



MINNESOTA STATE

Extraordinary Education.
Exceptional Value.

ACADEMIC AND STUDENT AFFAIRS

STRATEGIC PLAN

FY 2022-2025



Academic and Student Affairs

Mission and Vision

Strategic Vision

- ➔ **Minnesota State** will be known nationally as a system that is continually evolving and one that embraces and thrives on creating new and more effective ways to educate and serve students, our communities, and our state.
- ➔ **Minnesota State** will pursue intentional, equity-focused, and evidence-based solutions to address the problems of today and tomorrow.
- ➔ **Minnesota State** will sustain rigor in our work – holding high standards and expectations of our students, our partners, and ourselves.
- ➔ **Minnesota State** will approach our work with intentionality and compassion – working with integrity, humility, and caring, accepting people where they are and moving them forward without sacrificing standards or expectations.

MISSION

Minnesota State Academic and Student Affairs will be a national leader in transforming higher education systems and practices to improve student outcomes and eliminate disparities.

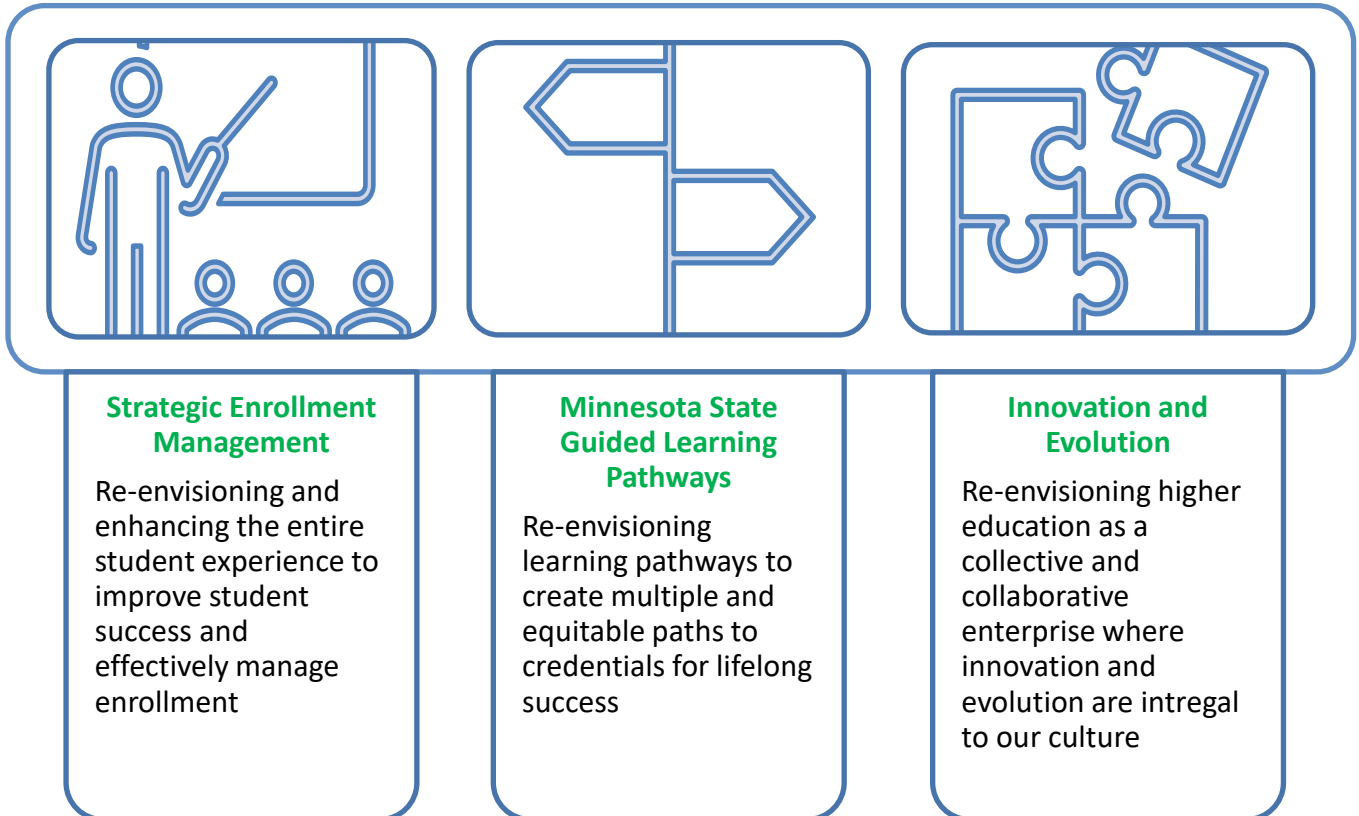
Minnesota State Equity 2030

In June 2019, Minnesota State set a critical goal: By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university. To accomplish the goal of Equity 2030, we must be able to ensure that the strength of our diverse institutions is not lost while at the same time working to make sure our system can continue to serve all residents of Minnesota. To reach Equity 2030, Minnesota State recognizes that it must adapt and change its systems and cultures to meet the needs of today's students, rather than expect today's students to learn or adapt to the systems and culture of yesterday's higher education. Realizing these changes, the Academic and Student Affairs (ASA) Division will think and act differently to eliminate barriers that inhibit student access and student success by fostering innovation and being more strategic in our approaches to support and serve our students. ASA will implement change through three key principles to effectively implement Minnesota State Guided Learning Pathways (the student success framework for Equity 2030) across all colleges and universities in the Minnesota State system.

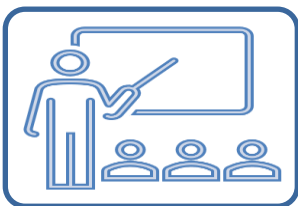


Academic and Student Affairs Key Principles and Initiatives

To achieve our Equity 2030 goals, an intentional focus with an equity-minded lens, we will re-envision and re-structure our work around three key principles and practices and identify annual and multi-year initiatives to advance our work. These key principles operate at the intersection of the three strategic objectives in the Chancellor/System Office Workplan, **Equity 2030**, **Financial Sustainability**, and **Transformational Change**. (See page 9).



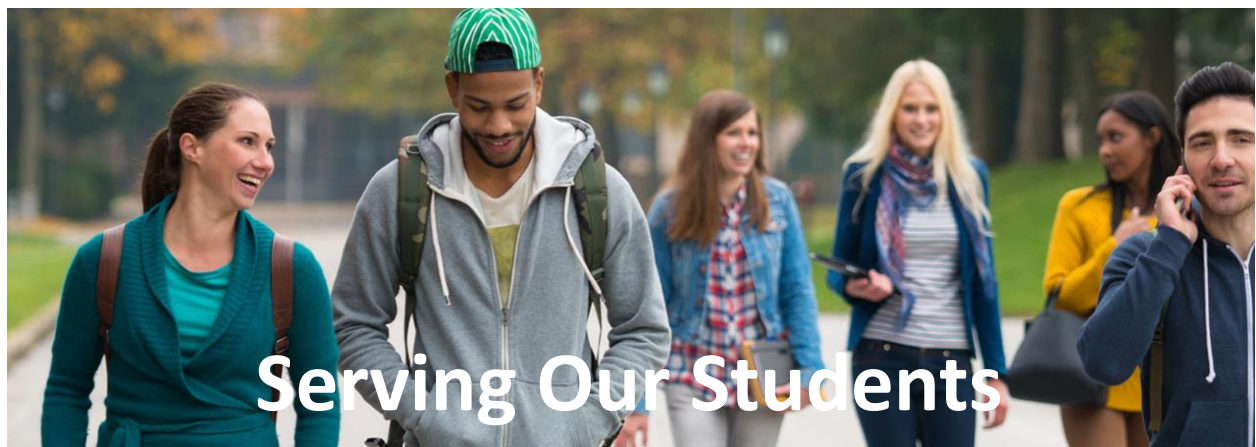
Key Principle #1: Strategic Enrollment Management



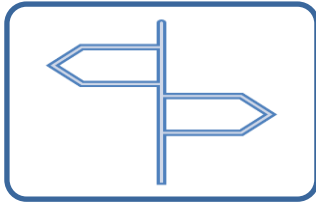
Re-envisioning and enhancing the entire student experience to improve student success and effectively manage enrollment. Strategic enrollment management encompasses the entirety of a college or university's work to recruit, enroll, retain, and graduate students in the context of the college or university's mission and the communities they serve.

Strategic Enrollment Management Initiatives

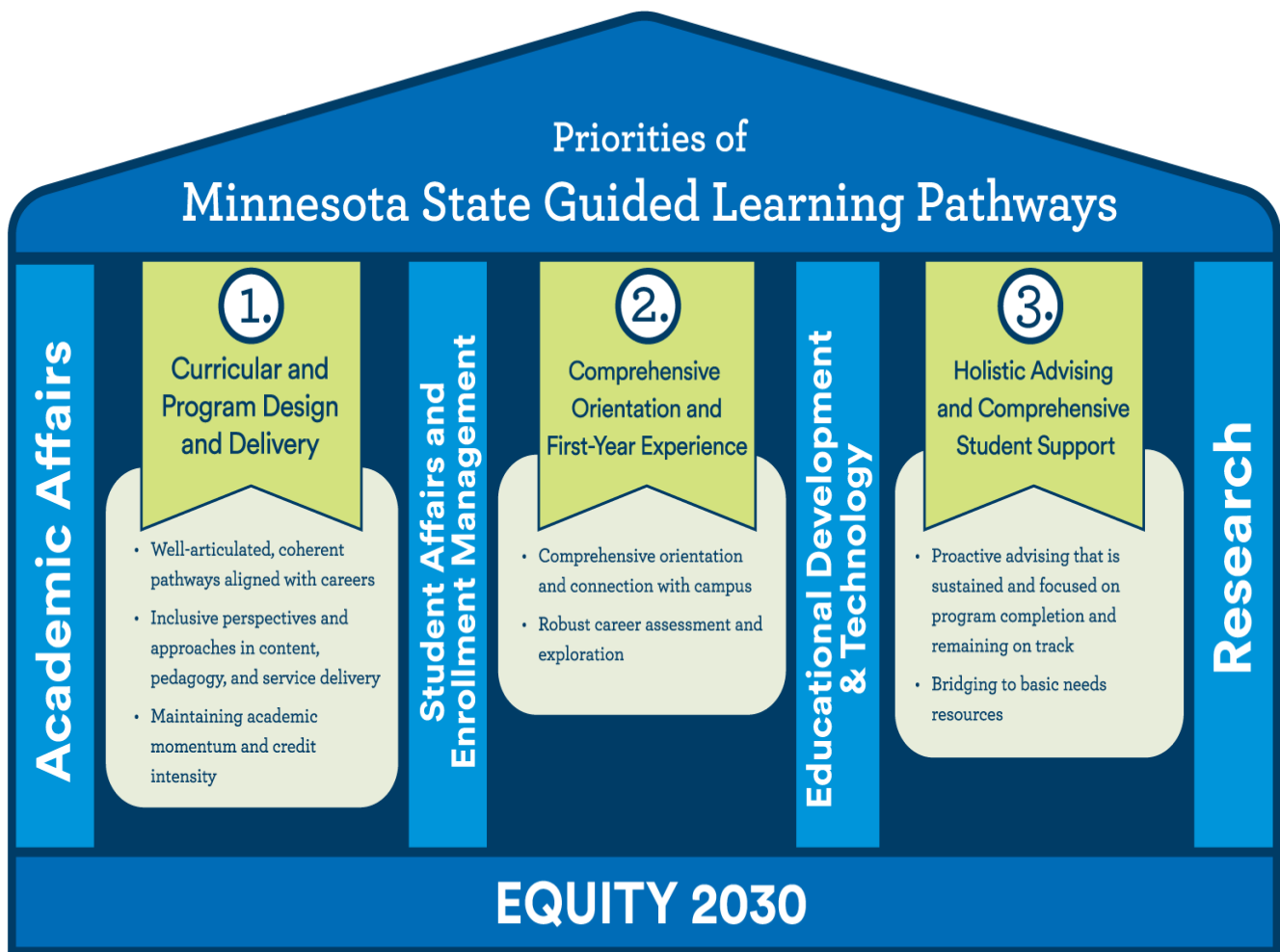
Basic Needs	STRATEGY: Identify and expand resources for basic needs student support strategies, including the rollout of the United Way 211 partnership
Mental Health	STRATEGY: Identify and expand resources for mental health student support strategies
System SEM Workplan	STRATEGY: Implement recommendations from the SEM Workgroup (See System Strategic Enrollment Management Approach Plan)
AssessED	STRATEGY: Implement the credit for prior learning web-based platform and workflow
Transfer Pathways	STRATEGY: Engage in the 3 rd and 4 th phases of the transfer pathways program review
Online Programming	<p>STRATEGY: Reexamine outstanding strategies and action items included in the 2018 report, Advancing Online Education</p> <p>STRATEGY: Create opportunities for institutions to collaborate on offering courses aligned with Minnesota State priorities (e.g., Transfer Pathways, Lower General Education, etc.) leveraging open educational resources (OERs) where possible</p>



Key Principle #2: Minnesota State Guided Learning Pathways



Minnesota State Guided Learning Pathways is a framework that seeks to streamline a student’s journey by focusing on (1) curricular and program design/delivery, (2) comprehensive orientation and first-year experience, and (3) holistic advising and comprehensive student support. In 2019, the Board of Trustees endorsed Minnesota State Guided Learning Pathways as a framework to approach our student success and equity goals in the pursuit of meeting Equity 2030.

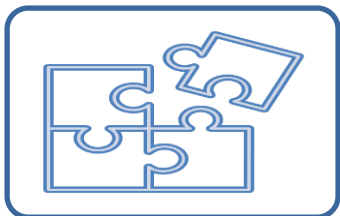


Minnesota State Guided Learning Pathways Initiatives

Program Review and Quality Assurance	STRATEGY: <u>Phase I:</u> Peace Officer and Criminal Justice program reviews; <u>Phase II:</u> Transfer Pathway program evaluations; <u>Phase III:</u> Implementation of system-level program review and quality assurance process to ensure offerings of high-quality programming that support the educational and career goals of students
Regional and Specialized Accreditation	STRATEGY: <u>Phase I:</u> In 2019, The Academic Affairs Unit created the position of Director of Accreditation & Assessment to support institutions with regional accreditation; <u>Phase II:</u> The Unit will create additional resources and supports for specialized and programmatic accreditation
Tackling Transfer	STRATEGY: Improving the transfer student experience by ensuring students have seamless transfer within the Minnesota State system through work on Transfer Pathways, Reverse Transfer, Transfer Review and Appeal, Transfer Success Technology (e.g., DARS, e-Transcript, Transferology, uAchieve Graduation Planner and Schedule Builder, Transfer Evaluation System [TES]) STRATEGY: Implement the Transfer Leadership Action Team’s recommendations
Lower General Education Redesign	STRATEGY: Strengthen transfer with better alignment of lower-level general education courses by engaging in the General Education Redesign process and implementation
Developmental Education	STRATEGY: Ensure more students have the opportunity to complete a college gateway course in their first year of study through work on Math Pathways and Phase II: Multiple Measures Course Placement STRATEGY: Implement the Developmental Education Leadership Action Team’s recommendations
Transfer Pathways	STRATEGY: Engage in the 3 rd and 4 th phases of the transfer pathways program review STRATEGY: Implement recommendations of Transfer Pathways Faculty Communities of Practice from 1 st and 2 nd phases of the transfer pathways program review
Basic Needs	STRATEGY: Identify and expand resources for basic needs student support strategies, including the rollout of the United Way 211 partnership
Mental Health	STRATEGY: Identify and expand resources for mental health student support strategies

Early Access	STRATEGY: Expand access for high school students to postsecondary courses. A PSEO workgroup was created to develop a Strategic Plan to support in early student access to Minnesota State course(s) and programming
Degree Audit & Student Academic Planning	STRATEGY: Support students in staying on track toward educational goals, including using tools such as uAchieve Graduation Planner and Schedule Builder
SUCCESS Pilot Program	<p>STRATEGY: Expand the number of institutions participating in the SUCCESS pilot program</p> <p>STRATEGY: Provide leadership for the continued implementation and coordination of SUCCESS pilot programs</p>
Comprehensive Orientation & Holistic Advising	<p>STRATEGY: Create a community of practice for advising and a community of practice for comprehensive orientation to share information on effective practices, strategies, tools, and resources to best support our students</p> <p>STRATEGY: Create an annual conference/summit focusing on comprehensive orientation and holistic advising best-practices and evidence-based strategies</p>

Key Principle #3: Innovation and Evolution



Re-envisioning higher education as a collective and collaborative enterprise where innovation and evolution are integral to our culture. To achieve the ambitious goal of Equity 2030 and to respond to the rapid and ongoing changes in the cultural, economic, and political context in which higher education operates, we will need to both evolve existing models and innovate to develop altogether new models to meet the needs of current and future students.



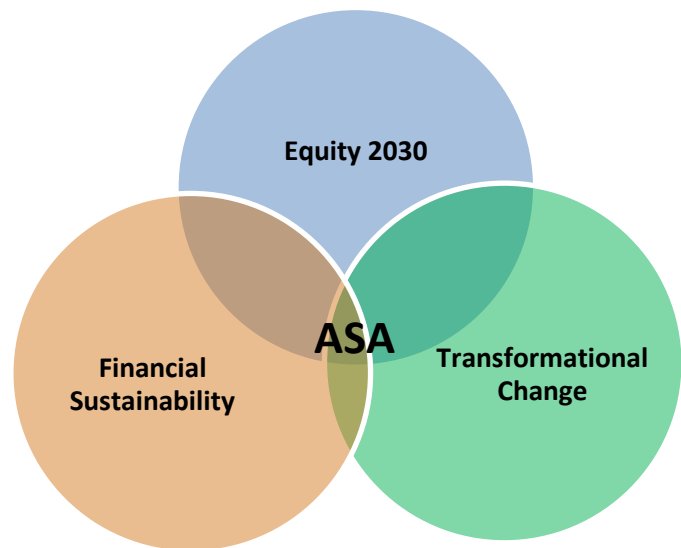
Innovation and Evolution Initiatives

Innovating and Collaborating Toward Equity 2030	STRATEGY: Rebrand funding programs from “innovation funding” and “multi-campus collaboration” to “Innovating and Collaborating Toward Equity 2030. Leverage innovation and collaboration across system office units and campuses to better align initiatives
Open Educational Resources	STRATEGY: Expand development opportunities that incentivize the creation and adoption of available open educational resources (OERs) grounded in equity and digital accessibility by supporting expanded training and support for faculty
Equity by Design	STRATEGY: Through an ongoing partnership with the Office of Equity and Inclusion to advance Equity 2030, the Network for Educational Development (NED) will expand educational development programming offerings to integrate Equity by Design methodology, e.g., in the criteria used for program review and quality assurance processes
Z-Degrees	STRATEGY: Provide support to maintain existing Z-Degree and incentivize the creation of additional Z-Degrees, a complete associate or bachelor’s degree program that exclusively use course resources that are no cost to students (e.g., OERs, open textbooks, library-curated materials)
NextGen- Workday	<p>STRATEGY: Minnesota State selected Workday as its modern technology solution for its ability to provide Minnesota State with a more consolidated and efficient system. Workday will replace the Integrated Statewide Records System (ISRS). Workday will bring a multitude of benefits to Minnesota State, most notably enhanced service delivery. With Workday, Minnesota State will be able to:</p> <ul style="list-style-type: none"> ▪ Align and integrate mission critical enterprise data, information, and business processes across the Minnesota State system to support the strategic mission ▪ Transform business processes through adoption of industry best practices ▪ Enable enhanced self-service capabilities for faculty, staff, and Students ▪ Reduce the number of outdated systems and act as a single source of truth ▪ Transform many manual and paper processes to leverage technology ▪ Improve reporting, transparency, visibility, and audit history capabilities

ASA Key Principles and Initiatives Alignment with Chancellor/System Office Workplan

The Chancellor/System Office Workplan is a framework that serves as a set of guideposts for multi-year planning. The Workplan is not a comprehensive list of all the collective work that is being undertaken at the system office nor all the activities where the Chancellor is engaged. However, the Workplan is reflective of the top priorities as we move towards our shared Equity 2030 goal assuring our organization is programmatic and financially sustainable while responding to the continual changes in higher education.

In the Chancellor's FY23 Workplan, three strategic objectives have been identified: **Equity 2030**, **Financial Sustainability**, and **Transformational Change**. The work of Academic and Student Affairs stands at the **intersection** of these objectives.



FY 2023 Chancellor/System Workplan Initiatives

Each year, select initiatives are included in the Chancellor/System Office Workplan, and aligned with one or more of the focus areas from the Workplan. Most of ASA's work falls primarily within the area of Student Success and Equity.



Focus Area Definitions and Key

Student Success and Equity	Redesign educational and student service delivery models to ensure continued evolution that supports teaching and learning in a post-pandemic era and responds to the changing context of higher education
Workforce and Economic Development	Advance career, technical, and professional education to provide Minnesota with the talent it needs for a strong economy
Technology	Provide technologies that will allow us to redesign teaching and learning and encouraging a fair and equitable environment that closes student technology equity gaps across the diverse landscape, and responds to the wide differences among our campuses in their technology infrastructure and ability to embark on digital transformation
Data Democratization	To continue to mature as a data driven organization, we must identify what information is needed-who needs access to the information and how best to facilitate and govern data infrastructure
Organizational Effectiveness	Provide examination and tools and resources to provide the infrastructure support as we strive for an effective organization that can be nimble and respond to the external challenges and changing landscape of higher education.

In FY 2022, those initiatives included those noted below, color keyed to the related focus area(s). These same initiatives align/overlap ASA’s three key principles and initiatives (Strategic Enrollment Management, Minnesota State Guided Learning Pathways, Innovation and Evolution) and are a part of ASA’s strategic initiatives and strategies towards Equity 2030 for FY 2023.



Academic and Student Affairs Goals & Priorities Aligned with FY23 Chancellor's Workplan

Goals & Priorities	Focus Areas		
Program Review and Quality Assurance	Student Success and Equity		
Strategic Enrollment Management	Student Success and Equity	Data Democratization	
Student Basic Needs	Student Success and Equity		
Mental Health Services and Resources	Student Success and Equity		
Redesign educational delivery model (digital learning transformation)	Student Success and Equity	Technology	
Enhancing Access to Data Analytics	Student Success and Equity	Data Democratization	Organizational Effectiveness

**Status of Goals and Priorities Aligned
with FY23 Chancellor's Workplan**



Status of Goals and Priorities Aligned with FY23 Chancellor's Workplan

Goals & Priorities	Strategies	Focus Areas	
Program Review and Quality Assurance	<ul style="list-style-type: none"> ➔ Transfer (FY23): Develop an accountability framework to monitor progress on improving transfer and to evaluate compliance with board policy and transfer goals. ➔ Transfer Pathway Program Review (FY23): Phases III and IV: Transfer Pathways Program Review program improvement workshop will commence in Fall 2022 and Spring 2023. <ul style="list-style-type: none"> ▪ Phase III Programs include Chemistry, Communication Studies, political science, and law enforcement ▪ Phase IV Programs include computer science, English, exercise science, mathematics, and Spanish ➔ Law Enforcement Programs (FY23): Programs' completion of Individual Program Improvement Plans. ➔ Law Enforcement Skills Program Review (FY23): Continue efforts to improve the consistency across the programs, in collaboration with the Minnesota Peace Officer Standards and Licensure Board. ➔ System-Wide Program Review and Quality Assurance Supports (FY23): <ul style="list-style-type: none"> ▪ Professional development workshops on various aspects of academic program review are being developed, in collaboration with the Minnesota State Ed Technology & Development Unit. Materials from these workshops should be invaluable additions to the academic program review resource library. ▪ Academic program review related sections in Minnesota State Board Policy 3.36 and System Procedure 3.36.1. may need to be reviewed to clarify academic program review expectations and system-wide review/feedback processes. ▪ Create an Academic Program Review Community of Practice to provide an invaluable opportunity for SAOs, deans, IR professionals, and faculty to share best practices and identify campus needs. ▪ Pilot implementation System-level Program Review and Quality Assurance process 	Student Success and Equity	

	<ul style="list-style-type: none"> ➤ Transfer Pathway Programs (FY24): <ul style="list-style-type: none"> ▪ Continue next phase of Transfer Pathways Program Review program improvement with workshop in Spring 2024 ➤ All Other Programs (FY24): <ul style="list-style-type: none"> ▪ Full roll-out and implementation of Program Review and Quality Assurance process 			
Strategic Enrollment Management	<ul style="list-style-type: none"> ➤ Hire and onboard a new staff position focused on systemwide strategic enrollment management (FY23). ➤ Draft a systemwide strategic enrollment approach/plan (FY23) ➤ Provide expertise and coordination of comprehensive student support programs for Bemidji State University, Southwest Minnesota State University, Hennepin Technical College, and Anoka Ramsey Community College (FY23-FY25) ➤ Explore opportunities to sustain and potentially scale the SUCCESS pilot programs (FY23-FY25) ➤ Review and determine implementation strategies for enrollment management workgroup recommendations for both enterprise and campus-based enrollment management strategy (FY23) ➤ Support 12 colleges continued participation in the Lumina Foundation/AACRAO strategic enrollment management project (FY23) ➤ Continue to identify and invest in systemwide technologies and data analysis infrastructure (FY23) 	Student Success and Equity	Data Democratization	
Student Basic Needs	<ul style="list-style-type: none"> ➤ Launch a basic needs central resource hub (FY23). ➤ Provide resources to assist colleges and universities with meeting statutory requirements for basic needs (FY23). ➤ Explore a partnership with second harvest heartland for campus food pantries and to serve as a SNAP outreach provider (FY23). ➤ Explore the feasibility of creating a home-grown system wide comprehensive basic needs prevalence assessment (FY23). ➤ Provide information on student basic needs base funding for the biennial budget request (FY23). 	Student Success and Equity		

<p>Mental Health Services and Resources</p>	<ul style="list-style-type: none"> ➔ Provide resources to assist colleges and universities with meeting statutory requirements for mental health awareness (FY23). ➔ Implement mental health first aid train the trainer initiative (FY23). ➔ Pilot mental health peer to peer programs (FY23). ➔ Provide information on mental health awareness as part of the biennial budget request (FY23). 	<p>Student Success and Equity</p>		
<p>Redesign educational delivery model (digital learning transformation)</p>	<ul style="list-style-type: none"> ➔ Identify and remedy challenges students experience with usability and accessibility related to enterprise academic technology services (FY23). ➔ Add tools (e.g., H5P, Packback) to increase interactivity in online courses (FY23). ➔ Identify and create Brightspace data reporting tools that inform equity minded teaching interventions (FY23). ➔ Improve student experience with core enterprise academic tools by aligning authentication methods (FY23). 	<p>Student Success and Equity</p>	<p>Technology</p>	
<p>Enhancing Access to Data Analytics</p>	<ul style="list-style-type: none"> ➔ Operationalize the structure for Center for Data Access and Analytics ➔ Launch search for Executive Director of Center, who will serve as the system Chief Analytics Officer ➔ Set a strategic vision and lead the development of a 3–5-year predictive analytics workplan ➔ Finalize roles and responsibilities across institutional research, information technology, and Center for Data Access and Analytics, as well as with data stewards across other functional areas 	<p>Student Success and Equity</p>	<p>Data Democratization</p>	<p>Organizational Effectiveness</p>

Status of Initiatives Aligned with Equity 2030 and MN Guided Learning Pathways

EQ 2030 Principle(s)	MN State GLP Priorities	Strategy	Outcome(s)	Campus Engagement/Examples
Enhanced Access Academic Success	Curricular & Program Design & Delivery: <ul style="list-style-type: none"> • <i>Well-articulated pathways aligned with careers</i> 	Transfer Pathways	Create opportunities to streamline transfer for all students who intend to prepare for the bachelor's degree by completing an associate degree at a two-year college.	WSU's targeting prospective 2-year to 4-year pathway students with messaging about WSU value to differentiate among other transfer options. WSU's developing and enhancing relationships with community college advisors and optimizing the collaboration with 2-year colleges to facilitate transfers
Academic Success	Curricular & Program Design & Delivery: <ul style="list-style-type: none"> • <i>Well-articulated pathways aligned with careers.</i> • <i>Maintaining academic momentum and credit intensity</i> 	Math Pathways	Eliminate Equity Gaps in College level Math completion on the 1st Semester	Fond du lac, SCTCC and St. Cloud State implemented a math pathway with a default math course aligned to a student's course of study. They created sections for enrollment in and completion of a college-level math courses with embedded corequisite design structures in the first year
Enhanced Access	Curricular & Program Design & Delivery: <ul style="list-style-type: none"> • <i>Well-articulated pathways aligned with careers.</i> • <i>Maintaining academic momentum and credit intensity</i> 	Multiple Measures	Increase the accuracy and effectiveness of student placement into college-level or developmental education by implementing a Multiple Measures course placement approach	27 MN State campuses implemented a course placement pilot, including the use of stand-alone High School GPA and Guided Self-Placement, ensuring more students can complete a college gateway course in their first year of study
Evidence-Based Academic Success	Equity By Design: <ul style="list-style-type: none"> • <i>Local Data-informed Customization</i> • <i>Examining disaggregated student outcome data across all dimensions of the student experiences, and continually adjusting policy and practice to produce different results and address equity gaps</i> 	Equity By Design	Developing our data fluency to ensure our practices are data-informed and evidence-based	St. Paul College on an annual basis, the IR department at IHCC produces a data set by SUBJ/DEPT that provides a success (A, B, C, P) ratio comparing BIPOC and white students. This data is available to all faculty, staff, and administrators either through D2L or by request to IR. If all UFT faculty in a SUBJ/DEPT agree, data is shared for the course/section level. VP of AA and Deans can see this level of data by request to IR. The Student Success metrics include information on the gap between BIPOC and white students on several measures.

Enhanced Access	Curricular & Program Design & Delivery: <ul style="list-style-type: none"> • <i>Maintaining academic momentum and credit intensity</i> 	PSEO & Concurrent Enrollment	Provide accessible and affordable opportunities for high school students to enroll in college and university courses especially with first-generation, low-income, and BIPOC students, as well as students from greater Minnesota.	<ul style="list-style-type: none"> • 23 campuses successfully completed NACEP accreditation to offer Concurrent enrollment courses • Minnesota West has strong partnerships with local high schools in the 19 counties they serve. Many of the schools in the region work closely with Minnesota West and offer dual credit college courses and articulated college courses
Academic Success	Holistic Advising & Comprehensive Student Support: <ul style="list-style-type: none"> • <i>Advising is proactive, sustained and focused on program completion and remaining on track</i> 	uAchieve Grad Planner & Schedule Builder	All students will have a personalized Plan that identifies the courses the student needs to take each term to satisfy their academic program (degree, diploma, certificate) requirements and to stay on track for graduation.	<ul style="list-style-type: none"> • Seven colleges and universities have implemented Grad Planner & Schedule Builder allowing student access to create personalized Plans and allowing students to schedule planned courses according to preferences of days/times offered, location, instructor, and non-curricular commitments.
Academic Success	Curricular & Program Design & Delivery: <ul style="list-style-type: none"> • <i>Well-articulated pathways aligned with careers</i> • <i>Maintaining academic momentum and credit intensity</i> 	Developmental Education Strategic Road Map (DESR)	Significantly increase the success of all students in developmental education and college-level gateway courses towards an increase of overall college degree, certificate, or diploma completion	<ul style="list-style-type: none"> • Itasca Community College English and Reading faculty host a Learning Community by clustering a four credit English 91 course and a three credit Freshman Year Experience course and waive the reading requirement. Because of the success, they expanded the Learning Community Model across all their developmental English and reading courses. • PTCC has two scholarship opportunities that allow high school graduates to attend PTCC for free for one to two years depending on their high school. This covers any developmental courses needed. PTCC has designated scholarships for low -income students who may require development education.

<p>Academic Success</p>	<p>Curricular & Program Design & Delivery:</p> <ul style="list-style-type: none"> <i>Inclusive perspectives and approaches in content, pedagogy, and service delivery</i> 	<p>Academic Program Review</p>	<p>Ensuring and improving quality across all of Minnesota State academic programs to increase equitable access to quality pathways and credentials that support eliminating the equity gap by 2030</p>	<p>MSU-Mankato through its campus process is reviewing programs to ensure curricula reflects diverse perspectives across the field, and includes the contributions and work of scholars and/or practitioners of color or native origin and other underrepresented voices that align with system-level program review criteria</p>
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