

Multi-location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlcommission.org/upload. Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the peer reviewer’s visit to the first location.

Institution Name: Metropolitan State University

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. For each location, provide the full address and all academic programs offered at the location.

At its founding in 1971, Metropolitan State University did not have a campus. Instead, faculty and students met in libraries and other public spaces. As the only Minnesota State System (Minn State) university in the Twin Cities (Minneapolis-St. Paul) metropolitan area, our mission is to serve students across the metropolitan area. We achieve that mission through partnership with each of the ten Minn State two-year colleges located in the Twin Cities, two of which are currently active approved locations, as well as other educational partners, and two campus locations in St. Paul. Because we offer courses in several Twin Cities locations, students often take courses at multiple locations when completing their degrees. Overall, our campus locations can be grouped into five distinct types:

- 1) **Owned campus locations:** Metro State University owns its main campus in Saint Paul’s Dayton’s Bluff neighborhood. This campus houses administrators, faculty, and staff. The main campus includes a combination of buildings that provide that provide classrooms, office space, study space, informal meeting space, art galleries, art studios, and nursing simulation labs. Buildings include the Library and Learning Center, the Student Center, the Science Education Center, St. John’s Hall, New Main, Founder’s Hall, and the Grow-It Center. Services include multiple computer labs, numerous student support offices such as International Student Services, Counseling Services, the Career Center, the Student Parent Center, the Food for Thought pantry, Tutoring Services, the IT Help Desk and Gateway Student Services (a one-stop support for student registration, financial aid and billing information).

- 2) **Rented campus locations:** We rent space for our Midway campus location from a management company. The Midway campus houses administrators, faculty, and staff. This location includes classrooms, offices, a computer lab, the Early Childhood Studies simulation lab, and the Psychology Lab.
- 3) **Campus locations rented from other educational institutions:** We have two campus locations that are hosted by other educational institutions, including the Management Education Center and School of Urban Education (on the Minneapolis College campus), and the Public Safety and Police Science Center (on the Hennepin Technical College campus). These campus locations house administrators, faculty, and staff. The locations provide classrooms, offices, computer labs and other facilities. The Management Education Center was renovated recently and re-opened in January 2025 for course offerings.
- 4) **Program locations rented from, or in partnership with, other educational institutions:** We rent classroom, and in many cases, office space to offer academic programs or courses at a location that is more convenient for them—for instance, Saint Paul College.
- 5) **Correctional Facility locations:** Metro's Transformation and Reentry through Education and Community (TREC) program offers courses and student support at Minnesota Correctional Facilities Education Departments. The Minnesota Department of Corrections (MN DOC) partners with us to provide access to classrooms and computer labs where we offer classes and facilitate student support including academic advising, tutoring, financial aid advising, and related services. These educational spaces include adult education offered by the Department of Corrections as well as postsecondary educational programming by various institutions. The academic programs offered in the three correctional facilities listed here include the BA and BAS in Individualized Studies.

Location	Address	Programs Offered	Location Type
Saint Paul, Main Campus	700 E. 7 th St., St. Paul, MN 55106	Course offerings at this location cross many different academic programs at both the undergraduate and graduate level.	Owned campus location
Saint Paul College	235 Marshall Ave., St. Paul, MN 55102 (3 miles from main campus)	BS Business Administration	Program location rented from other educational Institution
Public Safety and Police Science Center	9110 Brooklyn Blvd., Brooklyn Park, MN 55445	BS Law Enforcement; BA Criminal Justice	Campus location rented from other educational institution

	(25 miles from main campus)		
Minneapolis College	1501 Hennepin Ave., Minneapolis, MN 55403 (12 miles from main campus)	BS Teaching English as a Second Language; BS Early Childhood Education for Birth-Grade 3 Licensure; BS Urban Elementary Education for K-6 Licensure; BS Urban Special Education for K-12 Academic and Behavior Strategist; MS Curriculum, Pedagogy and Schooling: Urban Education; MS English as a Second Language with K-12 Licensure: Urban Education; MS English Teacher Preparation for Grades 5-12 Licensure: Urban Education; MS Life/General Science Teacher Preparation for Grades 5-12 Licensure: Urban Education; MS Mathematics Teacher Preparation for Grades 5-12 Licensure: Urban Education; MS Social Studies Teacher preparation for Grads 5-12 Licensure: Urban Education; MS Special Education with K-12 Licensure: Urban Education; BS Secondary Education Licensure with English for Teaching BS; BS Secondary Education Licensure with Life	Campus location rented from other educational institution

		Sciences Teaching BS; Secondary Education Licensure with Math Teaching; BS Secondary Education Licensure with Social Studies for Teaching	
Management Education Center	1501 Hennepin Ave., Minneapolis, MN 55403 (12 miles from main campus)	BS Accounting, BS Business Administration, BS Drug and Alcohol Counseling, BS Economics, BS Entrepreneurship & Innovation, BS Finance, BS Human Resource Management, BA Individualized Studies, BAS Information Assurance, BS International Business, BS Management, BS Management Information Systems, BAS Organizational Administration, BS Supply Chain & Operations Management, BA Theater, MS Business Administration, MS Management of Information Systems, Doctorate Business Administration	Campus location rented from other educational institution
Midway site	1450 Energy Park Dr., St. Paul, MN 55108 (6 miles from main campus)	Course offerings at this location cross many different academic programs at both the undergraduate and graduate level.	Rented campus location

Minnesota Correctional Facility--Stillwater	970 Pickett Ave. N., Bayport, MN 55003 (12 miles from main campus)	BA or BAS in Individualized Studies	Correctional facility
Minnesota Correctional Facility—Lino Lakes	7525 4 th Ave., Lino Lakes, MN 55014 (22 miles from main campus)	BA or BAS in Individualized Studies	Correctional facility
Minnesota Correctional Facility—Faribault	1101 Linden Lane, Faribault, MN 55021 (54 miles from main campus)	BA or BAS in Individualized Studies	Correctional facility

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Course enrollment trends since 2019 indicate that the majority of course enrollments are for online or hybrid courses (In-person v. Online Enrollment Trends, 2019-2025). The University is unlikely to add locations in the next six months or three years. The University plans to consolidate and permanently reduce its leased space at the Midway site, with the goal of vacating that site during the summer of 2026. Office spaces are also being consolidated at the St. Paul campus in response to increases in hybrid work schedules. Correctional facility spaces, which are controlled solely by the Minnesota Department of Corrections, are assigned by the Department of Corrections based on student enrollments at each facility. With the exception of the correctional facilities, the recent increase of hybrid courses and fully-online courses allow Metro State to improve classroom space utilization and consolidate space use. The University's ongoing planning efforts will help us determine if additional locations are needed in the Twin Cities to meet our enrollment and academic goals. Classroom usage is closely monitored and can Metro State can access additional classroom space, if needed, through rental agreements with Minneapolis College, Hennepin Technical College, and/or Saint Paul College.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

During the 2022-2024 academic years, the comprehensive facility planning process engaged stakeholders throughout the institution to review space and program needs. Meetings with Deans were held with Operation staff and an architectural consultant to review future space needs. University Town Halls were held to gather feedback on facility needs for the Comprehensive Facility Plan (CFP) as well. The University has identified projects and priorities to renovate existing facilities and spaces to meet academic program needs. The comprehensive facility plan is in the final stages of completion and a meeting to review it is being arranged with the Minn State System Office for capital planning purposes. Meanwhile, the CFP is being used internally for space planning and projects are being identified for internal funding. Capital funding requests to renovate classrooms and update Saint Paul campus nursing simulation labs were developed and submitted to Minn State with the goal of being recommended for state capital funding. Plans to realign and relocate of student support services to Founder's Hall locations (main campus) are being implemented to enhance the student experience. The College of Liberal Arts office spaces were consolidated in summer 2024 from two floors to one floor to accommodate the College of Community Studies and Public Affairs staff that have or will be relocating from the Midway location.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Each location is connected to an academic dean who oversees the academic programs at that location. As such, the dean coordinates course schedules, course assignments, and staffing assignments to ensure adequate staffing at each location. During the registration period prior to a given semester, enrollment trends are periodically analyzed by deans and faculty both to identify low enrollment in current course sections and to identify opportunities for increasing course sections to meet expressed additional student needs. In low course enrollment cases, sections are cancelled to enable the reallocation of classroom resources to other areas of need. In other instances, students have expressed additional needs, which results in the addition of courses to the academic schedule. Courses are assigned to instructional settings that match the nature of the course. Deans have budgetary oversight of academic programs in their unit and provide the resources for staffing and instruction. The Financial Management and Operations division is responsible for providing the budget to support leases, IT resources, furniture provided by Metro State, and security staffing (at the Midway location only). Enrollment and the course schedule at each location impacts the staffing assignments at each location, and resources are adjusted accordingly.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

The comprehensive facility planning process, conducted between 2022-2024, engaged stakeholders to review space and program needs. Meetings with Deans were held with Operation staff and an architectural consultant to review future space needs. Stakeholder input about space needs was collected through questionnaires and surveys; each individual department was consulted during departmental meetings. Student journey mapping data from fall 2020 also informed planning

discussions. Comprehensive facility plans were shared and discussed with collective bargaining units. University Town Halls were held to gather feedback on facility needs as well.

The University has identified projects and priorities to renovate existing facilities and spaces to meet academic program needs. Funding requests to renovate classrooms and update nursing simulation labs at the St. Paul campus have been developed and submitted for capital funding. Additionally, realignment and relocation of student support services programs to central areas to enhance access in Founders Hall (main campus) is being implemented. The College of Liberal Arts office spaces were consolidated in summer 2024 from two floors to one floor in St. John's Hall on the St. Paul campus to accommodate the College of Community Studies and Public Affairs staff that will be relocating from the Midway location to the St. Paul campus. Faculty and staff are specifically assigned to work at one or more locations. Regular staffing allows us to gather feedback from faculty, staff, and students about needs at each location. We partner with facilities and administrative staff at both Minneapolis College and Hennepin Technical College to ensure a successful partnership at those campus locations. The recent renovation of the Management Education Center engaged faculty, staff, and student representatives in multiple planning sessions with architects to shape the renovated space. The President's Advisory Group on Space oversees a regular process for space requests and prioritizes requests based on impact and available budget.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Academic programming is offered at various locations throughout the Twin Cities areas increasing student access and eliminating some barriers associated with travel within the region. Enrollment trends are a consistent component of the University Budget process and adjustments are made to resource allocation to accommodate any necessary facility or technological upgrades. Every division creates annual workplans. The President's Executive Council (all VPs and the President) serves as a coordinating mechanism by reviewing the plans together, looking for and explicitly identifying dependencies among divisions, confirming that such dependencies can be met and if not, revising the workplans. The workplans are also evaluated against the available budget to ensure all plans can be met within available resources. All marketing and promotional documentation and multimedia platforms are reviewed regularly, and updated to reflect current programming and available student support resources. This review and coordination are centralized at the main campus and is facilitated by the Vice President for Strategic Enrollment & Marketing.

2. How does the institution effectively oversee instruction at an additional location?

Each location is connected to at least one academic dean. With the exception of our Individualized Studies program, academic programs are primarily offered at one location which eases the oversight of academic programs by deans. Academic instructional review is a comprehensive process and includes academic assessment and academic program review. Student outcomes are reviewed on an annual basis and programmatic changes are initiated as needed. Student outcomes from each

location are considered as a part of the overall assessment of student learning process. Academic leadership, including academic department chairs, academic deans, and members of the Provost's Office engage in regular review of assessment activities and their impact on the overall quality of teaching and learning (Policy 2550, Academic Program Review).

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

The University has two types of faculty roles: resident faculty, which are full-time academic instructional personnel, and community faculty, which are part-time academic instructional personnel. Instructional staff includes advisors, office managers and clerical staff. The majority of faculty and staff within instructional areas are members of two unions: the Inter Faculty Organization (teaching faculty) and the Minnesota State University Association of Administrative Service Faculty (academic advisors and student-serving roles). Union leadership and Human Resources personnel collaborate on the development of respective job descriptions. Job descriptions are the central component of the hiring process for academic faculty and staff, and are also an integral component of the review and evaluation process.

Academic deans are directly responsible for the assignment of faculty and staff to specific locations in support of overall instructional effectiveness. The necessary faculty and staff assignments at a given location will depend on student needs and current enrollment trends. Several policies and procedures associated with these processes are uniformly used for all employees at Metro State including Policy 5140: Resident Faculty Assignment of Workload and Application for Overload Assignments; Policy 2200/Procedure 220: Minimum Faculty Qualifications; and Policy 5160: Instructional Assignments for Non-IFO Employees. The Institutional Effectiveness and Technology (IET) division assigns a dedicated IT professional to the Minneapolis, Midway, and Public Safety and Police Science Center sites to be available to assist faculty and staff with technology needs. The Transformation and Reentry through Education and Community (TREC) program's dedicated staff manages the University's relationship with the Minnesota Department of Corrections and assures that instructors' and students' needs are being met. Deans and college staff are housed at Midway and Minneapolis.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

The academic deans supervise the majority of employees at each location and provide consistent support, coaching, an evaluation. Some areas, like Institutional Effectiveness and Technology (IET) or Gateway Student services, may have employees at a campus location without their supervisor regularly at that location. For example, staff from IET and Gateway Student Services are assigned to work specific days the Minneapolis College location while their supervisors are located on the St. Paul campus. Support and evaluation of those employees is achieved through regular interaction

between the staff and supervisor through electronic means and in-person meetings. IET staff assigned to Midway and Minneapolis interact with the deans and communicate regularly with their supervisors. Supervisors from the main campus also visit other locations.

The State's Minnesota Management & Budget office and Minn State Board policies require annual evaluation of all employees and the University's Human Resources division is responsible for working with supervisors to ensure annual evaluations are current. Selection of personnel across all locations is handled by HR, using uniform policies and procedures. Supervisors (deans, advising directors, office managers, and IET staff) offer orientation and training specific to the employee's location. University-wide orientation and training is provided to all employees—regardless of location—by Human Resources. The Office of Human Resources provides oversight for the hiring, orienting, and evaluation of all employees, regardless of work location. Human Resources is involved directly in the hiring process by screening applicants and facilitating background check processes. Once an employee has been hired, Human Resources staff provide an orientation to all new employees. Human Resources also facilitates the comprehensive annual employee review and evaluation process, in which all employees are engaged. As it relates to instructional faculty, deans engage in an evaluation process driven primarily by the Inter-Faculty Organization (IFO) bargaining unit contract for instructional faculty. The Minnesota State University Administrative and Service Faculty (MSUAASF) contract applies to non-instructional academic personnel (such as academic advisors). Policies that support evaluation of academic faculty and staff includes Policy 2200 (Minimum Faculty Qualifications), Policy 5010 (Recruitment, Screening, and Selection for IFO Positions) and Policy 5020 (Recruitment, Screening, and Selection for MSUAASF Positions).

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

As a response to the COVID pandemic, Metro State's student services developed effective means of offering online services; students are regular users of both in-person and online support. Metro State's Fall 2024 Student Impact Survey (2,180 respondents) indicated that students largely prefer online (synchronous) and email-based student support services. Students have access to Library materials and support in person on the main St. Paul campus and electronically, including a librarian live chat. In-person tutoring services are available at the main St. Paul campus; Zoom-based synchronous tutorials and are available to all students; the Writing Center also offers asynchronous writing tutorials. The Library and Writing Center collaborate to offer hybrid support for students. In addition, students have access to web-based tutoring via Tutor.com. All students (except TREC students, explained in the next paragraph) have access to a virtual computer lab as well as support for virtual lab use. The virtual lab affords remote students with a lab environment that mirrors campus-based computer labs.

Metro State provides support to TREC students include regular academic advising with faculty advisors; learning labs (weekly study halls at the facility); targeted writing support; and targeted academic skills support, such that TREC staff provide tutoring services and academic skills support twice per week at the facility. A faculty librarian provides library resources and research support.

TREC also has an accessibility plan in place to serve students with disabilities and to fulfill students' accommodation needs. Students in the TREC program receive instruction through a dedicated D2L site designed exclusively for students in correctional facilities. Due to the security requirements in this facility, students' access to other academic technology tools are limited to their local computer and are tightly regulated and monitored by the Department of Corrections (DOC). The DOC issues laptops to each student enrolled in the TREC program.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

We listen to students' feedback about students support services and have adapted (evolved) our approach in light of that feedback. Metro State's Fall 2024 Student Impact Survey (2,180 respondents) indicated that students largely prefer online (synchronous) and email-based student support services. The survey also indicated relatively high satisfaction levels with the services they are receiving/accessing (ranging from 81.76%--International Student Services—to 93.35%--Multicultural, American Indian and Retention Services). Metro State provides support to TREC students, including regular academic advising with faculty advisors; learning labs (weekly study halls at the facility); targeted writing support; and targeted academic skills support, such that TREC staff provide tutoring services and academic skills support twice per week at the facility. A faculty librarian provides library resources and research support. TREC also has an accessibility plan in place to serve students with disabilities and to fulfill students' accommodation needs. Students in the TREC program receive asynchronous through a dedicated D2L site designed exclusively for incarcerated students. Due to the security requirements in this facility, students' access to other academic technology tools are limited to their local computer and are tightly regulated and monitored.

Metro State provides students enrolled in the Transformation and Re-entry through Education and Community (TREC) with key information about admissions, advising, registration, and other student services. Admissions places a call every semester to all incarcerated individuals in the facility—for transfer students with at least 16 credits of undergraduate credit. For interested students, we hold admission information sessions about the BA in Individualized Studies option, registration protocols, and financial aid options. A two-step new student orientation has been adapted to TREC students. On a semester/annual basis, TREC provides support for FAFSA completion (mediated by paper); Metro State also provides TREC students with updated Degree Audits and academic advising every semester to inform students of their academic progress. All TREC students have access to formal academic advisor at least once per semester; ad hoc advising also available through facility lead coordinators. TREC student course registration mirrors Metro's registration process, such that students have courses choices in a diverse curriculum. Students typically have seven courses per semester from which to register for a full-time load. Before registration commences, course descriptions are provided to all students, with Minnesota Transfer Curriculum (MnTC) general education and liberal studies goal areas identified. Students complete a survey to complete course registration; they articulate three preferred courses and an alternative selection. Students are expected to take full-time load and students with highest number of credits have priority registration.

Once they are released from the facility and begin attending courses on campus, TREC students have access to the Career Center's services (and other administrative or support services). The College of Individualized Studies employs several TREC student workers (on campus, after release) in a work-study capacity. Metro State has been collecting re-entry metrics for job placement rates and looks forward to analyzing these metrics once adequate data has been collected.

Virtual academic and student support services are available at most locations. While most enrollment management areas are centralized at the main campus, students have access to enrollment management liaisons—Gateway Associates—through phone calls, in-person visits to our main (St. Paul) or Minneapolis locations, or by using the institutional website to engage in live chats. Gateway Associates are trained to provide guidance and resolution to registration and financial aid issues. Additionally, while career services and job placement are stationed at the main campus, students may engage in live chats with staff when students are unable to visit a given physical location. Admissions events have been scheduled for spring 2025 (and beyond) at the Minneapolis Education Center.

3. What evidence demonstrates that student concerns are addressed?

Understanding the importance of student concerns, the University has several policies designed to ensure that students' needs are addressed and fulfilled: Policy 3030/Procedure 303 (Student Complaints and Grievances), Policy 3040/Procedure 304 (Behavior Intervention Team), and Policy 2090/Procedure 209 (Academic Appeal). Procedure 303 provides opportunities for students to advise the institution of academic or environmental/social concerns they may have. These concerns are then forwarded to the necessary University staff for evaluation and next steps. Students may file academic appeals (Procedure 209); registration appeals are also an option.

Students may file complaints relative to Minnesota State Board Policy 1.B.1 (Equal Opportunity & Nondiscrimination) and 1.B.3 (Sexual Violence) with the University's Equity and Inclusion office. Student parents' needs are addressed through the Student Parent Center and resources—including complaint resolution—for pregnant and parenting students.

The main campus includes a food pantry; the University also offers lactation pods and rooms in Saint Paul, Minneapolis, and Midway. Counseling Services offers students mental health support. The Metropolitan State University Student Association meets regularly with and brings concerns to the President, the VP for Student Success, and the Chief Financial Officer. Students also serve on University governance councils and committees and have opportunities to bring forward student concerns. The Center for Accessibility Resources serves the needs of students with disabilities.

Additionally, the University administers an annual Student Impact Survey and the results are elements of discussion for potential University-wide initiatives as well as continuous improvement activities.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

The University's culture of assessment is inclusive of all academic program areas. Course-level assessments are implemented annually and results are utilized by faculty to make necessary changes to course-level objectives or instructional methodology. Assessment results are incorporated into the comprehensive academic program review process and used to ensure that graduates are attaining the level of skill that the program professes to cultivate. The University measures student achievement across academic programs, including TREC, regardless of location.

The University Assessment Committee is charged with continuously reviewing the culture of assessment and facilitating the implementation of any necessary changes. The Assessment Committee's activities include reviewing (and providing written feedback on) academic programs' Annual Assessment Reports. Policy 2550/Procedure 255 (Academic Program Review) address program assessment. Student-directed learning (SDL) processes, including Student-Designed Independent Study and Prior Learning Assessment, are consistent across all locations. In SDL, students and faculty agree on the learning outcomes that will be demonstrated. Faculty assess students' performance to determine if students have met the identified learning outcomes; each SDL proposal is saved in the student record. Course success data (by section, by term) is readily available to administrators and faculty to facilitate the evaluation of any differences by location.

Although the University operates in multiple locations it uses a central coordinating approach to which all faculty, staff, physical resources and standards are aligned. Coordinating bodies such as the President's Executive Council, the President's Cabinet, Leadership Assembly, and governance structures such as Meet and Confer (with collective bargaining units) and the Councils and Committees to which employees at all locations contribute and are members of.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The University assessment process is comprehensive and student outcomes are evaluated at the course and academic program levels. Measures and techniques do not vary by location; rather, they vary by academic disciplinary standards and align with good practices in assessment for student learning as well as Academic Program Review (Procedure 255). Faculty and Deans have access to course-level success data—it's possible to drill down to the section level to evaluate consistency/equivalency across locations. The Academic programs' Annual Assessment Reports are evaluated by criteria established in the Program Annual Reflection rubric; these reports are integrated into the academic program review cycle and procedure. Faculty control the curriculum; program faculty also develop assessment plans with details about assessment measures and performance indicators. Results of assessment activities from each location are considered in the overall assessment process. The University's official Program Learning Outcome Inventory is being updated and reviewed to ensure that all program outcomes reflect college-level rigor. Members of the Assessment Committee consult with program faculty across locations to address faculty questions and concerns about assessment; committee members also use an established set of criteria to evaluate Annual Assessment Reports. Program health and sustainability is evaluated through the yearly Program Annual Reflection reporting process; members of the Academic

Innovation, Planning, and Quality Improvement Council use an established set of criteria to evaluate those documents and to provide feedback for continuous improvement processes.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Continuous quality improvement is a consistent institutional focus at a macro level. At each location, Metro employees regularly engage with our administrative and facilities counterparts (at community and technical college partner locations), or with Department of Correction and correctional facilities staff to discuss facility needs, resolve any issues, and identify needed supports. We enter into contracts with the community and technical college partners to ensure document our agreements and to negotiate payment. Similar conversations occur with the property management company that leases space for our Midway location. Within Metro State, requests related to space (at any location) are reviewed by the President's Advisory Group on Space (PAGS), which includes facilities staff, several vice presidents, and an academic dean. PAGS develops recommendations for President Arthur to support her decision-making related to space. In addition to the implementation of a new strategic plan (Metro State University Strategic Plan, 2025-2029); the institution has begun developing an updated academic plan. Academic Programs submit Program Annual Reflections each fall; members of the Academic Innovation, Planning, and Continuous Improvement Council, in collaboration with the Provost and deans, review the annual reflections and provide written feedback to encourage continuous improvement. The institution also evaluates administrative units and ensures the alignment of unit activities with University's overall goals. Additionally, University academic leadership engages in biannual meetings with academic leadership from partner institutions within the overall Minnesota State Colleges and Universities System. At the academic program level, assessment of student learning and academic program review contribute to on-going continuous improvement efforts. The Institutional Effectiveness and Technology division includes both a service management structure and a project management office; they support annual divisional and strategic work planning. Service management system reports and project management reports are analyzed each year to identify specific improvements to be filtered into annual work plans. The president evaluates here direct reports in large part on the achievement of goals in annual workplans and this approach cascades down through the University's reporting structures. Work planning also extends to our Council government structures. The president and vice presidents meet monthly with faculty bargaining units or bimonthly with professional, service, and middle management employees; these employee groups present information about areas of needed improvement. Responsive plans are developed and the leadership team is accountable to these units to show improvements. The Minn State chancellor evaluates the president on a set of institutional performance metrics; the president must present plans for improving or maintaining outcomes each year.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

All marketing materials are requested through a service portal to ensure that materials are accurate and conform to brand standards. The website is a main source of information to students. While there are many content liaisons on campus, the ability to make changes to the website is limited to staff in marketing and IT Services. Website changes are also requested through a service portal to ensure that all changes are reviewed for accuracy. My.Metro, the University's intranet, includes a robust brand toolkit with many resources for all employees.