
Metropolitan State University

2010 Systems Portfolio



Overview

Metropolitan State University is a comprehensive, urban, public, non-profit state university with a mission to serve the diverse and growing population of the greater Minneapolis-St. Paul (Twin Cities) metropolitan area. Metropolitan State was established in 1971 to serve what were then nontraditional students-adults whose educational needs were not being met by other higher education institutions in the metropolitan area. This mission meant that the university's student population would be dominated by working adults whose formal education had been interrupted by job and/or family responsibilities. To meet the needs of this special clientele, Metropolitan State developed innovative and individualized approaches to educational programming that have earned it a national reputation for quality and accessibility.

During the nearly 40 years since its founding, the university has grown significantly. It has a much larger student clientele and a corresponding expansion of its educational mission and program offerings. In recent years, Metropolitan State has been called upon by state and local leaders to increase its services and programming even further to meet the dramatically increasing needs for accessible higher education in the Twin Cities. In response, Metropolitan State instituted a plan of rapid development, consisting of the introduction of a number of new baccalaureate, master's, and applied doctoral degree programs; the creation of new and enhanced community and student services; and the addition of enhanced university classrooms, administrative facilities and technological resources.

Metropolitan State is the urban university of the Minnesota State Colleges and Universities (MnSCU) system, which consists of seven state universities and 25 two-year community and technical colleges on a total of 53 campuses. By founding statute, Metropolitan State's "campus" is the seven-county metropolitan area. Its service region extends to the 13-county Minneapolis-St. Paul Metropolitan Statistical Area (MSA), one of the fastest growing MSAs in the nation.

The university's mission, which was reaffirmed by the university community in spring 2006, focuses on the varied needs of the diverse metropolitan area population. This population includes both adult and younger students, working and mid-career adults, students of color, recent immigrants, international students, and increasing numbers of financially disadvantaged students. Throughout this period of change and growth, Metropolitan State has sustained its focus on accessibility to underserved populations while reaching a significantly enlarged and more diverse student body and taking strong initiatives to enhance its well-established community partnership role.

Metropolitan State's strategic vision is to grow significantly by 2020, with special focuses on baccalaureate degree completion, graduate education, and online students.

In 2009-2010, Metropolitan State enrolled more than 10,000 students. Those students ranged in age from 16 to 70, with an average age of 31. Approximately 59 percent of the students were women. Twenty-nine percent of all students were people of color, and enrollment of people of color is continuing to grow. Approximately 91 percent of students were undergraduates. Part-timers constituted 64 percent of students.

The university has more than 28,000 alumni. Some 79 percent reside in Minnesota, and 71 percent reside in the metropolitan area.

Metropolitan State's academic programming is organized into six units: the School of Law Enforcement and Criminal Justice, the College of Arts and Sciences, the College of Professional Studies, the College of Nursing and Health Sciences, the College of Management, and the First College, which houses individualized interdisciplinary degree programs.

Other programs and services include applied research and collaborative education efforts with neighborhoods and community organizations; Advance IT Minnesota, a center of excellence dedicated to engaging employers, educators, and learners to develop a more robust IT Workforce in Minnesota; and professional development assistance to business, government, and the nonprofit sector. All of these components reflect the university's response to a significantly enlarged and more diverse student clientele, as well as its commitment to civic engagement as a fully integrated component of the university's expanded mission.

Metropolitan State has four major campuses: the St. Paul main campus, the Minneapolis campus (co-located with Minneapolis Community and Technical College), the Law Enforcement and Criminal Justice Education Center (co-located with Hennepin Technical College in Brooklyn Park), and the Midway campus, which is our largest classroom location. We offer courses in 11 other locations, many of which are on the metropolitan area campuses of MnSCU's two-year colleges. In addition, one in every three fall 2010 students is enrolled in at least one completely online course.

Metropolitan State University's total 2010-2011 budget is slightly more than \$80 million, with an operating budget of nearly \$57 million.

The Metropolitan State University Foundation Board of Trustees, which has 16 members, spearheads fundraising efforts and advocates for the university with the Minnesota State Legislature, the MnSCU system, and the community at large. In addition, more than 350 alumni and other friends of the university provide volunteer support annually.

Vision Statement

"Metropolitan State University, a member of the Minnesota State College and University System, will be the premier urban, public, comprehensive System university in the Twin Cities metropolitan area and will provide high-quality, affordable educational programs and services in a student-centered environment. The faculty, staff, and students of Metropolitan State will reflect the area's rich diversity, build an anti-racist learning community, and demonstrate an unwavering commitment to civic engagement."

Mission Statement

"Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population. The university will provide accessible, high-quality liberal arts, professional, and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build on its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship and services designed to support an urban mission."

Item 1

What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

The common student learning outcomes, known on campus as the General Education and Liberal Studies (GELS) outcomes, were updated in March 2009 to conform to the Minnesota Transfer Curriculum, which establishes 10 general education goal areas for all Minnesota public colleges and universities. The outcomes are:

Communication: the ability to use the English language effectively; the ability to read, write, speak and listen critically; and the ability to communicate effectively through visual means.

Critical Thinking: the ability to unify factual, creative, rational, and value-sensitive modes of thought.

Natural Sciences: an understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena.

Mathematics/Logical Reasoning: knowledge of and ability to apply mathematical and logical modes of thinking.

History and the Social and Behavioral Sciences: knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

The Humanities and Fine Arts: knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.

Human Diversity: an understanding of individual and group differences (e.g., race, gender, class) and knowledge of the traditions and values of various groups in the United States.

Global Perspective: an understanding of the growing interdependence of nations and peoples and the ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Ethical and Civic Responsibility: the capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways to exercise responsible and productive citizenship.

People and the Environment: an understanding of complex environmental challenges and the interrelatedness of human society and the natural environment.

The values that shape the academic environment are quoted from the Values Task Force in Table O1-1 below.

Table O1-1 Core Values

Core Value	Dimensions of the Core Value
Excellence	High quality educational experiences, pedagogical and technological innovation, scholarly work linking theory and practice, intellectual rigor
Diversity and Inclusion	Valuing diversity through inclusion, access, adult and traditional students, lifelong learning
Engagement	Local, regional, global, community-based, student-based partnerships, student-centeredness
Open, Respectful Climate	Acceptance of a range of values and diverging points of view, encouraging difficult dialogs, engaging diversity
Integrity	Honesty, ethical behavior, transparency of operations, accountability, shared governance

Metropolitan State grants the following degrees: Bachelor of Applied Science, Bachelor of Arts, Bachelor of Human Services, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts in Psychology, Master of Business Administration, Master of Liberal Studies, Master of Management Information Systems, Master of Public and Nonprofit Administration, Master of Science in Computer Science, Master of Science in Nursing, Master of Science in Technical Communication, Doctor of Nursing Practice, and Doctor of Business Administration. By state statute, the doctoral programs are applied, rather than research, degrees.

In fall semester 2009, the top 10 undergraduate majors were Individualized Studies, Business Administration, Accounting, Criminal Justice, Nursing, Psychology, Law Enforcement, Finance, Social Work, and Human Services.

The educational systems, services, and technologies that directly support Metropolitan State's instruction and academic programs include:

- Curriculum development and academic program review
- Assessment of student learning outcomes
- "Instructional Improvement Questionnaire" (end-of-course student feedback survey)
- Library and information services (including extensive electronic resources)
- Faculty training and development
- Academic advising
- Diagnostic assessment and placement
- Tutoring in math, writing, accounting, economics, finance, and Java
- Testing Center
- Instructional Management System (Desire2Learn)
- Computer classrooms and labs

Item 2

What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

Special support services are provided to recruit disadvantaged and other underserved adult students, including people of color, women, low-income people, single parents, and incarcerated people, and to assist them in completing degree programs at Metropolitan State.

The university's Student Affairs Division offers an array of student support services:

- Admissions
- Financial aid
- Registration, including web registration, an online course schedule, and an online "intent to graduate" workshop
- Orientation, both on-ground and online
- Counseling and career services
- Veterans services
- Disability services
- Gateway Center, recently re-configured to provide one-stop student services, particularly focused on registration, financial aid, and bill payment
- Cultural coordinators, who provide outreach to students who identify as people of color and/or gay, lesbian, bisexual, or transgender and programming to the entire university community on related topics
- Student life, including student organizations and leadership development, which has just begun to deliver a newly designed year-long development program that focuses on culturally competent leadership

The Student Senate and the Metropolitan, the university's student-run newspaper, are other important elements of the co-curricular program.

Technology services that are key non-instructional services for students include:

- University-provided e-mail
- IT Help Desk
- Computer labs
- University website and password-protected student portal

Key non-instructional services and programs provided to external audiences are alumni services, community use of the library, and university-sponsored events that are open to the community.

Item 3

What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

The top 10 items of importance identified by current students in the 2009 Noel-Levitz survey were:

1. Knowledgeable faculty
2. Excellent quality of instruction
3. Valuable course content in major
4. Tuition a worthwhile investment
5. Clear and reasonable major requirements
6. Classes scheduled at convenient times
7. Registration for needed classes with few conflicts
8. Institutional commitment to academic excellence
9. Academic advisor knowledgeable about requirements
10. Ability to register by computer, fax, telephone

Within the Minneapolis-St. Paul metropolitan area, competition is strong for the non-traditional adult student population that Metropolitan State has served since its inception. Within MnSCU, the primary competitors are Minnesota State University, Mankato and St. Cloud State University. Among the several private, not-for-profit colleges and universities competing for the same students, especially in the fields of nursing and business, are Augsburg College, Hamline University, the College of St. Scholastica, St. Catherine University, and the University of St. Thomas.

The primary online for-profit providers with which Metropolitan State competes are Phoenix University, Capella University, and Kaplan University.

Although the University of Minnesota's Twin Cities campus is a large presence in the metropolitan area, its target populations are traditional undergraduate students and students in research-focused graduate programs. Thus, it is not a primary competitor for the students that Metropolitan State serves.

Item 4

What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

The 157 members of Metropolitan State's resident faculty are responsible for curriculum coordination, educational planning, and academic advising, as well as teaching. The university also has more than 550 community faculty (adjunct) instructors who work outside the university in their areas of expertise (for example, in business and industry). These adjuncts provide the full-time equivalent (FTE) of 180 instructional staff.

A staff of 256 full-time and 35 part-time employees delivers administrative support for the academic mission and purpose of the university. These employees are represented by five different collective bargaining units: the Inter-Faculty Organization; the Minnesota State University Association of Administrative and Service Faculty; the Minnesota Association of Professional Employees, Middle Management Association; and the American Federation of State, County, and Municipal Employees.

Twenty administrators provide senior-level leadership to the university. Dr. Sue K. Hammersmith became the university's sixth president in July 2007. The provost and vice president for academic affairs, vice president for student affairs, vice president for finance and administration, and vice president for university advancement head the four divisions of the university. Also reporting to the president is the director of equal opportunity and affirmative action, the executive assistant and director of governmental relations, and the assistant to the president.

Several key factors affect Metropolitan State's organizational structures and how it organizes its human resources: its divisional structure, the five different unions representing its employee base, its heavy reliance on community (part-time) faculty, its four campuses and several additional teaching locations dispersed across a large metropolitan area, its diverse and commuting (100 percent) student population, its commitment to diversity and inclusion, its commitment to civic engagement and community-based learning, and MnSCU policies and structures.

Item 5

What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

By commonly understood agreement, Metropolitan State's University Plan is always presented within the context of the university's mission and goals. Planning processes, including the currently proposed revised planning process, begin with the mission. Among the criteria for evaluating responses to new opportunities and challenges, the mission is topmost. Category 5 contains additional detail on how leadership, decision making, and communication are aligned with the university's mission and values.

Key strategies that ensure alignment with MnSCU policies, procedures, and strategic goals are:

- Policies and procedures of the MnSCU Board of Trustees generally require that each MnSCU institution establish policy and procedure to implement the requirements.
- The university president's annual work plan outlines anticipated major activities and projected institutional outcomes in relationship to MnSCU system goals.
- MnSCU's Office of Internal Auditing provides "assurance services," which include audits of processes within the system's institutions. These audits help ensure, among other purposes, that MnSCU's colleges and universities comply with the policies, laws, and regulations of MnSCU's Board of Trustees and are effective in meeting goals and objectives.

The Office of the Chancellor includes the Office of General Counsel, which provides legal services to MnSCU, as well as basic information on key legal topics and other legal and government information. The Office of General Counsel is legal counsel to MnSCU institutions when legal and/or regulatory questions arise. It also offers training on legal matters to MnSCU employees, such as the 2010 Legal Institute seminar on "Legal Issues for Administrators." The services of the Office of the Minnesota Attorney General are also available to the university.

Item 6

What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

Administrative support goals are aligned with the mission and values through the university's planning processes. (See Category 8.) In addition, bi-weekly meetings of three different groups (President's Council, President's Cabinet, and the four vice presidents) provide ample opportunity for cross-functional discussion and alignment of administrative support goals with the academic mission of the university.

Metropolitan State University has four major locations:

- St. Paul campus, which houses three classroom, office, and administrative services buildings, the library, two small buildings, and a parking lot
- Minneapolis campus, which is co-located with Minneapolis Community and Technical College, where the university leases one classroom and office building and has use of 25 additional classrooms and computer labs
- Midway campus, a leased facility located about halfway between St. Paul and Minneapolis; it provides eight daytime and 37 evening classrooms as well as office space for three large academic departments
- Law Enforcement and Criminal Justice Education Center, a 67,154-square-foot facility that is co-located and shared with Hennepin Technical College in Brooklyn Park; it includes classrooms, offices, administrative space, forensic lab, computer classrooms, a firing range, and tactical and operational training facilities

Resident faculty members, professional staff (Minnesota State University Administrative and Service Faculty), supervisors (Minnesota Association of Professional Employees), and administrators have individual offices. Other employees are provided workstations appropriate to their setting and work roles. All have university-provided computers, network access, and e-mail accounts. Standard software includes the Microsoft Office Suite. Employees have access to a wide variety of other software, depending on their work needs.

Community faculty (adjunct) have university-provided network access and e-mail accounts. When meeting with individual students, community faculty make use of classrooms, meeting rooms, public space, and a very limited amount of "hoteling" space.

Administrative support services are described in Category 6.

Item 7

What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

The main database is the Integrated Statewide Records System (ISRS), which was built by MnSCU programmers several years ago. Its basic structure is under the control of MnSCU. Modifications are difficult to obtain, especially when wanted by only a subset of MnSCU institutions. Because ISRS was designed and built internally to MnSCU, integration of readily available commercial software with ISRS is difficult and expensive.

Student records from across the system were recently merged. Each student now has one record that contains his or her system-wide "core data." Each MnSCU institution has its own database section within ISRS. MnSCU supports multiple report generators (e.g., ISRS reports, Hyperion Brio), each of which requires different access credentials from end users.

Designated university employees with authorized access are able to create records and to code data into ISRS. The "CAP server" houses a replication of the Metropolitan State portion of the ISRS database. Using Microsoft Access and programming language, employees are able to build databases and extract and analyze data. Doing so efficiently requires expert knowledge of ISRS's structure and tables; however, many users experience difficulties that require assistance from the university's Department of Informational Technology and/or the Office of Institutional Research. Furthermore, CAP server configurations limit the number of users who can work in the same database subsection at the same time.

In addition to these limitations, many university units and academic departments have data needs (e.g., fundraising, nursing clinical or practicum requirements, student teaching placements) that cannot be accommodated within ISRS. These units have created "local" databases to meet those needs.

For all these reasons, the data environment at Metropolitan State can best be described as highly decentralized. To address user frustration and meet decision-making requirements, the Office of Institutional Research, working with the Department of Information Technology, is piloting a data-managing program called DataSlice[®] to improve access to existing data and reports from several sources. (See Category 7 for more information.)

Item 8

What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

The major constraint affecting Metropolitan State is declining state allocations. Within the past few years, the university's revenue base has reversed from 60 percent state allocation and 40 percent student tuition to 40 percent state allocation and 60 percent student tuition. For fiscal years 2010 and 2011, federal stimulus dollars helped hold down what would have otherwise been even larger increases in student tuition, but that source of revenues is not available for fiscal year 2012 and beyond.

Metropolitan State's tuition rate is the lowest among the seven MnSCU state universities. Limits on tuition increases are determined by the MnSCU Board of Trustees. For the past two years, the Board's approach has allowed the university to close the tuition gap slightly. Whether the Board will continue that approach is unknown. Also unknown, until late in fiscal year 2011, is what amount of state dollars will be allocated to MnSCU and, in turn, to Metropolitan State. That factor leads directly to another enduring constraint-uncertainty.

The Office of the Chancellor has challenged Metropolitan State to grow significantly over the next several years. Although the challenge is no longer stated as "20,000 by 2020," it is still the expectation that the university will grow. It is also clear that student demand is such that Metropolitan State could grow substantially.

Growth is, therefore, the university's greatest opportunity. Growing without substantial new investment of state funds is the greatest challenge. The university must align its plans and strategies to grow in ways that permit it to maintain its commitments to teaching excellence, diversity through inclusiveness, civic and community engagement, student support and customer service, and a positive working environment.

The MnSCU Board of Trustees expects Metropolitan State's growth to come in graduate- and baccalaureate-degree programs. Student needs for lower-division education will continue to be met by MnSCU's 10 two-year community and technical colleges in the metropolitan area, which, along with Metropolitan State, form the Metro Alliance. One way in which Metropolitan State partners with the two-year colleges and meets its own students' needs for flexibility, is to offer select programs and courses on Metro Alliance campuses.

Given Metropolitan State's many locations and expectations, maintaining a sense of community as a university, improving satisfaction with organizational communication, and maintaining institutional branding are considerable challenges. Institutional plans and strategies must address those challenges.

Item 9

What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

Metropolitan State's commitment to partnerships and collaborative relationships remains central to its mission, supported by "an unwavering commitment to civic engagement." The university works closely with neighborhood organizations and agencies to build multi-dimensional partnerships and collaborations based on mutual interests and shared values.

University-community partnerships involve faculty, staff, and students from every college and administrative unit, and have been designed with five overarching goals:

- "Value collegiality and cooperation that leads to internal collaboration among various constituent units and groups, thereby enhancing the capacity for civic engagement
- Strengthen the capacity of the community to build and maintain a strong urban environment
- Provide community-based (service) learning opportunities for students
- Engage higher education partners, education associations, and consortia partners in the advancement of students' access to learning opportunities
- Develop the capacity of the university to serve as an institutional resource in partnership with the community"

(See Category 9 for more information, including tables that identify major internal and external partnerships.)

1P1, 1P2

How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives? How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

At Metropolitan State University, faculty determine student learning outcomes. The common learning outcomes for all undergraduate students were most recently updated during the 2009-2010 academic year in a process that was led by the faculty members of the General Education Committee.

The revised outcomes were substantially informed by the state-mandated Minnesota Transfer (MnTransfer) Curriculum, which establishes 10 general education goal areas for all Minnesota public colleges and universities. The General Education Committee rephrased each of the 10 goal statements as learning outcomes statements, which were then reviewed by the faculty in college meetings and by the Faculty Council. The Faculty Council communicated its approval of the common learning outcomes at a formal meet-and-confer event in February 2009.

Learning outcomes that are specific to an academic program are also established by Metropolitan State's faculty. The level (i.e., college, department, or program) at which the outcomes are established varies by program. Faculty in the College of Management (COM), for example, have established learning outcomes that apply to all undergraduate majors that share the same foundation and core requirements. These outcomes were drafted by the COM Assessment Committee, and were then reviewed and approved in April 2005 by the COM faculty, along with a plan to assess them on a three-year rotating cycle. Since that time, the COM Assessment Committee and the COM faculty have continued to refine both the outcomes statements and the assessment plan.

In some departments with closely related academic programs, the department faculty established common student learning outcomes that apply to each of the programs. The Math Department, for example, has established five learning outcomes that apply to all mathematics majors, including the Bachelor of Science (BS) degrees in both applied

mathematics and mathematics teaching. In most Metropolitan State departments, however, student learning outcomes are established at the program level by program faculty.

For programs with specialty accreditation, the student learning outcomes reflect those standards. For example, nursing programs incorporate the "Essentials" (nursing competencies that should be acquired upon graduation) for baccalaureate, master's, and doctoral educational programs, as defined by the American Association of Colleges of Nursing (AACN), nursing's accrediting body. Course objectives must also include links to the appropriate AACN "Essentials."

Programs with generally recognized external standards incorporate those standards into their student learning outcomes. For example, the student learning outcomes for the Master in Management Information Systems (MMIS) were based on the MSIS 2006 Model Curriculum and Guidelines for Graduate Degree Programs in Information Systems developed by the Association for Information Systems.

1P3

How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New Programs

Metropolitan State's [University Policy 2070](#) documents the process for designing and reviewing new programs. New programs are proposed by the faculty and are then reviewed, consecutively, by the department, college, or school curriculum committee; the dean; the appropriate faculty program committee (Graduate Programs Committee or Academic Affairs Committee [formerly Academic Steering Committee]); and the Faculty Council. The review criteria, also established by University Policy 2070, are:

- Consistency with mission of college/school
- Academic integrity and quality
- Resources necessary for the program
- Relationship to other college/school programs
- Other issues as appropriate

New graduate programs must also be reviewed by the vice provost and dean of graduate studies. All new programs must be approved by the provost and the president.

Finally, Minnesota State Colleges and Universities (MnSCU) [Board Policy 3.36](#) and [Procedure 3.36.1](#) require review and approval by the System Programs Office. All new program proposals must include student learning outcomes and an assessment plan. The System Programs Office process includes an external review, which is completed by a reviewer who remains "blind" to the university.

For new master's programs, the university must contract for an external review, and the report must be shared with the System Programs Office. For new doctoral programs, two external reviewers must conduct a site visit and separately report their findings and recommendations.

This exhaustive review process holds each new program to a high level of scrutiny to ensure its ability to facilitate student learning and competitive success.

New Courses

[University Procedure 251](#) documents the process for proposal and review of new courses. As with new programs, faculty proposals for new course offerings are reviewed by the department, college, or school curriculum committee and the appropriate Faculty Association program committee (Graduate Programs Committee or Academic Affairs Committee). Notice of approval from the Graduate Programs Committee or Academic Affairs Committee is sent simultaneously to the dean, department chair, and academic scheduling coordinator (Registrar's Office).

Review criteria are:

- Extent to which the offering meets program needs and student demand, fits into the college's plan or goals, and includes appropriate objectives, learning strategies, evaluation methods, and materials
- Availability of faculty expertise to teach the offering
- Non-duplication of other courses within the college or within other colleges in the university

1P4

How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

An integral component of the new program proposal process described in 1P3 is assessment of student interest, supply and demand, and unnecessary duplication. As stated in the MnSCU Program Office's instructions for the required "New Program Application" form, "All new program applications must document that the program is needed. Elements used to determine need include: student interest, occupational/professional supply and demand, and unnecessary duplication within the system."

Those faculty who propose new programs typically provide data from several high-level sources, including the Metropolitan State Higher Education Market Research Project, the "Major Trends Impacting Student Recruitment, Fundraising, and the Market" report, and State of Minnesota demographic information. Program-specific data are drawn from the literature, student and employer focus groups, industry advisory groups, and/or surveys designed to assess potential student needs and interests.

For example, the proposal for the Master of Science Program in Criminal Justice, which received MnSCU Programs Office approval in June 2010, cited data from:

- The Metropolitan State Higher Education Market Research Project
- A survey of Metropolitan State students in the undergraduate criminal justice capstone (fall 2007)
- A survey of 100 metropolitan area criminal justice practitioners (fiscal year 2008)
- A survey of 1,099 Minnesota police officers (2009)
- Focus group sessions with practitioners (two sessions) and students (one session) (fall 2007)
- The Minnesota Department of Employment and Economic Demand website
- A review of published literature

Similarly, the proposal for the Doctor of Business Administration (DBA), which admitted its first cohort of students in fall 2010, presented student-interest and supply-and-demand data from:

- An initial assessment of interest among members of the Minnesota Society of Certified Public Accountants (MnCPA) in 2002

- A follow-up focus group with a purposeful sampling of interested CPAs
- Indications of student interest in response to MnCPA newsletters
- A review of the relevant literature, documenting the anticipated shortage of faculty in business fields
- Minnesota Department of Employment and Economic Demand website

The MS in Criminal Justice and the DBA proposals are representative of the kind of analysis that is required for all new program proposals.

Existing academic programs are responsive to student interest as expressed in course registrations and numbers of students in the programs. Through the five-year program review process defined in [University Procedure 255](#), each program completes a thorough review of its enrollments, student demographics, full-year equivalent information, and retention and graduation rates. These reviews are based on data provided by Metropolitan State's Office of Institutional Research.

1P5

How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Using a variety of methods, Metropolitan State's faculty determine the preparation required for specific curricula, programs, courses, and learning that students pursue. For existing courses and programs, the methods include:

- Assessment of student learning outcomes. For example, the nursing department's collective sense that students could not write well was affirmed by the use of a standardized rubric for admission essays. It was additionally affirmed by using a standardized rubric (one for graduate students and one for undergrads) to evaluate selected essays from various courses taken by nursing students. Internal assignments for courses were changed to improve writing skills, and recommendations were made to students to seek assistance in the university's Writing Center. These efforts resulted, however, in no significant improvement in writing skills. The nursing department chair then met with the faculty coordinator of WRIT 331 ("Writing in Your Major") to identify writing issues and request that special sections of the course be set aside for nursing students. This is now in place.
- Student performance in courses. The Math Department determined that too many students were struggling with mathematical concepts in courses like "College Algebra." They developed a new developmental-level math course and worked with the staff in the university's Diagnostic Assessment Department to recalibrate diagnostic assessment referrals.
- Upper-division courses generally require completion of specific prerequisites or junior status, which implies completion of the general education curriculum (or a substantial portion of it). Some lower-division courses also require specific prerequisites, or they require certain minimum scores on diagnostic assessments.

For new courses and programs, the proposal and review processes require that faculty and departments address such issues as:

- Prerequisites
- Appropriateness of the course at the introductory level
- Competence statement
- Relationship of the course level and sequencing to other offerings in the discipline
- Theoretical and practical student learning outcomes

The new program proposal form requires faculty and departments to address program-specific admission requirements, general education requirements, and prerequisites. External reviewers (one for new master's programs, two for new doctoral programs) provide feedback on these elements of student preparation. The program's faculty then use this feedback to confirm, clarify, or change student-preparation requirements.

1P6

How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Metropolitan State communicates preparation and program requirements in numerous ways, including through the following venues:

- [Admissions Office \(undergraduate\)](#)
- Catalog (e.g., [MS in Computer Science](#))
- Articulation agreements (approximately 400) with two-year programs
- Web pages specifically targeted to transfer students from the Metro Alliance
- Program fact sheets and/or handbooks
- New Student Orientation (in person and [online](#))
- Academic advising, including [online advising](#)
- Major checklists (e.g., [accounting](#)) (tracks student completion of courses required for his or her major)
- Ask Us! knowledge base (a framework for building and delivering online student support and answering frequently asked questions)
- Degree audit record system

The degree audit record system (DARS) is an especially important method of communicating necessary preparation and program requirements to undergraduate students. Some 95 percent of Metropolitan State's undergraduate students are transfer students; they come to the university with an average of 75 transfer credits each.

The Registrar's Office evaluates these credits (more than 490,000 of them in fiscal year 2010) at the point of admission for application to general education requirements. At the time students declare a major, the Registrar's Office enters into DARS the decisions made by the academic programs about applicability of transfer credits to major requirements. These decisions become part of the DARS database for future transfer students. Undergraduate students and their academic advisors rely heavily on the DARS report for ongoing advising, program planning, and graduation reviews.

The Admissions Office plays a vital role in communicating with undergraduate students by 1) hosting information meetings, 2) meeting with individual prospective students on both the two-year college campuses they are currently attending as well as on Metropolitan State's own campuses, 3) maintaining the Admissions Office website and print materials, and 4) quickly processing applications for admission.

Other student services also communicate preparation and program requirements. The Center for Academic Excellence provides diagnostic assessment testing for undergraduate students and for graduate students in certain master's programs. The Diagnostic Assessment Department communicates testing results and placement recommendations to students and their academic advisors. Gateway Student Services, which focuses particularly on registration, financial aid, and bill payment issues, but also answers questions about just about anything else, provides one-stop assistance for students who have questions.

1P7

How do you help students select programs of study that match their needs, interests, and abilities?

With an average age of 31 and with an average of 75 transfer credits each, many, perhaps even most, undergraduate students arrive at Metropolitan State knowing the field of study they intend to pursue. Even so, many students do change majors during their undergraduate studies. A variety of courses, offices, and processes assist students in assessing the appropriateness of their chosen field.

METR 101 "Your Academic Journey"

Designed for (and required of) students with 0-16 credits, this course introduces students to Metropolitan State and its academic programs and services. It also helps students self-assess their abilities and gain knowledge in important reading and writing skills, public speaking, listening skills, study skills, and critical thinking.

PRSP 310 "Perspectives: Educational Philosophy and Planning"

Required of undergraduate students pursuing the Individualized Studies BA, this course addresses degree planning from the perspective of "What is an educated person?" As a part of the course, students develop their own individualized degree plans after reflecting on what they want to learn and the best way to learn it.

"Intro to Major" Courses

Several majors (e.g., Criminal Justice, Psychology, Gender Studies, Early Childhood Education) require that students begin their study in the major by taking an overview course. The College of Management is piloting its new "intro to major course" in spring 2011.

Academic Advising

Academic advisors assist students in assessing options that match their interests and abilities. Students who are undecided about their major are advised in the College of Arts and Sciences, which has developed expertise in working with undecided students.

Internships and Service Learning Opportunities

Internships allow students to complete internships related to their program of study. Students are able to assess the appropriateness of their academic and career choices even as they build their skills and establish a work record that improves future employability.

Engagement in structured service learning combines authentic community or public service activity with academic instruction, focusing on critical, reflective thinking as well as evidence of civic responsibility and/or personal growth. These experiences provide yet another opportunity for students to assess their academic and career choices.

Career Services

Career counseling, career information and resource center, career interest tests, career link, job fairs, job search workshops, mock interview practice, occupational exploration, and resume writing assistance are available through this office.

Travelers Pathway Program

Funded by a grant from the Travelers Company, this program supports two full-time staff members in the Office of Career Services to develop and implement industry-based experiential learning opportunities.

Cultural Coordinators

Cultural coordinators introduce students to the university and work with the students to help them fulfill their academic goals. They help the students apply their past educational and life experiences to their future goals and employment opportunities. In addition to referring each student to career services, the coordinators schedule an appointment for the student with an academic advisor and/or request an information session appointment with an advisor in the academic department.

ISEEK

The MnSCU ISEEK Careers website provides self-assessment and educational planning tools, as well as information on more than 500 careers.

Graduate students apply to the certificate, master's, or doctoral program of their choice. Assessment of the match between a student's interests and needs begins with the initial conversations between prospective students and program directors or staff. Most graduate programs require an essay or goals statement as part of the application process. For students in a graduate program, academic advising provides an ongoing opportunity to assess the match between student and program.

1P8

How do you deal with students who are underprepared for the academic programs and courses you offer?

New undergraduate students at Metropolitan State whose diagnostic assessments in reading, writing, or mathematics reveal that they are not prepared to undertake 100-level study are directed to developmental courses, either at Metropolitan State (MATH 098 or 099) or at a two-year college.

Due to the very high numbers of courses transferred by our students and the way MnSCU has structured the web registration process, enforcement of the university's [prerequisite policy](#) currently requires manual intervention by staff. For this reason, regular screening is done for only a select few courses for which prerequisite completion has been identified as particularly crucial. A three-phase process to automate review of prerequisite completion is underway, with Phase I already done.

Students who do find themselves in academic difficulty have a number of support services to which they can turn. The Academic Excellence Center provides math, writing, and Java tutoring. The College of Management provides tutoring in accounting, finance, management information systems, and economics. Academic advisors help students improve time management and study skills.

When these services are not enough to help students avoid deeper academic difficulty, students who are placed on academic probation are required to complete the "Academic Success Workshop," which introduces students to time-management techniques, evaluates study approaches, and helps students chart a strategy for successful academic performance. Students on academic probation are also required to meet with their academic advisor to discuss issues that can lead to unsuccessful grades and strategies for success. With the advisor, the students also develop an appropriate registration plan. For some students, the ultimate outcome is dismissal from the university.

1P9

How do you detect and address differences in students' learning styles?

From its inception as a non-traditional university, Metropolitan State has been committed to providing a variety of learning options. Rather than focusing on detecting differences in learning styles, the university offers instruction in a

variety of formats so that students can choose the ones that best match their individual learning style and meet their other needs as adult learners. Students choose from:

- Classroom and classroom/lab courses
- Completely online asynchronous courses
- Hybrid courses (reduced seat-time courses with significant online requirements)
- Faculty-designed independent studies
- A cohort model, which keeps a set group of students together throughout their program of study

Not all courses are offered in all of these formats, especially in a given semester. But the fall semester 2010 class schedule does provide evidence of the large number of such offerings. There are 820 classroom and classroom/lab courses, 170 completely online courses, 85 hybrid courses, and 104 faculty-designed independent studies.

Further, students can work with faculty members to design their own independent studies or request an assessment of their prior learning.

The relatively small size of Metropolitan State courses and a faculty bias toward active learning mean that most courses employ multiple methodologies, which may include lecture, discussion, experiential exercises, labs, small group work, student presentations, and/or research.

1P10

How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

To maintain its commitment to diversity and to meet the special needs of its highly diverse student body, Metropolitan State has a variety of student services designed to assist student subgroups, including:

- Multicultural Services, which has specific student services programs for African American, American Indian, Asian American, Chicano/Latino, and Gay, Lesbian, Bisexual and Transgender students
- Veteran Services (with a newly redesigned drop-in center)
- Disability Services
- TRIO (a federally funded program that serves first-generation students, limited income students, and students with disabilities)
- Women's Services
- International Student Office

Each of these offices offers programs and outreach for students who identify themselves in the various subgroups, as well as for the entire university community. (See 3P1 for more detail.)

1P11

How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

As a teaching institution, Metropolitan State places a high priority on effective teaching, as indicated by the following statement on teaching taken from the undergraduate catalog:

Metropolitan State University is dedicated to excellence in teaching and advising. The pedagogical base for Metropolitan State faculty includes commitment to:

- *providing a variety of learning modes;*
- *offering an individualized, student-centered approach to teaching and learning;*
- *teaching and advising that foster student learning and development in preparation for careers and service to their communities;*
- *encouraging active lifelong inquiry and learning; and*
- *incorporating multicultural perspectives in teaching and advising; and*
- *bridging theory and practice.*

We begin the process of communicating teaching expectations in the faculty recruitment and selection processes. New faculty orientation, which is required for resident and community faculty alike, continues the theme. For example, fall 2010 orientation for new resident faculty members included a discussion of "being a faculty member at a teaching-centered university."

For current resident and community faculty, the key ways in which we continue to define and communicate expectations for effective teaching and learning are summarized in Table 1P11-1 below.

Table 1P11-1 Expectations for Effective Teaching and Learning

Sponsor/Responsible Party	What	Focus
Center for Teaching and Learning	Fall Faculty Conference, Spring Development Day, Brown Bag Lunches, other workshops	Pedagogy, teaching strategies, trends in teaching and learning
Center for Online Learning	Teaching Online Training	Pedagogy and course design, with special focus on online and hybrid courses
Office of Institutional Research	Instructional Improvement Questionnaire	End-of-course survey of students' perceptions of instruction
Faculty, Deans	Professional Development Plans, Professional Development Reports, tenure and promotion process	Demonstration of teaching effectiveness and ongoing development of teaching skills
Departments	Departmental meetings, faculty conversations	Curricular review, assessment of student learning outcomes
Center for Community-Based Learning	President's Circle of Engaged Learning	Recognition of courses that incorporate civic and community engagement into course design and delivery
College of Management	Teaching Academy	Development and enhancement of community and resident faculty teaching skills

The College of Management piloted its Teaching Academy in 2009-2010. Discussions are underway in 2010-2011 about expanding the pilot to include other colleges within the university.

Effective teaching and learning often engage faculty and students in research that involves human subjects. The university has the dual obligation of supporting both the academic freedom of the researcher and protecting the rights of human subjects participants. [Policy 2060](#) documents and communicates the university's expectations for such research.

1P12

How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Metropolitan State's processes for building an effective and efficient course delivery system are summarized in Table 1P12-1.

Table 1P11-2 Processes for Building an Effective and Efficient Course Delivery System

Process	Who	What
Classroom Allocation	Academic Affairs, Facilities Office	Apportions university-controlled classrooms (by campus, day of week, time of day) among the colleges
Academic Scheduling	Department chairs and curriculum coordinators, faculty members, college academic schedulers, academic scheduling coordinator, Facilities Office, IT	Determines rotation and number of courses to be offered in a given semester, assigns instructors to courses, verifies room availability according to classroom allocation decisions, assigns rooms, publishes class schedule to students, processes and tracks changes to class schedule, adds or cancels courses as registration proceeds, provides data to inform academic scheduling in future semesters
Course Website Development and Delivery	Faculty, Center for Online Learning, IT	Provides content for course websites (classroom, online, and hybrid), builds out course websites with content, "loads" faculty and students into course websites, supports access to course websites, troubleshoots access and technology problems
Off-Campus Classroom Coordination	Facilities Office	Secures off-campus classrooms and labs, coordinates with Metro Alliance partners, provides logistical information to instructors, monitors quality of off-campus facilities, pays lease fees

1P13, 1P14, 1P15

How do you ensure that your programs and courses are up-to-date and effective? How do you change or discontinue programs and courses? How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Faculty ensure that courses and programs are up-to-date and effective through assessment of student learning outcomes, five-year program reviews, and, where applicable, program accreditation. Critical to all three of these processes are the ongoing research, scholarship, and professional development that ensure that faculty members are engaged and current in their disciplines. Community faculty, advisory groups, and student feedback also play valuable roles in keeping courses and programs current and effective.

Assessment of Student Learning Outcomes

Program faculty are responsible for the assessment of student learning outcomes. They establish and communicate learning outcomes, assess and report on students' achievement of the outcomes, and use assessment results to continuously improve student learning. Each academic program is expected to engage in assessment activities each academic year. The University Assessment Committee provides leadership by establishing dates by which annual reports are due, serving as in-college resources, and sponsoring training on assessment. The College of Management and the College of Nursing and Health Sciences have established committees that provide additional structure and expertise for assessment in those colleges.

Five-Year Program Reviews

Each academic program conducts a comprehensive review every five years. [University Procedure 255](#) details the review process and provides guidelines to departments engaged in the review process. (See 1I1 for discussion of a revision to this procedure.) The review addresses the relationship of the program to both the university's and the college's missions and goals; academic offerings; quality indicators (e.g., student learning outcomes, student success after graduation, success in meeting departmental goals); students (e.g., number of majors and minors, demographic information, retention and graduation rates); faculty (e.g., evidence of teaching effectiveness, academic qualifications of resident and community faculty, scholarly and creative growth); collaboration efforts; resources; strengths and concerns; and future directions.

The Office of Institutional Research provides a standard data set and analysis to each department as it begins the program-review process, as well as additional information as requested.

Findings from the program review inform decisions about changes to courses and to the program as a whole. For example, as a result of the most recent five-year review, the faculty recommended conversion of the Women's Studies program to a Gender Studies program, a change that was approved in 2009-2010. Program review can also lead to decisions to suspend and close a program, as was the case for the undergraduate major in public administration.

Program Accreditation

The programs with specialty accreditation or certification are nursing, social work, education, and law enforcement. Specialty accreditation requirements and processes are established by the accrediting or certifying bodies.

Community Faculty

The use of accomplished practitioners, all of whom have at least a master's degree, as community faculty is arguably the way in which students most directly experience currency in their university education. Whether being taught strategic planning by a corporate vice president for strategic planning, taking a theater readings course from a theater director, learning about editing from a professional editor, or studying psychology with a practicing psychologist, students experience the application of theory and skills from community faculty who are actively engaged in the field. The continuous engagement among community faculty and resident faculty also contributes to keeping programs current with changes in various fields and industries.

Advisory Boards

Among the academic programs with advisory boards are management information systems (MIS), technical communication, information and computer sciences, and Doctor of Business Administration (DBA).

The advisory board for the technical communication program, which has been active since 1994, is comprised of approximately 20 alumni and other professional technical communicators from a wide variety of industries. All curricular changes are run through this advisory board. It has also been instrumental in the development of new programs, especially the MS in Technical Communication and a new minor in Technical Communication, which is currently making its way through the curriculum review process. Board members serve as guest speakers in classes, and many grant students informational interviews. They review capstone projects and provide invaluable input into comprehensive program reviews. For the last five-year program review, subcommittees of this advisory board conducted their own evaluation of the undergraduate and graduate programs.

In its first months of its existence, the newly formed committee advising the DBA has offered advice on:

- Strategies for recruiting DBA students
- Communication/marketing approaches for the DBA program (to promote its visibility and credibility)
- Applied topics for doctoral courses
- Applied topics for dissertation research
- Strategies for recruiting advisory committee members
- An agenda for the advisory committee
- Strategies for building ongoing partnerships with outside stakeholders (to help recruit expert managers as dissertation readers, co-teachers, or on-site facilitators of dissertation research projects)

The advisory board for the information and computer sciences program has critiqued grant proposals and commented on program changes. During the fall semester of 2010, it has assisted program faculty in looking at the educational objectives and program outcomes for the three undergraduate majors and the master's program.

The MIS advisory council provides advice for new program initiatives and for "tuning" the directions of existing subject areas. The council played a key role in the decision to move forward with the newly approved graduate certificate in Database Administration.

Student Feedback

Students provide feedback to instructors via surveys, focus groups, and the "Instructional Improvement Questionnaire" (IIQ). Surveys and focus groups are frequently used in the five-year program-review process. The nursing program also conducts focus groups each semester to learn about students' experiences in the program and their needs. The IIQ, which is administered in almost every course at the end of every semester, provides ongoing feedback that individual faculty members and departments can review for indicators that courses are effective.

The School of Law Enforcement and Criminal Justice (SLC) surveys its graduating seniors for their assessment of what they have learned and their perceptions of inclusiveness, academic advising, and other areas. Response rates have increased dramatically since SLC put the survey online.

1P16

How do you align your co-curricular development goals with your curricular learning objectives?

At the organizational level, the most important way in which we align co-curricular development goals with curricular learning objectives is through our vision statement, particularly this sentence from it: "The faculty, staff, and students of Metropolitan State will reflect the area's rich diversity, build an anti-racist learning community, and demonstrate an unwavering commitment to civic engagement." Co-curricular programming involving the Center for Community-Based Learning (an Academic Affairs department) and Student Development and Support Services, (a Student Affairs department) have produced numerous examples of such alignment, including:

- American Democracy Project
- Metro State Votes '08 and Metro State Votes 2010
- 2010 Census Initiative
- Annual Civic Engagement Award
- Campus Conversations
- The Deliberative Polling Project
- Annual Civic Engagement Conference
- Annual Constitution Day programming
- United We Serve: Day of Service and Remembering 9/11
- Project Shine
- Diversity Learning Task Force
- Student Life and Leadership Development
- Cultural programs

Co-curricular program alignments are enhanced through faculty work groups, advisory councils, collaboration with the Student Senate, consultation between the division of Student Affairs and faculty, as well as through the regular meetings of the Deans and Directors Council. Here are three examples of how these alignments are accomplished:

- The Faculty Work Group of the Center for Community-Based Learning (CCBL) draws its members from colleges across the university. Each faculty member who serves in the group is responsible for promoting community-

based learning within their college and for leading their respective college to consider strategic civic engagement relationships. Those relationships are determined in collaboration with the CCBL director and staff. The faculty work group members demonstrate collaborative efforts with community partners. Among other activities, they develop and promote policies and procedures that advance the practice of community-based learning and work with faculty and the CCBL staff to develop community-based learning curriculum for course-based community/service learning and internships.

- "Student Needs Reconsidered: Engaging Student Affairs in the Academic Journey" is a consultation with the faculty undertaken in 2009-2010 by Student Affairs. It focuses on two key questions:
 - What new needs are emerging for students and faculty?
 - How can Student Affairs support students' academic journey both within the curriculum and online course-room and outside that course-room?
- The Deans and the Directors Council, a group that often focuses on student issues, meet s twice a month to consider issues that cross division and department lines between Academic Affairs and Student Affairs. Comprised of senior leadership and department heads from both Academic Affairs and Student Affairs, this group reviews policies and procedures, identifies opportunities to improve student learning and co-curricular experiences, and engages in cross-functional planning and coordination.

1P17

How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Graduation requirements common to all undergraduate students are defined in [University Policy 2020](#). Such requirements for undergraduate majors and minors and for graduate programs are determined by the faculty in those programs, and are published in the catalogs. Whether students have met those requirements is determined during the graduation planning process, which begins when students notify the university of their intent to graduate.

In many programs, both undergraduate and graduate, capstone courses call upon students to synthesize and demonstrate what they have learned throughout their studies. Culminating papers (e.g., case studies, undergraduate research papers, master's theses, doctoral research projects) and oral examinations provide faculty with important evidence that students have demonstrated achievement of the learning outcomes.

For undergraduate students, the Degree Audit Record System (DARS) checks for completion of courses and other requirements, such as number of credits, GPA, and MnTransfer Curriculum completion. Faculty and professional academic advisors alert students to as-yet-unfulfilled requirements and, if those requirements can be satisfied by the graduation deadline, nominate students for graduation. At the end of the semester in which the student intends to graduate, the university's graduation coordinator uses DARS to verify that these final requirements have been satisfied.

A similar process takes place for graduate students, except that the review process does not include DARS. Instead, faculty and professional advisors and the graduation coordinator conduct a manual review, using graduation checklists, to determine that all requirements have been met by the deadline.

1P18

How do you design your processes for assessing student learning?

In 2004-2005, a concerted effort by Metropolitan State faculty, with coordination from the University Assessment Committee, led to a redefinition of student learning outcomes and the creation of assessment plans in all but a handful

of newer programs. (For many programs, the 2004-2005 effort was an extension or refinement of previously existing outcomes and assessment plans.)

Departments used different methods, all faculty driven, to define the learning outcomes. Programs with specialty accreditation (nursing, social work, and education) relied on the standards established by the accrediting bodies to guide their learning outcomes. Although the College of Management has chosen not to pursue specialty accreditation, its assessment committee and faculty reviewed the Accreditation Standards of the Association to Advance Collegiate Schools of Business (AACSB) when it defined learning outcomes for its students. Other departments reviewed the student learning outcomes published on the Internet by similar programs at other universities and/or developed and reached consensus through faculty discussions.

Programs that were begun since 2004-2005 have defined student learning outcomes and assessment plans during the program proposal and review process described in 1P3.

Many departments use community faculty or outside evaluators to conduct the assessment reviews. Student learning outcomes are revised, as appropriate, by departmental faculty based on assessment results and as accreditation standards change.

The University Assessment Committee has, for the past several years, established and communicated annual reporting deadlines, tracked report submissions, and offered assessment workshops at the fall and spring faculty conferences. Committee members have served as in-college resources to faculty and departments working on assessment. (See section 111 for changes that are under discussion on the assessment process.)

1R1

What measures of your students' learning and development do you collect and analyze regularly?

In addition to achievement measures (1R2, 1R3), Metropolitan State uses four other important measures of student learning:

1. **Student persistence and completion rate.** This measurement is defined on the MnSCU "Accountability Dashboard" as the percentage of a group of students (a cohort) who have graduated from or been retained at the same institution or who transferred to another institution. A cohort includes the students who entered in the fall semester as full-time new undergraduate or undergraduate-transfer students and who were therefore considered to be seeking a degree, diploma, or certificate. The proportion of new Metropolitan State undergraduate students who match this definition has grown from approximately 30 percent of the 2003 cohort to approximately 37 percent of the 2008 cohort.
2. **Retention, transfer, graduation, success, and "lost" rates for fall-entering cohorts of transfer students who have been admitted as degree-seeking students.** This is the single largest category of new entering students and includes both part-time and full-time students. The "lost" rate is calculated as the difference between 100 percent and the sum of the percentage of students who were retained, transferred, or graduated (success rate).
3. **Bachelor's awards comparisons of graduates of color and white graduates.** Metropolitan State uses the "Measuring Up" definition for graduation rate, which calculates the rate as the number of graduates per 100 fall semester students (headcount).
4. **Underrepresented undergraduate graduation rate.** This measurement uses the "Measuring Up" definition noted in number 3 above. MnSCU defines underrepresented students as low-income students, first-generation (in college) students, and students of color.

Measures 1 and 2 above help Metropolitan State track the success of entire cohorts of undergraduate students. Measures 3 and 4 help the university assess whether it has achievement gaps.

Measure 1 has trended steadily upward in fiscal years 2003-2008. The five-year change of 7 percent in this important measure is larger than the five-year changes for any other MnSCU institutions

Table 1R1-1 Student Persistence and Completion

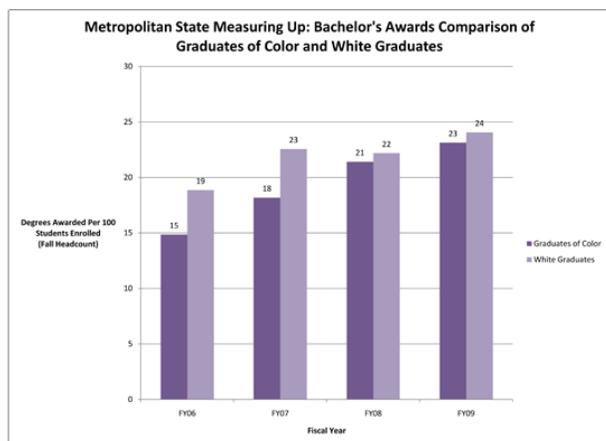
MnSCU University	2003	2004	2005	2006	2007	2008	Five-Year Change
Metropolitan	78.0%	77.9%	82.2%	82.9%	83.9%	85.0%	7.0%
Bemidji	83.4%	82.1%	81.5%	82.3%	80.9%	83.5%	0.1%
Mankato	91.0%	88.9%	90.4%	91.7%	90.7%	90.8%	-0.2%
Moorhead	80.7%	82.1%	81.0%	81.2%	83.0%	83.3%	2.6%
Southwest	82.1%	79.9%	79.9%	79.8%	80.8%	81.2%	-0.9%
St. Cloud	86.5%	85.6%	85.8%	87.5%	87.0%	87.3%	0.8%
Winona	87.4%	91.0%	89.9%	90.6%	91.9%	93.4%	6.0%

Spring-to-spring retention, transfer, graduation, success, and "lost" rates are depicted in [Table 1R1-2](#). First spring retention has increased by 5 percent, up from 57.7 percent for the 2002 fall-entering cohort to 62.7 percent for the 2007 fall-entering cohort. Over the same period, the "lost" rate has declined by 1.9 percent. For

second, third, fourth, fifth, and sixth springs, the "lost" rate for cohorts who have reached those milestones has declined by 7.2 percent, 5.2 percent, 7.9 percent, 8.6 percent, and 3.0 percent, respectively.

The graduation rate has increased for successive cohorts. For second, third, fourth, fifth, and sixth springs, the graduation rates for cohorts who have reached those milestones has increased by 0.6 percent, 4.1 percent, 8.2 percent, 6.9 percent, and 1.2 percent, respectively.

The most recent results for achievement gaps provide evidence of a very small gap in baccalaureate graduation rates between students of color and white students, or between underrepresented students and not-underrepresented students. The achievement gap has decreased from four in fiscal year 2006 to one in fiscal years 2008 and 2009. Over that time period, the graduation rate has increased from 15 to 23 for students of color and from 19 to 24 for white students. In fiscal year 2009, degrees awarded per 100 students enrolled (fall headcount) stood at approximately 23 for students of color and 24 for white students.



The most recent baccalaureate graduation rates (fiscal year 2009) per 100 students enrolled (fall headcount) were 20 for not-underrepresented and 21 for underrepresented. (The baccalaureate graduation rate for students in the "unknown" category was 23 per 100.)

See 1R2, 1R3, 1R4, and 1R5 for descriptions and results of additional measures collected and analyzed regularly.)

1R2, 1R6

What are your performance results for your common student learning and development objectives? How do your results for the performance of your

processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Metropolitan State administered the Collegiate Learning Assessment (CLA) during the academic years 2007-2008 and 2008-2009 in a pilot effort to assess achievement of the common learning outcomes. The 2007-2008 test administration did not reach the required minimum number of new entering students and graduating seniors. Improvements made for the 2008-2009 test administration produced [results](#) for 80 new students and 100 seniors.

The university has become aware of several shortfalls in using the CLA to assess achievement of its common learning outcomes. These shortfalls include the following:

- Concerns raised by many in the institutional research field (including by the university's Office of Institutional Research) about the validity of the cross-sectional approach used in the pilot
- Logistical difficulties in test administration
- Long lag time between administration and receipt of results
- Results that cannot be disaggregated to align with the university's stated common learning outcomes (or the skills that the CLA purports to measure)

These shortfalls, the most important of which is the inability to align results with outcomes, led the University Assessment Committee to recommend that Metropolitan State discontinue use of the CLA and, instead, consider use of the Collegiate Assessment of Academic Proficiency standardized exam. The recommendation will be considered in the shared governance process during the 2010-2011 academic year. (See 111 for additional discussion.)

1R3, 1R6

What are your performance results for specific program learning objectives? How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

The assessment results reported by program faculty in December 2009 included both direct measures and indirect measures (student self-reports). A sampling of results, drawn from each of the university's colleges, is presented below.

First College

In response to a survey, students and alumni in the Individualized Bachelor of Arts degree program indicated the extent to which their experiences in First College influenced their progress toward three student learning outcomes: directed, life-long, and reflective learning. Ratings for these questions were on a 4-point scale, with 1 being "to a great extent" and 4 being "not at all." The average responses are listed in the table below.

Table 1R3-1 Learning Outcome Responses

Learning Outcomes	PRSP 301	PRSP 499	Alumni
Greater commitment to being an involved citizen	2.19	1.53	1.87
Increased ability to be a self-directed learner	1.52	1.43	1.50
Improved critical thinking skills	1.58	1.31	1.57
Greater commitment to lifelong learning	1.56	1.29	1.42
Increased appreciation for what it means to be an educated person	1.81	1.18	1.37
More reflective/thoughtful	1.60	1.37	1.67

The average for students in the capstone course "Perspectives (PRSP) 499" is better than for students in the entry course "Perspectives (PRSP) 301," suggesting that students do perceive that their First College experiences make a difference based on their

educational experiences in First College. The ratings for alumni, although better than those for new entering students in "PRSP 301," are not as good as those for students nearing graduation.

In response to these and other assessment findings and feedback, First College faculty have revised the workbook used in "PRSP 301" and are in the process of revising the reader so that it is a collection of online readings that can be readily updated. First College has designated a resident faculty member as the coordinator of the "First Year Experience" course. That faculty member meets with all course instructors at least twice a year. The instructors for the capstone class are all resident faculty members who discuss the course informally at least once a semester. Perspectives instructors meet once a semester as well, intentionally focusing on the learning outcomes delineated in the assessment program. Assignments in all courses have been revised to more explicitly address the learning outcomes.

College of Arts and Sciences

The Natural Sciences Department assessed students' mastery and competency in lower division core science courses using a national standardized exam by the American Chemical Society (ACS) for general chemistry and organic chemistry. The spring 2009 student cohort took the ACS general chemistry exam, a switch from the ACS general, organic, and biochemistry exam used in previous annual assessments. Students had an average score of 40.5, or 54 percent, which is about 3 percentage points higher than the national average of 39.1, or 51 percent. The highest score achieved by a Metropolitan State student was at the 100th percentile.

For the ACS organic chemistry test, the observed student averages were lower than expected (31 of 70 points, or 29th percentile, versus the national average of 39 points, or 39th percentile). A small sample size (N=11) may have contributed to the relatively low average score. Still, in response to these findings, the department has switched to a more traditional and rigorous text. They will continue to use the ACS periodically to test for content knowledge and will adjust curricular and pedagogical approaches to address specific areas of deficiency identified by the standardized tests as well as classroom-based exams and interactions. In the case of the organic chemistry series, more emphasis will be put on in-depth understanding of organic concepts as opposed to blanket coverage of the whole text. Internal data suggest that student understanding is improving.

College of Management

During the 2009 calendar year, the College of Management (COM) Undergraduate Assessment Committee assessed the "mastery of the common body of knowledge in business" outcome. The assessment was done by having students in all summer 2009 sections of the capstone course take the Educational Testing Service (ETS) field examination in business.

The table below presents the scores from 84 COM students and compares them to the 2007 and 2009 scores from more than 83,000 students from 564 institutions across the United States. The percentile scores for COM students (compared to the national scores) in 2007 and 2009 are also listed.

Table 1R3-2 Educational Testing Service (ETS) Scores for COM Students, 2007 and 2009

Field	Metro State Mean		National Mean		Metro State Percentile	
	2009	2007	2009	2007	2009	2007
Accounting	58	56	50	51	85	75
Economics	55	52	47	48	85	70
Management	56	61	54	55	50	70
Quant Analysis	46	45	46	47	45	40
Finance	62	61	55	56	75	70

A review of the data led COM to address the challenge of student performance in the areas of quantitative analysis, a section of the ETS test that combined questions from statistics and operations management.

While the percentile score improved slightly (from 40th to 45th), and the mean COM score increased one point from 2007 to 2009, COM faculty do not consider the results to be acceptable. Slightly more than half of COM students take the statistics course at other institutions, usually two-year institutions. To address this, COM has hired a tutor in statistics for all undergrad students who have trouble with statistical issues in COM courses. A COM Assessment Committee member has met with a faculty member in the university's math department to discuss concerns and possibilities. COM faculty are now discussing the development of a brief math/stat quiz, which could be given to students at the beginning of quantitative courses such as "Finance 390." Quiz scores could be used to determine which students should be advised to complete a refresher program before taking the course.

College of Nursing and Health Sciences

One learning goal in the Master of Science in Nursing (MSN) program is to have 100 percent of students demonstrate the ability to think critically. To assess that learning goal, faculty applied their "Evaluation of Scholarly Paper Rubric" to evaluate written critical thinking skills in a paper students write in the culminating research course. The rubric uses 10

items to measure critical thinking, and rates them on a scale that ranges from "outstanding" to "weak, needs improvement." Oral critical thinking skills were evaluated either during an oral "grand rounds" presentation (by nurse practitioner students) or during a "persuasive presentation" of a planned implementation of a program (by leadership/management students).

Data for the written critical thinking skills were gathered from 28 students enrolled in "NURS 693" in fiscal year 2009. The data showed that 90.4 percent to 100 percent of the students were rated between competent and outstanding on the 10 items that measure written critical thinking. The majority of the students met the expected outcome.

Data for the oral critical thinking skills were gathered from 18 nurse practitioner (NP) students and seven leadership management students. The data indicated that 94.5 percent to 100 percent of the NP students were rated between competent to outstanding on the eight items that measured their oral critical thinking, and 83.3 percent to 100 percent of the leadership/management students were rated between competent and outstanding on the nine items that measured their oral critical thinking. The majority of the students met the expected outcome. Given the high achievement rates on these measures, no curricular changes were recommended related to critical thinking.

College of Professional Studies

The Bachelor of Arts in Psychology program assessed achievement of five learning outcomes in "PSYC 363 Community Psychology." The results are presented in Table 1R3-3.

Table 1R3-3 Achievement of Learning Outcomes in PSYC 363 Community Psychology

Goal	Percent of Students Achieving Goal
Define and describe the four goals of community psychology as defined by the American Psychology Association	90%
Identify and describe the five guiding principles of community	93%
Identify the cultural values that have influenced the development of traditional and non-traditional forms of psychological thinking	95%
Distinguish between collectivistic and individualistic ideology and behaviors within the community	87%
Identify the components and mechanisms of social changes	83%

School of Law Enforcement and Criminal Justice

The School of Law Enforcement and Criminal Justice surveyed its students to assess the following eight learning outcomes:

1. Critical thinking
2. Oral communication
3. Written communication
4. Problem solving
5. Knowledge of the field
6. Awareness of diversity issues
7. Ethical integrity
8. Professional preparedness (Minnesota Peace Officer's Standards and Training [POST] exam)

Student self-assessments of learning gains (upon graduation) demonstrated proficiency in each of the outcome areas identified. Students indicated that the Law Enforcement and Criminal Justice programs provide a sound basis for professional practice in criminal justice careers.

1R4, 1R6

What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders? How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Performance of Metropolitan State's graduates on licensure exams is an important measure of their having acquired the required knowledge and skills. Here are some examples:

- Law enforcement bachelor of science and certificate students who are working towards a career as a Minnesota peace officer are required to submit to a Minnesota Peace Officer's Standards and Training (POST) examination. The rate of successful completion of the POST for both bachelor of science and certificate students averages more than 98 percent. In 2008, Metropolitan State graduates passed at a rate of 97.6 percent, compared to a pass rate of 93.0 percent for Minnesota as a whole.
- According to the Minnesota Board of Nursing, the first-time success rate of Metropolitan State's Bachelor of Science in Nursing program graduates who take the registered nurse licensure exam was 100 percent, 96.3 percent, and 96.2 percent in 2007, 2008, and 2009 respectively. The 2008 pass rate of 96.3 percent compared to 85.6 percent for Minnesota as a whole and to 86.4 percent for the national total. From 2007-2009, there were only two similar instances of a 100 percent first-time pass rate recorded by graduates of any of the state's other 15 baccalaureate nursing programs. Those were also the only instances during this period when graduates of another baccalaureate nursing program recorded a higher first-time pass rate than did Metropolitan State.
- In 2008, graduates of Metropolitan State's education programs passed the teacher licensure program at a rate of 90.5 percent, very comparable to the 91.0 percent pass rate for Minnesota as a whole.
- According to the MnSCU Accountability Dashboard, the related employment rate of our graduates ranged from a low of 72.2 percent to a high of 77 percent from fiscal year 2003 to fiscal year 2008. Those rates were lower than those of the other MnSCU state universities, which ranged, as a total, from a low of 84.1 percent to a high of 87.4 percent over the same five-year period.

(The related employment rate of graduates is the percentage of system graduates in a fiscal year who report that they were employed during the year after graduation in jobs that were related to their program or major.)

1R5

What are your performance results for learning support processes (advising, library and laboratory results, etc.)?

The results of evaluations submitted by students who used Metropolitan State's Writing Center and Math Center during the nine semesters from fall 2007 through summer 2010 are shown in Table 1R5-1.

Table 1R5-1 Writing and Math Center Evaluations 2007-2010

Center	Evaluations Submitted	Tutor Was "Helpful" or "Very Helpful" (%)	Students Learned "Quite a Bit" or "A Lot" (%)
Writing	7,667	93.5 to 98.2	88.8 to 96.0
Math	7,201	93.9 to 98.2	90.6 to 98.2

The satisfaction ratings are especially noteworthy given that the average minutes per session have declined from fiscal year 2005 through fiscal year 2010, as shown in Table 1R5-2

Testing Center evaluations submitted by more than 6,000 students from fall 2007 through summer 2010 indicate similar levels of satisfaction with the helpfulness of the staff:

- The staff was "helpful" or "very helpful": These responses were given by 95.3 percent to 98.8 percent of the students per semester.
- Student was "satisfied" or "very satisfied" with the adequacy of the testing room: These responses were given by 81.9 percent to 92.7 percent of the students.

An expansion of the tutoring and testing facilities in the Midway campus location is underway in fall 2010.

Results of the "Advising Survey" that was conducted in spring 2010 are just now becoming available. Early results from the 1,802 respondents indicate that:

- 96.8 percent knew the name of their assigned advisor.
- 71.0 percent rated their experience with their academic advisor as being "very useful" (49.2 percent) or "somewhat useful" (21.8 percent).
- 68.7 percent "strongly agree" (39.7 percent) or "agree" (29.0 percent) that their advisor provides specific and accurate information about university procedures, programs, and courses.
- 72.3 percent "strongly agree" (44.7 percent) or "agree" (27.6 percent) that their advisor respects their goals, questions, and concerns.
- 71.0 percent "strongly agree" (47.1 percent) or "agree" (23.9 percent) that their advisor returns their calls or emails within a reasonable amount of time.

The "Advising Survey" was also administered during the 2006-2007 academic year. By agreement with the Faculty Association and the Minnesota State University Administrative and Service Faculty (MSUAASF), the results of that administration were not aggregated. Individual advisors received their own results. The spring 2010 results, therefore, provide the first aggregated results.

The Human Subjects Review Board conducted 90 proposal reviews in fiscal year 2008 and 86 in fiscal year 2009. Fewer proposals (47) were submitted by students in fiscal year 2010, a decline that is attributable to two faculty members being on sabbatical in 2009-2010.

111

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

(See also 1R2.)

In spring 2009, the University Assessment Committee, for the first time ever, and in the spirit of continuous improvement, provided written feedback to each academic program in response to the reports the programs had earlier submitted. (All programs [100 percent] had submitted reports.) Some faculty indicated that the feedback was helpful. Many faculty members, however, were concerned about receiving feedback from a committee that did not encompass the disciplinary knowledge inherent in the full breadth of the university's academic programs.

The ensuing discussions led the Faculty Association to offer formal resolutions at a meet-and-confer meeting to disband the University Assessment Committee and have college faculty decide the appropriate organizational unit (e.g., college

Table 1R5-2 Writing and Math Center Average Minutes per Session

Fiscal Year	Math	Testing	Writing
2005	103	80	64
2006	115	70	51
2007	99	68	49
2008	94	72	52
2009	88	72	53
2010	92	68	52

or department) for assessment. A transition period is underway via amendment of University Procedure 250, which originally established the University Assessment Committee in 1998.

Far from being a setback, the changes under consideration reflect the faculty's ownership of and commitment to assessment of student learning outcomes. The changes also present an opportunity for continuous improvement of the systems and processes that support assessment.

The University Assessment Committee's recommendation to adopt the Collegiate Assessment of Academic Proficiency (see 1R2) and other methods to assess common student learning outcomes will be folded into the transition discussions.

Other examples of recent improvements include:

Academic Early Alert. During summer 2010, Metropolitan State piloted this easy-to-use automated system that helps instructors alert students to early signs of academic difficulty in their courses. Analysis of the data collected during the pilot is currently underway. If the pilot proves to have been successful, Academic Early Alert will be made available to all instructors. Data collected by the system would allow the university to monitor usage and identify the kinds of issues instructors identify as causing student difficulties. Such data would help the university develop approaches to prevent and address those issues in the future.

Full implementation of the Degree Audit Record System (DARS). In 2007-2008, a small team of faculty and academic advisors led the university through an intensive process that identified and entered into DARS more than 2,500 equivalencies to MnSCU and University of Minnesota courses. Each undergraduate program's requirements were also entered into DARS. Students, faculty, and professional advisors are able to rely heavily on DARS for advising and graduation audits. The Graduation Office relies on DARS for the final audit before degree completion is recorded on transcripts.

Q Factor. This College of Management teaching academy was piloted in 2009-2010 to develop and enhance the teaching skills of community and resident faculty. Exploration is underway to determine how Q Factor can be expanded to the rest of the university.

Academic Scheduling Redesign. This process was the subject of an AQIP Action Project that used Lean methodologies to redesign the process by which class schedules are created for each semester. (See 4P6.)

Diversity Plan. Metropolitan State has begun development of an updated "Diversity Plan" for submission to MnSCU's Division of Equity and Inclusion. Stage 1 of the three-stage process is development of an overall strategic plan and a plan for data-gathering and self-assessment. The template provided by MnSCU for this purpose requires the university to articulate plans to increase the number of underrepresented and underserved students and to decrease any disparities between their success rate and the success rate of the total student body. The university welcomes this opportunity to be purposeful about how it can improve its already good results for serving underrepresented and underserved students, including the very small disparity in graduation rates. President Sue Hammersmith has commended the "[Recommendations to Improve Campus Climate in 2010 and Beyond at Metropolitan State](#)" offered to the university by the Anti-Racism Leadership Team in November 2009 for consideration as divisions develop their diversity plans.

1I2

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

The above recent improvements illustrate several elements of the culture and infrastructure that help Metropolitan State select processes for improvement and set targets for improved performance results. Those elements are:

- Active and mutually respectful engagement in shared governance with the faculty and professional staff (i.e., MSUAASF employees)
- Ability to innovate locally (in pilots or individual units) and deploy successful efforts more widely
- Commitment to continuous improvement within the AQIP framework
- Commitment to excellence in teaching and learning that is deeply informed by the university's mission and vision
- Organizational structure that provides for clear reporting and decision-making lines, yet enables cross-functional coordination and communication

2P1

How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

As a teaching university with a mission to serve a large and diverse metropolitan area, Metropolitan State University prides itself on its distinctive approach to teaching and learning. Informing both instructional and non-instructional priorities are two areas of distinction that exemplify the spirit of Metropolitan State:

Diversity: "Within the context of lifelong learning, the university will build on its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals." (Mission Statement)

Civic Engagement: "The faculty, staff, and students of Metropolitan State will reflect the area's rich diversity, build an anti-racist learning community, and demonstrate an unwavering commitment to civic engagement." (Vision Statement)

Within this context, Metropolitan State has two key non-instructional processes through which it serves external stakeholders and distinguishes itself from other educational organizations: 1) University-community partnerships and 2) Advance IT Minnesota

Additional key processes serving external stakeholders are university advancement and alumni relations. University-community partnerships are addressed in detail in Category 9. Category 2 will focus on Advance IT Minnesota, university advancement, alumni relations, and the unusual partnership between the university and the Saint Paul Public Library system.

Advance IT Minnesota, the "center of excellence in information technology programs" for the Minnesota State Colleges and Universities (MnSCU) system, is managed by Metropolitan State. A partnership involving the information technology (IT) programs of all MnSCU institutions, Advance IT Minnesota "engages employers, educators, and learners to develop a more robust IT workforce in Minnesota." Charter partners are Metropolitan State's College of Management and College of Arts and Sciences, Inver Hills Community College, and Minneapolis Community and Technical College. More than 75

students and individuals from the IT industry, education, and workforce development community provide guidance and strategic direction as members of a student board of advisors and five strategic leadership boards (Education, Career Development, Twin Cities IT Alumni Association, IT Industry, and Minnesota IT Workforce Collaboration). A staff of five provides leadership for the design and operation of Advance IT Minnesota.

Metropolitan State advancement and alumni relations processes are designed and operated by staff in the university's Advancement Division, which includes development, alumni relations, and communication and marketing. This division also houses the Metropolitan State University Foundation, a separate 501(c)3 corporation guided by a volunteer board of trustees, which meets quarterly. The Alumni Association Board of Directors also meets on a quarterly basis.

Metropolitan State University has the only Minnesota facility that houses both a university library (Library and Information Services) and a public library (Dayton's Bluff Branch of the Saint Paul Public Library). The facility opened six years ago after a joint funding and building effort was successfully concluded. The university's Center for Community-Based Learning cooperates with both the public and the university library in the planning and development of various programs, such as a book club, now in its second year, which has university librarians leading the discussion with community participants. Students from the university's Urban Teacher programs volunteer in the public library's Homework Helper center.

The public library pays rent to the university. The security staff of the facility is hired by the university. University and public library staff share a common lunch room and restroom facilities. Both informal and formal communications between the library branch manager and the university library dean occur on a nearly daily basis. Hours of service are not the same, but they are coordinated.

The library is also home to the Gordon Parks Gallery, which is dedicated to showing works that represent a wide range of subjects, media, forms, and content by diverse artists, including emerging and established artists of various ethnic and cultural backgrounds.

2P2, 2P4

How do you determine your organization's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives? How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

In 2009-2010, Advance IT Minnesota engaged in a Real-Time Strategic Planning process (described in Category 8), which involved more than two-dozen participants from charter partners (Metropolitan State's College of Management and College of Arts and Sciences, Inver Hills Community College, and Minneapolis Community and Technical College) and IT organizations. Led by an external consultant, the planning resulted in the creation of [five strategic goals](#):

1. Enhance alignment of student learning outcomes with emerging industry needs.
2. Increase enrollment in IT programs and improve student success in obtaining an initial IT job.
3. Improve initial job success and career advancement of IT grads from affiliated programs.
4. Improve current employee and enterprise performance through innovative continuing education opportunities and applied research.
5. Foster leadership, coordination, and support for IT workforce initiatives at regional and state level.

The University Advancement Division determines objectives for development, alumni relations, and communication and marketing through the university planning processes that are described in Category 8. Leadership for this process is provided by the vice president for university advancement. Broad consultation with faculty, staff, and administrators is accomplished through the shared governance process, the Planning and Budget Council, the President's Cabinet, and the

President's Council. A newly formed Web Advisory Council has also begun to advise the division on future directions and needs for the university's website.

The Foundation's Board of Trustees develops objectives for development and fundraising in consultation with the university's president and vice president for advancement.

Objectives for the library partnership and the Gordon Parks Gallery are also established through university planning processes, in cooperation with partner and advisory groups.

Assessment and review of these objectives are accomplished through annual updates of the university plan, regular meetings of the Foundation's Board of Trustees, and monthly meetings of the Strategy Council of Advance IT Minnesota.

2P3

How do you communicate your expectations regarding these objectives?

Advance IT Minnesota communicates its expectations through its [main website](#) and [affiliated websites that focus on IT education and careers, alumni, IT professionals, and IT educators](#). Advance IT Minnesota also communicates through strategic partnerships with IT initiatives, such as the Minnesota IT Workforce Collaborative, the Collegiate Cyber Defense Competition, Secure 360, and the Minnesota High Tech Association. A short [list of publications](#) is also maintained.

The university's website is the critical communication medium for University Advancement processes and the library. Separate sections of the website are devoted to the [Library and Information Services](#) and the [Gordon Parks Gallery](#). The Gordon Parks Gallery also invites attendance at exhibit openings via postcards to a mailing list that includes university members and community supporters. The University Plan (Category 8) is both reviewed and communicated through shared governance. The annual Budget Book, which is created and distributed by the Financial Management Office, provides important information about the results of fundraising and development efforts.

2P5, 2P6

How do you determine faculty and staff needs relative to these objectives and operations? How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Determining faculty and staff needs relative to Metropolitan State's objectives and operations is accomplished through a variety of avenues, including the monthly meet-and-confer sessions between administration and the collective bargaining constituencies described in Table 2P5-1.

Table 2P5-1 University Employee Units

Union*	Description
Faculty Association	Teaching faculty (local membership of the state Inter-Faculty Organization)
Minnesota State University Association of Administrative and Service Faculty (MSUAASF)	Non-managerial administrative and professional staff
Minnesota Association of Professional Employees (MAPE)	Professional, non-supervisory staff in positions that are classified in the State of Minnesota civil service system
Middle Management Association (MMA)	Supervisors in positions that are classified in the State of Minnesota civil service system
Association of Federal, State, County and Municipal Employees (AFSCME)	Metropolitan State clerical, technical, and service employees represented by the statewide AFSCME organization

**Employees not covered by a union include confidential classified staff and administrators.*

Faculty and staff also communicate their needs through:

- Regularly scheduled meetings and annual performance review.
- Program development and budget proposals
- Surveys, including the "Valuing People" and the Higher Education Research Institute's (HERI) faculty surveys
- Formal liaison relationships between the colleges and two of the Foundation's development directors
- Staff Development Day

2R1, 2R2, 2R3

What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly? What are your performance results in accomplishing your other distinctive objectives? How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Newly defined metrics (June 2010) for Advance IT Minnesota include website utilization, user survey results, student enrollment, hours of instruction, number of student employment sites, total dollars earned by students, courses and credentials added, faculty participation, collaborations formed, number of active board members, revenue from external customers, and grant dollars. These metrics were defined in a collaborative planning and evaluation process that included other centers of excellence directors, staff from MnSCU's Office of the Chancellor, and staff from the research group of the [Amherst H. Wilder Foundation](#).

Some sample outcomes from Advance IT Minnesota in the past year include:

- Co-sponsored and hosted the 5th annual Secure360 regional security conference at the Saint Paul River Centre, which was attended by 560 security professionals and more than 200 trade show representatives and speakers.
- Reached more than 1,200 students in grades 8-12 through various outreach activities to promote IT career awareness and readiness; events ranged from a one-hour presentation to a 40-hour computer repair course.
- Provided continuing education and consulting services in the area of information and IT security; fees charged for these services produced nearly \$200,000 in earned revenue.
- Sponsored and hosted the 4th annual Minnesota-Wisconsin Collegiate Cyber Defense Competition involving seven colleges and universities and 60 student team members.

Fundraising totals from the Metropolitan State University Foundation over the past three fiscal years were \$1,372,742 (2008), \$1,254,448 (2009) and \$871,577 (2010).

Fundraising results for distinctive projects, as of September, 2010, are depicted in table 2R1-1.

Table 2R1-1 Distinctive Project Fundraising Results

Distinctive Projects	Description	External Partner(s)	Campaign Target (\$)	Funds Raised (\$)
Gordon Parks Gallery Project	A renaming of the campus art gallery to honor the legacy of Gordon Parks and the launching of art projects at the gallery to inspire and bring hope to children in the community	Three local public schools	250,000	185,000
Advanced Dental Therapist	A master of science oral health care practitioner program to bring oral health services to underserved populations	Normandale Community College; Delta Dental Plan of Minnesota; 3M	750,000	580,000
Travelers Pathway	A cooperative education project to develop a minor in risk management and insurance and to provide scholarships and industry-based learning opportunities	Travelers Insurance Co.	200,000	200,000

Table 2R1-1 Distinctive Project Fundraising Results

Distinctive Projects	Description	External Partner(s)	Campaign Target (\$)	Funds Raised (\$)
Green Project	An on-campus wind turbine to generate efficient power for exterior campus lighting	Xcel Energy	230,000	230,000
Power of YOU Program	A program for low-income Minneapolis and St. Paul high school students to enable them to attend college tuition-free	St. Paul College; Minneapolis Community Technical College (MCTC)	6,218,000	5,565,464
Smart Classroom Building	Construction of a new classroom and office building on the St. Paul campus	MnSCU		State funding
PeaceJam	Lectures by Nobel Peace Prize recipients that are open to the public as well as to the university community; this project works closely with area high schools	Youththrive		15,000

Partial results for the library partnership are depicted in Table 2R1-2.

Table 2R1-2 Library Partnership Results by Calendar Year

Metric	2007	2008	2009	2010 to Date
Community Computer Log-Ins	19,924	24,438	29,404	
Hours Used by Community Patrons	20,567	22,489	28,570	
Loans by Community Members		3,638	3,769	2,686

In addition, 25 percent of the non-student inquiries at the university library computer help desk come from community members.

In 2010, 15.8 percent of the items circulated from the university library were loaned to non-student community members. For 2009, the number was 13.7 percent.

Over the past four years, the recently renamed Gordon Parks Gallery has staged an average of six exhibits and welcomed an average of more than 2,500 visitors per year.

2R4

How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?

The performance results (2R1-3 and 9R) for Metropolitan State's distinctive objectives strengthen the overall organization and enhance relationships by engaging members of the community and members of the university with each other in areas of importance to both, including diversity, civic engagement, service-learning, and technology and technology education.

Members of the community recognize Metropolitan State as an institution open to all members of the community. Children and their parents begin to see that higher education is a realistic—and necessary—goal to achieve. Members of the university community are able to stay grounded in the communities the university serves, which includes communities of color, the residents of St. Paul's Dayton's Bluff neighborhood, the information technology community, alumni, and donors.

Funds raised by the university provide direct support for university initiatives (e.g., Power of YOU, scholarships, academic programs) that would otherwise compete for scarce dollars from tuition revenue and state allocations. Alumni involvement in the ongoing activities of the university reminds faculty and staff of the transformative role that the Metropolitan State educational experience plays in students' lives, helps alumni speak knowledgeably to their colleagues and communities about Metropolitan State's programs and needs, and increases the potential that alumni will also become donors.

2I1

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Metropolitan State continues to identify and refine processes and systems for external stakeholders that are separate from its academic endeavors and internal support services. The results of these efforts include the following:

- A community book club facilitated by a library faculty member and the library dean. This project was made possible by library endowment funds. Twelve participating community members read three books in 2010. The program will continue in 2011.
- A renaming of Metropolitan State's campus art gallery to the Gordon Parks Gallery in honor of the renowned African American. Students from partner public schools in St. Paul will participate in six visual art exhibitions at the gallery each year.
- Plans by the Metropolitan State University Foundation Board of Trustees to engage in a Real-Time Strategic Planning process.

2I2

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

Elements of the Metropolitan State culture and infrastructure that support its distinctive objectives include:

- Vision and mission
- Action orientation
- Innovativeness
- Commitment to community
- The Department of University Advancement
- The Metropolitan State University Foundation
- The Alumni Association Board
- The Center for Community-Based Learning
- President's Cabinet

3P1

How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

With a 100 percent commuter and largely part-time student population, Metropolitan State University faces some significant challenges to identifying the changing needs of student groups. Further, some 70 percent of the university's students are 25 years or older and do not fit the accustomed image of younger students who are attending college for the first time. Within this context, Metropolitan State has to rely on various sources to identify the current and changing needs of its student groups. Among the most important of those sources are student organizations, such the Student Senate, and numerous student support services.

The university also uses nationally recognized surveys and feedback-gathering methods as well as locally developed surveys to identify students' current and changing needs. (See 3R1 for a list of these surveys and selected results.)

The Student Senate is one of more than 30 registered student organizations recognized and funded by the Student Activity Fee Advisory Committee. The Student Senate is an integral part of governance, university planning, and decision making, and its members participate in a monthly Leadership Team meeting with senior-level administrators to express concerns, interests, and needs. Regular consultation with the Student Senate is ensured by [MnSCU policy 3.1: Student Rights & Responsibilities](#). The university is required to consult with students on issues that may impact them. It is also required to place student representatives on all key committees. The university's administrative team ensures compliance with system policy.

Student needs and expectations also emerge through the university's numerous student support services, which are summarized in Table 3P1-1.

Table 3P1-1 Student Support Services

Student Support Service	Main Targeted Stakeholders	Service/Activities	Related Partners & Services
Disability Services	Student with disabilities	Accommodation services (i.e., note takers, alternative text formats, test accommodations, accessibility, interpreters), academic enhancement, and referrals to other service providers	Learning Disabilities Hard or Hearing Loss Low Vision or Vision Loss Physical/Mobility Disabilities Health Disabilities
Gateway Student Service Center	Perspective, currently enrolled and re-entry undergraduate and graduate students	A one-stop customer service model to help students requesting college information (mainly general information, registration processes, and financial aid)	Financial Aid Registration Admissions Academic Affairs Financial Management
Student Life and Leadership Development	Students involved in student government, student organizations; students wanting leadership development opportunities	New student orientation; guidance, process, and procedures to help student become leaders	Student government Student organizations Student Activities Fee Advisory Committee (SAFAC)
International Student Services	Prospective and enrolled undergraduate and graduate students who are on a student international visa	Admission processing; policy; F1 visa status; visa rules; employment; health insurance; advising; referral services	International Student Organization (ISO)
Student Counseling Services	All undergraduate and graduate students	One-to-one personal and group counseling; workshops and resources; referral services	Travelers Pathways Program

Table 3P1-1 Student Support Services

Student Support Service	Main Targeted Stakeholders	Service/Activities	Related Partners & Services
Career Services	All undergraduate and graduate students, alumni	Career services (job search, resume building, interviewing skills); career workshops; career fairs	Workshops for students with disabilities Graduate and professional school fairs Government jobs Human Services Career Fair Non-Profit Job Fair Law Enforcement Opportunities Career Fair
TRIO: Student Support Services (federally-funded)	Undergraduate students who are from limited-income families, who are first-generation college students, and/or who have a disability	Academic support and enhancement services; tools for navigating the college environment; programs for improving retention and graduation	All campus support services
Multicultural Student Services	Prospective and current students who are Asian-American, African-American, Latino/Chicano, Native American, Gay/Lesbian/Bisexual/Transgender (GLBT), women	Advocacy, transitional advising, cultural events and activities, student development, newsletters, "Ally" GLBT training, student organizations, classroom presentations	Academic programs National organizations Community groups and organizations Advisory committees

Table 3P1-1 Student Support Services

Student Support Service	Main Targeted Stakeholders	Service/Activities	Related Partners & Services
Power of YOU (Bridge-Scholars)	MCTC and St. Paul College Power of YOU students who transfer to Metropolitan State	Intrusive advising; retention programming; community service	Minneapolis Community and Technical College (MCTC) Saint Paul College
Veterans and Military Student Services	Students who have or are serving in any of the armed services or in a reservist or national guard unit. Includes prospective and currently enrolled students, re-entries, and their families	Pre-admissions advising; advising of currently enrolled (especially impacts adding/dropping classes); benefits from state/federal sources; VA certification	Metropolitan Student Veteran Network (student organization) Minnesota Council for Veterans U.S. Department of Veteran Affairs
Judicial Affairs	Students/faculty involved in conflict or dispute over student conduct	Investigations of potential violation of Student Code of Conduct; a student-development approach to student conduct that includes exploring "restoration" options	Dean of students Faculty/staff MnSCU and state policies and procedures

3P2

How do you build and maintain a relationship with your students?

Building and maintaining relationships with non-residential, mostly part-time, and mostly adult learners is a challenge. Metropolitan State University has found numerous ways to continually reach out to students, including through its exceptional resident and community faculty, its improved student/customer service, its opportunities for student leadership, and its emphasis on direct interpersonal interactions.

Teaching faculty play a critical role in building student relationships in classrooms and laboratories and in student organizations as sponsors. Class sizes are traditionally small.

The student-to-faculty ratio is 17 to 1, which enables the faculty to develop continuing relationships with students, even at freshman and sophomore levels. In the 2009 Noel-Levitz "Adult Student Priorities Survey," students cited Metropolitan State's quality of instruction, academic advising, and use of technology as major institutional strengths.

The Gateway Student Services Center, a unit within the Student Affairs division, has been completely redesigned to better serve the needs of students and to build positive relationships by providing excellent customer service. In 2008, Metropolitan State completed a comprehensive internal review of the Center's services by gathering feedback from student focus groups and faculty/staff roundtables. The Noel-Levitz "Adult Student Priorities Survey" was administered, and additional students' needs were identified, such as better customer service in admissions and financial aid. Further information was gathered, including from visits to similar one-stop student services centers at like institutions. Analysis of the survey's data and other student, faculty, and staff feedback led to the Gateway Student Services Center's redesign from a "first-stop" center to a true "one-stop" center. This transition was implemented in summer 2010 to comprehensively meet the needs of its current students.

Under its redesign, the Center has focused on improving customer service and staff training and on streamlining its communications. For example, the Center adopted an in-depth student services approach, which combines financial aid, registration, and business information all in one location. Five new Center associates were hired and trained, along with a director and a communication specialist. Other personnel changes in the Student Affairs department include the addition of a dean of student affairs and a judicial conduct officer.

All university faculty, staff, and administrators are responsible for creating a welcoming environment for students.

Table 3P2-1 Examples of Creating Welcoming Environment

Direct interpersonal interactions to build and maintain relationships with students	<ul style="list-style-type: none"> • Academic advising • Cultural Coordinators/Student Ambassadors • Support for specific populations (with focuses on veterans, gay/lesbian/bisexual/transgender [GLBT] students, students with disabilities, first generation college students, and students coming from limited income backgrounds) • Personal and career counseling • Tutoring/academic success
Opportunities for student leadership and development	<ul style="list-style-type: none"> • Student Senate • Student representation on key university committees • Student employment • Community-based learning, civic engagement, and volunteer opportunities
Communication and technology methods	<ul style="list-style-type: none"> • NetDirect student portal • University website • E-mail • Ask Us! • Online orientation and online advising resources • Desire to Learn (D2L) instructional management system • Program and college newsletters • Newsheets and newspapers
Campus events and social gatherings	<ul style="list-style-type: none"> • Community service projects • Campus-hosted events for Upward Bound, Power of You, and TRIO • Pre-college programs, campus visits, and tours • Visits to high schools and community and technical colleges

3P3, 3P4

How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs? How do you build and maintain relationships with your key stakeholders?

In addition to students, employees (Category 4), and partner organizations (Category 9), key stakeholders include alumni and the Dayton's Bluff neighborhood in which the university's St. Paul campus is located.

The university's Alumni Association Board's 14 members, who meet four times a year, serve as advisors to university's staff for alumni programming. The Alumni Association Board plans alumni events, chooses "Alumni of the Year" honorees, raises funds for scholarships and alumni support, reviews communication methods, and helps gain support for the university. Alumni are periodically polled, using focus groups and/or surveys, to gather feedback on alumni program offerings as well as to measure their satisfaction.

The Alumni Association Board and the Chancellor's Office of the Minnesota State Colleges and Universities (MnSCU) regularly survey alumni to gather data concerning their after-graduation careers and community involvement. The Alumni Association Board of Directors meets to discuss survey data and to initiate responsive plans. The Board also leads the effort for alumni tracking, alumni networking, and the planning of campus/community alumni events.

Evaluations collected at career fairs from students, alumni, and employers also provide useful data and feedback. For example, career fairs specific to job type have been offered in response to growth in academic programs and requests from companies and agencies. Specific career fairs that are offered include the Human Services Career Fair, the Idealist Non-Profit Job Fair, and the Law Enforcement Opportunities (LEO) Career Fair.

A variety of communication media is used to maintain relationships with alumni:

- *The BUZZ* (alumni magazine)
- *The Catalyst* (newsletter)
- *The Calendar* (weekly electronic newsheet)

- *The Metropolitan* (student newsletter)
- University website
- College (e.g., College of Management, College of Arts and Sciences) and program newsletters (e.g., career counseling, Center for Community-Based Learning, TRIO)
- Radio and television advertisements

The College of Management's "Spring Graduate Program Dinner" draws alumni, current students, faculty, and staff together annually to celebrate the year's accomplishments and maintain relationships between alumni and the university.

Metropolitan State has a visible presence in community outreach and an active commitment to civic engagement. All employees are encouraged to participate in outreach and community events. Senior leadership represents the university on various community advisory boards and in public meetings. These service opportunities provide two-way communication with external stakeholders and insight into the perspective, areas of concern, and suggestions for improvement from those stakeholders.

Involvement in the 2009 and 2010 "National Day of Service" is a good example of how the university engages with its St. Paul neighborhood through service. In 2010, almost 70 faculty, staff, and students participated in 15 different service activities that ranged from pulling weeds in a nearby city wildflower park to cleaning and painting facilities of a local food shelf. For several years, a number of university employees have volunteered for "Meals on Wheels" by devoting lunch hours to deliver meals to neighborhood residents.

The university routinely provides physical space for external groups to host events that are in keeping with the institution's mission. In addition, the public is invited to visit campus for many events, such as:

- Minnesota Sinfonia concerts
- Art exhibits at the Gordon Parks Gallery
- Neighborhood book club meetings
- Metro Theatre Underground performances
- Fall Fest

3P5

How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

A variety of assessment methods and sources of information are used in determining whether the needs of new students and stakeholder groups should be addressed through the adaptation of current programs and services or through new initiatives. The analysis of enrollment levels, trends, and projections plays a crucial role in determining future educational offerings and services. Admissions data from the university's application form, for example, as well as program-level enrollment data and student information collected from placement tests are carefully collected and analyzed. The newly established (fall 2010) Veterans Center is an example of how this kind of information can be used to anticipate student needs and lead to the implementation of changes to meet those needs.

The university learns about the interests of its constituencies in the community at large through ongoing, direct engagement with professional and community-based organizations. External interest groups, including professional and employer associations, sometimes advocate for courses in particular disciplines or for the creation of programs and

majors at Metropolitan State. Programs developed at the request of external partners include the Doctor of Nursing Practice, the Doctor of Business Administration, and the "Schwan's Accelerated Online Degree Program."

The Strategic Enrollment and Retention Management Committee ([SERM](#)), a sub-committee of the Planning and Budget Council, which consists of representatives from all university constituents, is responsible for helping the university determine if it should target new student populations. For example, SERM identified baccalaureate-degree completion, online, and graduate students as populations with high potential for growth.

The Student Affairs division, working with SERM, is approximately one-third of the way into an 18-month consulting contract with Noel-Levitz to assist in building a three-year enrollment management plan. The plan will include process improvement, communication, marketing, and a fundamental review and redesign of the admissions operations. A search is currently underway to fill the newly created position of associate vice president for enrollment management.

3P6

How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Metropolitan State has designated the provost and vice president for academic affairs, the vice president for student affairs, and the Affirmative Action Office to receive and address formal student complaints in compliance with Higher Learning Commission Policy IV.B.4. Complaints of a more general nature are handled through an informal process, if possible. Metropolitan State believes informal resolution of complaints is the most effective solution to problems. Individuals are encouraged to first discuss the situation with the other person involved and then with the other person's supervisor or manager. Most often a student complaint leads to a working solution with a faculty member or a department chair or director.

Informal complaints

Students have multiple methods available to register academic and non-academic complaints. Complaints received by the provost and vice president for academic affairs are generally academic in nature. The complaint resolution chain follows the Academic Affairs department's organizational structure by moving from instructor to department chair to dean to provost and vice president for academic affairs. Complaints are resolved at the lowest organizational level possible.

Any staff member who receives a complaint can refer the caller to the appropriate person or office, as shown here:

Table 3P6-1 Venues for Voicing Concerns or Complaints

Regarding	Venues for voicing a concern or complaint
Student	Faculty Member, Department Chair, College Dean, Provost and Vice President for Academic Affairs, Dean of Students, Ombudsperson, Judicial Affairs and Conduct Code Officer, Student Advocate, Student Gateway Associates, and Student Senate
Employee	Human Resources, Affirmative Action Officer, Union Grievance Officers, Supervisor or Manager
Alumni	Alumni Association, Metropolitan State University Foundation, Vice President for Advancement
Community groups	Facilities Office, Library, Center for Community-Based Learning, University Advancement, other university employee(s) who co-sponsor on-campus events of community groups

Other channels include evaluation forms completed by students after visits to student service units, such as the [Center for Academic Excellence](#) and [Student Counseling Services](#), or through comments left in the suggestion box in the library. The "Instructional Improvement Questionnaires" (IIQs), which students complete at the end of courses, collect critical comments from students about instruction and teaching facilities. Monthly meetings between administration

representatives and Student Senate members provide an additional venue for student concerns and corrective action. Union processes for faculty and staff complaints are incorporated into bargaining agreements and governance.

Formal Complaints

Designated offices for the receipt of formal student complaints are the provost and vice president for academic affairs, the vice president for student affairs, and the affirmative action officer.

Due to the different nature of formal complaints received by the three offices, as well as the need for protection of student privacy, each office maintains its own complaint log and follows its own complaint procedures, which are appropriate to the office's role and the types of complaints it receives. For example, complaints received by the vice president for student affairs are recorded on an Excel spreadsheet that is also used to track the nature of the complaint, the person to whom it was referred, the date of the referral, and the disposition of the complaint. Complaints for which no disposition is received in a timely manner are checked on to ensure that the complaint has been resolved and to update the spreadsheet.

The Equal Opportunity and Diversity (EOD) office handles complaints alleging a violation of the Board of Trustees [1.B1 policy](#) on nondiscrimination in employment and education opportunity policy. Complaints that fall under the scope of this policy are investigated by EOD's affirmative action officer. If necessary, other university administrators or external investigators may be assigned to investigate complaints. Institutionally designated and MnSCU-trained investigators and decision makers address these complaints under well-defined MnSCU procedures. In most cases, the decision makers are university or system administrators. General complaints (i.e., not a 1.B.1 complaint) are logged as they are received and forwarded immediately to the appropriate office.

Apparent trends are discussed and addressed within each designated office. If a complaint resolution requires policy changes, the policies are adopted or revised through the governance process and then communicated to the university at large. The university does not presently have a centralized process for aggregating and analyzing complaints.

In recognition that complaints received by the three designated offices, as well as complaints received elsewhere in the university, could provide important information about student issues and concerns, the Continuous Improvement Coordinating Team (CICT) has chartered two action projects on this topic. The first project is the development of a formal policy and procedure for student service complaints; it is ready to enter the shared governance review process. For the second project, an action project team has collected feedback and suggestions from various groups and is working on:

- The identification of complaint tracking criteria
- A process map to show the complete sequence from informal complaint to final appeal
- A "[first point of contact](#)" tool to help staff and students in the informal complaint stage
- Researching the applicability of a knowledge-base option for automating student complaint tracking

The major vehicle for the communication of the current processes to address student concerns or complaints is the university website/student portal. Located on the university website are student reference resource web pages, which include information on academic appeals and the rights and responsibilities of students, along with a short description of services available. On the "Handbook at a Glance" web page, for example, 30 links connect students to information on policy and services. Included in the list are these topics: student complaint, harassment, grading policy, and equal opportunity.

3R1

How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Metropolitan State has made a commitment to use both external and internal surveys to measure the satisfaction of students. The surveys regularly used are listed in Table 3R1-1 below. The purpose of the assessments is to directly measure student and other stakeholder satisfaction in a number of contexts, such as engagement with faculty and student peers, level of service satisfaction, classroom instruction, preparation for after college, and campus diversity. Other data showing persistence, retention, satisfaction academic progress, and graduation rates are also used to measure the progress and satisfaction of students.

Table 3R1-1 Student Satisfaction Surveys

Instrument	Frequency	Constituency	Key Measurements
Instructional Improvement Questionnaire (IIQ)	Every semester	Students	Classroom instruction effectiveness and satisfaction
National Survey of Student Engagement (NSSE)	Every two years	Students	Student overall experiences; Student engagement with university; Student engagement with peers
Adult Student Priority Survey (Noel-Levitz)	Every two years (2009, 2011)	Students	Adult learners' expectations and level of meeting those expectations
"Priority Survey of Online Learners" (Noel-Levitz)	2006, 2007, 2008, 2010 and every two years thereafter	Students taking at least one online course in spring semester	Online students' expectations and level of meeting those expectations
Graduation Follow-up Survey	Every year	Alumni	Preparation of career employment (outcome)
Advising Survey	2010, with administration schedule thereafter not yet determined	Undergraduate students	Use of and satisfaction with academic advising services
Disability Services Survey	Spring 2010, annually thereafter	Students receiving services from Disability Services office	Satisfaction with services

Results of the spring 2010 Disability Service Survey establish benchmarks for student satisfaction, including:

- 76 percent of respondents rate the staff as being understanding and helpful
- 79 percent rated accessibility of the campus as good to excellent

Areas of concern were staff availability, readability of university publications and website, and equipment.

There are some other "one-time" or "not regularly scheduled" methods of formal and informal assessments that are used to measure student and stakeholder satisfaction and needs. Examples include the College Health Student Assessment (administered in cooperation with the University of Minnesota's Boynton Health Center), the Diversity Learning Taskforce, the Campus Climate Report, and the Student Senate Child Care Assessment. Although not ongoing, other internal and external reviews (i.e., Gateway Review, Enrollment Management Review, Student Life and Leadership Review) provide additional insight into student-stakeholder needs.

3R2

What are your performance results for student satisfaction?

The "Adult Student Priority Survey" (Noel-Levitz) indicates that Metropolitan State students are generally satisfied with the priorities that mean the most to them. The survey found, for example, that adult students give high-priority and high-satisfaction ratings to these indicators:

- *"Adult student are made to feel welcomed at this institution"*
- *"Nearly all faculty are knowledgeable in their field"*
- *"Registration processes are reasonable and convenient for adults."*

In the Noel-Levitz survey, the largest gaps of student satisfaction were in providing quality service, including these indicators:

- *"I received complete information on the availability of financial aid"*
- *"Channels are readily available for adult students to express complaints"*
- *"Financial aid awards are announced to students in time to be helpful in college planning"*
- *"I seldom get the 'run-around' when seeking information"*
- *"The University clearly identifies resources to turn to when I feel overwhelmed by school"*

(See 3R6 for additional student satisfaction results.)

3R3

What are your performance results for building relationships with your students?

The performance results listed below indicate what staff, faculty, and administration have learned through various measures and indicators. Assessment of performance results measures process and informs decision making in building relationships with student and providing a supportive learning environment.

The retention rate for first-generation/low income TRIO students from fall 2008 to fall 2009 is 78 percent compared to 61 percent non-TRIO students. The six-year graduation rate for TRIO students is 57 percent compared to 39 percent for non-TRIO students.

There has been an increase in enrollment of American-minority students from 25 percent in 2005 to 30 percent in 2010, and a 31 percent increase in the number of degrees awarded. The number of degrees awarded in the academic year 2005-2006 was 1,310 compared to 1,717 in 2009-2010.

(For measures and results on student retention and graduation rates see Table 1R-1 and Table 1R-2 [Category 1]. For measures on graduation rates of underrepresented/non-underrepresented students see Table 1R-1.)

3R4, 3R5

What are your performance results for stakeholder satisfaction? What are your performance results for building relationships with your key stakeholders?

[Alumni Association Board](#)

In December 2009, Metropolitan State's *BuzzAlum* alumni magazine received a Silver Award from the Council for Advancement and Support of Education for excellence in the category of most-improved alumni magazine in institutions with 3,000 to 9,999 full-time equivalent (FTE) students in District V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin).

The BuzzAlum magazine is sent to more than 24,000 alumni. The university's Facebook alumni group totals 168 participants. The LinkedIn alumni group totals 1,047 participants.

Currently 8,591 alumni receive the e-newsletter. For 2008, 2009, and 2010, the distribution numbers for the *BuzzAlum* magazine were 7,656, 7,133, and 8,544, respectively.

"Buzz Alums" are alumni who have volunteered as part of a word-of-mouth marketing campaign focused on providing marketing material and support for recruiting students to the university. For 2008, 2009, and 2010, "BuzzAlums" numbered 222, 240, and 314, respectively.

The university has not had a comprehensive process in place to collect performance results for key stakeholders. However, during fiscal year 2010, a "University-Community Partnership Agreement" form was developed. Included in this agreement is a description of the process and a form for the application, review, recommendation, approval, maintenance, and evaluation of partnerships. (See Category 9P6.) This data collection process is scheduled for launch in spring 2011.

3R6

How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The university participated in the "National Survey of Student Engagement" (NSSE) in 2003, 2006, and 2009. This survey gathers information on student participation in their institution's programs, activities, and events. NSSE puts the information it collects in a national comparative context, but it also weights its analyses to take account of characteristics specific to Metropolitan State's environment and student demographics. Rather than assuming that Metropolitan State students are first-time, full-time, younger students, NSSE adjusts its analysis to reflect a student population of adult, part-time, transfer students (often from urban communities of color).

NSSE results from 2006 and 2009 are summarized in Table 3R6-1 below.

Table 3R6-1 NSSE Results, 2006 and 2009

Survey Item	Peers	First Year (%)		Senior (%)	
		2006	2009	2006	2009
Level of Academic Challenge	Metropolitan State	53.3	53.8	57.0	57.5
	Selected Peers	50.3	52.0	55.0	56.3
	Carnegie Peers	55.9	53.1	55.9	57.1
Active and Collaborative Learning	Metropolitan State	41.6	45.9	46.8	48.8
	Selected Peers	40.8	42.4	51.3	52.5
	Carnegie Peers	42.4	44.6	51.9	53.3
Student/Faculty Interaction	Metropolitan State	31.7	37.3	31.2	33.0
	Selected Peers	31.2	32.0	41.6	40.9
	Carnegie Peers	32.8	35.7	42.8	43.8
Enriching Education Experiences	Metropolitan State	22.1	24.5	30.4	33.4
	Selected Peers	23.5	24.1	37.4	37.4
	Carnegie Peers	25.3	26.8	39.3	39.3
Supportive Campus Environment	Metropolitan State	59.6	57.2	57.7	57.0
	Selected Peers	59.2	60.3	58.1	57.9
	Carnegie Peers	60.5	57.9	58.6	61.1

Participants in the national "[Voluntary System of Accountability](#)" publish selected NSSE results on their respective "College Portrait" pages, making it possible to provide comparison data for both some of Metropolitan State's selected peer and most MnSCU universities.

Table 3R6-2 NSSE Questions from Collage Portrait, 2006 and 2009

Questions from College Portrait 2009-2010	University Rank Among Four Peer Institutions ¹	University Rank Among Five MnSCU Institutions ²
Seniors reported that faculty members provided prompt feedback on their academic performance	#1 out of 4	#1 out of 5
Seniors would attend this institution if they started over again	#2 out of 4	#1 out of 5
Seniors believe this institution provides support for student success	#2 out of 4	#2 out of 5
Seniors rated the quality of academic advising at this institution as good to excellent	#2 out of 4	#4 out of 5
Seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities	#4 out of 4	#4 out of 5

¹California State University, Dominguez Hills, University of Illinois-Springfield and University of Houston-Clear Lake

²Bemidji State University, Minnesota State University, Mankato, Minnesota State University, Moorhead, St. Cloud State University, Southwest Minnesota State University and Winona State University

- Physical reorganization and remodeling of the entire Student Affairs suite of offices to better serve students
- Creation of a Veterans Center to support networking and services for military personnel
- Retention of Noel-Levitz consultants to assist with building a three-year enrollment management plan
- Administration of the "Adult Student Priority Survey" (Noel-Levitz)
- Development of organizational structure, leadership reporting lines, and specific outcomes for all major areas of student services
- Addition or redesign of positions for the dean of students, the associate vice president for enrollment management, the judicial officer, the Gateway Student Services Center director and associates, and a student communication specialist
- Development of a four-week training program to launch the new Gateway Student Services Center service model
- Completion of customer-service training for Gateway associates
- Enhancement of service to students with disabilities, including software to convert text for easier viewing, availability of external vendors to provide proofreading and text-conversion services, review and improvement of web pages and brochures
- Development of a diversity leadership task force focused on diversity competency
- Development of a behavior intervention team to handle campus and/or student crises situations
- Development of a policy and procedure to define the student complaint process

3I2

How does your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

Elements of the Metropolitan State culture actively working to support and understand student and other stakeholder needs include:

- Student-focused mission
- Dedication to quality and innovation

- The valuing of diversity through inclusion

Elements of the Metropolitan State infrastructure currently being implemented and actively working to support and understand student and other stakeholder needs include:

- The new organizational structure for the Student Affairs Division and student services
- The adoption of the transformative process model to enhance the classroom experience by incorporating external events and activities
- The identification of high standards and satisfaction metrics for student services
- The updated Student Conduct Policies and Procedures and Student Handbook
- The development of a policy and procedure to address student service complaints

4P1

How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Metropolitan State University requires that all prospective employees have experience working with ethnically, culturally, and/or linguistically diverse communities. Search committees for all university positions interview candidates about their experience working with diverse communities.

For positions that are covered by our classified bargaining unit agreements, the State of Minnesota has established job classification specifications for all positions (otherwise known as "class specs"). These class specs define the minimum qualifications for all job classifications in all job series covered by the classified bargaining agreements. Once the position description for a given job classification includes the minimum qualifications from a class spec, the hiring manager and human resources staff work together to determine the credentials and skills required for the job duties for the position.

The Minnesota State University Administrative and Service Faculty (MSUAASF) is the professional unit that represents the service/non-teaching faculty. For positions that are covered by the MSUAASF collective bargaining agreement, the credentials required for the positions are prescribed by the agreement itself. The skills required for the positions, however, are determined by a process that is described in both the MSUAASF agreement and the Minnesota State Colleges and Universities (MnSCU) administrative procedure for determining the classification for MSUAASF positions.

For excluded administrator positions (ones not covered by collective bargaining units or the state civil service classification system), the hiring manager determines the credentials and skills needed for a particular position. The hiring manager, in consultation with Metropolitan State's Human Resources (HR) Office, develops administrator position descriptions and submits them to the MnSCU Office of the Chancellor for final review and approval.

For resident and community faculty positions covered by the Inter-Faculty Organization (IFO) agreement, the task of determining the required credentials and skills is done by the department and dean.

4P2, 4P3

How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require? How do you recruit, hire, and retain employees?

The university uses an extensive search committee process for all faculty, staff, and administrator hires. Hiring practices, which are outlined in university [policies #5010](#) and [#5020](#) are designed to ensure that employees have the appropriate credentials, skills, and values and that the university is able to effectively recruit, hire, and retain faculty, staff, and administrators.

Metropolitan State recruits applicants to its faculty, staff, and administrative positions using a variety of methods, including:

- National higher education and professional association publications (e.g., Chronicle of Higher Education)
- Local and regional publications, including those whose target markets are populations of color and/or specific industry sectors
- University Faculty and Staff Job Opportunities web page
- MnSCU Job Opportunities web page
- State of Minnesota job posting and application site (required for vacancies not filled through internal process for AFSCME, Minnesota Association of Professional Employees [MAPE], and Middle Management Association [MMA] vacancies)

Recently, the university has begun to experiment with the use of social media to recruit applicants. Networking and word of mouth are also important recruitment methods. For some positions, especially senior administrative positions (e.g., president, provost, associate vice president for enrollment), the university also employs a search firm to help recruit applicants.

Whatever methods are used, careful attention is paid to position requirements, including minimum and preferred qualifications and necessary credentials and skills for successful employment.

Although there is considerable variation due to the variety of positions, searches are generally conducted by committees comprised of at least one employee from the hiring department as well as employees from other departments. The hiring manager makes the final decision after a process that includes screening applications for minimum qualifications, preliminary interviews, on-campus interviews, and reference checks.

All searches are conducted in close cooperation with the Human Resources Office and the Affirmative Action/Equal Employment Opportunity Office. The applicant pool is reviewed at several stages of the process to ensure that the pool is reflective of the university's commitment to diversity and affirmative action.

It is worth noting that the Human Resources Office, in consultation with the affected constituencies, will be retooling all search and selection policies and procedures during the 2010-2011 academic year.

The university currently has no formal retention program in place. However, a number of informal practices exist to support employee retention. For example, the Faculty Association sponsors workshops to help junior faculty prepare for tenure and promotion. Faculty in the College of Arts and Sciences have a mentorship program to guide junior faculty toward meeting tenure and promotion expectations. Faculty in the College of Management meet regularly to discuss research and publication strategies. Senior faculty members mentor and sometimes co-author publications with junior faculty to help them meet tenure and promotion requirements and guide their development as scholars and teachers.

Exit interviews are conducted for many, but not all, employees who separate from the university. As yet, there is no systematic review and aggregation of the results of such interviews.

A variety of groups (e.g., Women's Commission, Anti-Racism Leadership Team) provide ways for employees to connect with others who share similar interests. Such groups also play a critical role in highlighting and helping to address institutional practices that may not be in keeping with the university's commitment to diversity and inclusiveness.

4P4

How do you orient all employees to your organization's history, mission, and values?

Metropolitan State's vision, mission, history, key facts, and new initiatives are made available on the university's public website to serve as framework for the university and to help with general orientation. Employee resources are available for faculty and staff on the portal. Orientation for new employees is conducted by HR staff, with the assistance of presentations from Academic Affairs, Student Affairs, and Administrative Affairs. Campus orientation includes an introduction to the vision, mission, history, accreditation process, key policies, and shared governance. New employees are also briefed on:

- Communication methods
- Union affiliation and governance
- Professional standards and code of conduct
- Performance management
- Professional development
- Minnesota State Colleges and Universities (MnSCU)
- Structure, organizational chart, and leadership personnel
- Community connections

Department chairs, deans, and supervisors may also orient new faculty and staff. How this is undertaken varies, but usually includes a letter of welcome with information on expectations and critical policies/procedures. A scheduled date for a one-on-one meeting with the chair, dean, and/or supervisor is also often included.

Metropolitan State's history is also made apparent to new employees through the naming of campus buildings in honor of an individual, individuals, or organizations that have shown exceptional past service to the university. Photographs of such individuals, with descriptions of their service, are located in public areas across campus, and building names are prominently displayed with the achievement or university connection noted.

4P5

How do you plan for changes in personnel?

Academic departments annually review their short- and long-term plans. Should they see a need for new faculty, they make that recommendation to the department chair and college dean. Deans and chairs work together to prioritize the needs for new faculty positions and for filling vacant positions. The annual budget cycle initiates university-wide prioritization of budgets and strategic priorities. Because of the complexity of assigning more than 550 part-time community faculty to teach courses each year, the processes and resources in this area are being considered for review and improvement.

Vice presidents, directors, and supervisors review staffing needs by considering workload, retirements, and resignations. They then prioritize the need for new staff positions and either fill the vacant positions or, in some cases, reorganize job responsibilities or staffing. Examples of positions recently created include the dean of students and a director, communication specialist, and several associates for the Gateway Student Services Center.

Furthermore, for fiscal year 2010, the Human Resources Office added an objective to the University Plan that focuses on establishing a comprehensive strategic human resources plan. The following five strategies support this objective:

- Develop a workforce/staffing plan and identify current talent gaps
- Develop and implement a comprehensive process for sourcing, attracting, and recruiting qualified candidates
- Develop and implement a comprehensive performance management process
- Develop and implement training, education, and development programming
- Develop effective succession plans

4P6

How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

The process owner or owners of a given process generally design work procedures, which all employees are encouraged to continually improve within their areas. The availability of documented work tasks is inconsistent across the university. A more systematic process for documentation would improve consistency from work unit to work unit or individual to individual. The Financial Management Office and the Facilities Office currently have documented work processes.

Metropolitan State has begun to use Lean quality improvement principles as its process improvement methodology for larger-scale improvement projects. The first Lean event at Metropolitan State was held in October 2009. The focus was academic scheduling, which is one of the university's most complex and important processes. The team's members were drawn from the Registrar's Office, the colleges, the Facilities Office, and the Department of Information Technology (IT). The improvement project was sponsored by the vice provost and dean of graduate studies, facilitated by a Lean expert from the State of Minnesota, and led by the AQIP coordinator. Team members received training in Lean principles and in process mapping, mapped the current process, and drafted a revised process. By the end of the Lean event, the team had created a comprehensive map of a process that involves all the colleges and impacts faculty, staff, and administration. During the past year, the team has worked to improve the academic scheduling processes from a more global perspective. This project is one of four "Action Projects" currently registered with AQIP.

To complement the Lean approach and encourage continuous improvement work processes, training opportunities sponsored by the Continuous Improvement Coordinating Team (CICT) and the Office of Human Resources help employees learn more about quality and process improvement principles. These training sessions include:

- Lean 101
- Educational Lean overview
- W. Edwards Deming's famous "Red Bead Experiment"
- Lean facilitator training
- Process mapping

The university sponsors and hosts the Minnesota Council for Quality's monthly St. Paul "Performance Improvement Network" (PIN) meetings. These on-campus meetings provide a forum for local leaders and professionals to share information on principles, processes, and practices that improve performance in their organizations. PIN meetings are free and open to all staff, faculty, and students, thanks to the university's membership in the Minnesota Council for Quality.

4P7

How do you ensure the ethical practices of all of your employees?

Metropolitan State approaches ethical issues through a variety of policies, processes, guidelines, collective bargaining agreements/personnel plans, mandatory training, and adherence to the university's conduct code. During orientation, faculty and staff receive information on professional standards and code of conduct by way of:

- University [Policy #1030](#) "University Community Conduct Code"
- Code of Federal Regulations, Title 45 Part 46 (Protection of Human Subjects)
- University [Policy #2060](#) "Human Subjects Research Review Policy"
- MnSCU policy and State of Minnesota codes of ethics
- MnSCU Nondiscrimination in Employment and Education Opportunity [policy 1B.1](#) and procedure 1B.1

All Metropolitan State employees are subject to the [University Community Conduct Code](#), which outlines the principles of dignity of all individuals and describes the importance of support and service to others.

Metropolitan State's "HR Information at a Glance" web pages include information and resources related to:

- Affirmative action
- Equal opportunity
- Data privacy
- Ethics and conflict of interest
- Personnel files
- Policies and procedures
- Sexual harassment/violence
- University Community Conduct Code

The university has a series of required modules that all employees are expected to complete. The training sessions, which are offered online and coordinated by the Office of Human Resources, include employee code of conduct, data security, and sexual harassment.

The university's Diversity Learning Task Force is implementing a new approach that links cultural and academic programs. The goal is to mobilize the university's various divisions and stakeholder groups to promote inclusion, equity, and cultural competency for all members of the community. The approach contains the following development stages:

Stage 1: Develop an overall strategic plan and a plan for data-gathering and self-assessment.

Stage 2: Implement the diversity strategic plan and a mid-cycle assessment.

Stage 3: All units and programs will go through the full cycle of assessment and planning.

4P8

How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

In fiscal year 2010, the Office of Human Resources surveyed university supervisors and managers about their needs for additional training. The responses identified the following training needs: performance management, collective

bargaining agreement administration, leave and Family Medical Leave Act (FMLA) administration, workplace investigations, discipline and discharge, and Fair Labor Standards Act (FLSA) rules and regulations.

The employee development committee, which is comprised of classified and MSUAASF employees, supports and assists in the planning of the annual Professional Development Day. The committee determines what sessions will be offered during the event and conducts evaluations to determine which topics and training needs should be addressed in the future.

Training needs are also identified during process improvement projects. For example, the coding errors discovered in the fiscal year 2009 Cost Study resulted not only in process changes and a standardized structure for instructional cost centers, but also in training for college deans and office managers, financial management staff, and human resources staff.

During fiscal years 2009 and 2010, the Office of Human Resources also coordinated several training and development opportunities for all university faculty and staff, including:

- Personal Empowerment Training
- Lean 101 training
- How to prioritize your work day
- Open Enrollment help sessions
- Open computer lab sessions to complete mandatory training

Finally, during the 2009-2010 academic year, the entire Student Affairs division underwent a customer service training program. This same training program will become available to other divisions across the university.

4P9

How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

In April 2010, Metropolitan State's president signed a [statement on employee development](#) which rededicated efforts and values for the development at all employees. An Employment Development Steering Committee is currently being formed to plan, promote, and market the university's development processes. This committee will report back to the president and the Continuous Improvement Coordinating Team on an annual basis.

A "Valuing People" online survey was sent to all employees in 2006 and 2009, requesting feedback on a number of topics. It also gauged employees' perceptions about the university's organizational climate. Results from "Valuing People" survey will be a primary resource for the Employment Development Steering Committee as they begin their work. (See selected results in 4R and 5R.)

Employee training and development programs help to increase the productivity of employees and their contribution to the university. In the past three years, the focus for Professional Development Day has been on skill- and knowledge-building sessions, as well as on personal development. Additional professional development opportunities for faculty and staff include the following:

All employees

- Tuition waiver/reimbursement
- [New employee orientation](#)

- Mandated training: Employee Code of Conduct, Data Security, Sexual Harassment
- Workshops, symposiums, association meetings, and conferences

Teaching and Administrative/Service Faculty

- Workshops, including those sponsored by the university's Center for Teaching and Learning , Center for Online Learning, and the colleges
- Funds available for development per collective bargaining agreements
- Sabbatical leave (available to both teaching and administrative/service faculty)

Classified staff

- Employee Development Day
- Division/department training

Administrators

- Workshops sponsored by MnSCU's Office of the Chancellor

Fiscal constraints dictate that training options be carefully selected and that expenditures provide measurable results. The Employment Development Steering Committee will evaluate the university's current development processes as well as ways to insure application of knowledge to work within departments. The strategic human resources plan described in 4P5 also addresses training and development.

4P10

How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Personnel evaluation systems vary by employee categories and collective bargaining units: Faculty Association (local membership of the statewide IFO), MSUAASF, Minnesota Association of Professional Employees (MAPE), Middle Management Association (MMA), American Federation of State, County, and Municipal Employees (AFSCME), and the Commissioner's Plan.

The processes for faculty professional development plans and annual reports are established in the IFO-MnSCU Master Agreement. The five key criteria that faculty members must address each year during probation as well as during the tenure and promotion process are described as follows in Article 22 of the Master Agreement:

- Demonstrated ability to teach effectively and/or perform effectively in other current assignments
- Scholarly or creative achievement or research
- Evidence of continuing preparation and study
- Contribution to student growth and development
- Service to the university and larger communities

Faculty members are individually accountable for their performance as effective teachers, their continuing professional growth, and their activities on behalf of student academic success.

Since 2006, the process for evaluating excluded administrators (i.e., those not covered by a collective bargaining unit) has included a 360-degree evaluation (i.e., an evaluation process that relies on feedback from several colleagues, including peers, direct reports, and supervisor). The university is currently re-assessing use of the 360-degree evaluation

process and may adopt a process more akin to the process that the MnSCU system uses to evaluate university and college presidents.

All faculty, staff, and administrators are regularly evaluated, based on their position responsibilities and professional development. The annual performance review and planning process is designed to add value, identify strengths/challenges, and provide employees with feedback and suggestions for improvements. The employee and his or her supervisor work together to develop a plan for the employee's professional development. Goals established are within the context of the university and unit objectives and support the employee's career plans.

4P11

How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Effective teaching is recognized each year by awards to faculty colleagues for excellence and outstanding teaching. There is also an award program for excellence in academic advising and in special initiatives, which includes both recognition and additional compensation.

Staff recognition across the university is accomplished largely through annual recognition and service awards. These focus on service and continuous improvement, and are judged by peers and supervisors. The Metropolitan State Annual Employee Awards Celebration awards are shown in Table 4P11-1.

Table 4P11-1 Annual Employee Awards

Award	Description
Years of Service	Service with the university
Ambassador Award	Outstanding service to students or to the public
Behind the Scenes Award	Outstanding service to co-workers and/or colleagues
Innovator Award	Outstanding ideas that save time or money or make a task or project more interesting
Measurable Difference Award	Implementation of a results-oriented process improvement by an employee or team
"Metromorphosis" Award	For flexibility, creativity, patience, perseverance, and good humor in the midst of change
Student Worker Supreme Award	Outstanding service provided by a student worker for faculty, staff, and/or students
Elizabeth Shippee Award	Outstanding service to the special needs of women students, faculty, and staff
Civic Engagement	Outstanding service and demonstrated involvement in community-based learning or civic engagement
Open Category	For any type of outstanding achievement in a job-related activity; nominator creates the award, lists criteria, and names the award

The Measurable Difference Award, established in 2008 and sponsored by the Continuous Improvement Coordinating Team, recognizes an employee or team that has implemented a process improvement that has produced measurable results. The process improvement can benefit the entire university, one unit or division, or a specific group, such as students, staff, or faculty. The application requests that the following evidence be submitted:

- Process flowchart or map
- List of measures and data
- Documentation of a planned approach to improvement based on identified needs

The project that received the 2010 Measurable Difference Award resulted in a reassignment of more than \$2 million of instructional costs that previously had been coded incorrectly. Correcting these errors resulted in more accurate data for decision-making and helped to improve the university's performance in the MnSCU allocation process (i.e., the process by which MnSCU apportions state funds to colleges and universities.)

Most employee compensation systems and benefits are set by collective bargaining agreements/plans, which are either system-wide or statewide, including those for excluded administrators. These compensation systems are not set by the university.

The teaching faculty has a tenure and promotion system prescribed by the IFO-MnSCU Master Agreement. The tenure and promotion system directly supports academic and related university-level goals and objectives.

Employees' annual pay increases, which are set within ranges established at system or state levels (generally by the collective bargaining process) are based on evidence of satisfactory performance. Employees in the MAPE, MMA, MSUAASF, and Commissioner's Plan are eligible for special achievement awards, which involve both recognition and extra compensation. For employees covered by the AFSCME agreement, there is no provision for additional compensation for meritorious performance.

Administrators' annual pay increases are entirely based on merit and do not include any across-the-board increases.

Employee benefits include:

- Insurance eligibility
- Retirement
- Pre-tax benefits
- Paid leaves, including sabbaticals for faculty and MSUAASF employees
- Tuition waiver/reimbursement
- Professional development
- Employee Assistance Program (EAP)
- Workers' Compensation
- Employee discounts
- Social Security (FICA) and Medicare
- Workshops and conferences
- E-mail
- Internet access and personal web page

4P12

How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

As state financial support for higher education declines, maintaining high morale and motivation among employees will become more challenging. University leaders continually examine ways to use budgets, grants, endowments, and Lean principles to extract the most value for its employee constituents. There are several ways university leaders determine the motivation of the faculty, staff, and administrators. These include providing opportunities to listen to their concerns and ideas through all-university forums held each semester, regularly scheduled meetings, meet-and-confer sessions, and shared governance.

Another tool used to determine issues related to motivation is the "Valuing People" survey. Although senior leadership and the Office of Human Resources have not yet established a systematic process for analyzing and disseminating data from the survey, the results from the 2006 and 2009 surveys have been discussed by various groups. The Employment Development Steering Committee will review the results from the next survey, particularly the section on manager and

supervisor training. Developing excellent interpersonal skills in managers and supervisors is a key factor in sustaining high employee morale and positive employee motivation.

Managers and supervisors may also become aware of and address motivational issues during annual reviews with individual employees. Metropolitan State does not currently have the ability to aggregate individual data for analysis at an institutional level.

4P13

How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

The university provides all faculty, staff, and administrators with the following resources related to employee satisfaction, health and safety, and well-being:

- "Valuing People" survey
- MnSCU system survey on development opportunities
- Safety training
- RU Ready website (accessible information on emergency preparedness)
- Annual crime reports
- Ergonomic assessments
- Safety and Sustainability Committee
- Seasonal flu shot clinic
- Chair massages (twice per month)
- Walking club
- Monthly human resources newsletter

4R1, 4R2

What measures of valuing people do you collect and analyze regularly? What are your performance results in valuing people?

Demographic data and years of service are measures used to analyze employee retention. Demographic data is collected on employees who have separated from the university. Human Resources staff uses this data for planning recruitment, retention strategies, and as a performance measure against university affirmative action hiring goals. "Years of Service" awards recognize and reward employees for longevity in the organization. Benefits of long employee retention include the decrease cost of turnover, stability of institutional knowledge, and consistent service for students and staff.

Employee Retention Results

Table 4R1-1 shows the "Years of Service" awards for 2008, 2009, and 2010.

Valuing People Measure

The "Valuing People" survey is used to measure employees' perception of the university climate. The survey was administered in 2006 and again in 2009. It will be repeated every three years. Survey responses are gathered from four employee groups: an administrative and professional group, full-time faculty, part-time faculty, and support staff.

Table 4R1-1 Years of Service Awards, 2008-2010

Term	Awards Years of Service		Number of Employees	
	2008	2009	2009	2010
5 Years	13	22	24	
10 Years	9	15	22	
15 Years	10	7	10	
20 Years	2	8	7	
30 Years	1	3	0	
35 Years	2	2	2	

Tables 4R1-2 and 4R1-3 demonstrate how the agreement and disagreement percentages differ for the 2006 and 2009 "Valuing People" surveys.

Table 4R1-2 Statistically Significant Changes in Agreement Percentages, 2006 to 2009

Question	Group	2006 agreement (%)	2009 agreement (%)
The university leadership team provides effective direction for employees.	Full-time faculty	38	60
An atmosphere of mutual trust exists throughout the university.	Support staff	18	41
I generally feel that things at Metropolitan State are changing for the better.	Admin/Prof staff	72	86
	Full-time faculty	56	84
Plans for emergencies and possible disasters are clearly communicated to me.	Admin/Prof staff	62	82
	Support staff	69	85
	Full-time faculty	62	76
	Part-time faculty	61	97
I receive timely and accurate information needed to make decisions.	Full-time faculty	52	79
Reported problems are taken seriously and resolved appropriately.	Support staff	31	56

Table 4R1-3 Statistically Significant Changes in Disagreement Percentages, 2006 to 2009

Question	Group	2006 agreement (%)	2009 agreement (%)
I have the appropriate authority to do my job.	Admin/Prof staff	89	76
University policies are procedures affecting my job are clearly communicated and understood.	Full-time faculty	93	72
The university has effective method for answering my questions about policies or procedures.	Full-time faculty	80	57
	Admin/Prof staff	99	86
I know the state and federal laws and MnSCU policies and procedures that have a bearing on my job. (Bold font denotes wording added from 2006-2009.)	Support staff	98	75
	Full-time faculty	91	79
	Part-time faculty	98	79

4R3

What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The university achievements summarized in 5R, graduation rate data in 1R, and student satisfaction data in 3R are the best evidence of the productivity and effectiveness of Metropolitan State's faculty, staff and administrators.

Faculty productivity and efficiency are also evident in student course evaluations ("Instructional Improvement Questionnaires," or **I IQs**), which are completed for most courses every term. The faculty evaluation process aligns with faculty union contract requirements, which dictate that tenured faculty are formally evaluated every four years and fixed-term and probationary faculty every year.

Staff productivity and efficiency are evident in the performance review process. Supervisors conduct an annual staff performance review to ensure consistency in monitoring how effectively job responsibilities are being carried out. Performance and levels of responsibility (job tasks) are measured in a four-tier range, from "below standards" to "greatly exceed standards." These indicators provide a picture of an employee's strengths and challenges and suggest opportunities for improvement, which are then described in the employee's development plan. Results from individual performance review processes are not aggregated for analysis.

4R4

How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Metropolitan State continues to establish resources for collecting comparison data from MnSCU and peer institutions. (See Category 7.) The data available include measures for student-to-faculty ratios, percentages of faculty from minority groups, and classes with fewer than 50 students. Tables 4R4-1 and 4R4-2 compare Metropolitan State's results to other MnSCU universities and its chosen peer group, respectively. (The data sources are the institutions Voluntary System of Accountability College Portrait pages.)

Table 4R4-1 MnSCU Comparison: Student-to-Faculty Ratios, Percentage of Faculty Minority Groups and Classes with <50 Students

Measurement	Metropolitan	Moorhead	Bemidji	Mankato	St. Cloud	Southwest	Winona
Students per Faculty	17 to 1	19 to 1	17 to 1	23 to 1	19 to 1	20 to 1	18 to 1
Undergraduate Classes with Fewer than 30	76%	73%	81%	64%	67%	76%	62%
Undergraduate Classes with Fewer than 50	100%	93%	97%	89%	94%	97%	92%
Number of Full-Time Faculty	126	294	192	496	668	113	345
% Faculty who are women	55%	44%	40%	45%	38%	46%	46%
% Faculty from minority groups	21%	6%	6%	8%	23%	15%	8%
% Faculty with highest degree in field	83%	75%	60%	82%	82%	84%	84%

Table 4R4-2 Chosen Peer Group Comparison: Student-to-Faculty Ratios, Percentage of Faculty Minority Groups and Classes with <50 Students

Measurement	Metropolitan State University	California State University, Dominguez Hills	University of Illinois, Springfield	University of Houston-Clear Lake
Students per Faculty	17 to 1	22 to 1	13 to 1	15 to 1
Undergraduate Classes with Fewer than 30	76%	61%	78%	77%
Undergraduate Classes with Fewer than 50	100%	89%	98%	98%
Number of Full-Time Faculty	126	309	211	221
% Faculty who are women	55%	50%	42%	40%
% Faculty from minority groups	21%	33%	17%	28%
% Faculty with highest degree in field	83%	72%	90%	96%
Total Students (UG)	6,939	12,851	4,961	4,450

The MnSCU System "Staff Development Survey" was conducted in the spring of 2010 and will be repeated to help measure changes in satisfaction for staff development. The adoption of the training and development philosophy statement by the president and the establishment of the Employment Development Steering Committee are expected to have a positive impact on future results.

Table 4R4-3 shows how Metropolitan State's employee results from the MnSCU "Staff Development Survey" compare to the employee results from other MnSCU institutions.

Table 4R4-3 University to MnSCU Staff Development Survey Comparison

Statement	Metropolitan State (%)	MnSCU (%)
Stated they received an annual performance evaluation in the last 12 months	63	N/A
Reported attending one or more professional/staff development activities in the past year	82	79
Stated that the activity they attended was on our campus	87	88
Said that they attended campus staff development day	58	51

MnSCU data on the completion of annual performance reviews for all non-faculty employees indicate that Metropolitan State's 63 percent completion rate is "average" as compared to system-wide data, which means it is consistent with aggregate survey results within ± 5 percentage points for percent of annual reviews completed.

411

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Metropolitan State continues to build and improve its processes and systems to ensure that the institution's commitment to the development of faculty, staff, and administrators is put into practice. Here are some of the recent improvement outputs that reflect those efforts:

- Adoption of a training and development philosophy statement
- Establishment of the Employment Development Steering Committee
- Diversity Learning Task Force launch of a new model
- Focus on skill building and professional development for the Professional Development Day
- Commitment for the continuation of the "Valuing People" survey
- Empowerment and Lean 101 training for employees
- Budget approval for capacity building in HR
- Tracking system for employee evaluations
- Systematic process to send performance review reminders to supervisors and managers
- Availability of the STAR alert emergency notification messaging system
- Monthly HR newsletter for the communication and distribution of information
- Employee access to "Survey Monkey" software
- Re-tooling the unclassified search-and-selection process
- The development of new recruitment methods, led by the Office of Human Resources and the Office of Affirmative Action
- Preparation for university-wide customer service training
- Plans for re-tooling new-employee orientation

Just beginning is the university's development of an updated "Diversity Plan" for submission to MnSCU's Division of Equity and Inclusion. Stage 1 of the three-stage process is development of an overall strategic plan and a plan for data-gathering and self-assessment. The template provided by MnSCU for this purpose requires the university to articulate plans to increase diversity of the faculty and staff and to develop cultural competence among its faculty and staff. The university welcomes this opportunity to be purposeful about how it can improve its already good results for a diverse and inclusive workforce. President Sue Hammersmith has commended the "[Recommendations to Improve Campus Climate in 2010 and Beyond at Metropolitan State](#)" offered to the university by the Anti-Racism Leadership Team in November 2009, for consideration as divisions develop their diversity plans.

412

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

Elements of the university's culture and infrastructure that support the development of faculty, staff, and administrators include:

- Vision and Mission Statements
- Employee Development Steering Committee
- Training and development philosophy statement

- Office of Human Resources
- Governance structure
- "Valuing People" survey

Metropolitan State strives to achieve an open and respectful climate. To advance toward this goal, the university provides training in customer service, civility, and empowerment.

5P1

How are your institution's mission and values defined and reviewed? When and by whom?

Metropolitan State University was conceived by its authorizing legislation (June 1971) as an institution that was to meet the unmet higher education needs of people in the Minneapolis-St. Paul (Twin Cities) metropolitan area. Its mission has been reviewed and refined several times since then, always in a collaborative approach among faculty, staff, and administration. The most recent review of the mission was led by the President's Task Force on the University Mission, which was co-chaired by the provost and the president of the Faculty Association. Following meetings and consultations with the university community during fall 2005 and spring 2006, a final decision was made (March 2006) to retain the existing mission statement, with the addition of the word graduate to reflect the growth in and commitment to graduate education at the university.

A similar process was used in 2007-2008, when the Values Task Force was formed to develop a formal university values statement. Co-chaired by the interim provost and the president of the Faculty Association, this task force included three additional faculty members, an administrator, a student, and at least one member each from the Minnesota State Universities Administrative and Service Faculty (MSUAASF), Middle Managers Association (MMA), Minnesota Association of Professional Employees (MAPE), and American Federation of State, County, and Municipal Employees (AFSCME) constituency groups. The recommended values statement was reviewed and discussed in the shared governance process, including meet-and-confer sessions.

The president's approval of the revised mission and values statement, which occurred after completion of the shared governance processes, constituted formal adoption by the university.

The Real-Time Strategic Planning process that was proposed in August 2010 by the Ad Hoc Working Group on University Planning, if adopted, will begin with a fresh look at the university's mission statement, using tools that are specifically designed for this purpose. (See 5P2 and 8I1 for more information about the proposal to adopt a Real-Time Strategic Planning process.)

5P2, 5P4, 5P8

How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance? How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning? How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Planning does not equal leading, but without planning, leadership is unable to provide a unified direction for the future of the university. Thus, planning is a key leadership process.

All planning at Metropolitan State begins with the institution's mission, vision, and values. The University Plan is, by agreement, always prefaced by the university's mission, vision, and goals. Each objective and strategy is aligned with at least one goal.

Because it is a teaching institution, Metropolitan State's core mission is to meet the educational needs of the metropolitan area population. Enhancing its strong focus on students and learning is, therefore, at the forefront of its planning and decision-making processes. All planning is also based on a commitment to continuous improvement that leads to ever better performance.

The spring 2009 Real-Time Strategic Planning process focused on addressing the challenge of managing growth while facing reduced state allocations. The process began with a discussion of the mission, including its emphasis on teaching and learning. The strategy screen developed by the joint planning group of the President's Cabinet and the Planning and Budget Council placed the mission at the top of the list of criteria by which options were evaluated. (See 8P1 for more information.)

Mission continues to drive planning decisions, including decisions about refinement to the planning process itself. As described in 8P, the Ad Hoc Working Group on University Planning has recommended that the university adopt the Real-Time Strategic Planning approach to strategic planning. Critical to their rationale is that the approach and its tools be able to walk the university through:

- A review of the mission
- Creation of an identity statement
- Analysis of the university's "business" model
- Development of a strategy screen (criteria) that will be used to evaluate options for responding to opportunities and challenges
- Agreement on next steps
- Alignment of programmatic and operational strategies with organizational strategies

Thus, Real-Time Strategic Planning will result in even clearer alignment of the university's strategic plan with the institution's mission, vision, and values.

Leaders also set directions by making budget decisions that align with the university's mission, vision, values, and commitment to high performance. With 79 percent of the annual operating budget committed to personnel and capital expenditures, there are relatively few dollars available for investment in new initiatives. When such investments are possible, however, the President's Council, with input from the university's divisions, makes the decision, after a careful analysis of need and impact on future directions.

For example, in September 2010, the president announced her decision to allocate higher-than-expected tuition revenues in 17 areas that represent investments in the university's future. Representing 1 percent of the total budget, some of these allocations enhance the university's delivery of programs and services to current students (e.g., the addition of a new faculty position in accounting, the moving of three nursing faculty lines from grant to operating budget, and the migration of the information technology [IT] platform to a more modern and versatile platform). Other allocations better position the university for the future (e.g., the addition of a position of associate vice president for enrollment management, analysis and review of the university's academic advising model, and additional resources for assistance with grant writing).

Commitment to high performance and continuous improvement are also demonstrated by university leadership and communicated to the university community through the leadership's stated expectations for employee development and training. The recently approved Professional Development Statement is one example. Empowerment training is another example. The university has committed itself to providing empowerment training to all interested employees.

The president and several members of the President's Cabinet have already completed this training. The president has clearly communicated her expectation that each cabinet member is to complete the training in 2010-2011 and has also personally encouraged all employees to participate. Train-the-trainer sessions were begun in fall 2010. Empowerment training, which requires four hours per week for seven weeks, represents a substantial commitment of university resources to employee development for high performance.

The university has also made a commitment to training that specifically builds capacity for continuous improvement. In March 2010 approximately 50 employees attended a 60-minute introduction to Lean principles (see 4P6) as part of Professional Development Day. More than 20 staff members from a variety of departments have completed day-long Lean 101 training. Of these, 10 have gone on to complete Lean facilitation training and are now prepared to lead or co-lead Lean improvement processes.

Leadership for continuous improvement also comes from the members of the Continuous Improvement Coordinating Team (CICT), each of whom has committed to leading a University Quality Improvement Project (UQIP). In piloting the new UQIP process, CICT members are not only working on specific improvement projects, they are also preparing to challenge individual members of the Deans and Directors Council, the Student Affairs Leadership Team, and the President's Cabinet to also lead or sponsor a UQIP.

Leaders also communicate the shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations by serving as role models. An additional way in which the president communicates university directions and the importance of the mission, vision, and values is by publishing her annual presidential work plan. (Communication methods are further described in 5P7.)

5P3

How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

The university relies on both conversations and data to understand the needs and expectations of students and key stakeholder groups. Monthly meetings between Student Senate leaders and senior administrators focus on student needs and university directions. Data from student surveys, such as the Noel-Levitz "Survey of Adult Learners" and the "National Survey of Student Engagement," provide information from the broader student population. The marketing studies known collectively on campus as the "Aslanian studies" offered important insight into the program and service expectations of adult learners in the Minneapolis-St. Paul metropolitan area. Leaders also read and reference state and national resources, such as demographic and workforce predictions, to assess future needs.

Monthly meetings of the president and vice presidents with their respective counterparts from the 10 two-year colleges of the Metro Alliance help the university build and maintain relationships and understand the needs of the community and technical colleges. The president and vice president for university advancement meet each month with the Metropolitan State University Foundation's board chairperson. All of the President's Council members actively participate in the Foundation's quarterly board meetings. The Alumni Board meets regularly as well, with the president and vice president for university advancement actively participating.

Less regular, but equally important, are meetings with neighborhood groups and local government. Such meetings tend to be topical in focus. Recent meetings with members and staff of St. Paul's City Council, the City of St. Paul District 4, Dayton's Bluff District 4 Community Council, and the Dayton's Bluff Urban Partnership Coalition have focused on sharing the university's updated Master Plan and on obtaining community suggestions and support.

Other data sources and their use are further described in 5P6.

5P5

How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Faculty make decisions regarding curriculum and academic programs, following processes described in Category 1. Academic deans, the provost, and the president also have a decision-making role for proposed new programs.

Operating and programmatic decisions are typically made through the organizational structure of the organization. In other words, the administrator or manager with responsibility for the unit makes the decisions, generally after consultation with or recommendations from affected faculty and/or staff.

University-level strategic decisions are made by the president, following consultation with the President's Council, the President's Cabinet, the Planning and Budget Council, university constituent groups through the shared governance process, and others.

Standing committees, advisory groups, process improvement teams, and ad hoc working groups play important leadership and communication roles in making and implementing decisions. Most such groups are deliberately cross-functional and/or inclusive of constituency groups. As a general rule, such groups have a larger role in advising and decision making than they do in implementation, as responsibility for implementation is generally assigned to units in the organizational structure of the university.

The Table 5P5-1 summarizes the types of groups and their typical roles, along with few examples of each.

Table 5P5-1 Standing Committees, Advisory Groups, Process Improvement Teams and Ad Hoc Working Groups

Type	Typical Roles	Examples
Standing committees	Provide for ongoing cross-functional discussion of processes and issues that affect and/or are affected by several departments. Many, but not all, are primarily focused on student processes or issues. Coordinate across functions, identify policy and procedures issues, and offer recommendations, provide communication to and from university departments.	Orientation Committee, Advising Council, Facilities Committee, Continuous Improvement Coordinating Team, Deans and Directors Council, Web Content Coordination Team
Advisory groups	Convened specifically to advise critical university processes or functions. Cross-functional, generally representative of constituency groups. Assist in setting priorities and bringing constituency perspectives to decision-making processes. Provide communication to and from constituency groups.	Planning and Budget Council, Web Advisory Council, IT Advisory Council
Process improvement teams	Convened to improve specific processes. Members chosen for functional expertise and involvement in the process being improved. Examine current process, collect and analyze relevant data, redesign process, and communicate to and from departments and constituency groups.	Academic Scheduling Redesign Team, Cost Allocation Team, Cost Study Team.
Ad hoc working groups	Organized to address specific short-term questions or issues. Investigate issues, evaluate options, and offer recommendations.	Ad Hoc Working Group on University Planning, Values Task Force, Degree Audit Reporting System (DARS) Implementation Group

Within the university's four divisions, regular meetings of the entire division staff (e.g., University Advancement), department (e.g., IT), or leadership (e.g., Student Affairs Leadership Team, deans) are important communication and decision-making forums.

In addition, the faculty, through the Faculty Association, has a structure of committees that enables decision making and participation in governance. Faculty Association committees are summarized in the Table 5P5-2.

Table 5P5-2 Faculty Association Committees

Faculty Association Committee	Summary of Purpose/Charge
Academic Affairs Committee	Review new course and new program proposals
Advising and Student Issues Committee	Represent faculty concerns/interests regarding advising and student services
Center for Teaching and Learning Committee	Advise the Center for Teaching and Learning (CTL) help to develop policy and procedure for the structure and administration of the CTL
Distance Learning and Intellectual Property Committee	Monitor university and MnSCU intellectual property (IP) policies, coordinate IP and distance learning issues with the Center for Online Learning
Equity and Diversity Committee	Serve as required reporting committee for related committees of the statewide Inter-Faculty Organization (IFO), serve as advocate for diversity curricular issues affecting students and faculty
Executive Committee	Oversee the operation of the Faculty Association
Faculty Issues Committee	Review and recommend promotion and tenure policies and procedures, promote faculty development, represent faculty interests
Grievance Committee	Coordinate with statewide IFO on grievance issues, support faculty interests in human resource issues and grievances
General Education and Liberal Studies (GELS) Committee	Review new and existing courses for inclusion in General Education and Liberal Studies (GELS) curriculum, assess the GELS curriculum and university-wide graduate requirements
Graduate Programs Committee	Review new graduate courses and programs, develop and propose policies and procedures related to graduate education
Library Committee	Work with dean of the library to develop and implement a vision and detailed plans for library services
Planning and Budget Review Committee	Review the University Plan and present relevant issues to the faculty for timely involvement in university planning processes

It has sometimes proved to be challenging for the university to move from recommendation and/or shared governance to decision and implementation. An ad hoc working group was convened in 2009-2010 to clarify the decision-making process as it relates to the shared governance process in particular. (See 5I1 for more information.)

5P6

How do you use data, information, and your own performance results in your decision-making processes?

Analysis of Metropolitan State's data and own performance results serves to inform decision making. To the extent that the decision at hand has longer-term implications or higher-stake consequences, the more the university consults and relies on a wide variety of data sources. The Master Planning process (described in 8P1) serves to illustrate this point.

Master facilities planning, which is conducted every five years, is the process by which MnSCU institutions update their 30-year facility plans. Capital projects, such as new buildings and major renovations, arise from master plans. Thus, master planning has both long-term consequences and high stakes in the form of high costs. For the 2009-2010 Master Planning process, Metropolitan State's review of data included the following:

National data (U.S. census data from 2007, Council for Adult and Experiential Learning [CAEL] research on adult students, Stamats Higher Education Marketing's national surveys of adult students, U.S. Department of Education projections to 2018, marketing and recruitment materials from a national for-profit educational provider, the Brookings Institute's "State of Metropolitan America" report, the Aslanian Group's "Trends in Adult Learning" report)

Minnesota and metropolitan area data (Minnesota State Demographer predictions for higher education in Minnesota, state demographic trends and predictions from the Minnesota State Demographer's Office, U.S. census data for Minnesota, regional transportation trends and plans)

MnSCU system data (MnSCU Transfer Students Survey, Accountability Dashboard performance data for Metro Alliance colleges and MnSCU universities, Aslanian Group's analysis of educational needs of adults in the Minneapolis-St. Paul metropolitan area)

Metropolitan State University data (university enrollment trends, zip code study of current Metropolitan State students, Aslanian Group's higher education market research focusing on adult student demand for the Minneapolis-St. Paul metropolitan area, geographic distribution of current students within the top 10 Metropolitan State majors, Noel-Levitz study of current undergraduate and graduate students, preferences for and experiences with Metropolitan State from current students and alumni)

The picture that emerged from these data, along with the university's mission to serve the greater Minneapolis-St. Paul metropolitan area, has led to a bold master plan proposal that positions the university's physical presence throughout the metropolitan area in a substantively different way than in the past. At the same time, the proposed master plan is congruent with Metropolitan State's heritage and role as a non-traditional urban university serving adult students. It is also achievable and supported within the university and at MnSCU's Office of the Chancellor.

The smaller-scaled annual budgeting process estimates tuition revenue based on enrollment and admissions data and on MnSCU projections of state funding. Together, these two sources of revenue—tuition and state funding—account for 94 percent of the university's operating budget funds.

Still narrower in focus are data on classroom utilization and course registrations. These data inform the academic scheduling process, i.e., which courses to schedule (including where and when) to meet student needs and to optimize use of scarce classroom space.

Other examples of data used in organizational decision making are provided in answers to Category 3, Category 4, Category 6, and Category 8 questions.

5P7

How does communication occur between and among the levels and units of your institution?

Communication rolls up and down the organization through the reporting relationships depicted in the university's organizational chart (see 6P4). This routine, yet highly important, communication path is complemented by the groups described in 5P5 and by electronic, face-to-face, and written communication channels, which are summarized in Table 5P7-1.

Table 5P7-1 University Communication Channels

Channel	Examples
Electronic	GroupWise e-mail, university's public website, student and employee portals, StarAlert emergency notification via cell phone and mobile computing devices
Face-to-face	All-university planning forums, special topic forums (e.g., Noel-Levitz sessions), formal meet-and-confer meetings, monthly student leadership meetings with senior administrators, Leadership Forum (informal meetings between collective bargaining unit leaders and university president), Fall Convocation, once-a-semester department chairs/deans meetings, regular one-on-one meetings between managers and employees
Written	Catalyst (bi-weekly student newsletter), Calendar (bi-weekly employee newsletter), departmental and college newsletters (e.g., the Office of Human Resources, the Office of Information Technology, the Center for Online Learning, the College of Management), formal recommendations and reports. Most written documents are distributed electronically via e-mail, website, and/or portal.

As stated in university policy, the [official means of communicating](#) with students is through their university-provided e-mail accounts. As established by long-standing practice, the leadership of the Faculty Association and the MSUAASF bargaining units serve as important communication links between the administration and members of both the teaching faculty and the administrative and service faculty. Monthly "packets" containing announcements, requests, and proposed policies and procedures are distributed through these venues.

5P9

How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

The leadership abilities of faculty, staff, and administrators are encouraged, developed, and strengthened through:

- Annual professional development plans
- Annual reviews
- Training (e.g., empowerment training, Lean training, MnSCU-provided supervisory and leadership training)
- Attendance at professional conferences
- Participation in the MnSCU-sponsored [Luoma Leadership Academy](#)
- Serving as chair of an academic department
- Serving as chair or co-chair of a standing committee or ad hoc working group
- Interim appointments that fill unexpected or short-term administrative or managerial vacancies

Members of the President's Cabinet have also begun to read and discuss books on leadership, planning, and change, sometimes in conjunctions with MnSCU's "New Administrators" training. Book selections to date have been:

- *The Nonprofit Strategy Revolution: Real-Time Strategic Planning in a Rapid-Response World* by David LaPiana (2008, Fieldstone Alliance, St. Paul, Minnesota)
- *Switch: How to Change Things When Change Is Hard* by Chip Heath and Dan Heath (2010, Broadway Books, New York, New York)
- *The First 90 Days in Government: Critical Success Strategies for New Public Managers at All Levels* by Peter H. Daly, Michael Watkins, and Cate Reavis (2006, Harvard Business School Publishing, Cambridge, MA)

5P10

How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

As part of the transition to a new president, administrators who report directly to the president are asked to provide detailed reports related to the mission, vision, values, and operations. All new administrators (president, vice presidents, associate vice presidents, deans, and others) attend required university and MnSCU orientation.

Because vacancies in leadership positions cannot always be anticipated and filled in advance, Metropolitan State makes effective use of interim appointments to bridge changes in leadership. Recent examples include these interim appointments: provost and vice president for academic affairs, vice president for finance and administration, affirmative action officer, and dean of students. Following national searches to fill the vacancies, interim office holders sometimes emerge as the top candidate and are appointed long-term to these positions.

In some instances, however, (e.g., president, provost and vice president for academic affairs), the interim office holder is not permitted to apply for the position. In such cases, the university provides both on-campus and distance coordination and transition from the interim office holder to the new appointee.

5R1, 5R2, 5R3

What performance measures of Leading and Communicating do you collect and analyze regularly? What are your results for leading and communicating processes and systems? How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The 2006 and 2009 "Valuing People" survey contains several "overall satisfaction" questions that are related to leadership and communication. Table 5R-1 provides "percent satisfied or greatly satisfied" results by employee category. (See Category 4 for more information on the survey.)

Table 5R1-1 2006 and 2009 Valuing People "Percent Satisfied or Greatly Satisfied" Leadership and Communication Results

Time Frame	Administration* (%)	Community Faculty (%)	Professional Staff* (%)	Resident Faculty (%)	Support Staff (%)
Overall, I am satisfied with the university's existing organizational culture and structure					
2006	35	66	NA	29	35
2009	71	84	51	61	66
Difference	36	18		32	31
Overall, I am satisfied with the university's mission and management of change.					
2006	52	66	NA	37	35
2009	86	96	83	78	78
Difference	34	30		41	43
Overall, I am satisfied with the information and communication links at the university.					
2006	33	64	NA	33	33
2009	67	87	44	56	54
Difference	34	23		23	21

**Note: The 2006 survey grouped professional staff and administrators together.*

Because the professional staff responses were combined with administrators' responses in 2006, the difference between 2006 and 2009 results must be interpreted cautiously for administrators and are not available for professional staff. For community faculty, resident faculty, and support staff, the 2009 results demonstrate substantial improvement. The 2009 results also demonstrate the need for yet further improvement of satisfaction levels, especially among professional staff.

In August 2010, administrators responded to a survey that focused on the team characteristics of the President's Cabinet. Table 5R1-2 presents responses to the items identified as strengths and opportunities for improvement.

Table 5R1-2 President's Cabinet Characteristics Survey

Statement	True (%)	Sometimes True (%)	Not True (%)	Identified as...
I have a clear idea of the team's goals.	6.3	62.5	31.3	Opportunity for Improvement
I am clear about my role with the team.	31.3	37.5	31.3	Opportunity for Improvement
The team has a working method for resolving conflicts.	0.0	37.5	62.5	Opportunity for Improvement
Team members are open to new ideas.	31.3	62.5	6.3	Opportunity for Improvement
Team members who offer new ideas get lots of support and encouragement.	12.5	75.0	12.5	Opportunity for Improvement
Challenges are opportunities to make improvements, be creative, and use my talents and abilities to the fullest.	50.0	43.8	6.3	Strength
Team members arbitrarily discard what is working for something just because it's new.	0.0	37.5	62.5	Strength
I am excited about the institution's mission and goals.	87.5	12.5	0.0	Strength

Effective leadership, communication, and planning are ultimately reflected in the accomplishments of the university as a whole. Highlights of accomplishments during the 2009-2010 academic year, taken from the president's 2010 overview to MnSCU's chancellor, are summarized in Table 8R2-1.

511

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

The 2006 "Valuing People" survey revealed the need to improve communication within Metropolitan State. The university responded by taking the following actions:

- Encouraged and required use of university e-mail
- Upgraded the e-mail application and increased storage capacity to improve functionality
- Put in place a network monitoring system to measure server load and performance
- Held more meetings with governance groups to discuss issues, plans, and policy changes
- Increased the number of university-wide meetings to convey critical information
- Focused on development of communication plans as integral parts of project planning and management
- Regularly posted information on university plans and initiatives in the portal
- Discussed civility in governance meetings

Metropolitan State has also filled several critical leadership vacancies, including the vice president for student affairs, the dean of students, the equal employment and affirmative action director, the chief information officer (CIO), the associate vice president for finance, and the director of financial aid.

The Real-Time Strategic Planning approach, empowerment training, and change management are major initiatives that will continue in 2010-2011 and beyond. These were the focuses of the August 2010 retreat of the President's Cabinet, for which the assigned reading and a major part of discussion was the book *Switch: How to Change Things When Change Is Hard* by Chip Heath and Dan Heath (2010, Broadway Books, New York, New York). In preparation for the retreat, cabinet members also completed a pre-assessment that provided insight into members' perception of the cabinet as a team. (See 5R for results.) Work on team building will continue in 2010 and beyond.

512

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

Elements of Metropolitan State's culture that support leading and communicating include:

- The university's mission statement
- A commitment to shared governance
- A commitment to continuous improvement
- A commitment to open, direct communication that encourages the sharing of diverse opinions and perspectives

Several elements of the infrastructure also support leading and communicating:

- Organizational structure (divisions, colleges, departments) and cross-functional advisory groups (e.g., President's Council, President's Cabinet, Deans and Directors Council)
- Shared governance, including:
 - Monthly formal meet-and-confer sessions between administration and leaders of each of the university's five collective bargaining units
 - Monthly meetings of senior administrators with the leadership of the Student Senate
 - Once-a-semester informal Leadership Forum meetings that include senior administrators and leaders from all five collective bargaining units and from the Student Senate

- Short-term, cross-functional work groups (e.g., Ad Hoc Working Group on University Planning)
- Bi-weekly publication of the Calendar and Catalyst by the Publications Department, plus departmental (e.g., Office of Human Resources) and college (e.g., College of Management, College of Arts and Sciences, College of Nursing and Health Sciences) newsletters
- Use of the university's portal to post reports and communications under a wide variety of categories (e.g., AQIP, Strategic Planning, Pandemic Planning, Planning and Budget Council, Master Planning, Noel-Levitz Updates, Integrated Marketing Resources, Annual Budget Books)

6P1, 6P2

How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)? How do you identify the administrative support service needs of your faculty, staff, and administrators?

Metropolitan State University continually strives to allocate appropriate resources to adequately support students, faculty, staff, and administrators. This effort is accomplished by providing basic administrative functions that meet acceptable standards as economically and efficiently as possible.

Operational support services are driven by two basic requirements:

- To operate and maintain facilities and provide a safe and secure environment
- To meet requirements from the Minnesota State Colleges and Universities ([MnSCU system](#)) and from state and federal government agencies.

The main groups responsible for the identification of student needs are listed in Category 3, question 3P1. Stakeholders, such as business partners (e.g., Minnesota Council for Quality) or community agencies (e.g., CLUES [Comunidades Latinas Unidas En Servicio] and Beacon of Hope Church), frequently use space at Metropolitan State for meetings, conferences, and social events. External partners can and do give feedback directly to facilities staff regarding the level of their satisfaction with room setup, janitorial service, security, parking, and equipment.

Table 6P1-1 lists the methods used to identify service needs on campus. The target for all service-oriented units is to provide an environment to enhance academic programs and student/faculty success and satisfaction with university operations.

Table 6P1-1 Methods Used to Identify Service Needs

Methods	Students	University Community
Feedback	Polling by IT and other service units Noel-Levitz survey University committee participation	Safety, Sustainability, and Facilities Committee, The Crisis Team, Web Advisory Committee, IT Advisory Committee, Organizational reporting lines, "Valuing People" survey, All-university forums
Governance	Student senate	Meet-and-confer meetings
Communication	Formal and informal interaction with faculty, advisors, gateway staff, and administrators	Formal and informal interaction with faculty, staff, administrators, and students
Complaints	Academic or service	Academic or service
Work orders/requests	IT Help desk Scheduling	IT Help desk, Scheduling, Building services, Ergonomic consultations
Campus safety	Escort service records Security incident records	Escort service records, Security incident records, Daily crime log
Process Improvement		Lean and kaizen events, Action projects, University Quality Improvement Projects (UQIP)

6P3

How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

The Safety and Sustainability Subcommittee of the Planning and Budget Council and the Crisis Team are responsible for the ongoing design, maintenance, and communication of the physical safety and security of the university. The subcommittee is responsible for policy and procedure review and for making recommends concerning space usage, facilities, sustainability, security, and safety. The Crisis Team members are the designated decision makers in the event of major crisis or threat to the university community. The university's president, director of safety and security, and selected vice presidents are members of the team.

MnSCU recommends that institutions create an All Hazard Plan specific to their institution and provides template language for the institutions to consider when developing the plan. Three notebooks contain specific emergency recommendations and are divided into the following areas:

- Continuity of Operations Plan
- Emergency Preparedness Plan
- Crisis Intervention Plan

The Safety and Security Office provides a safe-secure environment for all members of the university community. Policies and procedure are in place to deal with emergency situations, if they should arise. All emergency related information is available on the university website and includes:

[Emergency procedure book](#)

Outlines a variety of non-emergency and emergency procedures and policies.

[Class Cancellation Emergency Closing](#)

Outlines the closure process for students and employees.

[University Procedures on Evacuations](#)

Outlines evacuation procedures in case of fire.

[Lock Down and Active Shooter](#)

Outlines steps to follow if a lock down is necessary.

[Bomb Threats](#)

Outlines steps to follow in the event of a bomb threat.

[Assisting Students in Crisis](#)

Outlines techniques and suggestions on how to cope with distressed students.

[Emergency Public Address Notifications](#)

Outlines steps for notifying the university before, during, or after an incident.

Communication methods used to issue notification through the university in the case of emergency or urgent situation are:

- Announcements on the portal and university website
- Announcements via the Safety Public Address (PA) system
- Announcements via broadcast media (radio and television)

- E-mail messages to students, faculty, and staff
- Notice on the university emergency RU Ready website
- Mass notification announcement on the STAR Alert system via text message

The STAR Alert and Safety PA systems are tested periodically to ensure their viability. Security services are contracted from professional security agencies. Security officers respond to immediate needs and can be consulted on an as-needed basis. They are authorized to take appropriate action to assure the safety and security of all students, faculty, staff, and visitors.

6P4

How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Key student support and administrative day-to-day processes are managed by the university's vice president for administration and finance and the vice president for student affairs. The vice presidents operate through a network of directors and managers for their respective areas. (See [University Organizational Chart.](#))

Key areas of responsibility for the vice president for administration and finance are:

- Financial management
- Information technology (IT)
- Facilities/safety and security
- Human resources (HR) (Category 4)

Key areas of responsibility for the vice president for student affairs are:

- Financial aid
- Registration
- Admissions and student services
- Student life and learning
- Special student programs

Feedback from surveys, forums, help desk requests, and work orders inform units of the effectiveness of student support services. Students can voice service complaints to any staff member of the Student Affairs division or submit a written complaint to the vice president of student affairs. The policy, procedure, and process for student complaints are the focus of two current AQIP Action Projects. Approval for the policy and procedure is expected early in 2011, and process implementation is expected to begin that same year.

6P5

How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

Technology is the key method used by Metropolitan State to document and share knowledge about support services. Students, faculty, and staff view technology as a main component for knowledge-sharing, innovation, and empowerment. Such technology includes:

- University website
- College and program web pages
- Portal and shared network drives
- Ask Us! web page

- DataSlice[®] (web-based knowledge base in development to provide access to static reports and data)
- Report Launcher (portal-based access to dynamically created reports and data)
- Form finder (search tool for university forms)
- Facilities work request form
- IT Help Desk
- e-timesheet (electronic time sheet for submission of work hours to payroll)

Formal policy and procedures are available on the staff/student portal and on the Metropolitan State and MnSCU websites. Group meetings, councils, university forums, process teams, and work groups encourage face-to-face interaction and idea exchange in support of innovation and new ways of thinking about how the university functions. For example, the Deans and Directors Council meets twice a month to discuss global university topics, give requested feedback, and share campus-wide updates and accomplishments. Process changes are communicated through the website, open forums, and scheduled meetings, as well as through the governance process. Revisions of policy and procedures are communicated and disseminated by the Office of the President.

6R1

What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

The measures of administrative and organizational support service that Metropolitan State collects and analyzes regularly are shown in Tables 6R1-1 and 6R1-2.

Table 6R1-1 Measures of Administrative and Organizational Support Service

Measures	Data collected and analyzed
Financial	
Operating revenue	Budget vs. actual; month-by-month data
Annual financial report:	General overview, external auditor findings, and analysis
Cumulative registration	The percent of change for the same or equivalent day last year
Full-year equivalent (FYE) trend data	Headcount, credits, and FYE data for the current term of registration and for the same or equivalent day the prior year with the percent difference
Tuition collected	Monthly tuition revenue reports prepared for the vice president of finance/chief financial officer (CFO)
Accounts receivable	Quarterly receivables reporting for MnSCU and Minnesota Management and Budget (Minnesota state agency)
Student registration	Students registered for a specified term who have greater than 0 credits
IT Services	
Network service up times	Percentage of up time of the university network services
Audio/Video requirements	A/V requirements by campus
Facilities	
Building Space	Building space by department and type
Class count	Class count for three campus locations (by division, department, days of the week, and location)

The Office of Financial Management and individual colleges and departments across the university closely analyze budget data. The data presented below is from the Metropolitan State's fiscal year 2010 and fiscal year 2011 comprehensive budget book

Table 6R1-2 Excerpt from Fiscal Year 2010 and 2011 Comprehensive Budget Book

Measures	2010 Results	2011 Results
Total budget	\$80.5 million	\$80.3 million
Operating budget	\$54.7 million	\$56.7 million
Salaries/benefits (75% of operating budget)	approx. 41 million	approx. 42.4 million
Full-time equivalent employees	651	624*
Total head count	1,100	950*

*The university has not experienced a reduction in staffing between fiscal year 2010 and fiscal year 2011. The drop in full-time (FTE) employee and total headcount is due to changes in the methodology for counting positions and calculating FTE, especially for community (part-

time) faculty and contracted services. For example, the *Fiscal Year 2010 Budget Book* numbers included contracted employees in some areas (e.g., security). For the *Fiscal Year 2011 Budget Book*, standard approaches to counting positions and calculating FTE were developed that will also be applied in future years.

In fiscal year 2010, the university experienced a reduction in state appropriations of more than 11 percent over the previous year. The reduction was offset by the combination of a moderate tuition rate increase, additional revenue from increased enrollment, and an infusion of federal stimulus funds. In fiscal year 2011, because of a change in the funding ratio, the state appropriation remained virtually unchanged from fiscal year 2010. It is important to note that fiscal year 2011 is the final year that Metropolitan State will receive federal stimulus funds, which totaled \$1.5 million over the 2010-2011 biennium.

As part of the annual financial statement audit, the university prepares an analysis of how it performed financially during the previous fiscal year. It also compares its performance with prior years and with other MnSCU institutions. The financial ratios used are primarily the Composite Financial Index (CFI) ratios promulgated by the Higher Learning Commission. The CFI allows the university to report specific institutional and component unit data that can be compared with other MnSCU institutions, as well as with other institutions using the CFI ratios. Table 6R1-3 shows the university's CFI ratios for the three most recent fiscal years for which data is available.

Table 6R1-3 University's CFI Ratios, Fiscal Years 2007-2009

Ratio	2009	2008	2007
Primary Reserve	.56	.63	.59
Operating Margin	(0.04)	.25	.23
Return on Net Assets	.19	.31	.01
Viability	.88	.82	.69
Composite Financial Index	1.60	2.04	1.51

In addition, the university uses CFI data to compare itself to performance of seven MnSCU state universities, as shown in table 6R1-4.

Table 6R1-4 MnSCU Peers vs. MSU Composite Financial Index, Fiscal Years 2007-2009

Fiscal Year	Rank (1-7)	Metropolitan	MnSCU Peers Avg	Difference
2009	4	1.60	1.69	(0.09)
2008	4	2.04	2.12	(0.08)
2007	5	1.51	2.00	(0.49)

Performance results for student support service processes are in 3R2.

6R2

What are your performance results for student support service processes?

Measures and results for most student support services are in Category 3, question 3R1. Technology infrastructure results that support students as well as employees are reported in 7R1, 7R2, and 7R3

6R3

What are your performance results for administrative support service processes?

Lease and Facilities Costs

Lease costs for the Midway classroom and office facility have increased from fiscal year 2008 to fiscal year 2010, due to increases in lease rates and square footage leased. Costs were \$906,848 (2008), \$1,039,962 (2009), \$1,053,568 (2010), and \$1,134,500 (2011).

The university pays rental fees at some off-site facilities used for instruction. Though small by comparison to the lease cost for the Midway facility, the goal has been to reduce such costs by more efficient scheduling on campus or at locations that do not charge rent. The figures below reflect steady decline in facility rental costs.

FY 2008: \$45,733.52

FY 2009: \$29,011.50

FY 2010: \$20,768.00

Co-Sponsored Events

University [Procedure 460](#) establishes the criteria for the co-sponsorship of events on campus. The procedure sites the development and maintenance of meaningful relationships with the community at large as specific criteria. Co-sponsored events include groups such as:

- Minnesota Sinfonia
- City of St. Paul Parks and Recreation Department
- Dayton Bluffs Community Council
- Campfire USA
- Minnesota Council for Quality
- Eastside YMCA

The events that Metropolitan State has co-sponsored (with rental fees waived) during the past three fiscal years numbered 77 (2008), 54 (2009), and 67 (2010).

Crime Statistics

Each October 1, MnSCU institutions are required to report crime statistics to MnSCU's Office of the Chancellor. It is important to note that Metropolitan State is situated in an urban setting with a mix of residual and small businesses in close proximity. The numbers of incidents listed below include those that may have occurred in the area immediately adjacent to the campus in St. Paul.

2007: 17 incidents

2008: 17 incidents

2009: 16 incidents

Information Technology (IT)

Performance results and measures for information technology are located in Category 7, question 7R1.

6R4

How do your key student, administrative, and organizational support areas use information and results to improve their services?

To assess its performance in the areas of student, administrative, and organizational support, Metropolitan State continually compares its data with institutions within MnSCU. In the area of expenditures per full-year equivalent (FYE) student, the university has developed the following data for fiscal year 2009, ranked in comparison with other MnSCU institutions.

Table 6R4-1 Metropolitan State University's Expense Rank per FYE

Expense	Rank (1-7)	Metropolitan State (\$)	Average of Peers (\$)
Academic Support	1	2,991	1,425
Auxiliary Enterprise	7	167	1,938
Depreciation	7	455	749
Institution Support	2	1,710	1,474
Instruction	7	4,228	4,990
Phys Plant Operation	5	1,017	1,113
Public Service	7	16	137
Research	6	34	104
Scholarships & Fellowships	3	222	168
Student Services	7	1,006	1,790

The following table presents another example of comparison data between the university and other MnSCU. It summarizes revenue and expense data per comparison FYE.

Table 6R4-2 MnSCU Peers vs. Metropolitan State University Resources and Expenditures (per FYE) Fiscal Year 2008-09

Resources	Rank (1-7)	Metropolitan State	Average of MnSCU Peers	Difference
State Appropriations	4	4,760	4,971	(211)
Tuition & Fees	7	5,124	7,149	(2,025)
(Financial Aid)	4	(222)	(192)	(30)
Subtotal-Net Tuition & Fees		\$4,902	\$6,957	\$(2,055)
Investment Income	6	25	56	(31)
Federal Grants	2	1,222	1,169	53
Other Revenue	5	798	1,014	(216)
Total Resources		\$11,707	\$14,167	\$(2,460)
Expenditures				
Instruction	7	4,228	4,990	(762)
Research	6	34	104	(70)
Academic Support	1	2,991	1,425	1,566
Subtotal-Academic Programs		\$7,253	\$6,519	\$734
Public Service	7	16	137	(121)
Student Services	7	1,006	1,790	(784)
Scholarships & Fellowships	3	222	168	54
Institution Support	2	1,710	1,474	236
Phys Plant Operation	5	1,017	1,113	(96)
Auxiliary Enterprise	7	167	1,938	(1,771)
Depreciation	7	455	749	(294)
Total Expenditures		\$11,846	\$13,888	\$(2,042)

6R5

How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

As part of the university's self-evaluation process, comparisons with other MnSCU institutions is done using financial management reports found on the [MnSCU Financial Management web page](#). This site contains publicly available information on all MnSCU institutions in the areas of enrollment, financial reporting, and facilities reporting.

Metropolitan State compares favorably in both the Facilities Condition Index (FCI) and space utilization. The FCI measures the dollar amount of deferred maintenance as a proportion of facility replacement value. It also measures effective stewardship of facilities and innovation to meet educational needs efficiently. As can be seen in Table 6R5-1, in 2009, only Metropolitan State and St. Cloud State University exceeded expectations in this measurement.

Table 6R5-1 2009 Facilities Condition Index Score

Metropolitan	Mankato	Southwest	St. Cloud	Moorhead	Winona	Bemidji
.03	.12	.08	.03	.19	.13	.12

MnSCU Accountability Dashboard October 2010

The Space Utilization Score reflects the intensity of use of instructional space for credit classes. Results for fiscal year 2010 are reflected in Table 6R5-2

Table 6R5-2 MnSCU Space Hours Usage Percent

University	Fall 2009 (%)	Spring 2010 (%)
Metropolitan	93.0	94.5
Mankato	112.1	104.2
Southwest	72.6	73.0
St. Cloud	88.6	88.0
Moorhead	83.9	79.7
Winona	88.8	82.6
Bemidji	59.0	53.1

Regular analysis of space utilization is based on the application of space standards and projected enrollments. Metropolitan State's overall utilization scores for the last three years showed marked improvement.

Fall 2007: 79.0%

Fall 2008: 80.0%

Fall 2009: 88.8%

6I1

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Metropolitan State continues to identify and refine organizational support processes and systems that provide a positive learning environment. Recent improvements in the areas of financial management, information technology, and facilities, safety, and security include:

- Assessment and improvements to the energy management system resulted in net savings in excess of \$100,000 in annual utility costs.
- Reassignment of costs resulted in a \$2 million-plus benefit for correcting coding errors.
- Classroom utilization increased by 13 percent from fall 2007 to fall 2009, with utilization reaching 93.0 percent in fall 2009 and 94.5% in spring 2010.
- "Standard work" processes were established for document imaging and for handling incoming documents, such as transcripts and applications.
- Thirteen weeks in class schedule production time were eliminated by using Lean principles.
- Improvements in the budget development and adoption processes made the annual budget more transparent and accessible to the university community. The budget is distributed to the President's Cabinet, posted on the university employee and student portals, and made available in the library. Monthly "budget-to-actual" comparisons reports are posted to allow the community to see how actual spending compares to the budgeted amounts.

6I2

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

Elements of the university's culture and infrastructure that provide an environment where learning can thrive include:

- A student-focused mission
- Dedication to quality
- Accountability
- Department of Financial Management
- Department of Information Technology
- Department of Facilities, Safety, and Security
- The university's goal to strengthen and integrate university systems and processes
- The university's objective to expand and improve instructional space

7P1, 7P2

How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services? How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Selection

Metropolitan State University's process for selection varies according to the kind of data and performance information in question. At the institutional level, the President's Cabinet has selected Key Performance Indicators (KEIs) in the following categories:

- Academic Quality
- Admissions
- Affordability
- Civic Engagement
- Employees
- Enrollment and Persistence
- Facilities and Technology
- Finance
- Programs, Majors and Minors
- Students

Selection of other data has been guided by requirements of the Integrated Post-secondary Education Data System (IPEDS), the U.S. Department of Education, and Minnesota State Colleges and Universities (MnSCU).

University policies and procedures identify yet other data. For example, [University Procedure 255](#) identifies the data to be included in the five-year academic review process.

Decision makers throughout the university select other data as they identify information needs. Data is also selected for specific purposes, such as the writing of grant applications and reporting of results to granting agencies or other external entities (e.g., accreditation bodies).

Management

Management of information can best be described as decentralized. To some extent, this was by design, as the MnSCU Integrated Statewide Record System (ISRS) was intended to allow employees to query data as they required it. The querying capabilities of ISRS, either through the use of prepared reports or through user-created queries, have proved to be a challenge due to the system's complexity and multiple points of entry.

Because of the multiple data generators (e.g., ISRS, Hyperion Brio, Microsoft Access), the management of many reports is in the control of the user, i.e., the employee seeking and/or using the data. However, in some cases, responsibility for the management and distribution of data is specified in university procedures, e.g., the academic review procedure.

Distribution

Providing easy access to data and performance information is a key challenge. While the great majority of data resides within the ISRS, reports based on the data may be provided by or located at any number of university sources, including:

Office of Institutional Research

- Department of Information Technology
- Registrar's Office

- Admissions Office
- Report Launcher, University Data, and Financial Management sites within the portal
- Switchboard
- ISRS reports
- Division, college, or departmental offices

In addition, reports and data are provided in various locations on the MnSCU website, including:

- Management Reports
- Trustee's Accountability Dashboard
- Hyperion Brio
- Allocation Framework

Many of these locations require usernames and passwords that do not match the security conventions of the other locations.



DataSlice[®], a knowledge base that is housed in RightNow[®] software, populated with Metropolitan State reports, and managed by Metropolitan State's Office of Institutional Research (IR), has been created to provide a path through the maze of these report sources and to directly deliver reports and data to users. (See section 7P3 and 7I1 for more information on DataSlice[®].)

Data for Planning and Continuous Improvement

In addition to the data selection, management, and distribution methods identified above, departments and cross-functional process improvement teams are involved in planning and identifying data needs. Typically, requests for additional data go to IR or the Department of Information Technology (IT). Data from such requests are likely to be of interest to yet others within the university, so the reports generated are shared through DataSlice[®]. Data about individuals or with numbers small enough that individuals might be identifiable are not made available, however.

7P3

How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Departments and other units communicate their needs for data collection, storage, and accessibility in a number of ways. IT's annual call for major project proposals through the IT Advisory Council regularly produces larger scale requests. For example, for fiscal year 2011, the Urban Teacher Department requested an upgrade of their Access database and improved linkage to data on the replicated database located on the CAP server (i.e., the server that contains Metropolitan State's replicated database of ISRS). The project request specifically referenced the need for standard queries that would be useful to all academic departments. Recognizing that this project is essential for the April 2011 accreditation review by the Minnesota Board of Teaching, IT began work on this project in July 2010.

In addition to IT's systematic call for projects, departments and units make known their need for smaller scale projects, ad hoc queries, and unanticipated projects by requesting assistance from IR or IT. They may also communicate through existing supervisory structures or through the shared governance process. The university "grapevine," though less systematic and formal than the other methods, also provides information about departmental needs.

Thanks to robust tools that permit analysis of report and data requests, even in the pilot phase, DataSlice[®] has begun to serve as a systematic method to discover the data needs of departments and individuals throughout the university.

Frequent or numerous requests for similar data can be tracked and elevated, alerting the IR office to the need to develop a report and provide it through DataSlice®.

In addition, when a DataSlice® user has not found the data or report wanted, he or she can complete a simple form to ask for help or request a report. This information is picked up by the IR office, which contacts the user and assists him or her in either finding existing information or starting the process of creating the information and adding it to DataSlice®.

As illustrated by the Urban Teacher Department's fiscal year 2011 project, the underlying assumption is that information wanted by one user or department is wanted by other users and departments. Thus, a report created in response to a particular request almost always leads to a report that is available through DataSlice® or other methods. In this way, the goal of having highly accessible, user-driven information comes closer to being achieved.

7P4

How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Analysis of performance data is conducted by "subject matter experts" in the departments that are responsible for the associated processes or information. For example:

- The Financial Management department analyzes annual budget requests to determine variances from previous years and to compare those requests to projected revenues.
- Each year MnSCU conducts annual campus-specific educational cost studies that provide significant amounts of data, down to the program level. This data is used internally to compare programs, as well as to compare Metropolitan State programs with similar programs at other MnSCU institutions.
- The IT department analyzes data from raw traffic logs for trends in user activity, site-as-a-whole activities, and other indicators.
- At least weekly, the director of the Office of Student Financial Aid analyzes the current status of financial aid applicants to determine how many applicants are at each stage of the process and to review year-to-year comparisons. The director also monitors the backlog of verification and loan application documents.
- The Center for Online Learning compares actual enrollment to projected enrollment in online courses and uses historical data to project enrollment in upcoming fiscal years.
- The Registrar's Office monitors daily Degree Audit Reporting System (DARS) processing data and reviews year-to-year comparisons. Other analyses include speed of admission and post-DARS evaluation of credits accepted.
- Analysis of data for Master Planning (further described in Category 8) has been shared by University Advancement, the Institutional Strategies Task Force, and the architectural firm providing expertise to the process.

The IR office is responsible for the analysis of large volumes of data, including trend data for student demographics, student success and graduation rates, part-time versus full-time enrollment, undergraduate versus graduate enrollment, numbers of majors, and numbers of graduates by major. The IR office also provides data and analysis for programs involved in five-year reviews, programs seeking specialty accreditation or renewal of accreditation, and grant applications. In addition, it analyzes and evaluates certain programs, such as the Power of You program (which makes the first two years of college free to eligible St. Paul high school students) and MnSCU's Access, Opportunity, and Success grant (a program to recruit and retain underrepresented students).

In some instances, data collection and analysis are conducted by an external consultant. Two recent high-profile examples of this use of an external consultant include:

Metropolitan State University Higher Education Research Project study, which was led by the Aslanian Group in 2007-2008; and

Adult Student Survey, conducted by Noel-Levitz in 2009-2010.

These analyses are shared throughout Metropolitan State in a number of ways, including:

- All-university forums to which faculty, staff, and students are welcome
- Postings on the employee portal or public website
- Meetings of the President's Cabinet, the Deans and Directors Council, the Student Affairs Leadership Team, and other standing groups within the university
- Communication through shared governance via formal meet-and-confer sessions or through the less-formal Leadership Forum, which is led by the university's president
- E-mail messages to the university community
- "Hand-off" meetings between the data user (e.g., department chair) and the IR data analyst to review the data and its meaning (e.g., as part of the five-year program review)

The decentralization of data analysis at Metropolitan State, combined with the multiple distribution methods and locations, can lead to the perception—and sometimes the reality—of data and information being unavailable and/or inaccessible. DataSlice[®] is designed to address this problem. Better alignment of IT and IR data and reporting processes will reduce duplication of effort and unnecessary re-work. (See 7I1 for details.)

7P5

How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The issue of valid and useful comparative data has always been problematic for Metropolitan State. The university's comparison group often is comprised, by default, of the other universities in MnSCU, as the only defining criterion for inclusion is that of being a university in the MnSCU system. Frequently, however, the other MnSCU universities are not appropriate as comparison institutions because of substantive and substantial differences between their student and faculty base and Metropolitan State's student and faculty base.

The challenge of determining Metropolitan State's comparison group of universities was highlighted several years ago when MnSCU contracted with the National Center for Higher Education Management Systems (NCHEMS) to identify sets of peers for all institutions within MnSCU. A set of reasonable criteria was established and a data set was generated. Using those criteria, all MnSCU institutions, except for Metropolitan State, were assignable to a peer group. The criteria had to be revised and broadened to yield an analysis that would provide a set of peers for Metropolitan State.

It is important that comparative data be reliable and comparable. Therefore, Metropolitan State relies mainly on two sources. For comparisons with other MnSCU institutions, most data are available through query sets developed by MnSCU. For comparisons with non-MnSCU institutions, the main source of data is IPEDS.

Table 7P5-1 summarizes the criteria and methods Metropolitan State uses when selecting comparison data and groups within the higher education community.

Table 7P5-1 Criteria and Methods Used When Selecting Comparison Data within Higher Education

Category	Group Members	Criteria	Methodology
Chosen peer group and Integrated Post-secondary Education Data System (IPEDS) peer group	California State University, Dominguez Hills; Metro State College of Denver; Governors State University; Northeastern Illinois University; University of Illinois at Springfield; University of Baltimore; SUNY Empire State College; University of Houston-Clear Lake	University. Percent of undergrad students who are ethnic minority age 25+, and/or part-time. Percent part-time faculty,	Criteria determined subjectively by Deans and Directors Council in 2006. Independent analysis of institutions by two individuals, one subjectively and one based on # of criteria within ±5%, with significant overlap in identified peer group institutions.
MnSCU sister universities	Bemidji; Mankato; Moorhead; St. Cloud; Southwest; Winona	Universities within MnSCU	Guidance from MnSCU
Standardized test institutions	Institutions vary by standardized test (e.g., National Survey of Student Engagement, Educational Testing Service business field test, Noel-Levitz)	Carnegie classification; other characteristics when available	Self-selection into testing pool
Program-specific comparison groups	Varies by program (e.g., accounting, nursing, law enforcement, teaching)	Availability of comparative data for licensure exam pass rates	Field knowledge of testing practices and data

Metropolitan State has not identified comparison data or groups outside of the higher education community.

7P6

How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

Metropolitan State ensures alignment of departmental analysis data and information with institutional goals in two key ways:

- Administrative structures and reporting lines hold academic departments and other units responsible for their part in achieving institutional goals. For example, the annual report and goal-setting process for all administrators requires that achievements and goals be tied to Metropolitan State goals.
- Standard reports provide the same data, using the same units of analysis, across academic departments and other units. (See table 7P6-1 for several examples.)

Table 7P6-1 Standard Report Unit of Analysis and Data

Report	Unit of Analysis	Data
Instructional Improvement Questionnaire	Students in a course in a given semester	Frequencies, mean, median, standard deviation
Percent Full for Courses by Subject	Courses offered per fiscal year in a given subject	Total number of seats; number of seats enrolled; % full; % change from previous year for classroom courses, online courses, and independent studies over a five-year period
Instructional Change Report	College, subject	Number and percent of changes made in a course offering after the offering has been published to students, aggregated by subject and college
Applicant Pool Summary	Undergraduate applicants	Number and percent of total applicants, by major
Headcount and Full Year Equivalent (FYE)	Students	Unduplicated headcount and FYE enrollment by fiscal year over several years
Budget, Encumbrances, and Balances	Dollars	Budgeted, encumbered, and available dollars by division and college or department

7P7

How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The IT Services, IT Operations, and User Services units within the IT department ensure proper performance of the technology that is critical to timeliness, accuracy, reliability, and security of the university's information systems. Regular meetings of the IT management team provide for coordination of the teams and oversight of the entire IT department.

In addition to responding to user requests that arrive via the Help Desk or incident reporting system, IT proactively monitors server and service levels on key components of the technology, including web, portal, and content

management servers; Oracle database; GroupWise (e-mail and calendaring); shared drives; printer service; and incident performance. Any degradation noted in these measures is cause for IT staff to review systems and take appropriate action.

The integrity of the data itself is the focus of the Data Integrity Group (DIG), a standing university committee that meets twice a month to champion report/data activities, identify priorities for improvement of data integrity, and recommend university actions, policies, and procedures to improve data management

DIG's members include the university's CIO/associate vice president for information, telecommunications and technology; data architect; IR director and research analyst; registrar; director of admissions; vice provost and dean of graduate studies; as well as a college/school dean and a faculty member. The special assistant to the Provost's Office for academic standing and advising is a regular participant.

In addition to having the breadth of knowledge and cross-functional perspective that provide for robust understanding of data and business processes, DIG members are committed to improving data integrity for decision making and reporting purposes. In the past four to five years, DIG has:

- Championed standardization, code revision, clean-up, and audit processes for student majors data
- Developed data procedures for several key data sets
- Led development and implementation of a new process to enforce the requirement that undergraduate students declare a major in a timely way
- Served as a sounding board and champion for end-dating records of inactive students
- Identified and helped resolve policy and programming issues affecting the end-dating of admit status for students who have not registered for courses in three years
- Participated in the pilot phase of DataSlice[®]

Currently, DIG is leading the development of two new processes:

- A "change of division" project that will prevent students from falling through the data and advising cracks when they change colleges without also declaring a major
- "New, changed, suspended, or closed programs" to ensure that all the data and communication steps are in place as changes are made to the official inventory of university programs

7R1, 7R2, 7R3

What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly? What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals? How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Measures for the performance and effectiveness of our information and knowledge management systems focus on the availability of reports and data and on the technology needed to provide and access them.

Measures being tracked for the DataSlice[®] pilot, which runs from mid-September to mid-November 2010, include the following:

- Number of reports in the knowledge base
- Percent of user inquiries addressed within nine hours of receipt
- Number of DataSlice[®] users
- Feedback on usefulness of reports found in DataSlice[®]

- Number of searches that produce no answers

Technology availability and functionality are critical elements of the university's information infrastructure. Measures of the technology necessary to create and access reports are summarized in Tables 7R1-1 and 7R1-2.

Table 7R1-1 demonstrates service availability, a measure of the services delivered to the end user. While service availability relies on server availability, it is the availability of the services that is important to the end user. (Server availability (up-time) runs well into the high 99% range.)

Table 7R1-1 Technology Service Availability, Fiscal Year 2010

Service	% Up Time	% Down Time	Hosts
Web Server			1
University Home Page	99.412%	0.588%	
Portal Server			2
Portal Student	97.852%	2.148%	
Portal Staff	98.625%	1.374%	
Portal Faculty	98.541%	1.459%	
Content Management Server			1
Collage	98.444%	1.556%	
Oracle Database Server			1
Groupwise	99.853%	0.147%	6
Shared S: Network Storage & Home H: Network Storage			16
Print Services	100.000%	0.000%	1

Table 7R1-2 details the number of "incidents" reported to IT via the RightNow® incident tracking system and the average time to initial resolution of the incident.

Table 7R1-2 "Metrostate-ITS" RightNow® Incident Performance

Month	Number of Incidents	Average Time Initial Resolution
July, 2009	254	4d 21h 47m
August, 2009	535	6d 20h 49m
September, 2009	494	7d 18h 53m
October, 2009	360	6d 9h 25m
November, 2009	269	7d 22h 22m
December, 2009	284	10d 20h 41m
January, 2010	462	9d 0h 10m
February, 2010	291	7d 19h 21m
March, 2010	275	9d 12h 49m
April, 2010	305	9d 0h 40m
May, 2010	408	10d 11h 41m
June, 2010	355	6d 15h 31m
Total Incidents	4292	

Table 7R1-3 displays the incidents by priority level, along with median completion time, average completion time, and the service-level agreement (SLA) time. Median completion time meets or is very close to meeting SLA standards. Average completion time exceeds SLA standards, except for low priority incidents. The average completion time numbers may be skewed by incidents that more accurately might be considered projects and long-term issues.

Table 7R1-3 Time to Incident Completion by Priority

Incident Priority	Median Completion Time	Average Completion Time	Service-Level Agreement (SLA) Time
Critical	35 minutes	4 hours	30 minutes
High	25 hours	4 days	1 business day
Medium	2.5 days	6 days	1-5 business days
Low	5.5 days	8.5 days	1-10 business days

7I1

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Recent efforts have focused on infrastructure and processes to improve access to data and reports and on increasing the capacity of the university's data systems to meet the ever-growing demand for information. Table 7I1-1 summarizes some of these improvements.

See [the Glossary](#) for acronym definitions.

Table 711-1 Data Systems Capacity Improvements

Improvement	Previously	Currently
Naming convention for reports	Report developers formerly named reports using whatever nomenclature made sense to them. Report names frequently conveyed little about the purpose or content of the report. Different reports had very similar names.	First word of report title is the primary dependent variable expressed in the report. Other parameters follow in a fixed order, conveying substantially more information about the content. Each report has its own unique title.
Reporting calendar	Unanticipated deadlines and unexpected projects with short deadlines resulted in other work being interrupted.	Calendar of scheduled external and internal reports allows the IR office to smooth workflow in anticipation of known deadlines and major projects.

Table 711-1 Data Systems Capacity Improvements

Improvement	Previously	Currently
DataSlice [®]	Users had difficulty finding data and reports within a highly decentralized data distribution system. Different usernames and passwords on different sites were roadblocks to accessing reports.	DataSlice [®] , a single-point-of-contact knowledge base, simplifies access for report users and developers. DataSlice [®] serves out reports based on keyword searches, provides report details, tracks requests for new reports, permits tracking and sharing of communication among report developers, captures data on frequency of use, permits organization of reports by category (e.g., KEIs), notifies developers when it's time to update a report, and allows developers to notify users to availability of new reports. "University Data" link in the employee portal now leads to DataSlice [®] .
Single list of report development requests	Report requests went to the IR office or the IT department, sometimes to both. Separate lists of reports in the development queues led to poor communication with requester and, sometimes, duplicate effort being expended on the same report.	The incident tool in DataSlice [®] permits the IR office and the IT department to track report requests and development status in a single location, with all communication between requester and developers captured in that location. This tool permits better priority setting, eliminates duplication of effort, and reduces miscommunication.

Table 711-1 Data Systems Capacity Improvements

Improvement	Previously	Currently
Hand-off meetings for academic program reviews	Data and analysis created by the IR office were sent by e-mail and/or inter-campus mail to department chairs whose programs were scheduled for five-year program review. Recipients frequently did not have time to digest the information when they received it.	The IR office provides departments with a mutual (and timely) understanding of data. Face-to-face hand-off meetings between IR staff and department faculty enhance communication and encourage identification of other needs and opportunities.
Core student data merge	Student data was compartmentalized by institution within the ISRS database. Students attending more than one institution at the same time or sequentially had to provide information multiple times.	The MnSCU system merged student data, so that each institution has the same core student data, enabling information such as name, address, and demographic characteristics to be tied to the student. The merger resulted in a larger percent of student records having demographic data and enabled within-MnSCU electronic transcribing.
"Instructional Improvement Questionnaire" (IIQ) handling	Procedures for distributing and collecting IIQs varied from college to college. Completed IIQs required manual correction of course-identifier information, resulting in substantial work by clerical staff and the IR office.	A standard procedure across the colleges provides much more accurate course-identifier information, reducing manual work and freeing support staff and IR to accomplish other priorities.
Key Effectiveness Indicators (KEIs)	In the absence of agreed-upon key measures, decision makers relied on readily available data and anecdotal information. The IR office and the IT department lacked guidance about which reports and data were needed by whom and when.	The President's Cabinet identified KEIs, a process that has led to the increased availability of data to support decision-making needs. The IR office and the IT department were able to identify and refine existing reports and make them more readily available via "University Data" link in the employee portal and, recently, in DataSlice [®] . Additional reports and data can be prioritized to support decision making.
Data procedures, data integrity, data clean-up	Inconsistencies in coding over time and lack of coding rules led to the perception and reality of incorrect data. The resulting lack of trust in data and reports led users to develop local data sets and sources of information.	Beginning with coding of student majors, DIG defined coding standards, championed coding clean-up, and developed audit processes to maintain clean coding. Data procedures, which contain the coding standards, have been drafted for several processes. Additional processes await coding procedures.

Table 711-1 Data Systems Capacity Improvements

Improvement	Previously	Currently
Data and report generation	The IR office, the IT department, and users around the university generated data and reports as requested or needed, with little systematic ability to generate new data or share reports with the larger university community.	The IR office has supported surveys designed to generate new data (e.g., "Advising Survey," "Disability Services Survey"). The IR office, the IT department, the Financial Management office and other units can make information readily available to others via DataSlice®.

These improvements reflect a commitment to systematic and comprehensive processes to support decision making, reporting, and continuous improvement. Remaining challenges include:

- More effective coordination of the IR and IT roles in providing information
- IR and IT staffing
- Outreach to departments and cross-functional teams as they define measures for process improvement

712

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

One impact of the external demands for accountability, nationally as well as within the state, has been to increase internal awareness of the importance of data and results. Decreased state funding has highlighted the necessity of results-oriented continuous improvement. Overused though the statement might be, members of the Metropolitan State University community recognize the need to "do more with less," or, alternatively, to decide what not to do in order to do that which is most important, and to do it effectively. Greater trust in the underlying data and increased availability of reports has also led to more use of, and greater demand for, information.

Elements of the infrastructure that support selection of processes are identified in Table 712-1. See the Glossary for acronym definitions.

Table 712-1 Support Infrastructure

Infrastructure Element	Role
President's Council and Cabinet	Establish key effectiveness indicators, identify top-level data needs, set priorities, assign resources
Office of Institutional Research	Lead and coordinate university's data and report processes, receive and respond to requests for data, clarify research questions, develop reports, identify and resolve data anomalies, ensure access, conduct data analysis and identify important trends in KEIs, identify and lead resolution of data integrity issues, consult with departments on "local" data needs, meet external reporting requirements (e.g., IPEDS, MnSCU, HLC, surveys), support surveys
IT	Provide and support the technology infrastructure, support IR data and report development, integrate data with website, run automated data updates for data cleanup, run data audits, support data cleanup, develop programming for reports, provide database administration, coordinate with MnSCU IT Services regarding ISRS issues and changes
Data Integrity Group (DIG)	Champion data integrity, identify priorities for data procedures and data clean-up, provide "business process" expertise
"Data Warehouse" informal work group (IR, CIO, vice provost, academic affairs web strategist)	Coordinate IR and IT data/reporting efforts, make operational systems and structures to enhance data/report access
AQIP Action Project Teams	Identify process measures, request and review data and reports related to process improvement, provide "business process" expertise
Cost Allocation Team	Coordinate Financial Management office, Human Resources office, IR office, and college/departamental processes and coding to ensure accurate data for allocation of state funds by MnSCU and for internal decision making
IT Advisory Council	Advise the IT department on needs and priorities for IT services, including data and reporting infrastructure
Continuous Improvement Coordinating Team (CICT)	Provide overall leadership for continuous improvement, sponsor training, commission/approve AQIP Action Projects, sponsor University Quality Improvement (UQIP) process

8P1

What are your key planning processes?

Planning is an essential element of leading and communicating at Metropolitan State University. Planning takes place at the university, division and college, and departmental levels.

At the university level, the three key planning processes are:

- University Planning
- Real-Time Strategic Planning
- Master Planning

Divisions, colleges, and departments have the flexibility and responsibility to develop and implement their own planning processes.

University Level Planning Processes

University Planning Process

The current University Planning process has been in place since 2007-2008. The first University Plan resulting from this process was approved in March 2008 for years 2007-2010. Complex and highly integrative, the University Plan includes the strategies and action plans from across Metropolitan State that are designed to achieve institution-wide objectives and goals.

A three-year plan, the University Plan is updated annually under the auspices of the Planning and Budget Council. Most recently, the fiscal year 2010 annual update began with an all-university forum that provided an overview of the planning process, reviewed the status of the previous year's strategies and action steps, described the timelines and steps for the fiscal year 2010 update, and solicited ideas and suggestions from members of the university community.

Objective leaders and strategy managers are responsible for reviewing and incorporating suggestions into the annual update and for implementing the objectives, strategies, and action steps in their assigned areas. As part of the annual update, they also indicate whether strategies and action steps are completed, still in progress, or no longer needed. Objectives, which are longer-term in focus, change less frequently than do strategies and action steps.

Objective leaders and strategy managers submit their draft updates to the provost who, as chair of the University Planning and Budget (P&B) Council, pulls the draft updated plan together for review by the P&B Council. Members of the P&B Council include representatives from each of the university's five collective bargaining constituencies, the director of the Office of Institutional Research, and senior administrators from each of the four divisions of the university.

Review and approval by the P&B Council is an iterative process that generally requires two to three rounds of discussion and consultation with the various constituencies. Upon completion of this work, the P&B Council recommends the updated University Plan to the president for adoption.

Real-Time Strategic Planning

Although the University Plan is updated on an annual basis, it cannot anticipate every opportunity or challenge that Metropolitan State University will encounter. To improve the university's ability to respond rapidly and strategically in the face of the unexpected, the President's Cabinet and the P&B Council undertook "Real-Time Strategic Planning" (LaPiana, 2008) beginning in spring semester 2009.

The President's Cabinet and P&B Council met in joint sessions to consider the "Big Question": "How do we meet the challenges of a reduction in the university's state allocation while protecting our capacity to grow?" In preparation for addressing this question, the joint group came to agreement on:

- Future Business Model
- Identity Statement
- Strategy Screen

The group then brainstormed ideas for addressing the "Big Question" and applied the "Strategy Screen" (i.e., criteria) to determine which ideas to adopt or further investigate. The strategies and action steps that met with the group's approval were formally added to the University Plan.

Master Planning for Facilities

Institutions in the Minnesota State Colleges and Universities (MnSCU) system are required to develop a new Master Plan every five years. The Master Plan is a long-range vision for facilities and infrastructure that reaches out 25 to 30 years into the future. MnSCU has established a five-year update cycle to maintain and create a short-term plan and validate the long-term vision for the campus.

Metropolitan State's process for updating the previous Master Plan began in spring 2009. A Master Plan Advisory Committee (MPAC) was established and comprised of senior administrators and representatives of nearly all bargaining groups. Three methods (gathering user input, analyzing current and past data, and site visits) were used to compile the revised document. The MPAC reviewed demographic trends for the Minneapolis-St. Paul metropolitan area, analyzed information about Metropolitan State's current students, reviewed results of the recently completed marketing studies (known as the Aslanian studies) of the adult student population, and examined metropolitan area infrastructure and public transportation system plans.

Metropolitan State's assigned "campus" is the seven-county metropolitan area; its service region is the much larger 13-county area; and all of its students commute. Given these factors, the MPAC adopted an urban design/urban planning approach. This approach is new to MnSCU and, as near as can be determined, is also not used by Metropolitan State's chosen peer group institutions. The result is a Master Plan that is, for Metropolitan State University and MnSCU, a striking departure from the usual campus-based plan. More importantly, it represents a bold new direction for Metropolitan State's program and service delivery as Minnesota's urban state university.

When the master plan document reached the 50 percent draft stage, it was presented to the MnSCU Office of the Chancellor staff for their review. This led to a couple of working sessions between the university's senior leadership and representatives from MnSCU's academic affairs and facilities offices. Once these working sessions were completed, the university presented the draft plan to four groups:

- University community
- City of St. Paul council member and staff
- Dayton's Bluff District 4 Community Council
- Dayton's Bluff Urban Partnership Coalition

At each of the meetings, the overwhelming response was positive and supportive. While minor suggestions were made to improve the plan, no significant modifications were requested. As a result, the plan is moving towards being a final draft.

Before being submitted to MnSCU's chancellor in late fall 2010, the university will provide an overview of the plan to the Metro Alliance chief academic officers and presidents. The plan will then be reviewed by the chancellor and presented to the System's Board of Trustees. Approval of the plan is expected in early 2011.

Division, College, and Department Planning

Divisions, colleges, and departments engage in their own planning processes to accomplish elements of the University Plan and to develop unit-level strategies and actions. For units whose strategies and actions are prominent in the University Plan, the unit-level planning process is closely tied to the university-level planning process outlined above. Among the many examples of this integration are the Center for Online Learning (Sustainable Enrollment), Center for Community-Based Learning (Civic Engagement), Institutional Research (Data), Graduate Studies Office (Graduate Studies), Facilities (Instructional Space), Student Affairs (Enrollment Management), and Financial Management (Fiscal Accountability).

For other units, the planning process varies in timing and methodology. Academic departments frequently develop their plans at the time of their five-year program review. Individual colleges have been developing their own plans within the overall university structure, as evidenced in these examples:

- In May 2010, the College of Management (COM) dean, faculty, and staff drafted a document entitled COM Strategic Plan: Looking to the Future and identified goals and strategies for the future.
- During the academic year 2009-2010, the College of Arts and Sciences (CAS) drafted a revised mission statement, identified "big questions," addressed future program development, and considered options for the structure of the college.
- Also during 2009-2010, the School of Law Enforcement and Criminal Justice engaged in significant review and revision of academic programming to coincide with its establishment as a free-standing academic unit and its relocation to a newly constructed Law Enforcement and Criminal Justice Education Center.

Planning is also taking place within the university's divisions. Aspects of the academic plan that are currently embedded within the University Plan and prominently featured in the objectives include:

- Sustainable Enrollment Growth
- Engaged Learning
- Full-Time Faculty
- Graduate Studies
- Teaching and Learning

Starting with a July 2010 retreat that included the provost, vice provost, and academic deans, the Academic Affairs Office has begun development of a comprehensive Academic Plan, which the president has charged the provost to complete by June 20, 2011. Engaging faculty in the planning process is recognized as critical to the success of this planning effort.

The Student Affairs Division has instituted significant planning changes under the direction of the new vice president for student affairs. In 2010, this vice president filled the position of dean of students, which had been vacant for several years, and restructured the Gateway Student Services Center as it transitioned from a "first-stop" to "one-top" student service center.

The complexity of the highly integrated University Plan, in combination with the relatively idiosyncratic approach to planning within the divisions and colleges, has led to calls for a revised planning process. During the fiscal year 2010 annual update, President Sue Hammersmith expressed strong interest in looking at not only the plan, but also the

planning process. Simultaneously, the Faculty Association indicated a desire to increase the number of faculty members serving on the P&B Council. The final action of the 2010 -2011 P&B Council was a recommendation that President Hammersmith convene a short-term work group to consider changes to the planning process. In August 2010, this group finished its work and offered several recommendations, including adoption of the Real-Time Strategic Planning approach for a three-year pilot. (See 8I1 for details.)

The five collective bargaining constituencies were asked at meet-and-confer sessions to endorse the recommendations. An all-university forum in late September provided an opportunity for the short-term working group to discuss the recommendations and the rationale for them and for members of the university community to ask questions, offer suggestions, and discuss reactions.

At the October 2010 meeting of the P&B Council, each of the collective bargaining constituencies indicated support for the concepts embodied in the recommendations. The P&B Council passed a motion endorsing the conceptual approach and recommending implementation of the Real-Time Strategic Planning Process. The president is expected to make a final decision by November 1, 2010, after hearing officially from the Faculty Association at the October 28 meet-and-confer session.

8P2, 8P3

How do you select short- and long-term strategies? How do you develop key action plans to support your organizational strategies?

For the University Plan, long- and short-term strategies and action steps are discussed in an all-university planning forum, proposed by the objective leaders and strategy managers, recommended by the P&B Council, and adopted by the president when she approves the University Plan. Strategies and action steps must support the mission of the university, be in keeping with the university's stated values, and advance achievement of the stated objectives and goals.

Through the iterative processes of proposal, discussion, and review, the strategies and action steps with the greatest support are chosen from among many that may be under discussion. Strategies and action steps that require funding may be adopted, but implementation is sometimes delayed until resources are budgeted.

Strategies and action steps that emerged from the spring 2009 Real-Time Strategic Planning process were selected by the joint President's Cabinet and P&B Council working group on the basis of their ability to address the opportunity or challenge and the extent to which they met the following criteria in the Strategy Screen:

- Support the university's mission
- Enhance the university's competitive advantages: metropolitan location with multiple campuses and course sites, flexibility and adaptability, innovativeness, personalized student-centered educational experience, experience with enabling non-traditional students and student of color to achieve academic success, leadership in online learning, affordable tuition, ease of transfer, diverse learning environment, community and employer partnerships, practicing professionals as community faculty
- Promote growth of baccalaureate/baccalaureate degree-completion, graduate degrees, and certificate programs in the Minneapolis-St. Paul metropolitan area and online
- Strengthen the university's role as the comprehensive university of choice in the metropolitan area
- Can be successfully undertaken
- Strengthen Metropolitan State's partnerships with Metro Alliance and MnSCU universities through strategic placement of Metropolitan State programs and ease of transfer for students from two-year colleges
- Build financial capacity to invest in future of the university
- Enhance reputation for academic success

8P4

How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

With leadership provided by the P&B Council, Metropolitan State coordinates and aligns its planning processes, organizational strategies, and action plans across the institutional levels through the integrated University Plan, which identifies objective leaders, strategy managers, and organizational units responsible for implementation.

Upon her adoption of the University Plan, President Sue Hammersmith communicates directly to the President's Cabinet the plan's strategies, goals, and budget guidelines. Further, the adopted University Plan is published on the university portal and communicated to the entire university community in a public forum.

Strategies and action plans become part of the annual goals for individuals. Year-end annual reviews address whether the annual goals were met and, if not, what challenges kept them from being achieved.

8P5

How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

The objective leaders, strategy managers, and others responsible for the strategies and action steps select measures and set performance targets. Which measures are specified varies, however, as does the degree to which the targets are based on data or are stated in measurable terms.

Real-Time Strategic Planning, which has been recommended by the Ad Hoc Working Group on University Planning, provides tools to improve upon this unevenness.

8P6

How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Strategies and action steps, not all of which require new resources, are tightly linked in the University Plan, which is, in turn, linked to the budget. Where existing resources must be shifted to accomplish strategies and action steps, decisions are made on how to accomplish such shifts. Among the options are:

- Eliminating rework or unnecessary steps in current processes. For example, the Academic Scheduling Redesign Team drafted a revised process that reduced the number of tasks from 50 to 12, the number of waits from 18 to 2, and the total days from 137 to 56 hours. While not all of the improvements in the draft process have been realized at this time, one change alone (a web-based print alternative to the publisher-printed class schedule) freed up the equivalent of 12 weeks full-time equivalent (FTE) of staff time per academic year.
- Providing routine information or services electronically to free staff time for new activities. Online Orientation has reduced the number of on-campus orientation sessions needed each semester, one result of which is that staff time spent to offer on-campus orientations has been reduced.

The president has charged the vice president for finance and administration to convene a short-term working group whose purpose is to examine ways to better align budgeting processes with the university's strategies and action steps. The group is expected to complete its work by June 30, 2011.

8P7

How do you assess and address risk in your planning processes?

Financial risk is assessed through scenario analysis and addressed through being consciously and systematically conservative in making financial commitments. In planning for fiscal year 2011, for example, the chief financial officer

(CFO) and financial management staff provided colleges and administrative departments with guiding principles for budget preparation and reviewed requested budgets with the deans and department heads to determine reasons for changes from previous budgets, as well as to determine both the short- and long-term impact of spending and hiring decisions. Revenues were projected based on a conservative three percent enrollment growth, even though the anticipated enrollment growth was substantially higher (and actual growth was even higher). Given the prospect of sharp declines in state allocations in fiscal years 2012 and 2013, the president decided that, to the extent possible, new hires would be made on a fixed-term, rather than on a probationary or tenure-track basis.

The Finance and Administration division continually develops and employs business cycle controls to manage risk and plan for continuity of operations. Recent efforts have included:

- Code of ethics and fraud information is presented to each new employee.
- Code of conduct and data security training is mandatory for all employees.
- All supervisory staff are required to complete MnSCU supervisory training.
- Financial reporting is centrally coordinated through MnSCU, which appoints external auditors.
- Information processing is conducted through MnSCU's Integrated Statewide Record System (ISRS) system.

Additional risks addressed by the university are summarized in Table 8P7-1. Table 8P7-1 University Risk Management

Risk Category	Risk Management Examples	Actions Taken
Compliance	IT Security and Privacy	IT Security position created and filled. MnSCU security audit completed.
Operational	Facilities Master Plan	Plan revised in 2009 -2010.
	Emergency Preparedness	"RU Ready?" website created. Crisis Management Team established. Crisis Plan developed and disseminated. Staff and President's Cabinet completed Federal Emergency Management Agency (FEMA) ICS 100 and ICS 200 training for operational first responders. Plans developed to address flu pandemic.
	Campus Security	Contracted with American Security for personnel.
	Financial	Substantial changes to budget management system instituted by new vice president for finance and administration.
Reputational	Web Design	Web Advisory Council established.
	Customer Service	Gateway Student Services Center reorganized; new customer-service positions established and filled. Four-week training program instituted for Gateway staff.
	Communications	Designated campus spokesperson; developed quick response approach/team.

8P8

How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

All resident faculty members are required by the collective bargaining agreement to submit a professional development plan to their dean. Tenured full professors submit a plan and report every four years. All other faculty members must submit an annual plan and report.

Scholarship and continuing preparation and study are two of five criteria that resident faculty address in their plans and reports, as well as in their sabbatical and promotion and tenure documents. Though largely determined by the individual faculty members themselves, the dean provides feedback and guidance, addressing issues such as alignment with departmental and college goals as well as preparation for tenure and promotion. Academic departments may also provide feedback and, in some instances, have decided which of their members will develop expertise to support new programmatic directions.

As established in the collective bargaining agreement, each resident faculty member receives \$1,300 annually for professional development. Resident and community faculty alike are eligible to receive additional funding through the Professional Development Grant program, which awarded more than \$40,000 in fiscal year 2010. These competitive grants are awarded by joint decision of the college deans. Similar requirements and funding for professional

development are established by collective bargaining agreement for the employees in the Minnesota State University Administrative and Service Faculty (MSUAASF) unit.

All staff members and administrators also prepare individual development plans as part of the annual review process. (See Category 4 for more information.)

8R1, 8R5

What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly? What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

During the annual update of the University Plan, the P&B Council tracks the number and percent of action steps that fall into these status categories: completed, accomplished, in progress, minimal progress, and discontinued or revised. (Status categories were refined in the fiscal year 2010 update to enable better understanding of progress on the action steps.)

Table 8R1-1 University Plan Progress

Action Step Status	Completed	Accomplished Year's Goal, Work Continuing	Some Progress, Work Continuing	Minimal Progress	Discontinued or Revised
FY09 Update	13 (9%)		103 (67%)		37 (24%)
FY10 Update	23 (16%)	60 (42%)	11 (8%)	25 (17%)	24 (17%)

Real-Time Strategic Planning has not yet established measures. For Master Planning, the key metric,

established by the Office of the Chancellor, is "percent complete." Reviews are required by established deadlines for 50 percent complete, 95 percent complete, and 100 percent complete. The university has met the 50 percent and 95 percent complete deadlines, and is on track to meet the deadline for 100 percent complete.

Divisions, colleges, and departments establish their own measures, which may vary. Although not all measures are tracked at the university level, administrators do report results to the president in their annual reports.

8R2

What are your performance results for accomplishing your organizational strategies and action plans?

Highlights of performance results during the 2009-2010 academic year, taken from the president's 2010 overview to MnSCU's chancellor, are summarized in Table 8R2-1.

Table 8R2-1 2009-2010 Accomplishments Overview

Category	Accomplishments
Enrollment Growth	Exceeded 10,000 students for first time Growth trend on track to reach 20,000 by 2020 Nursing enrollments up 28% over last year Graduate enrollments up by 25% Online enrollments up 17% Summer 2010 enrollment up by 14%
Academic Programs	National Security Agency designation as a National Center of Academic Excellence in Information Assurance Education Advanced Dental Therapy program (first in nation) approved by the Minnesota Board of Dentistry Doctor of Business Administration program approved and opened Social Work program reaccredited with 97% graduation rates Criminal Justice master's program approved to open Fall 2011 On national field exam in business, College of Management graduating seniors average scores in the top 15-25%
Facilities	Law Enforcement and Criminal Justice Education Center completed and occupied St. John's Hall extension under construction Master Plan developed, reviewed with Office of the Chancellor and public stakeholders, and ready for submission. Plan includes further development for the St. Paul campus and a new, highly visible, major campus in the west metro/Minneapolis area to open in 2013. Midway Campus and current Minneapolis campus to be phased out in 2013. Two capital requests for next biennium: Science Education Center and Community-University Partnerships building

Table 8R2-1 2009-2010 Accomplishments Overview

Category	Accomplishments
Fiscal Stewardship	Excellent CFI rating and excellent audit results No layoffs or program closures Improvements in budget-building process New model for class scheduling and resource allocation allows more entrepreneurial, "real-time" management of course offerings and classrooms Success in private fundraising and management of Foundation resources. Scholarship program is fully funded for next four years. Partnership with Travelers Insurance and Xcel Energy. Successful fundraising for East Side Dental Teaching and Learning Clinic and Gordon Parks Gallery
Administrative Leadership	Critical administrative positions filled: VP for Student Affairs, CIO, Dean of Students, Dean of College of Management, Associate VP for Financial Management. Successful interim appointments for provost and affirmative action positions President-led movement to reinvigorate university planning through adoption of Real-Time Strategic Planning approach Partnered with Twin Cities Rise! to provide personal empowerment training program for university employees and students (train-the-trainer model) Significant reorganization of Student Affairs division for improved customer service and enrollment management Professional development to support change management

8R3, 8R4

What are your projections or targets for performance of your strategies and action plans over the next 1-3 years? How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Projections and targets are expected to emerge as a result of the Real-Time Strategic Planning approach that has been recommended for adoption. The Real-Time Strategic Planning approach will also develop a process for compiling and using comparative measures and results.

8I1

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

The 2010 Joint Initiative Group on University Planning has offered four major recommendations that will be considered and acted upon by the middle of fall semester 2010:

- Adopt the Real-Time Strategic Planning approach and tools to replace the planning process that has been used in recent years to develop the University Plan (8P1)
- Charge each member of the President's Cabinet to promote broad-based dialogue and participative strategy formation within their areas of responsibility
- Revise the charge, composition, and function of the Planning and Budget Council to provide greater balance between administration and constituency groups and allow the president to play a more central role in planning
- Clarify and coordinate the timeline and process for articulation and governance to promote robust consultation and feedback, as well as organizational agility and timely decision making

The proposed planning process identifies three strategic levels (organizational, programmatic, and operational) and identifies the participants, time frame, activities, results, shared governance, and communication expectations of each. The proposal also makes specific provision for planning of AQIP action projects as a special form of operational strategies.

The Real-Time Strategic Planning process represents a bold change in university planning processes, one that promises to more fully engage the entire university community in planning the future of Metropolitan State. (See 8P1 for more information.)

8I2

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

"Continuous improvement has become part of the culture of the University or, as one respondent said, 'an ingrained pattern of thought'" (Quality Check-Up Team Report, March, 2009, p. 7).

Elements of Metropolitan State's culture and infrastructure that support planning for continuous improvement include:

- Mission driven
- Commitment to shared governance
- Action orientation
- Innovativeness
- Commitment to continuous improvement
- Short-term work groups, such as the 2010 Joint Initiative Group on University Planning
- Organizational structure (divisions, colleges, departments) and cross-functional advisory groups (e.g., President's Council, President's Cabinet, Deans and Directors Council)
- Continuous Improvement Coordinating Team
- Annual reports and goal-setting required from administrators, professional staff (i.e., MSUAASF employees), and faculty members
- Planning and Budget (P&B) Council and by-laws that assign responsibility for planning leadership, establish membership that is representative of the major constituencies, and define a regular meeting schedule
- Assignment of staff to support the planning processes
- Use of the university's portal to post the University Plan and minutes of the P&B Council for access by all employees

9P1

How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

Metropolitan State University creates and builds relationships with educational organizations to serve students, increase public awareness, and encourage individuals to attend the university. Outreach to potential students occurs at all educational levels. The university hosts campus visits from local elementary school students, for example, as well as events for high school students and for returning adult transfer students.

The Center for Community-Based Learning coordinates the PSEO/College in the Schools program. High school administrators and university faculty submit annual requests to participate in the program. Introductory PSEO classes are offered at Harding, Humboldt, Columbia Heights, Johnson and Edison high schools in the areas of criminal justice and urban education.

Program staff and recruiters frequently meet with administrative staff, advisors, and admissions personnel from the 10 Minnesota State Colleges and Universities (MnSCU) two-year colleges, which along with Metropolitan State form the Metro Alliance, to collaborate on recruiting and program development. Prospective students can schedule an appointment with a Metropolitan State admissions counselor or attend one of many admissions information meetings. They can also find information or submit questions about Metropolitan State at the university's Ask Us! web page. Metropolitan State staff and recruiters, working in collaboration with their counterparts at Saint Paul College and Minneapolis Community and Technical College (MCTC), are also involved with improving the [Power of YOU Bridge-](#)

[Scholars Program](#). This program provides financial and academic support to Power of YOU students who transfer to Metropolitan State from either Saint Paul College or MCTC.

Each institution within the MnSCU system is responsible for developing articulation agreements. Transfer students are served through formal written articulation agreements with local community and technical colleges, as well as through agreements with colleges and universities across the state and country. Approximately 95 percent of Metropolitan State's undergraduate students are transfer students, so developing articulation agreements is a high priority. The articulation agreement database, [MnTransfer.org](#), which enables new-to-college students, transfer students, and educators access to official transfer information, is sponsored and maintained by the MnSCU system. The University of Minnesota and local private colleges are partners in this collaboration.

The university has created a new position, Metro Alliance liaison, to provide leadership for development and management of articulation agreements. The liaison also helps Metropolitan State's provost and deans maintain effective communication and relationships with their two-year college counterparts by coordinating university programs and courses on the two-year college campuses and by developing a section of the university's website devoted to transfer students from those colleges.

9P2

How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

The university creates relationships with educational organizations and employers who offer educational opportunities for students and graduates. Department and program personnel initiate internships, practica, fieldwork, and applied research that align with the respective organizations' work requirements. The university initiates mutually beneficial partnerships that build on academic strengths and create opportunities for professional growth. The university reviews its partnerships through the strategic planning process. Faculty, administrators, and staff build and maintain relationships through regular participation in professional associations (e.g., American Holistic Nurses Association), engagement with advisory boards (e.g., Technical Communication Advisory Board), and targeted use of focus groups (e.g., during development of the Master's of Science in Criminal Justice program).

Formal partnerships, such as the three described below, also help the university build relationships with employers:

- Careership partnership with the Twin Cities Local Initiatives Support Corporation (LISC)
- Travelers Pathways Program
- Minnesota Certified Public Accountants (MnCPA)

The Careership partnership with LISC brings together multiple stakeholders from business, government, and education to revitalize communities and support nonprofit community development with grants, loans, and expertise. The Careership partnership provides:

- Training, internships, and networking opportunities for students
- Project assistance to students interested in community development
- Assistance to local residents to gain better access to education, housing, healthcare, and employment.

Established in 2007, the [Travelers Pathways Program](#) is a cooperative educational relationship between Metropolitan State and Travelers Companies, Inc. The program is aimed at preparing students for careers in the insurance industry. It includes academic preparation as well as key company/industry-based learning experiences.

The Travelers Pathways Program provides:

- \$20,000 per year in scholarship opportunities
- Career services dedicated to Travelers initiatives
- Internships and summer job opportunities
- Curriculum development support
- Leadership Development Programs, mentoring, site visits, training, and networking
- Generous financial support (\$362,000 from the Travelers Foundation as of summer 2010)

The university's new minor in insurance and risk management is an important outcome of this partnership.

Metropolitan State and the Minnesota Society of Certified Public Accountants (MnCPA), working together in a strategic alliance, have developed a hybrid (half classroom and half online) [Master's in Business Administration](#) (MBA) program. This program focuses on the skills CPAs need to excel in a rapidly changing management environment.

In 2006, the Minnesota Society of CPAs asked Metropolitan State to expand its educational offerings to the doctoral level. MnCPA representatives and faculty and administrators from Metropolitan State worked together to make sure this doctoral program was appropriate to the needs of the accounting industry. The result of these efforts, the applied Doctor of Business Administration (DBA), is an innovative doctoral program that focuses on advanced management practices while also emphasizing the advanced knowledge that students can use as business practitioners, higher education faculty members, or management consultants in a wide variety of organizations. The DBA launched its first cohort in fall 2010. The DBA program reflects the unique challenges of the accounting profession while also meeting the needs of a variety of non-accounting students and businesses.

9P3, 9P4

How do you create, prioritize, and build relationships with the organizations that provide services to your students? How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

Category 1 and Category 3 describe the many processes and services by which Metropolitan State directly supports its students. When necessary for efficiency, key services are outsourced. Areas involved in outsourced service relationships include bookstore, food service/catering, parking, security, lawn service and snow removal, and janitorial services.

Potential service providers are identified through a state-approved contract bidding process, authorized by the State of Minnesota. The bidding is competitive; both price and value are taken into consideration. A committee evaluates and selects the service providers, based on a formal process. Service providers are evaluated on how well they meet the criteria set, as well as on performance satisfaction.

University personnel in the division of Finance and Administration have been designated as liaisons for these contracted services. For example, the university's safety and security director oversees the parking and security functions and maintains relationship with the external providers. For some external providers, notably the bookstore, there is also a university committee that meets regularly with the external provider to address ongoing operations, identify opportunities for improvement, and maintain effective relationships.

9P5

How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

Key external partnerships are developed after extensive relationship-building on the part of the Center for Community-Based Learning, as well as by other faculty, administration, and staff. Many of these external relationships have existed and thrived for years. The university community has enthusiastically promoted civic engagement and community action, as reflected in the university's mission statement and goal for greater student engagement with the institution.

Relationships with external partners often emerge in face-to-face interactions at meetings and in community activities. Partnerships are pursued if they align with the principles of Metropolitan State's mission and with the priorities of the University Plan.

By recognizing faculty for "exemplary leadership in connecting course content with community partnerships leading to social transformation for local communities in which our students study, live, and work," the "[President's Circle of Engagement](#)" encourages creation and enhancement of relationships with the community. To be included in the President's Circle of Engagement, faculty must provide evidence that they follow the guidelines for building and maintaining effective relationships. Table 9P5-1 summarizes those guidelines.

Table 9P5-1 Guideline for Building and Maintaining Effective Community Relationships

Guidelines for building effective relationships	Guidelines for maintaining stability in collaborative relationships
Developing commitment at all levels	Designing the structure of the relationship
Initiating the partnership at the start of a project	Participating in community efforts
Understanding partnerships take time	Clarifying roles
Maintaining respectful communication	Creating long- and short-term goals and action plans together
Clarifying shared values and mutual interest	Meeting on a regular basis; reflecting and celebrating accomplishments
Creating mutually defined goals	
Identifying opportunities to work together	
Evaluating the collaboration and joint programs	

Examples of partnerships with education associations, external agencies, consortia partners, and the general community include:

- MnSCU's Metro Alliance
- Power of YOU Bridge-Scholars Program
- Local Initiative Support Corporation's Careership program
- Travelers Pathway Project
- Project SHINE, a collaboration between Metropolitan State and Minneapolis Community and Technical College

A more complete list of [key external partners](#) is maintained on behalf of the university by the Center for Community-Based Learning.

9P6

How do you ensure that your partnership relationships are meeting the varying needs of those involved?

During fiscal year 2010, a "University-Community Partnership Agreement" form was developed. It includes a process for the application, review, recommendation, approval, and maintenance of partnerships. The agreement form also provides a method for collecting consistent data regarding community relationships, including:

- Background and history
- Objectives
- Roles and responsibilities
- Commitment of the partners
- Evaluation

The partnership agreement defines and verifies critical elements for each partnership and provides a conceptual foundation for those involved. Plans for implementation of the agreement and its process will be launched in spring 2011.

During fiscal year 2009, an assessment grant was secured from [Minnesota Campus Compact](#), a higher education coalition that brings together Minnesota post-secondary educational providers of all types in a shared commitment to developing engaged citizens and contributing to democratic communities. The purpose of the grant was twofold: 1) to determine what kinds of assessment tools Metropolitan State faculty and staff were already using to assess community outreach and 2) to decide what should be included in an instrument for assessment of community outreach by faculty, students, and community partners. The assessment tools for students and faculty engaged in community-based activities have been developed. They were piloted in spring 2010, with university-wide launch planned for no later than spring 2011.

9P7

How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

The primary ways in which Metropolitan State creates and builds relationships between and among departments are cross-functional groups, shared governance, and university-wide events (e.g., forums and celebrations). Cross-functional groups include the President's Council (president, provost, vice presidents, affirmative action officer, and executive assistant to the president) and the President's Cabinet (all administrators). The three types of cross-functional groups summarized in 5P5 play a critical role in building relationships as well as integration and communication across multiple units and layers of the university.

Among the university's standing committees with broad representation are the following:

- Planning and Budget Council (with four subcommittees)
 - Continuous Improvement Coordinating Team (CICT)
 - Safety, Sustainability, and Facilities
 - Budget
 - Strategic Enrollment and Retention Management (SERM)
- Deans and Directors Council
- Center for Community-Based Learning Faculty Work Group
- Diversity Learning Task Force
- Advising Council

To encourage wide-reaching communication, committee members in leadership roles are expected to report back to departments, units, colleges, or constituents and act as a conduit for shared information and feedback.

Shared governance and the local memberships of the collective bargaining units also play a critical role in relationship building and communication. Members of the collective bargaining units hold positions in a number of different university departments. Monthly meetings of the collective bargaining unit bring members together for discussion of issues pertinent to them, but also pertinent to issues at the university. For example, members of Minnesota State University Administrative and Service Faculty (MSUAASF) hold positions in the Academic Affairs, Student Affairs, and University Advancement divisions. They are admissions counselors, academic advisors, or staff in the Office of Institutional Research, the Center for Community-Based Learning, the Center for Online Learning, or yet another university department. As a group, MSUAASF will, for example, review draft policies from their different perspectives and come to a single response and, in the process, build interdepartmental relationships and improve integration and communication. Similar dynamics occur in all five of the university's collective bargaining units.

University-wide communication efforts are supported by the NetDirect portal and the Calendar newsletter. The Calendar is an electronic newsletter produced by the University's Publication and News Services department and e-mailed to

employees weekly. The newsletter functions as a communication vehicle and provides an easy way to share information and to stay current on activities and events.

NetDirect is a secure website where employees have access to a variety of information and services, including current announcements, university listservs, e-mail and e-calendars, and files on the network.

A culture of cooperation between programs, departments, and units across the university is evident by the variety of participants (18) listed in the [key internal collaborations](#) chart to key internal collaborations document. By working together, these participants can pool resources, optimize staff expertise, and increase their efficiency in delivering services to students.

University-wide ceremonies and events also play an important role in establishing and maintaining relationships, supporting integration, and maintaining a shared university culture. Among the many such events are:

- Fall Convocation
- Fall and spring faculty conferences
- University planning forums
- New Employee Orientation
- Employee Recognition and Awards Celebration
- Cultural programming
- Women's Commission Fall Potluck
- Fall and spring commencement ceremonies, including the "Outstanding Students" recognition event

9R1, 9R2, 9R3

What measures of building collaborative relationships, external and internal, do you collect and analyze regularly? What are your performance results in building your key collaborative relationships, external and internal? How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Measures and results for partnerships with high schools and youth are presented in Table 9R1-1 and Table 9R1-2.

Table 9R1-1 Post-Secondary Educational Options (PSEO) Participation

Number of...	FY 2007	FY 2008	FY 2009	FY 2010
Students	152	84	86	75
Schools	5	5	4	3
Classes	8	5	4	4

Table 9R1-2 Participation in Youth Outreach Programs

Program	Fiscal Year	# K-12 Students	# University Students/Staff	Program Sessions
Literacy Corps	2007	825(duplicated #s)	58	35 events/weekly one-on-one tutoring
	2008	449	77	6 events/weekly one-on-one tutoring
	2009	99	26	6 events/weekly one-on-one tutoring
	2010	265	35	6 events/weekly one-on-one tutoring
Campus Visits with workshops/classes	2007	579	92	11
	2008	628	119	14
	2009	606	208	18
	2010	973	160	20
National Youth Service Day	2007	370	15	2
	2008	350	13	2
	2009	334	12	2
	2010	373	41	2
Teens Know Best	2007	23 average per session	14	12 sessions
	2008	20 average per session	10	12 sessions
	2009	21 average per session	15	12 sessions
	2010	23 average per session	43	11 sessions
Homework Center	2007	100 average per week	9	During open weeks
	2008	100 average per week	17	During open weeks
	2009	2,469	13	
	2010	2,371	9	Open 219 days
Gordon Parks Gallery Youth Initiative	2010	84	13	3

Table 9R1-3 compares the number of articulation agreements maintained by Metropolitan State in comparison to the other MnSCU universities. The 221 articulation agreements reflected in the table for Metropolitan State are supplemented by approximately another 200 that need to be updated for inclusion in the MnSCU database of articulation agreements.

Table 9R1-3 Articulation Agreements Maintained by MnSCU Universities (2010)

Metropolitan	Mankato	Southwest	St. Cloud	Moorhead	Winona	Bemidji
221	63	15	80	555	17	108

Table 9R1-4 summarizes results for the partnership with Traveler's Insurance.

Table 9R1-4 Traveler's Pathway Partnership (TPP)

Number of...	FY 2009	FY 2010
students in cohort (scholarship recipients)	10	10
internships	2	2
students participating in TPP events	19	70
students enrolled in Risk Management courses	5	9

Table 9R1-5 demonstrates the growing number of courses, students, and hours of community service resulting from the President's Circle of Engagement program.

Table 9R1-5 Courses with Community-based Element Identified by the Circle of Engagement

Number of...	FY2008	FY2009	FY2010
courses	72	91	114
students	1,079	1,692	2,536
hours of community service	15,000	23,701	34,504

Table 9R1-6 Table 9R6-1 Internships

College	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
College of Arts and Sciences	28	17	29	36	29	12	19
College of Management	2	4	2	7	0	4	6
College of Professional Studies	59	55	74	47	25	25	40
First College	9	12	15	15	13	6	7
Total	98	88	120	105	67	47	72

Selected items from the Higher Education Research Institute's survey (2004-2005 and 2007-2008) are presented in Table 9R1-7. The university is participating in the 2010-2011 survey administration. Results from this administration will not be available until sometime in spring 2011.

Table 9R1-7 Faculty Engagement as Measured by the Higher Education Research Institute (HERI) Survey

HERI Item Statement	Academic Year 2004-2005 (%)	Academic Year 2007-2008 (%)	Collaborating with local community in research and teaching (%)
Use their scholarship to address local community needs	62.0	68.6	62.0
"High" priority for the institution to provide resources to engage in community-based teaching or research	66.0	68.6	64.70
"High" priority to create and sustain partnerships with surrounding communities	70.6	72.5	
Most students are strongly committed to community service	38.0	64.70	
Many courses involve students in community service in some way	22.6	84.3	
It is very important to instill students with a commitment to community service	64.2	67.4	

Participants in the national "Voluntary System of Accountability" publish selected HERI survey results on their respective "College Portrait" pages, making it possible to provide comparison data for some of Metropolitan State's selected peer universities. Table 9R-18 presents comparative results for two survey items from the 2007-2008 survey administration.

Table 9R1-8 College Portrait Website-Comparison with Peer Institutions

Seniors participating	Metropolitan State University (%)	California State University, Dominguez Hills (%)	University of Illinois, Springfield (%)	University of Houston-Clear Lake (%)
in an internship, practicum, or field experience	27	35	37	33
in community service or volunteer work	45	45	39	45

External awards and recognition are another way to assess performance in comparison to our peers. Recent awards in the area of community and civic engagement include the following:

The Civic Engagement Audit Executive Summary of 2003

This report noted that a "comparison of audit data with a national and state study of civic engagement highlights the commitment and performance of the institution. Metropolitan State has five to seven times the number of courses than the national and state averages, twice the student volunteer rate of the national study, and more than five times the financial commitment of resources supporting a central coordinating (CCBL) unit."

Carnegie Elective Classification for Community Engagement 2008

The Carnegie Foundation for the Advancement of Teaching selected Metropolitan State for its 2008 Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships. One hundred nineteen U.S. colleges and universities were selected from 147 applications to join the 76 institutions identified in the selection process. Selection was based on alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement.

President's Higher Education Community Service Honor Roll 2009

In 2009, Metropolitan State, along with 14 other Minnesota colleges and universities, was placed on the annual President's Higher Education Community Service Honor Roll. The Honor roll recognized more than 700 colleges and universities for exemplary, innovative, and effective community service programs.

9I1

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

Although already highly systematic and comprehensive, Metropolitan State continues to improve its current processes and systems for building collaborative relationships. Listed below are some of the recent improvements that reflect this effort.

- A partnership agreement process and partner data collection form
- Two assessment tools created for community-based courses
- A civic engagement minor to work with our community partners
- An independent study class entitled "Facilitating Community Change"
- A Metro Alliance liaison position focusing on articulation agreements
- Travelers Career Services specialist position increased to full time
- Funding for a Travelers program coordinator position
- Staffing information booths at the local community colleges
- Funding for a Power of You advisor
- An agreement for ongoing support to the Power of You program through TRIO services
- A query and tracking option in the Integrated Statewide Record System for transfer students
- An annual meeting for the Office of the Registrar and the Financial Management Office
- A recruitment plan and an annual priorities-setting meeting for recruiters.

9I2

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

It is widely known that Metropolitan State was founded on the principles of connecting higher education with communities. The university has developed a regional and national reputation for community partnership programs that link faculty, staff, students, and alumni to community-based organizations and agencies. These programs, which are organized through either individual departments or the Center for Community-Based Learning, are at the core of Metropolitan State's culture. The university community recognizes civic engagement as a central component of the institution's mission and vision.

Elements of the culture and infrastructure that support building collaborative relationships include:

- Vision and mission driven
- Commitment to civic and campus engagement
- Action orientation
- Innovativeness
- The Center for Community-Based Learning
- The Circle of Engagement model
- The university planning process

Higher Learning Commission Criteria Index

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.

- Overview

Core Component 1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Overview

Core Component 1c.

Understanding of and support for the mission pervade the organization.

- Processes - 4P4
- Process - 5P1
- Process - 5P2, 5P4, 5P8

Core Component 1d.

The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- Process - 5P1
- Process - 5P2, 5P4, 5P8
- Process - 5P5

Core Component 1e.

The organization upholds and protects its integrity.

- Overview - Item 1
- Processes - 4P7
- Processes - 8P7
- Processes - 1P11

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Overview - Item 8

Core Component 2b.

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Overview - Item 4
- Results - 6R2

Core Component 2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Results - 1R1
- Results - 1R3, 1R6
- Results - 1R5
- Improvements - 1I1
- Processes - 7P1, 7P2
- Processes - 7P4
- Improvements - 7I1

Core Component 2d.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Process - 5P1
- Processes - 8P1
- Processes - 8P2, 8P3
- Processes - 8P4
- Processes - 8P5

Criterion Three: Student Learning & Effective Teaching

The organization provides evidence of student and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a.

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Overview - Item 1
- Processes - 1P1, 1P2

Core Component 3b.

The organization values and supports effective teaching.

- Processes - 1P11

Core Component 3c.

The organization creates effective learning environments.

- Processes - 1P9

Core Component 3d.

The organization's learning resources support student learning and effective teaching.

- Overview - Item 4
- Processes - 3P1

Criterion Four: Acquisition, Discovery, & Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a.

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Improvements - 1I1
- Process - 5P9
- Results - 8R1, 8R5

Core Component 4b.

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Overview - Item 1
- Processes - 4P10

Core Component 4c.

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Processes - 1P13, 1P14, 1P15
- Results - 1R3, 1R6
- Results - 1R4, 1R6
- Accomplishing Other Distinctive Objectives

Core Component 4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Processes - 4P7

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Processes - 2P2, 2P4
- Results - 2R1, 2R2, 2R3

Core Component 5b.

The organization has the capacity and the commitment to engage with its identified constituencies and committees.

- Processes - 9P1

Core Component 5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Processes - 3P6
- Processes - 9P3, 9P4
- Processes - 9P5

Core Component 5d.

Internal and external constituencies value the services the organization provides.

- Results - 3R4, 3R5
- Results - 3R6
- Results - 9R1, 9R2, 9R3

Self-Evaluation

The following chart shows our institutional self-evaluation of our status on each item for each AQIP category, as follows:

SS — A significant or “super” strength, something the institution does so well that it should be the model of good practice, efficient operation, or effectiveness for others.

S — An institutional strength — a process that is well designed and operating effectively, a performance result that everyone is proud of, an improvement system that consistently finds and implements effective improvements.

? — A system or performance result that people in the institution do not agree represents either a strength or an opportunity for improvement.

O — An opportunity for improvement, an area that everyone agrees can and ought to be done better.

OO — An outstanding improvement opportunity, one that urgently needs attention, either because it represents an opportunity to diminish a significant risk to future effective operations, or because it represents an opportunity to innovate in a way that would significantly strengthen the institution in the future.

The second column of the chart indicates those items that we have answered in depth and for which we would like reviewer feedback. For the items that we did not select for inclusion in the review, we have indicated in the third column a reason why we did not include it.

The following chart shows our self-evaluation of Category 1 items. We are requesting feedback on all the items that we have identified below as being an in-depth response. Reasons for not identifying a response as in-depth are coded as follows:

- 1** — identified as strength by previous team, continuing to implement/improve but do not wish feedback at this time
- 2** — immature/in progress to date
- 3** — not a priority at this time
- 4** — other (explained at end of chart)

Category 1

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
1P1				X			
1P2				X			
1P3				X			
1P4				X			
1P5				X			
1P6				X			
1P7				X			
1P8						X	
1P9			X				
1P10				X			
1P11				X			
1P12			X				
1P13				X			
1P14				X			
1P15				X			
1P16				X			
1P17				X			
1P18				X			
1R1				X			
1R2						X	
1R3				X			
1R4				X			
1R5				X			
1R6						X	
1I1			X				
1I2				X			

Category 2

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
2P1			X				
2P2				X			
2P3				X			
2P4						X	
2P5				X			
2P6				X			
2R1				X			
2R2				X			
2R3				X			
2R4				X			
2I1				X			
2I2				X			

Category 3

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
3P1				X			
3P2				X			
3P3				X			
3P4				X			
3P5						X	
3P6				X			
3R1				X			
3R2						X	
3R3							
3R4				X			
3R5				X			
3R6				X			
3I1			X				
3I2				X			

Category 4

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
4P1						X	
4P2						X	
4P3						X	
4P4				X			
4P5						X	
4P6				X			
4P7				X			
4P8						X	
4P9				X			
4P10						X	
4P11				X			
4P12							X
4P13				X			
4R1				X			
4R2				X			
4R3						X	
4R4				X			
4I1				X			
4I2						X	

Category 5

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
5P1			X				
5P2				X			
5P3				X			
5P4				X			
5P5						X	
5P6				X			
5P7				X			
5P8				X			
5P9				X			
5P10				X			
5R1				X			
5R2				X			
5R3						X	
5I1				X			
5I2				X			

Category 6

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
6P1							X
6P2				X			
6P3				X			
6P4				X			
6P5				X			
6R1				X			
6R2				X			
6R3				X			
6R4				X			
6R5				X			
6I1				X			
6I2				X			

Category 7

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
7P1						X	
7P2						X	
7P3				X			
7P4					X		
7P5						X	
7P6						X	
7P7				X			
7R1				X			
7R2				X			
7R3				X			
7I1				X			
7I2				X			

Category 8

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
8P1				X			
8P2				X			
8P2				X			
8P3				X			
8P5				X			
8P6				X			
8P7				X			
8P8				X			
8R1				X			
8R2				X			
8R3		2— immature/in progress to date				X	
8R4		2— immature/in progress to date				X	
8R5				X			
8I1				X			
8I2				X			

Category 9

Item	In-depth response	Not in-depth response Reason (1-4*)	SS	S	?	O	OO
9P1				X			
9P2				X			
9P2				X			
9P3				X			
9P5				X			
9P6				X			
9P7			X				
9R1						X	
9R2						X	
9R3						X	
9I1			X				
9I2			X				