this ever changing economic, technological, and demographic environment. Each workgroup met eight to nine times between December 2012 and May 2013 and crafted the draft recommendations we presented to the Board of Trustees in June 2013. Over the subsequent five months, more than 5,400 students, faculty and staff participated in 108 feedback sessions across the state. Our workgroups reconvened in October 2013 to revise the draft report, drawing on many suggestions from the feedback sessions.

In this report, we offer six recommendations to maximize our collective strengths, increase access and affordability, better serve students, and remain effective stewards of our resources. They sustain the value and quality of our programs. They emphasize the knowledge, skills, and experiences that prepare students to advance career goals, personal accomplishment, and responsible citizenship. And they clearly respond to the realities of the challenges we face.

Implementation of these recommendations will require significant collaboration among our colleges and universities and a transformation of our culture, away from internal competition and toward significantly more collaboration to harness the size, expertise, and full potential of our colleges and universities.

The time has come to plan and act more like a team, regularly bringing together the best thinking across our colleges and universities to solve problems and create opportunities for students and also to increase revenue and reduce costs.

"We need to develop a more robust and coordinated online strategy to support our students. As a student affairs and academic support professional, I am extremely pleased to see an emphasis placed, not only on the coordination of academic course offerings, but also on a suite of student support services. It will be important for folks in the system to be mindful of capitalizing on our human resources and incorporating existing and emerging technologies to help the students of our system."

–Adam Klepetar
President of MSUAAF

… it's time to recognize that our colleges and universities are interdependent higher education institutions, and that interconnectedness is a strength. Collaboration doesn't mean giving something up. Rather, it is a way to advance institutional interests and, at the same time, serve students and partners more effectively. It is a way to be more, not less, successful.

Imagine the future that could be…

…a system of community and technical colleges and state universities – one of the largest and most affordable in the nation – welcoming, educating, coaching, and celebrating the successes of highly diverse population of learners; where students choose or design their own programs and pathways to degree completion, learning on campus, online and in the community; where state-of-the-art technology supports high quality programs; where students draw upon courses and academic resources from across our colleges and universities; where most students complete their programs of study in a timely fashion with minimal debt.

…a system of community and technical colleges and state universities deeply connected to their communities, serving students, employers, and communities across Minnesota – and beyond; colleges and universities that market and recruit together statewide and are the preferred provider for companies, workers, and communities looking for consulting, educational programs, or training services; colleges and universities that are overwhelmed by the number of generous donors stepping up to contribute equipment and gifts to support programs and students; colleges and universities whose alumni stand as proud and public advocates; colleges and universities that are enriched, not diminished by collaboration with their colleagues throughout the state.

…a system of community and technical colleges and state universities actively seizing the opportunities and sharing the positive results of highly collaborative planning and implementation – stronger reputation, better service to students, lower costs, increased revenue, and greater efficiencies; a system led by effective leadership and a trusted Board of Trustees that demands accountability and results; a system well-known for shared decision making, effective problem solving and transparency; a system supported by efficient and cost-effective statewide infrastructure; a system with up-to-date facilities and technology supported by private investment as well as taxpayer dollars.

The power of collaboration

Our system is strong because our colleges and universities are strong, diverse, and distinctive. They plan and act independently, guided by overarching board policy. They reflect their communities and the students they serve. This should – and will – continue.

Now, however, it's time to recognize that our colleges and universities are interdependent higher education institutions, and that interconnectedness is a strength. Collaboration doesn't mean giving something up. Rather, it is a way to advance institutional interests and, at the same time, serve students and partners more effectively. It is a way to be more, not less, successful.

The core idea embedded in our recommendations is the need for significantly more collaboration as a way to advance our Strategic Framework and the recommendations articulated in this report. The time has come to plan and act more like a team, regularly bringing together the best thinking across our colleges and universities to solve problems and create opportunities for students and also to increase revenue and reduce costs. This shift in the way we do business is essential to our ability to serve students in a permanent environment of scarce resources, continuous change and increasing expectations. "Business as usual" is no longer an option.

Questions have arisen about whether collaboration means more control in the system office. The answer is "no." The future cannot lead to more power in the system office. We acknowledge that the system office plays an important role as convener and facilitator, but we do not support more centralization unless it unambiguously adds value. The challenges we face will not be solved by centralization, but rather by collaboration and coordination that takes advantage of the distinct strengths of each college and university. This approach best engages the creativity and expertise of faculty and staff; it fosters efficiency, entrepreneurship, and innovation.

We know collaboration will take many forms – the shapes of cooperation and collaboration are wide ranging. Although some ideas may originate at the system level, most will originate in the colleges and universities. Collaboration could be two institutions – or people – working together; it could be twenty; it could be all the colleges and universities. It could be a matter of replicating an effective program or best practice across many institutions. It could be faculty members working together to develop an innovative new course or program or delivery system. The possibilities are limited only by our creativity.

It is clear that collaboration can be a powerful tool to help us address the challenges we face. A fragile economy, evolution in technology, the changing needs of learners, and severe limits on public funding will continue to hamper our success if we let them. If we think of these challenges as opportunities and seize the potential to transform our culture, students and communities across Minnesota will benefit.

Collaboration is not a new idea, and it is clear that when our colleges and universities work together we see amazing results. On the following page are examples of collaboration that are contributing to student success and Minnesota's prosperity. A list of participating colleges and universities for the examples of collaborative partnerships provided can be found in Appendix 3.

Examples of collaborative partnerships

- **Distributed Learning in Teacher Education**
  The DLiTE program is a blended-technologies (online and face-to-face), six-semester teacher licensure program that facilitates student transfer and culminates in a bachelor of science degree in elementary education. The partnership of 16 community and technical colleges and Bemidji State University provides seamless transfer for students and deeply engages students in their local public schools. Ninety-eight percent of DLiTE students passed their licensure tests on their first try and 87 percent of the candidates found a job in education.

- **HealthForce Minnesota**
  HealthForce Minnesota is a partnership of higher education, health providers and the community that facilitates the creation of innovative health care programs aligned with the need for healthcare professionals. HealthForce Minnesota has been instrumental in working with their partner institutions to develop new programs in health, to support the national and subject accreditation of programs, and to promote efficiencies in clinical placements of students. The partners include Winona State University and Minnesota State University, Mankato and nine community and technical colleges.

- **The Campus Service Cooperative: "One team, many campuses"**
  The Campus Service Cooperative brings together administrative teams from all of our colleges, universities and the system office to develop common business practices that improve performance and reduce costs. Under the leadership of eight college and university presidents, the CSC is driving two sets of initiatives: *1) Shared Services* – moving business office, human resources and financial aid processing onto a common shared platform, and *2) Strategic Sourcing* – leveraging the size of the system to negotiate with suppliers for substantially better prices for the goods and services our colleges and universities purchase annually. The savings are being reinvested in our colleges and universities to improve academic programs and hold down the cost of tuition.

- **E-LECT: E-learning for Early Childhood Teachers**
  Child development faculty from 15 colleges have jointly created an innovative approach to curriculum that improves course quality, facilitates credit transfer, and gives students access to shared online learning. Child development faculty work together to create online courses, coordinate course scheduling and jointly market the program. Students enroll at their home campuses, but can draw on courses across all the partnering colleges.

- **Health Sciences Articulation Agreement**
  The Broad Field Health Science associate degree program provides students enrolled at 13 participating colleges access to a broad range of general education courses that prepare them to transfer to baccalaureate health science programs. This associate's degree program fulfills health science baccalaureate requirements at all of our state universities through a statewide articulation agreement.

- **360° Manufacturing**
  360° Manufacturing and Applied Engineering ATE Regional Center of Excellence, a consortium of 10 colleges and Bemidji State University, creates opportunities for students and incumbent workers to advance their education online through the eTECH program. Faculty members have jointly developed offerings in the fields of production technologies, automation technologies and machine technologies. 360° Manufacturing has also designed mechanisms for students to demonstrate their prior learning to accelerate degree completion.

- **Minnesota Center for Engineering and Manufacturing Excellence**
  Minnesota Center for Engineering and Manufacturing Excellence, a consortium of Minnesota State University, Mankato, and 10 two-year colleges, promotes opportunities for students in science, technology, engineering, and math. The collaboration eases transfer for students among colleges and universities and enhances program quality by sharing faculty expertise.

Recommendations to increase access, affordability, excellence and service

Based on our research, deliberations and many ideas suggested by students, faculty and staff, we make the following recommendations:

1. **Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.**

2. **Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.**

3. **Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.**

4. **Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.**

5. **Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.**

6. **Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.**

The recommendations: direction and detail

The following sections offer additional detail about the six recommendations. Although we offer suggestions about ways to advance each recommendation, by no means do these ideas comprise implementation plans. Those plans must be developed through a highly collaborative process that engages all the system's stakeholders.

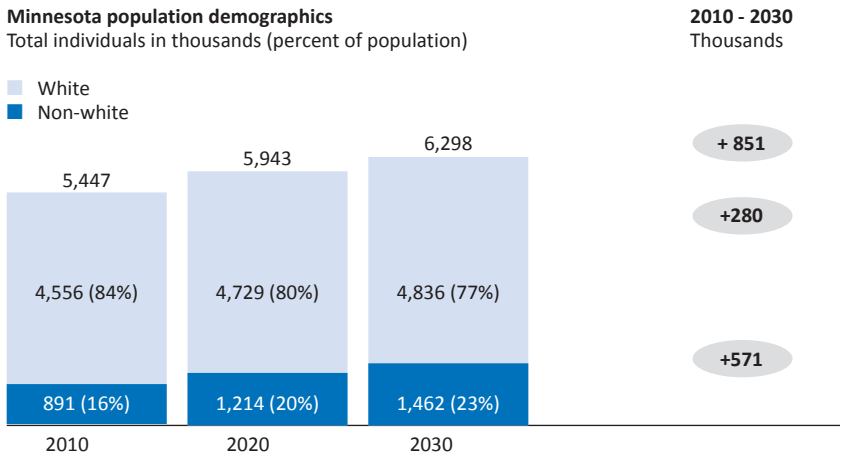
1 Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.

The diversity of our students benefits all of us – regardless of race, age or circumstances – as we learn about each other, other cultures, and other experiences. Diversity helps build our intercultural understanding and creates dynamic learning environments on campus and in the community.

In the years to come, the number of high school graduates will decline and Minnesota's population will grow significantly more diverse. According to the state demographer, by 2035 Minnesota's population will be 25 percent non-white. Latino, black, and Asian populations will more than double in the next 30 years. Of significant concern, Minnesota has one of the largest opportunity gaps in the nation with 50 percent of students of color and American Indian students not graduating high school on time. Too many of those who do graduate on time are not ready for college-level coursework. Our colleges and universities are making modest progress to close the opportunity and completion gap, but there is much more to do. Fully 38 percent of our students receive Pell grants; 23 percent are students of color or American Indian students. We serve more students of color, more American Indian students and more students from modest financial means than all other higher education providers in Minnesota combined. The proportion of students of color and students from families of modest financial means has grown significantly during the past decade and will continue to do so. For our students to succeed, we must engage families,

FIGURE 3.
67 PERCENT OF THE MINNESOTA'S POPULATION GROWTH WILL BE AMONG PEOPLE OF COLOR

SOURCE: MN State Demographers Office, January 2009 Minnesota population projections by race and ethnicity, 2010 to 2030



communities, secondary schools, nonprofit organizations, and other entities to reduce gaps in academic preparation and to connect students to additional financial resources.

A second trend is a significant increase in the number of adult learners and those attending our colleges and universities part-time. Fully 39 percent of our students are over the age of 24. One-half of our students attend part-time – a seven-point increase during the past eight years. We must provide greater flexibility in our programs and academic support services to meet students' needs and circumstances.

The diversity of our students benefits all of us – regardless of race, age or circumstances – as we learn about each other, other cultures, and other experiences. Diversity helps build our intercultural understanding, and creates dynamic learning environments on campus and in the community.

Strategies:

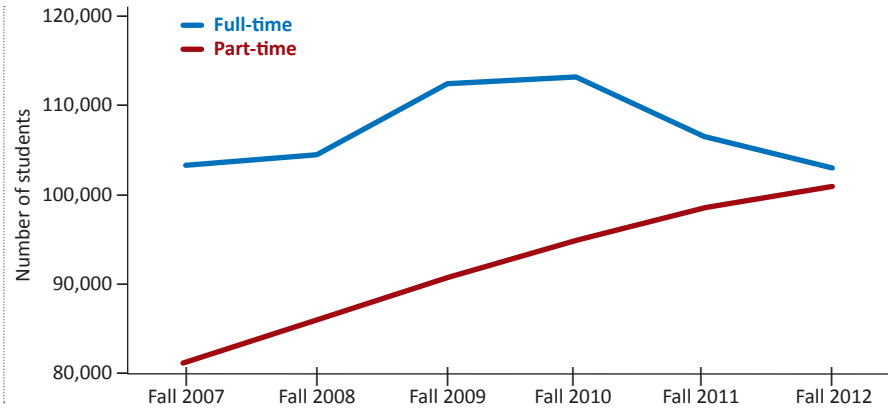
- Strengthen global competencies by adopting culturally relevant pedagogy and increasing diversity among our faculty, staff, leadership, and students.
- Implement research-based best practices for student success.
- Partner with nonprofit organizations, community groups, and other entities to connect students to additional financial resources and support services to make higher education more affordable and increase student success.
- Partner with diverse communities and families to create welcoming learning environments that expand access to educational pathways and increase student success.
- Deepen partnerships with secondary schools and ABE (adult basic education) to enhance student readiness for college-level work and accelerate degree completion.

"A growing number of students have families, jobs, and other demands on life that require more flexible options for completing their degrees. This will enable students to devote more time to classes, reduce student debt, and finish their degree in less time."

–Stephen Sabin, student of Central Lakes College and past president of MSCSA

FIGURE 4.
MORE STUDENTS ARE ATTENDING OUR COLLEGES AND UNIVERSITIES PART-TIME

Source: MnSCU Office of Research and Planning



2 Develop a collaborative and coordinated academic planning process that advances affordability, transferability and access to our programs and services across the state.

Our goal is to prepare the right number of graduates, in the right places with the right skills and knowledge to enable students' career and life success. Our educational delivery system must respond more quickly to population changes and market needs, better matching our capacity with the demand for higher education. We must find the balance between honoring our commitment to serve communities across the state and, at the same time, investing where demand is increasing.

Today, our colleges and universities collectively offer more than 2,800 programs on 54 campuses with credentials ranging from certificates to doctorate degrees. Currently the institutions determine their individual portfolios – both in the liberal arts and sciences and also in career programs – with limited regional or system-wide collaboration. As a result, there is little joint course or program development or delivery, and there is variance among similarly titled courses and programs. This poses challenges for undergraduate students transferring to a different college or university within the system, which is significant considering that 37 percent of our college graduates and 45 percent of our university graduates enroll in more than one of our institutions. Each semester, more than 30,000 students take courses from more than one institution. Significant progress has been made to improve transfer, but there remains a lot to do.

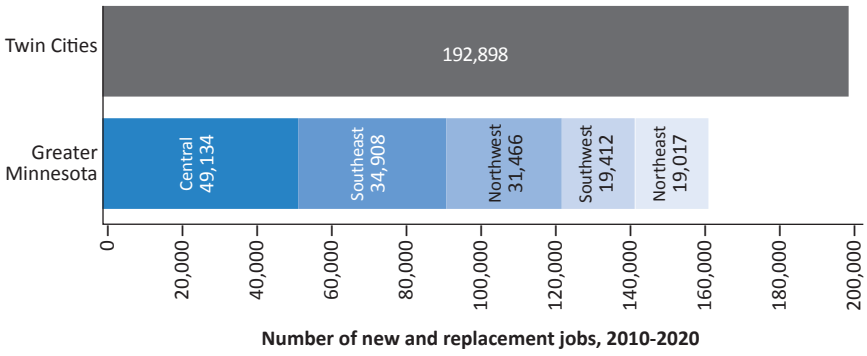
Our educational programs are also designed to honor our commitment to prepare students for careers and provide a high quality workforce for Minnesota. Through partnering colleges and universities that comprise our Centers of Excellence, more regional programming has evolved to meet workforce needs and promote more seamless transfer. Local technical program advisory boards, broader discussions with business leaders statewide, collaboration with the Itasca Workforce Alignment Group and many other partnerships are helping us strategize about how better to meet the state's workforce needs.

Strategies:

- Develop a comprehensive academic planning process that aligns our course and program offerings and support services to student demand as well as to regional and state workforce needs.

FIGURE 5.
PROJECTED NEW AND REPLACEMENT JOB GROWTH BY REGION

SOURCE: System Office Research, Planning and Policy



- Advance student success by expanding access to our academic programs and courses through flexible scheduling and course delivery models, as well as deeper collaboration among our colleges and universities.
- Integrate and coordinate our facilities and technology planning to enhance students' educational experience.
- Increase attention to professional development and engage our faculty in ongoing disciplinary and interdisciplinary collaborations to strengthen the transferability and quality of program offerings.
- Accelerate development of partnerships with secondary schools to provide opportunities for college-ready students to take college-level courses tuition free while in high school, making higher education more affordable.

We must find the balance between honoring our commitment to serve communities across the state and, at the same time, investing where demand is increasing.

FIGURE 6.
MINNESOTA WILL NEED MORE PEOPLE WITH A POSTSECONDARY CREDENTIAL THAN ANY OTHER STATE IN THE NATION

SOURCE: The Georgetown University Center on the Workforce, 2013

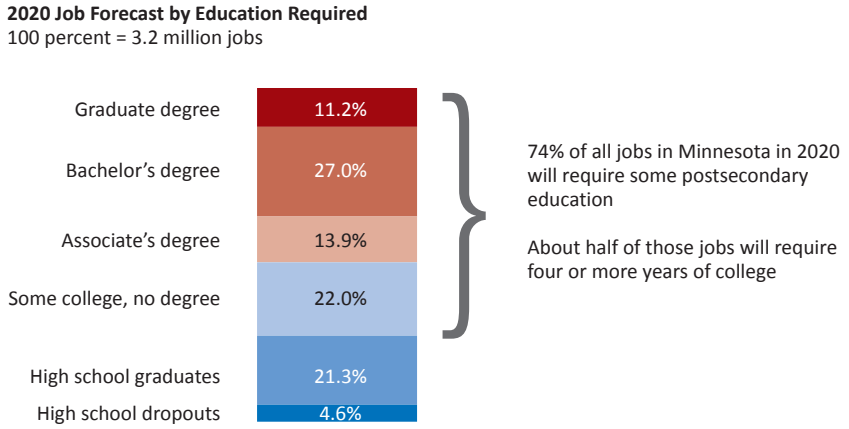
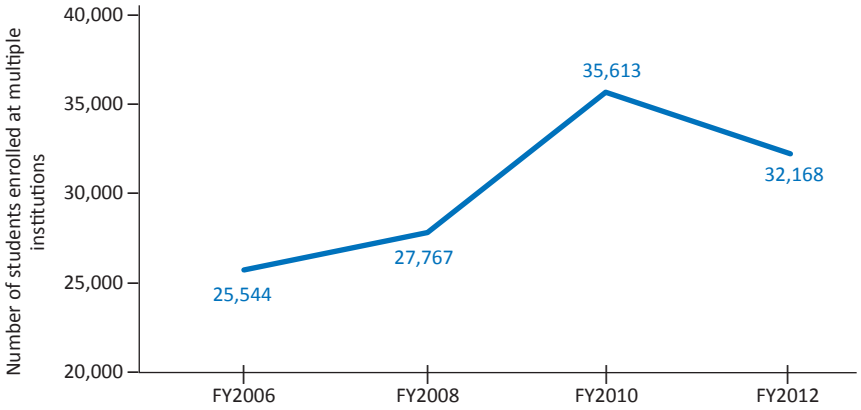


FIGURE 7.
MORE STUDENTS ARE ENROLLING IN MULTIPLE CAMPUSES AT THE SAME TIME

SOURCE: MnSCU Office of Research and Planning



3 Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.

Accrediting agencies, employers, policy makers, taxpayers, and students are all demanding increased attention to learning outcomes and the documentation of specific competencies students have mastered. Students come to college with prior knowledge and relevant experience, and our colleges and universities have made considerable progress in assessing those capabilities, including offering students an opportunity to demonstrate their learning through a portfolio assessment or a credit by exam option.

Currently, our approach to credit for prior learning has relied on implementation predominately by individual colleges and universities with limited statewide or regional coordination. Students are often unaware of these options at their own institutions, and there is wide variation across our colleges and universities in course equivalencies for national exams and for the transferability of credit for prior learning.

Collaboration to develop a shared statewide system of credit for prior learning and for competency based assessments would allow students to accelerate their degree completion and provide a mechanism to assure they will not duplicate learning they have already accomplished. Statewide collaboration will also allow an opportunity to create and explore pathways for students to demonstrate their mastery of competencies and receive credit for non-credit offerings including MOOCs (Massive Open Online Courses).

Strategies:

- Broaden students' opportunities to earn credit for prior learning by developing a statewide certification process to award transferable competency-based credit.
- Facilitate the transferability of our courses and programs by defining shared learner outcomes and competencies within disciplines, departments and programs. Focus initially on developmental and gateway courses.
- Increase students' applied learning opportunities aligned with industry-recognized standards such as apprenticeships, work-related or on-the-job training, internships or dual training models.
- Promote the accountability of our educational offerings by encouraging college and university participation in subject-specific accreditations and national measures that are benchmarked with peer institutions through partnerships with other colleges and universities or through third-party evaluations.

Collaboration to develop a shared statewide system of credit for prior learning and for competency based assessments would allow students to accelerate their degree completion and provide a mechanism to assure they will not duplicate learning they have already accomplished.

4 Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.

Over the past decade, our online delivery of courses has grown significantly with 22 percent of our full-time equivalency students enrolling in online and blended courses. Together, we offer 377 completely online programs and 14,771 online and blended courses. Online education will grow in the years ahead as students seek more flexibility in course offerings. We must develop a suite of online student support services to serve our learners and provide access to these services regardless of a student's home campus or chosen modality of instruction.

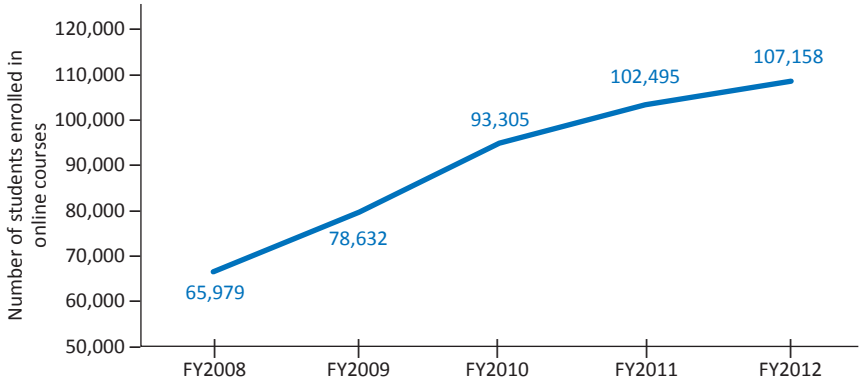
For those students taking face-to-face or blended classes, technology is also having a transformational impact. As examples, consider classes where students preview lectures online and spend class time discussing content in more depth; or faculty members posting supplemental content in real-time and students accessing it through mobile applications; or students at multiple campuses connected via telepresence so they can be part of the same class. The demand for and availability of technology-based instructional enhancements to support the classroom experience will grow and will require significant funding, professional development, and the creation of the tools needed to support individualized, learner adaptive instruction.

Strategies:

- Enhance student educational experiences by infusing emerging technologies into courses and student support services and by developing an integrated, collaborative approach to support professional development of faculty and investment in instructional design.
- Expand students' access to information about system-wide academic programs, admission requirements, and student support services to enhance transfer and student success through the creation of web-based and mobile applications that can be used online or face-to-face.
- Foster consistent practice and use of technology platforms among our colleges and universities to make it easier and more affordable for students.

FIGURE 8.
MORE STUDENTS ARE ENROLLING IN ONLINE COURSES

SOURCE: MnSCU Office of Research and Planning



5 Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.

Continuing education and customized training are essential services offered by our colleges and universities to enable individuals to update their skills and businesses to innovate and boost their productivity and agility. Continuing education and customized training play an important role in meeting workforce needs and driving economic development through programs that are flexible and responsive to industry needs.

Today, colleges and universities independently develop and market their own continuing education and customized training with few examples of jointly developed or delivered programs. The current model creates competition among colleges and universities for continuing education and customized training opportunities. This internal competition hinders our ability to meet the growing competition from private training providers, for-profit higher education, corporate training departments and industry associations.

We must move toward new models that encourage sharing unique or investment-intensive education offerings in ways that will better support industry, but still allow multiple delivery systems as appropriate across the state. Working together, the customized training and continuing education divisions of our colleges and universities will be able to use their expertise and resources to strengthen the workforce in a manner that is financially sustainable and market competitive. It will help drive economic development in communities across the state. Together they will be able to serve more employers, especially larger companies whose needs we can only address by drawing on the broad portfolio of expertise across our colleges and universities.

Strategies:

- Provide students, businesses, and trade organizations access to information on our shared portfolio of workplace training solutions by developing a user friendly, single point of entry, web-based and mobile application.
- Deliver a shared portfolio of workforce training solutions to students, employers, labor unions, and labor associations across the state through coordinated outreach efforts, easy one-stop access, and stronger connections to state and local workforce and economic development initiatives.
- Promote access and affordability of our programs by strengthening the integration between continuing education/customized training and academic programs for the recognition of competencies mastered.
- Innovate to develop and test academic incubators for new program development and curricular redesign to meet emerging industry trends through customized training and continuing education.
- Expand continuing education as a model for our universities to provide greater access to graduate education.

6 Redesign our financial and administrative models to reward collaboration, drive efficiencies and strengthen our ability to provide access to an extraordinary education for all Minnesotans.

In the 18 years since its creation, our system has made great progress in its better stewardship of resources and in more streamlined management. We have implemented shared systems; we have reduced the size of the system office; and we've realized greater efficiencies through initiatives like the Campus Service Cooperative and the Information Technology Service Delivery Strategy. Our colleges and universities have aggressively reduced administrative costs. These efforts have reduced the cost of educating a student by 12.5 percent over the last decade. We now rank 40th of 50 comparable state systems in overall administrative spending per student.

Even so, there is more work to do to align our financial and administrative models with the Strategic Framework and the recommendations in this report. There are more opportunities to contribute to affordability by reducing overhead and expenses. Our current culture is built on local autonomy and decentralization, which creates competition among the colleges and universities. Our success in the future will depend on our ability to realize our collective power, efficiency, and effectiveness through shared leadership, by working closely together, by restructuring where it makes sense, and by adopting shared business practices that add value, reduce costs, and increase affordability.

Strategies:

- Redesign our financial model to incent and reward collaboration, the commitments in the Strategic Framework, and the recommendations in this report.
- Expand the Campus Service Cooperative and regional collaborations for business and processing operations to promote greater efficiencies and garner cost savings to protect affordability and better focus resources on our academic and technical programs.
- Encourage entrepreneurial opportunities for our colleges and universities to independently and collaboratively develop new revenue streams.
- Support and encourage administrative coordination.

Our success in the future will depend on our ability to realize our collective power, efficiency, and effectiveness through shared leadership, by working closely together, by restructuring where it makes sense, and by adopting shared business practices that add value, reduce costs, and increase affordability.

Proceeding with intention

As a final note: This bold shift from business as usual to a new way in which we work together will require an intentional focus on transformational change management, the development of teams with new capabilities, and the engagement of advanced technologies more broadly. The culture of our colleges and universities – and the system as a whole – will need to change so we are more intentional about using our shared expertise and resources in new ways to better meet the needs of students, employers, and communities across our state.

Strong collaborative leadership at all levels will be needed to move us jointly toward improved student outcomes and a stronger service to our community partners in this new age of higher education.

We appreciate the opportunity to help chart the future for a prosperous Minnesota and look forward to being active partners in the steps that lie ahead. As we move toward implementation of these recommendations, we urge Chancellor Rosenstone, the Leadership Council, and the Board of Trustees to create a process that engages all constituencies in the development of the plans needed to realize the full potential of our recommendations. We recognize that implementation will be a multi-year effort. We know this will not be easy, but it will be worth it.

"The future of our ability to meet the needs of the people of Minnesota depends upon how well we are able to balance the essential distinctive identities of our campuses with the power of synergy that comes through effective collaboration. The sum of the parts in our case enhances the value of the whole. Effective collaboration would embrace our distinctive identities by sharpening program distinctions where there is currently confusion, enabling students to choose their destinations wisely. Effective collaboration would allow students to start at one institution and easily transfer to a second for the program of their choice, allowing students to manage the cost of their degrees more fully. Effective collaboration would result in close cooperation between two and four year institutions in regional consortia that maximize student success in the education-to-career pipeline."

–Earl Potter III, President of St. Cloud State University

Appendix 1: Participants of the workgroups

Name	Position	Affiliation
Ron Anderson	President, Century College	Leadership Council
Margaret Anderson Kelliher	Trustee	Board of Trustees
Nancy Black	Faculty, Metropolitan State University	IFO (President)
Donna Brauer	Faculty, Metropolitan State University	IFO
Mark Carlson	Vice Chancellor, Human Resources	Leadership Council
Suzanne Ciebiera	Customized Training Services, Hennepin Technical College	MAPE
Alex Cirillo	Trustee	Board of Trustees
June Clark	Nursing Admissions Coordinator, Minnesota State Community and Technical College, Fergus Falls	AFSCME (President)
Brenda Hanson Dickinson	Dean of Continuing Education and Customized Training, Normandale Community College	Community College
Diane Dingfelder	Dean of Continuing Education, Winona State University	University
Colin Dougherty	Managing Director, Campus Service Cooperative	Leadership Council
Dawn Erlandson	Trustee	Board of Trustees
Shannon Glenn	Student, Anoka Ramsey Community College and Metropolitan State University	MSCSA (Vice President)
Jim Grabowska	Faculty, Minnesota State University, Mankato	IFO
Alexandra Griffin	Student, Winona State University	MSUSA (President)
Dick Hanson	President, Bemidji State University	Leadership Council
Ambrosia Harkins	Student, St. Cloud Technical and Community College	MSCSA

Name	Position	Affiliation
Joyce Helens	President, St. Cloud Technical and Community College	Leadership Council
Karen Hynick	Chancellor's Fellow	System Office
Damon Kapke	Faculty, Lake Superior College	MSCF
Laura King	Vice Chancellor, Finance	Leadership Council
Adam Klepetar	Director, First Year and Transition Programs, St. Cloud State University	MSUAASF (President)
Doug Knowlton	Vice President of Student Success, Metropolitan State University	University
Lisa Larson	Acting President, North Hennepin Community College on leave from Chief Academic & Student Affairs Officer, Hennepin Technical College	Technical College
Kevin Lindstrom	Faculty, Anoka Technical College	MSCF (President)
Devinder Malhotra	Provost, St. Cloud State University	University
Chris McCoy	Interim Vice Chancellor, Information Technology	Leadership Council
Moriah Miles	Student, Minnesota State University, Mankato	MSUSA
Greg Mulcahy	Faculty, Century College	MSCF
John O'Brien	Interim Vice Chancellor, Academic and Student Affairs	Leadership Council
Barbara Oertel	Interim Vice President for Enrollment Services and Director, Warrior Success Center, Winona State University	MSUAASF
Scott Olson	President, Winona State University	Leadership Council
Joe Opatz	President, Normandale Community College	Leadership Council
David Paskach	Trustee	Board of Trustees
Earl Potter	President, St. Cloud State University	Leadership Council

Name	Position	Affiliation
Russell Raczkowski	Advisor, TRiO Programs, Minneapolis Community & Technical College	MAPE
Michael Ramirez	Student, Minnesota State University, Mankato	MSUSA
Lori Reed	Chief Human Resources Officer, Winona State University	University
Ken Ries	Chief Information Officer, Pine Technical College	System Office
Mary Rothchild	Senior System Director of Workforce	System Office
Steve Sabin	Student, Central Lakes College	MSCSA
Mike Sharp	Director of Advising Center, St. Cloud State University	MSUAASF
Louise Sundin	Trustee	Board of Trustees
Ron Thomas	Former President, Dakota County Technical College	Leadership Council
Kyle Vanderflute	Student, Lake Superior College	MSCSA
Mike Vekich	Trustee	Board of Trustees
Lori Voss	Chief Financial Officer, Minnesota West Community and Technical College	Technical College
Wendy Walentiny	Office and Administrative Specialist, Anoka Technical College	AFSCME

Appendix 2: Workgroup timeline

November 12, 2012	Chancellor Rosenstone invites students, faculty, staff, presidents, and trustees to participate in strategic workgroups.
December 2012	Strategic workgroups hold first meetings.
January—May 2013	Education of the Future, System of the Future and Workforce of the Future each meet eight to nine times – 26 meetings in total.
June 20, 2013	Workgroup chairs present draft report to the Board of Trustees.
June 20, 2013	Chancellor Rosenstone invites input about the draft report from students, faculty, and staff.
June 20—October 14, 2013	More than 5,400 students, faculty, and staff participate in 108 discussions held on campuses across the state. Suggestions from these discussions are collected and shared with the workgroups, along with written communications from student, faculty, and staff organizations, and the Leadership Council.
September 18, 2013	Board of Trustees discusses the draft report at its retreat.
October 4, 2013	Strategic workgroups are reconvened as one group to review the input and feedback.
October 18, 2013	Strategic workgroup meets via webinar and face-to-face to review and revise the recommendations and to discuss feedback submitted October 4-14.
October 29, 2013	Strategic workgroup reviews and revises the updated report draft.
November 12, 2013	Strategic workgroup meets via webinar to review the final report.
November 20, 2013	Final recommendations are submitted to the Board of Trustees.

An electronic version of this report, as well as additional materials on *Charting the Future* is available at www.mnscu.edu/chartingthefuture:

- Chancellor Rosenstone's charge to the workgroups
- The questions Chancellor Rosenstone posed to the workgroups
- Timeline of activities and meetings of the workgroups
- Consultation sessions held across the state
- Members of the workgroups
- Bibliography

Appendix 3: Example of collaborative partnerships

Minnesota Center for Engineering and Manufacturing Excellence— Minnesota Center for Engineering and Manufacturing Excellence is a consortium led by Minnesota State University, Mankato, and 10 two-year colleges located throughout Minnesota:

- Alexandria Technical and Community College
- Anoka Technical College
- Hennepin Technical College
- Normandale Community College
- South Central College
- Northeast Higher Education District
  - Hibbing Community College
  - Itasca Community College
  - Mesabi Range Community and Technical College
  - Vermillion Community College
  - Rainy River Community College

Distributed Learning in Teacher Education— Bemidji State University leads this partnership with 16 two-year colleges throughout the Minnesota:

- Alexandria Technical and Community College
- Anoka-Ramsey Community College
- Central Lakes College
- Century College
- Minnesota State Community and Technical College
- Hibbing Community College
- Inver Hills Community College
- Itasca Community College
- Lake Superior College
- Mesabi Range Community and Technical College
- Normandale Community College
- North Hennepin Community College
- Rainy River Community College
- Ridgewater College
- Rochester Community and Technical College
- Saint Paul College

HealthForce Minnesota— Winona State University leads this center of excellence with nine two-year colleges throughout Minnesota:

- Inver Hills Community College
- Lake Superior College
- Minneapolis Community and Technical College
- Minnesota State College – Southeast Technical
- Normandale Community College
- Pine Technical College
- Ridgewater College
- Riverland Community College
- Rochester Community and Technical College

The Campus Service Cooperative: "One team, many campuses"— All of our colleges and universities have participated in the Campus Service Cooperative.

- Alexandria Technical and Community College
- Anoka-Ramsey Community College
- Anoka Technical College
- Central Lakes College
- Century College
- Dakota County Technical College
- Fond du Lac Tribal and Community College
- Hennepin Technical College
- Inver Hills Community College
- Lake Superior College
- Minneapolis Community and Technical College
- Minnesota State College – Southeast Technical
- Minnesota State Community and Technical College
- Normandale Community College
- North Hennepin Community College
- Northeast Higher Education District
  - Hibbing Community College
  - Itasca Community College
  - Mesabi Range Community and Technical College
  - Vermillion Community College
  - Rainy River Community College
- Northland Community and Technical College
- Northwest Technical College
- Pine Technical College
- Ridgewater College
- Riverland Community College
- Rochester Community and Technical College
- Saint Paul College
- South Central College
- St. Cloud Technical and Community College
- Bemidji State University
- Metropolitan State University
- Minnesota State University, Mankato
- Minnesota State University Moorhead
- Southwest Minnesota State University
- St. Cloud State University
- Winona State University

E-LECT: E-learning for Early Childhood Teachers— Fifteen two-year colleges participate in this consortium model throughout Minnesota:

- Alexandria Technical and Community College
- Central Lakes College
- Dakota County Technical College
- Hennepin Technical College
- Inver Hills Community College

- Minneapolis Community and Technical College
- Minnesota State College – Southeast Technical
- Minnesota West Community and Technical College
- Northland Community and Technical College
- Northwest Technical College
- Pine Technical College
- Rochester Community and Technical College
- South Central College
- St. Cloud Technical and Community College
- Saint Paul College

Health Sciences Articulation Agreement— This consortium consists of seven state universities and 13 two-year colleges located across Minnesota:

- Anoka-Ramsey Community College
- Century College
- Hennepin Technical College
- Itasca Community College
- Lake Superior College
- Northland Community and Technical College
- Northwest Technical College
- Pine Technical College
- Rainy River Community College
- Rochester Community and Technical College
- Saint Paul College
- South Central College
- St. Cloud Technical and Community College
- Bemidji State University
- Minnesota State University Moorhead
- St. Cloud State University
- Southwest Minnesota State University
- Minnesota State University, Mankato
- Metropolitan State University
- Winona State University

360° Manufacturing— This center of excellence is led by Bemidji State University and 10 two-year colleges throughout Minnesota:

- Central Lakes College
- Lake Superior College
- Minneapolis Community and Technical College
- Northland Community and Technical College
- Northwest Technical College
- Pine Technical College
- Riverland Community College
- Saint Paul College
- St. Cloud Technical and Community College

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