# STRATEGIC FRAMEWORK #1: Ensure access to an extraordinary education for all Minnesotans

## Strategy 1: Establish clear pathways for students that lead to increased retention and completion

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| **1.1.1 Improve curriculum alignment (CTF 21, 22, 24)** | Transfer Pathways Teams (ASA) | ▪ Develop four (4) initial transfer pathways and identify an additional 20-25 pathways to be developed (5/30/16)  
▪ Report to legislature on plan to expand AAS to BAS pathways (3/1/16)  
▪ Convene a work group to explore and research additional considerations from the Academic Programs & Collaboration team such as: (10/31/15)  
  - Collate resources needed for successful collaborations and make them easily accessible for all  
  - Merge all transfer resources into one website that is easy to navigate and user friendly  
▪ Identify priorities and develop project plan with detailed steps/owners/ timeframes/deliverables (3/31/16) | Implementation of transfer evaluation/appeal process (9/1/16)  
▪ Launch identified projects identified by work group (10/1/16)  
▪ Develop an additional 20-25 transfer pathways (5/30/17) |
| **1.1.2 Strengthen academic advising (CTF 1, 3)** | Colleges/universities (ASA and Student Affairs Council) | ▪ Convene campus-based advising work group and supporting subcommittee within Student Affairs Council (11/15/15)  
  - Research advising best practices and develop specific recommendations for strengthening advising  
  - Identify and distribute campus-based best practices  
  - Identify training and professional development needs and programming for faculty and staff advisors  
▪ Compile campus-level descriptions of advising process, staffing, and early alert process and report to Leadership Council (6/1/16)  
▪ Complete college/university Student Success plan (6/1/16) | Identify resource requirements for strengthening advising (10/1/16)  
▪ Begin to develop and deploy opportunities created by faculty and staff development experts within the system (4/1/17) |
| **1.1.3 Develop a metric on satisfaction and the efficacy of advising (CTF 4)** | ASA Institutional Research in collaboration with college/university research directors | ▪ Define the metric (3/1/15)  
▪ Metric defined and tested through appropriate consultation channels (5/1/15)  
▪ New metric included in institutional performance metrics reports (6/1/16) |  |
| **1.1.4** | **Review and revise policies (where appropriate) to mitigate unintended consequences and remove unnecessary barriers (CTF 5)** | ASA Policy Council in consultation with Finance | ▪ Refer to ASA Policy Council: (10/1/15)  
▪ 2.9 Financial Aid Satisfactory Academic Progress (SAP), and  
▪ 5.12 Tuition and Fee Due Dates, Refunds, Withdrawals and Waivers  
▪ Shepherd changes through policy consultation and approval process (6/30/16) |  |
| **1.1.5** | **Identify partnership opportunities for technology tools to support retention and completion (CTF 6, 23)** | ASA in collaboration with colleges/ universities | ▪ Convene a workgroup to evaluate existing resources and services used on campus and determine common needs (12/31/15)  
▪ CRM system for early alert and advising  
▪ Graduation planner for advising  
▪ Predictive Analytics for targeting student success interventions and managing enrollment (build on existing BI Tiger team efforts)  
▪ Report on common products and needs and recommendations to vice chancellors of ASA and ITS (6/30/16) | Integration with ISRS (or future ERP), if determined that a common solution is desired |
| **1.1.6** | **Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising (CTF 2, 21)** | Colleges/universities (ASA) | ▪ Complete evaluation of existing resources and services for meeting the needs of future and current students in transition and campus staff who work with students (6/30/16) | Identify priorities and develop project plan with detailed steps/owners /timeframes/deliverables for ASA Web-based app (3/31/17) |

*Parentheticals identify divisions or systemwide groups that will provide support and coordination for the work*
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| 1.2.1 | Develop a strategy for quality online education (CTF 18) | Leadership Council planning group in coordination with ASA Coordinating Commission | ▪ College/university conversations with students, faculty, and staff on current and future online education (2/1/16)  
▪ Online Education Workshop with Leadership Council (informed by campus conversations) to evaluate MnSCU online strategy (4/1/16) | Develop recommendation (10/31/16) |
| 1.2.2 | Ensure all students have access to technology (CTF 19) | Colleges/Universities (ASA Technology Council) | ▪ Conduct a campus-level assessment to better understand academic program/discipline needs, future and current student needs and access, and institutional capacity to meet needs of students and faculty (6/1/16) | Conduct a technological and financial feasibility study (5/1/17) |
| 1.2.3 | Increase opportunities for exploration of emerging technologies and professional development for students, faculty, and staff (CTF 16, 20) | ASA Technology Council | ▪ Expand current offerings (e.g., Improving your Online Course workshop, D2L Brightspace webinars) (5/1/16)  
▪ Create and support communities of practice around effective teaching with technologies in specific disciplines, in conjunction with Ignite conference (5/1/16)  
▪ Continue to assess campus and system programs and resources and identify opportunities to share best practices and opportunities to fulfill unmet needs (6/1/16) | Continue to develop and deploy opportunities created by faculty and staff development experts within the system (7/1/17) |

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<td><strong>1.3.1 Develop campus diversity plans, integrated into each college/university overall Student Success plan (CTF 1, 10, 11)</strong></td>
<td>Colleges/universities (Diversity)</td>
<td>▪ Create guidelines with common elements to be used by all colleges/universities, linked to institutional performance metrics, and related data elements, including the role of the Chief Diversity Officer (10/30/15)&lt;br&gt;▪ Assess current college/university plans and provide feedback vis a vis new guidelines (12/31/15)&lt;br&gt;▪ Complete college/university plans (6/1/16)</td>
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<td><strong>1.3.2 Diversity mapping and assessment of diversity and equity (CTF 9)</strong></td>
<td>College/university pilots (Diversity)</td>
<td>▪ Complete and evaluate campus-based pilots (6/1/16)&lt;br&gt;▪ MSU Moorhead – Diversity Mapping&lt;br&gt;▪ Century - PACE Survey Diversity Subscale&lt;br&gt;▪ Normandale – Intercultural Development Inventory (IDI)</td>
<td>Develop strategy for diversity assessment (9/30/16)</td>
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<td><strong>1.3.3 Improve the recruitment and retention of diverse faculty and staff (CTF 15)</strong></td>
<td>Human Resources in collaboration with colleges/universities (Diversity and ASA)</td>
<td>▪ Compile best recruitment and retention practices implemented across the system and develop a common toolkit for searches and retention efforts (12/31/15)&lt;br&gt;▪ Establish hiring and retention goals on each campus and in the system office, aligned with existing affirmative action plans (12/31/15)&lt;br&gt;▪ Review hiring and retention practices on each campus and in the system office and strengthen practices through alignment with identified best practices (6/1/16)</td>
<td>Implement best practices (7/1/16)</td>
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<td><strong>1.3.4 Provide professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy (CTF 7, 8)</strong></td>
<td>ASA Coordinating Commission and Diversity</td>
<td>▪ Inventory colleges/universities and system resources and programs (12/31/15)&lt;br&gt;▪ Determine gaps and best approach to filling them (1/31/16)&lt;br&gt;▪ Identify additional resource needs and strategies for sourcing (6/30/16)</td>
<td>Implement professional development programs to fill gaps across the system (9/1/16)</td>
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**Other ongoing Initiatives:**
- Developmental Education reform
- Metro Baccalaureate Plan
- Scholarship campaign (see 3.1.1 in plan)
- E-textbooks/Open Educational Resources (OERs) (see 3.1.2 in plan)
- Partnership with MN Department of Education
- Succession Planning
- Native Nations Taskforce
- Increase PSEO and concurrent enrollment opportunities
STRATEGIC FRAMEWORK #2: Be the partner of choice to meet Minnesota’s workforce and community needs

Strategy 1: Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve problems for business across the state

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<td>2.1.1 Confirm and endorse the value proposition for our colleges and universities to provide comprehensive workplace solutions for employers (CTF 26-28)</td>
<td>Leadership Council in collaboration with CECT Leadership Council</td>
<td>Develop collaborative approaches for colleges and universities to collectively grow a continuum (two-year to graduate level) and increase capacity to meet the following goals: (12/1/15) - Expand services to business and industry - Leverage campus resources - Develop (CECT) revenue generating programs</td>
<td>Implementation of model begins (7/1/16)</td>
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Strategy 2: Broaden students’ opportunities to earn credit for prior learning by developing a certification process to award transferable competency-based credit

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<td>2.2.2 Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities (CTF 28-33)</td>
<td>College/university pilots (ASA)</td>
<td>College/university faculty and staff assess campus interest, programmatic opportunities, and readiness (12/1/15) Colleges/universities indicate interest in working collaboratively as a pilot group to: (2/1/16) - Create and test a replicable process for awarding credit for prior learning and developing competency-based programs starting with the “toolkit” developed by the Competency Certification &amp; Credit for Prior Learning team - Develop business model and approaches to deliver professional development and to enhance capacity building resources with other colleges/universities building on campus based practices - Identify policies and procedures for review in FY17</td>
<td>Report on pilot findings to Leadership Council (10/1/16) Expand pilot group (2/1/17)</td>
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Other ongoing Initiatives:
- Financial allocation model (see 3.2.1)
- Workforce alignment through Real Time Talent initiative
- Multi-state Learning Outcomes Collaborative
**STRATEGIC FRAMEWORK #3: Deliver to students, employers, communities and taxpayers the highest value/most affordable option**

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| **3.1.1 Ensure affordability for all students (CTF 13)** see initiatives in Strategic Framework #1 | College/University Development Officers and Presidents | ▪ Increase scholarship support for students with a major campaign (second phase) to raise $50M over two (2) years  
▪ Define new campaign (12/31/15)  
▪ Continue to deploy financial literacy programs for students as well as family financial planning and education | Launch new campaign (7/1/16) |
| **3.1.2 Develop a comprehensive strategy to increase awareness and development of e-textbooks and open educational resources (OERs) (CTF 17)** | Faculty pilots (ASA) | ▪ Based on FY15 efforts, continue pilots and scale initiatives (6/1/16)  
  ▪ Scale faculty reviews in partnership with the UofMN (up to 175 faculty)  
  ▪ Provide support to 7-10 colleges/universities to pilot campus-level OERs  
  ▪ Integrate OERs with four (4) Transfer Pathways Teams | Evaluate and expand on campus OER pilots and scaled faculty work |

**Strategy 2: Redesign our financial and administrative models to reward collaboration, drive efficiencies and strengthen our ability to provide access to an extraordinary education for all Minnesotans**

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| **3.2.1 Redesign the current (internal) financial model to incent and reward collaboration, Strategic Framework commitments, and Charting the Future recommendations (CTF 25, 34)** | Finance division in consultation with colleges/universities | ▪ Use campus expertise from technical advisory committee (9/30/15)  
  ▪ Board of Trustees consideration of design principles (11/30/15)  
  ▪ Run scenarios, test, consult, and revise (5/31/16)  
  ▪ Ongoing consultation | Ongoing consultation  
  Board of Trustees consideration (10/31/16)  
  Implementation (7/1/17) |

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| 3.2.2 | Develop and implement new systemwide human resources transactional service delivery model (CTF 37) | Campus HR staff with support from vice chancellor for human resources with HR division | Convene pilot workgroup to begin process mapping of transactional services (8/1/15)  
Service model identified (1/15/16)  
First transactional workgroup kick-off (10/5/15)  
Second transactional workgroup kick-off (3/1/16)  
Training HR staff on new transactional processes (1/18/16-ongoing) | Third transactional workgroup kick-off (9/5/16)  
Service model phase 1 launched (12/30/16) |
|---|---|---|---|---|
| 3.2.3 | Align student and employee identification practices to increase access and communication for students, faculty, and staff across MnSCU (CTF 42) | ITS in consultation with colleges/universities | Infrastructure work to be completed (6/30/16)  
- Complete StarID rollout at two remaining institutions  
- Create a single Office 365 tenancy that can be adopted by colleges and universities | Assess and establish core organizational process requirements for identification processes (6/1/17) |
|---|---|---|---|---|
| 3.2.4 | Replace or re-engineer ISRS (Integrated Statewide Record System) (CTF 38-41) | ITS in consultation with colleges/universities | Complete ISRS campus listening sessions (10/31/15)  
Create a roadmap for the business case to upgrade/replace ISRS in FY18/FY19 (3/1/16)  
Begin mapping existing processes to enterprise to identify gaps  
Ongoing consultation | Consideration by Board of Trustees as part of the legislative biennial budget request  
Secure legislative funding for replacement (6/1/17)  
Ongoing work – FY18/FY19 |

**Other ongoing Initiatives:**
- Workgroup on Long-term Financial Sustainability
- Campus Service Cooperative initiatives
- Continue to reduce administrative, institutional, and instructional costs

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