

# ST. CLOUD STATE UNIVERSITY

February 26, 2016



Jonathan Martin  
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February 25, 2016

**OFFICE OF THE PRESIDENT**  
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Laura King, Vice Chancellor for Finance and Administration  
Minnesota State Colleges and Universities  
30 Seventh Street East, Suite 350  
St. Paul, MN 55101-7804

Dear Vice Chancellor King:

I am pleased to submit the recently completed Comprehensive Facilities Master Plan for St. Cloud State University. This facilities plan is designed to meet the evolving expectations of a diverse body of students and changes in technology and teaching methods.

The University began this planning process in the summer of 2014 with a series of 120 meetings with a wide range of stakeholders including St. Cloud State Technical and Community College. The plan was informed by academic strategy and several other plans including the University Wayfinding Plan, Climate Action Plan, Parking and Transportation Study, and Safety and Security Plan in addition to building condition and utilization assessments.

The plan was developed through a transparent process involving a large steering committee, several focus groups and gallery walks. It also was done concurrently with City of St. Cloud's comprehensive plan with the two informing one another, which emphasizes the University's integral role within the community.

The strategic priorities formulated through the planning process were an integrated student experience, rigorous programs that offer applied learning, community engagement, development of a diverse campus, sustainability and a capacity for excellence and innovation. These priorities formulated the foundation for the plan recommendations.

The plan is considered a guide for the future at the University as well as a representation of our continued effective service to the community and the State of Minnesota.

Sincerely,



Earl H. Potter III  
President



**A member of the Minnesota State Colleges and Universities system.**

St. Cloud State University does not discriminate on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regards to public assistance, sexual orientation, gender identity, gender expression, or status as a U.S. veteran. The Title IX coordinator at SCSU is Ellyn Bartges. For additional information, contact the Office of Equity & Affirmative Action, (320) 308-5123, Admin. Services Bldg. Rm 102. A member of the Minnesota State Colleges & Universities System.



February 25, 2016

President Earl. H. Potter, III  
200 Administrative Services  
St. Cloud State University  
720 Fourth Avenue South  
St. Cloud, Minnesota 56301-4498

RE: St. Cloud State University Comprehensive Facilities Plan, RDG # 2014.456.00

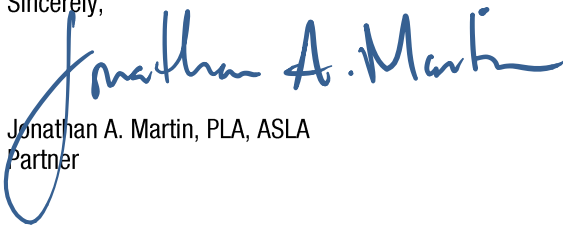
Dear Earl:

RDG Planning & Design has thoroughly enjoyed getting to know you, your wonderful staff, faculty and students, as well as your campus during the planning process of developing the St. Cloud State University Comprehensive Facilities Plan. We are pleased to submit this final report of the plan to you. After many months of meetings, discussions, workshops, phone calls and writing, we believe that the plan SCSU has created with RDG is one that can be simply described as a smart plan and one that sets SCSU to succeed in the short term and flourish in the long term.

SCSU has a long history of educational excellence, responsible education options for its students, and one that has been a cornerstone of the community of St. Cloud. This history allowed for a planning process that was engaging, transparent, and ultimately one that resulted in the plan that follows this letter.

RDG would be happy to assist on any additional needs that may come up as you begin to implement the plan. We are also happy to assist with any further discussions you will be having with MnSCU. I speak for the entire project team, including Joe, Jay, and Jen, when I say that this has been a wonderful partnership and we look forward to our paths crossing again in the future.

Sincerely,



Jonathan A. Martin, PLA, ASLA  
Partner







# EXECUTIVE SUMMARY



## SCSU | Acknowledgements

### President's Council

|                     |  |
|---------------------|--|
| Earl H. Potter, III | President  |
| Ashish Vaidya       | Provost/Vice President For Academic Affairs                                    |
| Tammy L.H. Mcgee    | Vice President For Finance And Administration                                  |
| Wanda Overland      | Vice President For Student Life And Development                                |
| Matt Andrew         | Vice President For University Advancement                                      |
| Judith Siminoe      | Special Advisor To The President   |
| Ellyn Bartges       | Equity & Access Officer  |
| Heather Weems       | Director Of Athletics  |
| Bernie Omann        | Director Of University Relations/Legislative Relations                         |
| Lisa Foss           | Assoc. Vice President /Assoc. Provost For Strategy, Planning And Effectiveness |
| Loren Boone         | Assistant Vice President For Marketing And Communications                      |
| Henry May           | Associate Vice President For Technology/Chief Information Officer              |

### CFP Steering Committee

|                      |  |
|----------------------|--|
| Tammy McGee          | Vice President for Finance and Administration                                      |
| John Frischmann      | Director of Facilities   |
| Monica Devers        | Dean – School of Health & Human Services   |
| Mark Springer        | Dean – College of Liberal Arts; School of the Arts                                 |
| Henry May            | Associate Vice President for Technology/Chief Information Officer                  |
| Wanda Overland       | Vice President Student Life & Development  |
| Lisa Foss            | Associate Vice President /Associate Provost for Strategy, Planning & Effectiveness |
| Ron Seibring         | Campus Recreation  |
| Dan Pedersen         | Director of Residential Life   |
| Heather Weems        | Director of Athletics  |
| Bernie Omann         | Director of University Relations/Legislative Relations                             |
| Steve Hoover Interim | Associate Provost for Faculty and Student Affairs                                  |
| Tracy Ore            | Sociology and Anthropology – Faculty Association Representative                    |
| Kurt Helgeson        | Environmental & Technology Studies & Science – Faculty Association Representative  |
| Missy Northenscold   | Learning Resources Services– MAPE Representative                                   |
| Mark Hedlund         | Facilities – MMA Representative  |
| Destiny Dusosky      | Facilities – AFSCME Representative   |
| Brenda Zamlen        | Records & Registration – MSUAASF Representative                                    |
| Ellyn Bartges        | Equity & Affirmative Action  |
| Owen Zimpel          | Student Disability Services  |
| Summer Vogl          | Student Association President  |
| Neil Manning         | Student Association Vice President   |



## SCSU 2015 CFP | Student, Faculty, & Staff Affinity Groups

- Residence Life
- Campus Life
- Pedagogy & Technology
- Students
- Administration
- Alumni
- Athletics
- Recreation
- Facilities
- Public Safety
- IT
- College of Science & Engineering
- College of Liberal Arts
- School of Public Affairs
- School of Health & Human Services
- Herberger Business School
- School of Education
- Center for Continuing Studies
- University College
- Learning Resource Services
- School of Graduate Studies

## Planning Consultant Team

### RDG Planning & Design

|                 |                                |
|-----------------|--------------------------------|
| Joe Lang        | Project Principal              |
| Jonathan Martin | Project Manager/Campus Planner |
| Jay Weingarten  | Project Architect              |
| Jennifer Cross  | Project Landscape Architect    |
| Nick Schulz     | Architect                      |
| Jackie Manning  | Project Coordinator            |
| Carolyn Schreck | Project Coordinator            |
| Sarah Skarka    | Communications                 |

### The Sextant Group

|            |                                  |
|------------|----------------------------------|
| Craig Park | Technology & Pedagogy Consultant |
|------------|----------------------------------|

### Anderson Strickler

|                  |   |
|------------------|---|
| Linda Anderson   | Campus Housing and Real Estate Consultant |
| Michael Oliphant | Campus Housing and Real Estate Consultant |

## Overview

In the summer of 2014, RDG Planning & Design, with the Sextant Group and Anderson Strickler, were engaged by St. Cloud State University (SCSU) and the Minnesota State Colleges & Universities (MnSCU) System Office to update the University's Comprehensive Facilities Plan (CFP).

The process began with a series of conference calls to establish the vision for the CFP update process and vision for the campus and was soon followed by a kick-off meeting with the Comprehensive Facilities Plan Steering Committee on August 19, 2014.

St. Cloud State University established a series of guiding principles for capital renewal, renovation & construction to establish the tone and direction of the plan. These principles provided the planning team and the steering committee clear direction throughout the planning process. These principles are as follows:

- Be among the best regional comprehensive institution in the Upper Midwest.
- New vision for the relationship between the built environment and the changing role of technology in the way students learn
- Evolving expectations of students for interactions with information, faculty, staff and each other.
- Respect a diverse array of resident, commuter and non-traditional students. Include implications for neighborhoods that surround the University.
- Take advantage of the location on the banks of the Mississippi River.
- Optimum balance of functionality, adaptability, aesthetic quality and cost of construction, operations and maintenance.

- Energy efficient and cost effective...built for 50 years.
- Open, accessible and friendly. Supporting St. Cloud community development.
- Account for curricular, co-curricular, extra-curricular and public use facilities.
- Sympathetic with the city's future space use plan.
- Partnerships with St. Cloud Technical & Community College and MnSCU institutional collaboration.

The plan that follows is the culmination of many hours of meetings and work sessions aimed to meet the goals behind these guiding principles.

- A key objective of the planning effort was to provide transparency throughout the process. This objective gave guidance as to how the planning process would be laid out, scheduled, conducted and reported out. The University established a SharePoint site on the university website early on for access to meeting notes, presentations and drafts of the plan to faculty, staff and students. Each on-campus workshop concluded with a campus wide presentation, providing updates on the status of the work and opportunities to provide feedback and field questions about the plan.



Presentation of Comprehensive Facilities Plan in September 2015.

## Planning Process

The Planning Team for this Comprehensive Facilities Plan update included RDG Planning & Design, along with The Sextant Group, technology consultants and Anderson Strickler, student housing planners. Over the course of the next 15 months, the consultant team facilitated more than 120 meetings, both on-campus and via web conferencing, meeting with the steering committee an average of once a month. There were three on-campus, multi-day workshops in which the consultant team met with the steering committee, numerous affinity groups and conducted all campus meetings. This large number of meetings helped ensure the level of transparency the University sought.

A number of conversations also occurred between the University and the City of St. Cloud, which is in the midst of updating their City Comprehensive Plan. In addition to the meetings with the City, the planning team also met with St. Cloud Technical and Community College, discussing how their partnerships, current and future, would impact the facilities on campus.

The CFP process concluded with two major presentations. The first presentation to the University was held on September 25, 2015, where a formal executive summary was presented and followed by a gallery walk session, both were open to all faculty, staff and students, providing opportunity for questions and discussion. The final presentation to the MnSCU System Office will be in mid-November.

# SCSU Strategic Priorities

The Planning Principles established the framework for the planning process. Through discussions with the administration, faculty, staff and students, six strategic priorities were formulated.

- Create an integrated student experience.
- Develop rigorous and relevant programs that include applied learning opportunities.
- Engage the surrounding community.
- Cultivate a vibrant, involved, and diverse campus
- Develop environmental, organizational, and social sustainability.
- Develop institutional capacity for excellence and innovation.

These Strategic Priorities, along with the Guiding Principles, informed the Comprehensive Facilities Planning Priorities.

The CFP Priorities formulated the foundation for the physical building and site recommendations. These priorities are in no particular order and include:

- Reduce campus footprint by up to 10 percent
- Reduce the total number of 110-type classrooms across campus by improving utilization
- Reduce the number of general purpose computer labs
- Increase the number of active learning classrooms
- Increase the number and improve the quality of informal socialization and collaboration spaces
- Create a learning commons
- Emphasize the establishment of Centers of Knowledge
- Create a space for Integrated Student Services
- Improve the recruitment and incoming student experience
- Continually improve community engagement
- Improve on-campus recreation and athletic facilities
- Right-size existing student housing to meet short-term needs
- Right-size campus office space allocations in response to faculty and staff realignments
- Improve housing offerings for upper-classman, international, and non-traditional students
- Maintain quality of existing buildings
- Improve energy efficiency of existing buildings

- Improve campus safety, security, and wayfinding
- Improve campus gateways and identification of campus edge
- Create a pedestrian oriented campus environment
- Improve campus site amenities
- Enhance connection to Mississippi River
- Improve campus connection across University Drive

## Findings & Influencers

### Enrollment

St. Cloud State University has seen a dramatic drop in Full Year Enrollment (FYE) over the past 5 years. From a peak of 15,096 FYE in 2010 to an FYE of 12,381 in 2014. This decrease in enrollment from 2010 to 2014 resulted in an 18% reduction of FYEs. The 2014 enrollment is 800 students fewer than enrollment for the 2000 school year. SCSU is forecasting one more year of decline in enrollment and then projects modest growth at a rate of around 1% per year. The CFP was based around the assumption that all academic divisions will grow at the same rate.

### Classroom Utilization

Across campus, classroom utilization is 67.91%. The system target range is 85% – 100% Utilization. Station Occupancy on campus is at 50.6%, a drop of nearly 7% from 2010. Utilization for the middle of the week (Tuesday, Wednesday and Thursday) is high, near or above 100% utilization, while Friday has a 45% utilization rate.



Gallery Walk of Comprehensive Facilities Plan in September 2015.

## Conclusions & Findings

The Comprehensive Facilities Planning process has unfolded while the university is in the midst of a major strategic repositioning effort. As a result, the CFP and the repositioning effort have informed each other while progressing along parallel schedules. For instance, the CFP has adopted several goals from the parallel repositioning effort, such as a desire to reduce the overall campus footprint, improve utilization, and right size staff and faculty spaces.

## Facilities Findings & Conclusions

Key facility data & affinity group feedback was utilized to establish facility priorities. Through the process of identifying specific projects to address the established needs, a number of common initiatives began to emerge. Many seemingly disparate individual projects actually support common initiatives which have been identified by the CFP Steering Committee. In many cases, the projects within these initiatives span a decade or more. Projects within this CFP are presented in terms of the initiatives that they support.

The initiatives identified are:

- A. Active Learning / Collaboration / Furniture & Technology
- B. Eastman Hall Remodel
- C. Miller Center Remodel
- D. Headley Hall Decommissioning
- E. Relocate Perimeter Student Services/Programs to the Core of Campus
- F. Assess Optimal Academic Programming and Utilization of Space
- G. Create Health Science Simulation and Clinical Learning Center
- H. Visual and Performing Arts Strategy
- I. Wick Science Building Improvements
- J. Engineering and Computing Center Improvements
- K. Education Building Improvements
- L. Athletic & Recreation Facilities Improvements
- M. Athletic & Recreation Site Improvements
- N. MN Highway and Safety Research Center
- O. Improve Recruitment & New Student Experience
- P. Atwood Memorial and Garvey Commons
- Q. Housing / Residence Life Improvements



Gallery Walk of Comprehensive Facilities Plan in September 2015.

In the short term, the CFP identifies the goal to reduce the campus footprint in order to reposition itself to better serve students, faculty and staff in the upcoming years. This goal includes a couple key facility moves such as the renovation of Eastman Hall, the move of programs located in facilities on the edge of campus to the interior, and the decommissioning of inefficient and under-utilized facilities. For example, the decommissioning of Headley Hall was identified by affinity groups, the planning committee, and steering committee as a key component to achieving the CFP goals and priorities.

Over the long term, the CFP identifies goals which best position the university to successfully promote advanced educational pedagogies and the meet the needs of future students. For example, there is a tremendous opportunity to redevelop the Miller Center into a learning commons as the print collection is significantly reduced. The opportunity for locating additional educational support services in the Miller Resource center allows for better utilization of this building on campus as a learning resource center.

Over the short and long term, several changes have been identified in the residence life facilities on campus. Holes Hall is slated to be decommissioned in the upcoming years along with many of the residential style buildings currently housing offices located along the edges of main campus. In the future, Mitchell Hall will be reconstructed to a suite style building to better meet the needs of current

and future students and reduce maintenance costs. A complete residence life study and pro forma is included as an appendix.

## Site Findings & Conclusions

Site development on St. Cloud's campus began to unfold through a series of workshops with the planning steering committee, community, and the City of St. Cloud. Changes to the campus are crucial to maintain its vitality and promote student population growth on campus. Overall themes for site development begin to address pedestrian and vehicular conflicts, modifications to existing vehicular traffic, and improving the student and visitor experience. Woven into the thread of each project includes sustainable measures where possible.

In conjunction with this study, St. Cloud State University has completed a signage and wayfinding plan to address gateway locations, building mounted signage, branding, parking, and directional signage on campus. In addition to new signage and wayfinding, maintaining a consistent design standards of site furnishings, pavements, plantings, and character will help create the campus identity that SCSU desires. Implementing LED lighting standards is recommended on campus.

Restructuring parking on campus or offering free commuter parking in the Q Lots with access to the Husky shuttle may help alleviate some on-campus demand. In addition,

opportunities to relocate field space to the existing Q Lots, will offer additional opportunities for student recreation and athletic facilities to allow SCSU to meet the level of facilities of their peer institutions.

One key strategy identified is the decommissioning and restructuring of several residence halls on campus. These changes will offer many recreation opportunities identified by student needs on the northern end of campus (open lawn, courts, & sand volleyball). Other key site improvements include creation of pedestrian malls, reconfiguration of parking & drop-off zones, new outdoor site amenities/plaza spaces, improved gateways and consistency in site furnishings.

St. Cloud is located along the Mississippi River, making stormwater management a high priority. Currently SCSU attests to minimize, to the maximum extent practical, the possible negative impacts of the campus on the watersheds and ultimate Mississippi River ecosystem. In all proposed projects, where applicable, SCSU will apply best practices to ensure that they are helping reduce runoff, improve water quality, and increase the time of concentration for normal rain events to meet the stormwater utilities or the Mississippi River.

Consistency in site plantings will help unify the campus and increase the identity of the SCSU grounds. Establishing

a landscape plan that begins to determine areas where additional stormwater management practices could be implemented would be beneficial to future projects on campus.

The Comprehensive Facilities Plan that has been developed identifies significant initiatives and the projects intended to fulfill them. A list of facility priorities has been developed through feedback from the university community as well as from the direction of the repositioning effort.

Over the course of the next five years, as the university undergoes transformation, it is expected that the facilities plan will support the overall direction that is developed. In five years' time, it is expected that the university will be in a position to consider facility developments of greater significance. Many of the projects identified will help improve safety on campus, reduce pedestrian/vehicular conflicts, improve campus identity and branding, and create additional areas for recreation and athletics. These individual projects support common initiatives which have been identified by the CFP Steering Committee. In many cases, the projects within these initiatives span a decade or more. These projects will require vision, a champion to lead the campus towards their overall goals, phased implementation, and patience.



Student crossing the street near Case Hall.



Image sources: Cates History

## Campus History and Campus Location

### SCSU Notable Dates

- 1869– Founded as the Third State Normal School
- 1898– School began offering junior college curriculum
- 1914– School dropped secondary education
- 1921– School name changed to St. Cloud Teachers College
- 1925– First bachelor's degrees awarded
- 1953– First master's degree program offerings
- 1957– School name changed to St. Cloud State College
- 1975– St. Cloud State College became a university
- 2009– University established a graduate center in Maple Grove

St. Cloud State University was initiated for the schooling of improved educators in the State of Minnesota, a strong foundation which helped shape the University into the institution it is today. History dates back to August 2, 1858, when an education bill was passed by Minnesota Legislature for the appointment of a Normal Board of Instruction. The board was charged to establish three state normal schools to be known as the First, the Second, and the Third State Normal Schools. These schools served as teacher training institutions, a change to the previous system where any person with familiarity with arithmetic, reading and spelling could be employed as a teacher.

In 1869, St. Cloud State University was founded as the Third State Normal School. Of four sites, property known as the “Stearns House” was chosen for the school's beginnings based upon its natural beauty on the bluff of the Mississippi River, as well as for an existing hotel that could be remodeled for use by the school. The property was purchased for \$3,000, and the hotel housed classrooms on the first floor, the Model School, or teacher training department, on the second, and women's resident housing units on the third. The City Council also voted for additional land to be made available to the school, bringing the school grounds to 5.5 acres.

Professor Ira Moore was elected as the Third State Normal School's first principal, heading a faculty of four other members. The first school session began on September 13, 1869, with 40 females and 10 males in the Normal Department, and 70 pupils in the Model School. After 10 years of establishment, the school split into elementary and advanced courses of study, and in 1886 a professional course was introduced into the program of study for high school graduates.



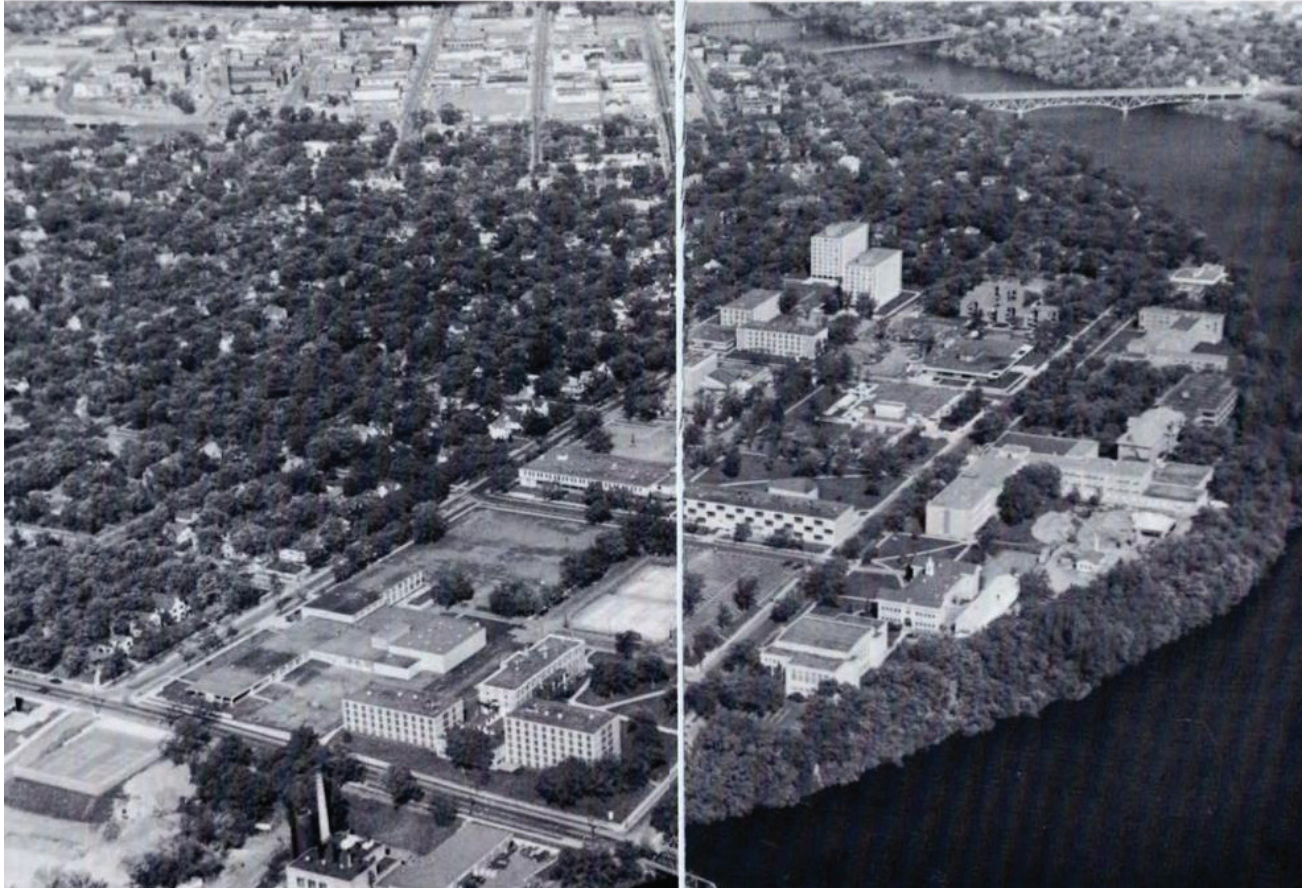


Image sources: Cates History

In 1892 the St. Cloud Normal Athletic Club was formed and first introduced athletics onto campus. The group campaigned for a sports field to support various athletic interests. Also in the early 1890s the school's name changed from the Third State Normal School to the State Normal School at St. Cloud by an act of the Legislature. In 1893, the school contended that it prepared students not only for teaching but for other disciplines of work as well, and in 1898 the school began offering a junior college curriculum.



# Campus Demographics

## Regional Demographics

### Minnesota Population Projections by County

|                           | 2010 Census | 2015      | 2020      | 2025      | 2030      | 2035      | 2040      | 2045      | Change 2010–2030 | Change 2010–2045 |
|---------------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|------------------|
| <b>State of Minnesota</b> | 5,303,925   | 5,497,933 | 5,677,582 | 5,841,619 | 5,982,601 | 6,093,729 | 6,175,801 | 6,234,930 | 678,676          | 931,005          |
| <b>Benton</b>             | 38,451      | 40,522    | 42,460    | 44,386    | 46,086    | 47,594    | 48,927    | 50,088    | 7,635            | 11,637           |
| <b>Morrison</b>           | 33,198      | 35,023    | 36,322    | 37,388    | 38,238    | 38,898    | 39,527    | 40,182    | 5,040            | 6,984            |
| <b>Sherburne</b>          | 88,499      | 99,975    | 106,667   | 111,958   | 117,683   | 123,351   | 128,040   | 131,584   | 29,184           | 43,085           |
| <b>Stearns</b>            | 150,642     | 153,206   | 156,932   | 160,040   | 162,247   | 164,266   | 165,617   | 166,364   | 11,605           | 15,722           |
| <b>Wright</b>             | 124,700     | 143,740   | 155,175   | 163,610   | 172,983   | 181,632   | 190,736   | 199,712   | 48,283           | 75,012           |

Source: 2010 U.S. Census, Minnesota State Demographic Center

### Population Projections by Age Group, 2015 – 2045

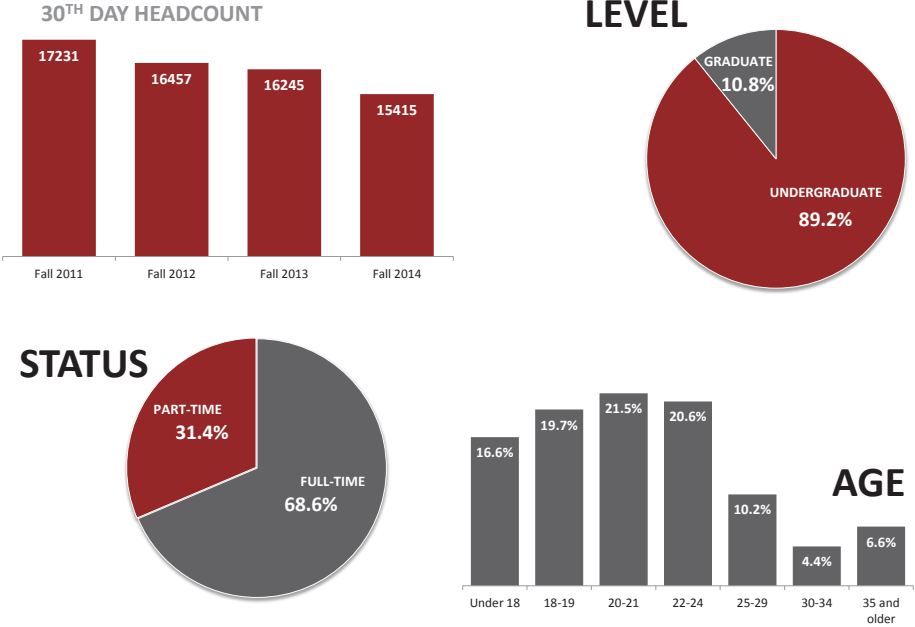
| County           | Overall Growth | 0–14 yrs | 15–24 yrs | 25–44 yrs | 45–64 yrs | 65–84 yrs | 85+     |
|------------------|----------------|----------|-----------|-----------|-----------|-----------|---------|
| <b>Benton</b>    | 23.61%         | 0.83%    | 4.39%     | 7.86%     | 11.50%    | 134.31%   | 106.40% |
| <b>Morrison</b>  | 14.73%         | 13.40%   | 9.70%     | 16.29%    | –12.58%   | 48.33%    | 129.94% |
| <b>Sherburne</b> | 31.62%         | 5.34%    | 10.07%    | 16.01%    | 5.22%     | 214.50%   | 311.32% |
| <b>Stearns</b>   | 8.59%          | –10.22%  | –2.70%    | 1.73%     | –12.58%   | 85.19%    | 170.31% |
| <b>Wright</b>    | 28.70%         | 27.17%   | 30.79%    | 21.14%    | 7.12%     | 172.27%   | 279.43% |

Source: Minnesota State Demographic Center

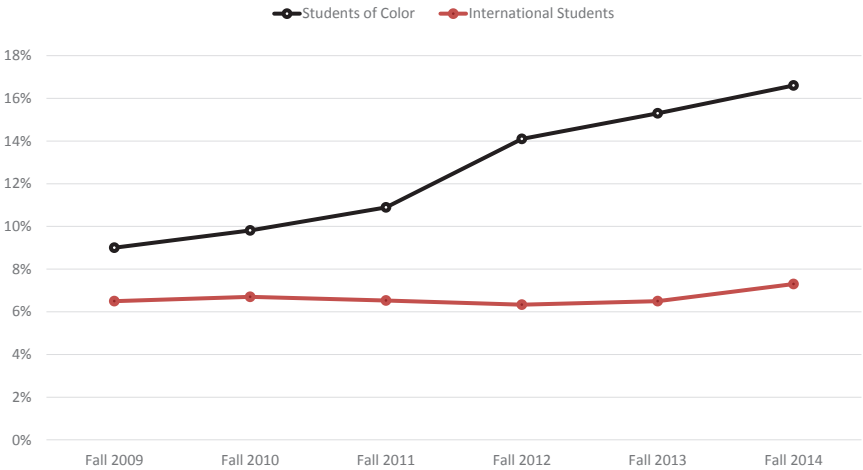
# Campus Demographics

SCSU provided information related to campus demographics. The following data is one set of data, amongst many, that was used to inform the direction of the Comprehensive Facilities Plan.

## WHO ARE OUR STUDENTS?



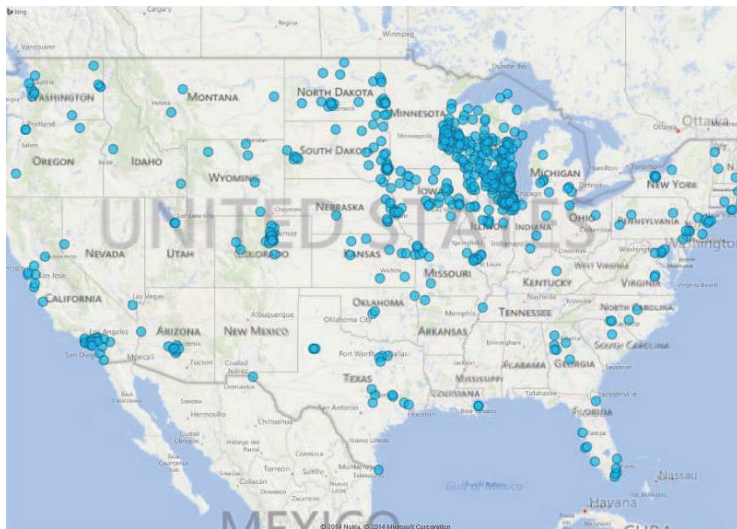
## STUDENT OF COLOR & INTERNATIONAL STUDENT ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT



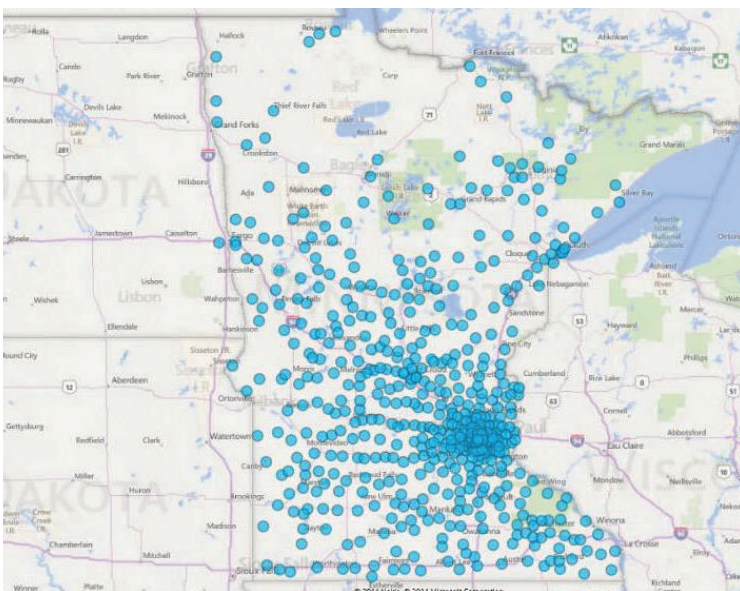
# Where Do SCSU Students Come From?



SCSU Student enrollment globally.

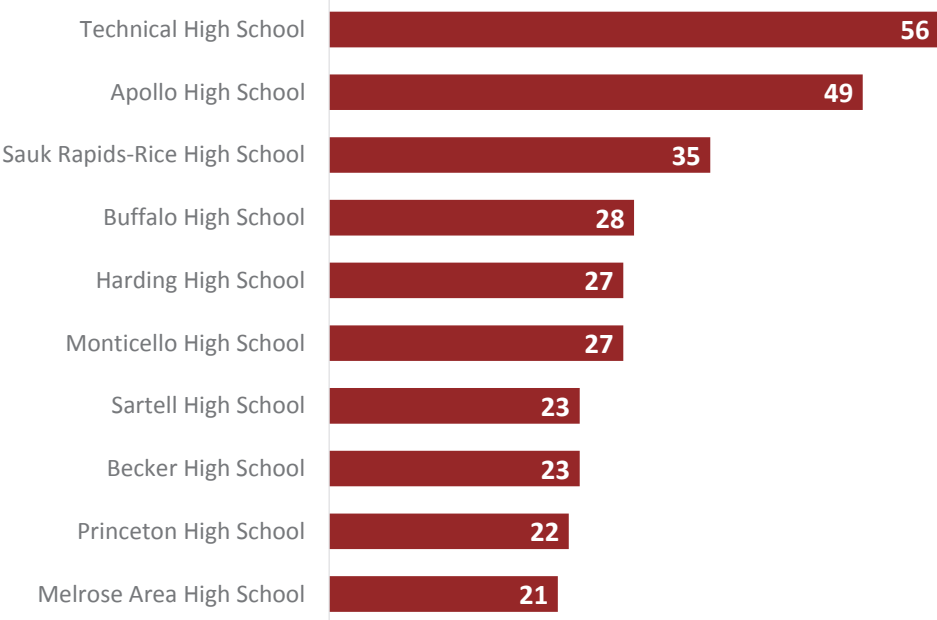


SCSU Student enrollment nationally.

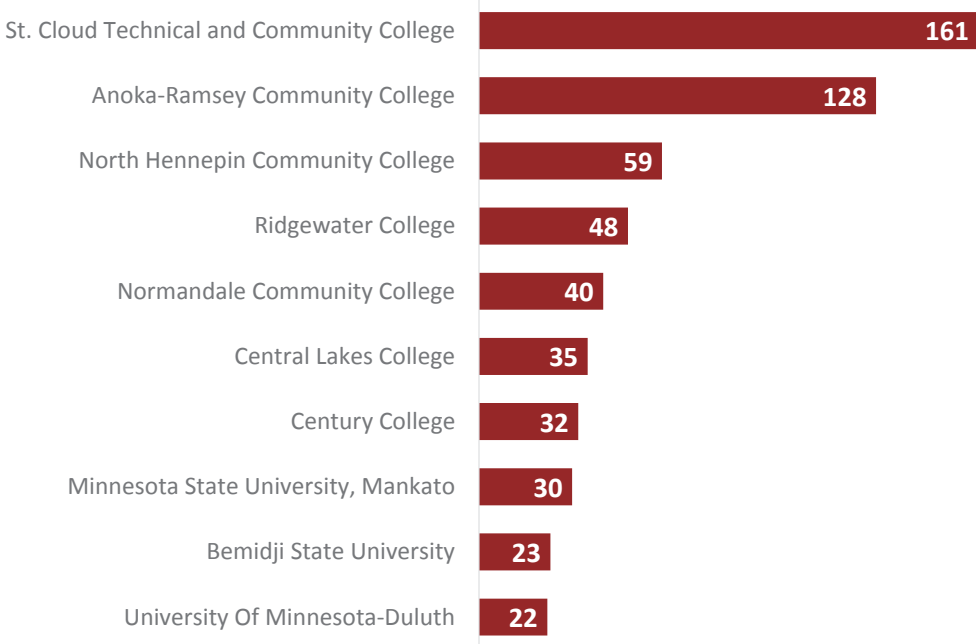


SCSU Student enrollment statewide.

**Fall 2014 New Entering First-Year Students (NEF)**



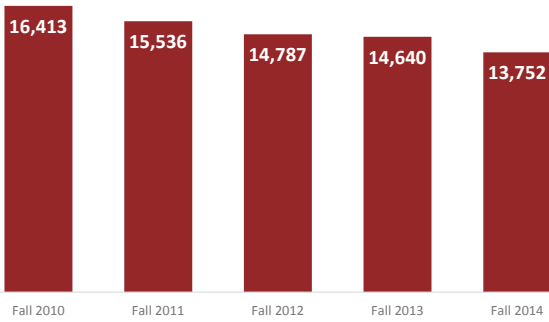
**Fall 2014 New Entering Transfer Students (NET)**



# SCSU Undergraduate & Graduate Enrollment

## WHO ARE OUR UNDERGRADUATE STUDENTS?

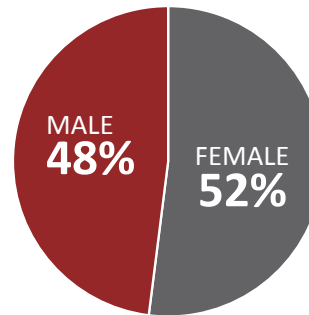
30<sup>TH</sup> DAY HEADCOUNT



### AGE

**74** OLDEST STUDENT  
**21** MEDIAN AGE  
**16** YOUNGEST STUDENT

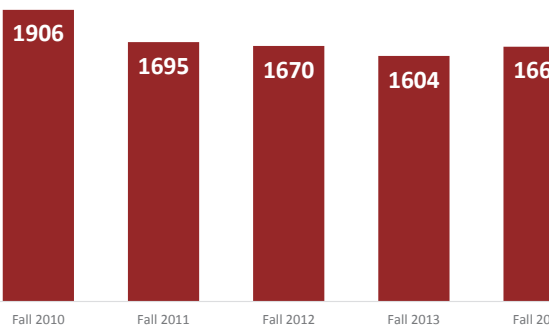
**17%** First Generation  
**30%** Pell Grant Eligible



**2,029 Undergraduate Students Live on Campus**

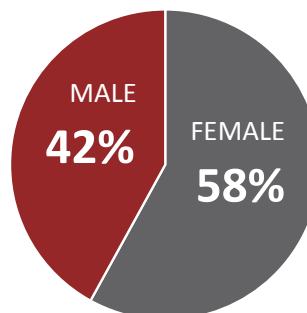
## WHO ARE OUR GRADUATE STUDENTS?

30<sup>TH</sup> DAY HEADCOUNT

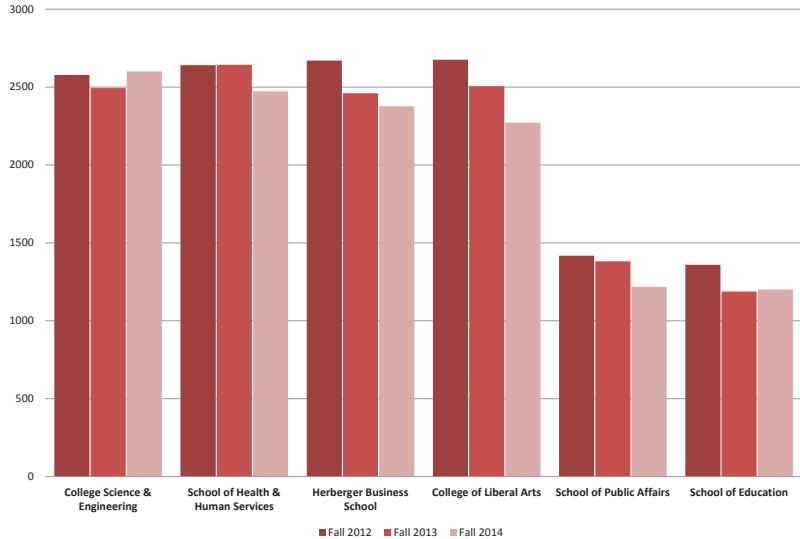


### AGE

**76** OLDEST STUDENT  
**30** MEDIAN AGE  
**20** YOUNGEST STUDENT

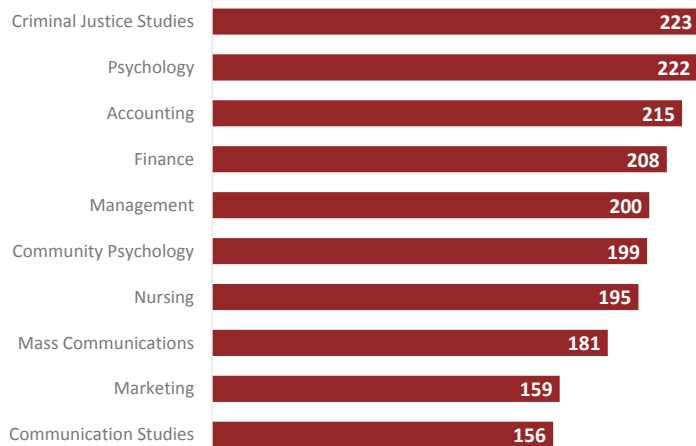


**OVERALL ENROLLMENT BY COLLEGE/SCHOOL**



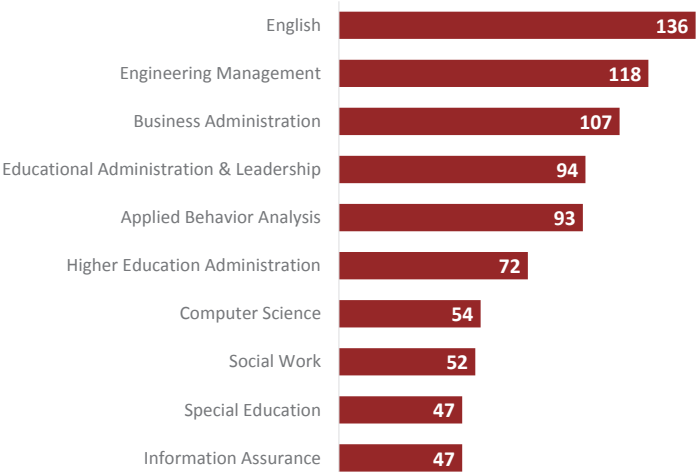
**Most popular undergraduate programs**

Top Ten in Fall 2014

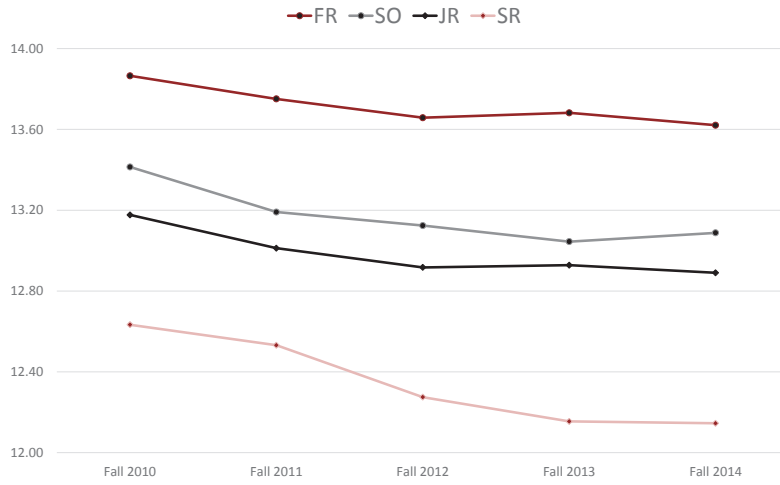


**Most popular graduate programs**

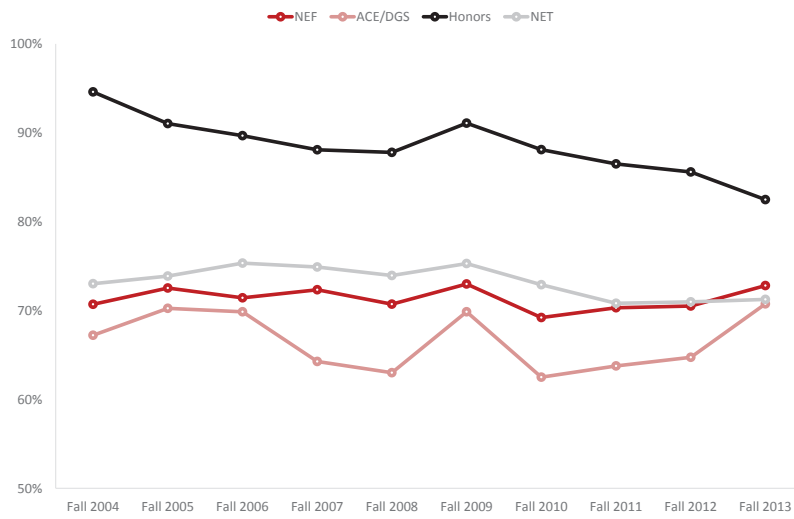
Top Ten in Fall 2014



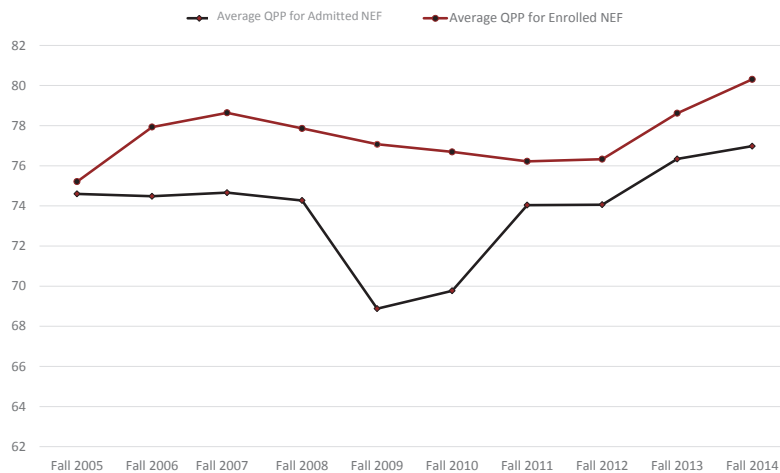
### AVERAGE CREDITS ATTEMPTED BY STUDENT CLASS



### RETENTION RATES



### THE IMPROVING NEF CLASS

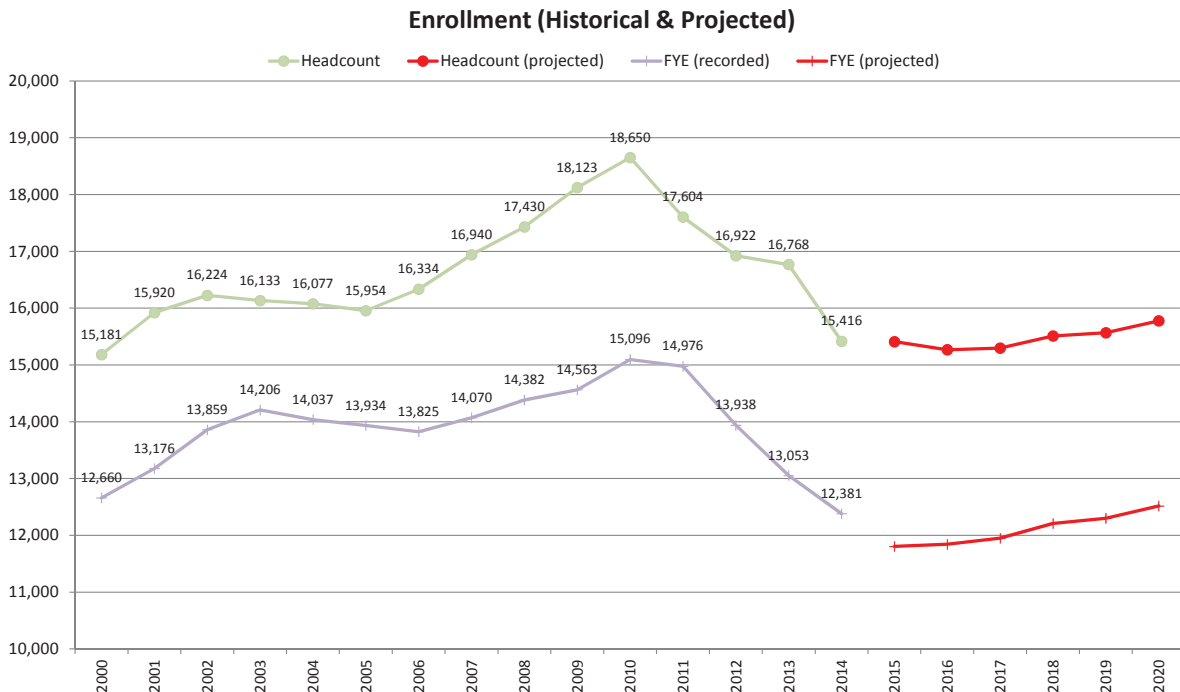
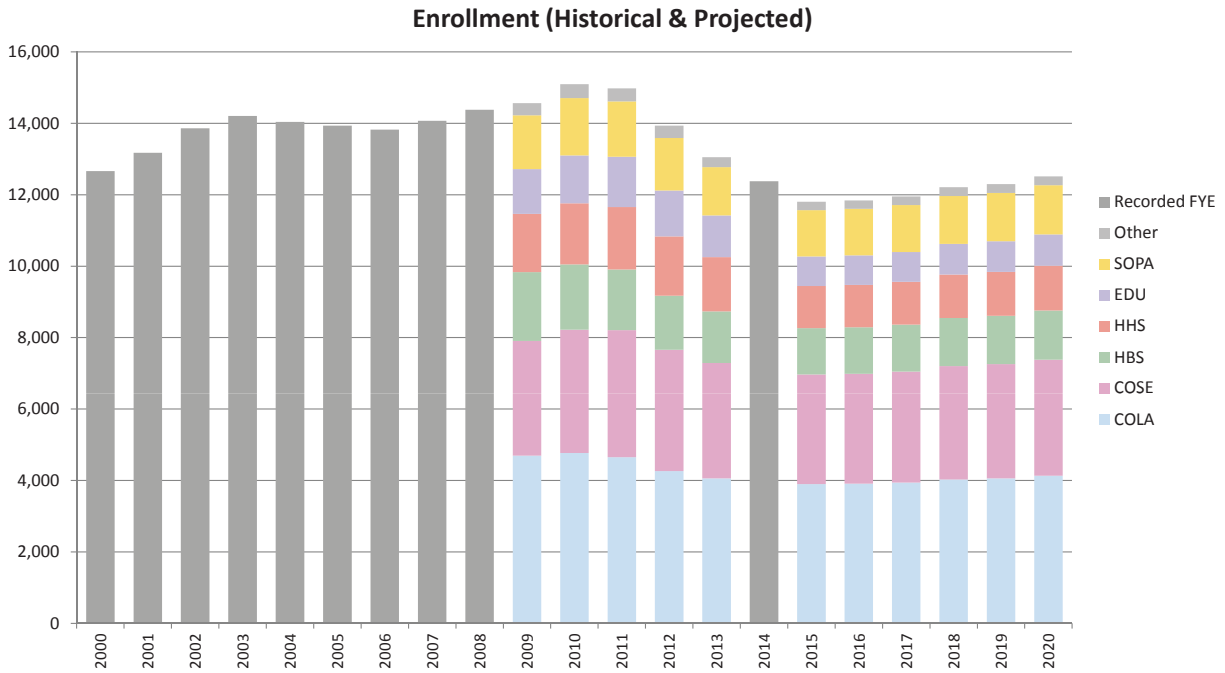


\*QPP utilizes high school GPA, high school class rank, and ACT score to predict each student's first year quality point (attempted credits x gpa).



# SCSU Undergraduate & Graduate Enrollment

Understanding the historical trends as they relate to demographics, SCSU was able to predict campus enrollment (Head count & FYE) for the next five years. This information proved invaluable in laying the groundwork for the recommendations. These enrollment predictions are as follows:



# Academic Goals

## (Provided by SCSU)

St. Cloud State University's academic priorities flow from and directly support our mission of "preparing our students for life, work and citizenship in the twenty-first century." Our mission and vision are delivered through two critical commitments that are at the core of our strategic and academic efforts. The first is the delivery of Our Husky Compact, and the second is a focus on developing a portfolio of rigorous and relevant programs that balance workforce relevance with the timeless value of a liberal arts education.

Our Husky Compact is the essential and cross-cutting attributes of a St. Cloud State University education. When students graduate with an SCSU education, they will:

- Think Creatively and Critically
- Seek and Apply Knowledge
- Communicate Effectively
- Integrate Existing and Evolving Technologies
- Engage as a Member of a Diverse and Multicultural World
- Act with Personal Integrity and Civic Responsibility

Our Husky Compact is a commitment we make to our students and students make to their education that will set them apart and prepare them to be global citizens of the 21st century. Underpinning Our Husky Compact is the belief that we develop these attributes over time and across and beyond the curriculum. Intellectual and personal growth occurs as we are exposed to both broad and specialized knowledge and have the opportunity to apply what they have learned outside of the classroom—through research, service and community-based learning, internships, learning communities, collaborative experiences — in the communities in which they live and work. We recognize that we all exist in an environment of complexity, diversity and change. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the SCSU community to reconsider the world around them and discover and apply new solutions to challenges and opportunities they encounter in their professional and personal lives through risk-taking, innovation and imagination.

To achieve our mission, we committed to developing and delivering on a uniquely SCSU educational experience that focuses on:

- *Active and Applied Learning*: Learning experiences that puts classroom theory into practice.
- *Community Engagement*: Engagement in the issues and opportunities that face the communities we serve.
- *Global and Cultural Competence*: Participation in the world community through an international curriculum, a global network of partnerships and a strong international community of campus.
- *Sustainability*: A commitment to sustainability evident in our classrooms and in our practice.

Together through Our Husky Compact and our four educational commitments, SCSU is creating a portfolio of academic programs and learning experiences that will allow us to achieve our vision to "positively transform our students and the communities where they live and work."

Underpinning our programmatic efforts is a commitment to student success and providing an integrated student experience that supports our students as they move through their SCSU education and achieve best in class student retention and graduation rates across all student cohorts and demographic groups.

This commitment is consistent with the MnSCU Charting the Future work plan and the three strategic priorities – access to an extraordinary education for all Minnesotans, being the partner of choice to meet workforce and community needs, and delivering the highest value and most affordable education.

To ensure the delivery of rigorous and relevant degree programs, our academic program priorities are directly aligned with the strategic programmatic identity of our six colleges and schools and our University's four educational commitments. This is accomplished through an academic program portfolio management approach designed to:

- Develop and strategically manage the portfolio of programs and services for each college and school.
- Align programs and services with student and external constituent needs and demands.
- Leverage program and service distinctions and strengths to build complimentary programs and services and expand into new markets.
- Develop an approach to multi-disciplinary and interdisciplinary program development to address our changing world.

Our program portfolio management strategy compels our colleges/schools and faculty to consider program development and management within two different matrices. The first is a framework for new program development and requires our programs to continuously consider program development and design along the dimensions of program status and market penetration.



|                 |                 |   |  |
|-----------------|-----------------|---|--|
| <b>Programs</b> | <b>New</b>      | <b>Program Development:</b><br>Use the base of existing programs to grow others                   | <b>Program Diversification:</b><br>Seek to create or develop entirely new programs   |
|                 | <b>Existing</b> | <b>Market Penetration:</b><br>Take a greater share of an Existing market with an existing program | <b>Market Development:</b><br>Find or create new markets by targeting new parts of the market or by expansion into different markets |
|                 |                 | <b>Existing</b>   | <b>New</b>   |
|                 |                 | <b>Markets</b>  |  |

The second framework requires our programs to continuously consider program development and design along the dimensions of markets and delivery strategies.

|               |                  |                                       |   |
|---------------|------------------|---------------------------------------|---|
| <b>Market</b> | <b>Metro</b>     | <b>Metro</b><br>Face-to-Face only     | <b>Metro and St. Cloud</b><br>Face-to-Face and Hybrid |
|               | <b>St. Cloud</b> | <b>St. Cloud</b><br>Face-to-Face only | <b>St. Cloud and</b><br>Online/Hybrid                 |
|               |                  | <b>Face-to-Face</b>                   | <b>Online/Hybrid</b>                                  |
|               |                  | <b>Delivery</b>                       |   |

SCSU's program portfolio management approach allows each college and school to create academic programs whose learning outcomes are grounded in Our Husky Compact, that utilize our four educational commitments to create rigorous learning environments, and are continuously adapting design and delivery to serve new students, new markets and the educational needs of Minnesota, the region and the world.

## Academic Partnerships

Leveraging strategic partnerships will be critical to the achievement of our academic program priorities.

Community and industry partners: Community and industry priorities serve as sights for experiential learning and engagement and will continue to guide and inform our program revitalization and new program development efforts. Each college and school maintains strong ties with key community and industry partners.

The College of Liberal Arts and the School of the Arts has active partnerships that support student success and community engagement. Two key partnerships are worth noting:

- Central Minnesota Arts Board: This organization allows the School of the Arts to intersect with it across all disciplines. From funding grants to supporting specific artistic endeavors, the Board is a critical ally with the School.
- The St. Cloud Area School District ISD 742 plays a critical role in the development and training of teacher candidates in the College and School. The district willingly supports our student teachers in a range of discipline, including Art, Communication Arts and Literature, Music, World Languages, and Teachers of English to Speakers of Other Languages (TESOL).

The School of Health and Human Services provides the opportunity to enhance SCSU's already existing strength in the fields of nursing, gerontology, community psychology, clinical mental health, kinesiology, medical technology and social work, while at the same time creates space for

collaboration to develop new interdisciplinary programs to support the needs of our community partners and workforce demands in the evolving health and human services environment.

Our programs have well-established relationships with community partners and agencies. Each semester more than 400 students are working in internship and field placements as part of their degree programs. Some of the community partners that are providing experiential learning for our students include:

- CentraCare Health
- Fairview Health Services
- Allina Health System
- Catholic Charities
- Boys and Girls Club of Central Minnesota
- St. Cloud School District 742
- Lutheran Social Services
- St. Benedicts Senior Community
- United Way of Central MN
- Mayo Clinic Health System

The proposed Eastman Hall project will allow for greater integration of academic and student service programs by co-locating Student Health Services (SHS), Counseling and Psychological Services (CAPS), U Choose Program and the Recovery Community. This will strengthen our ability to serve a growing diverse student population and support workforce demands in health and human services. This collaborative initiative also provides a unique opportunity to utilize the Mississippi River, through interdisciplinary initiatives to St. Cloud and the broader region.

The Herberger Business School (HBS) is committed to developing enduring relationships with business leaders in the community. The HBS Advisory Board is one example



of such a relationship that provides long lasting benefits to our students, the faculty, the school, university, and to industry. Through their dedication, involvement, participation and interaction the members of the HBS Advisory Board play a vital role in ensuring the ongoing success, growth and vitality of the school by supporting our mission in the areas of education, research, and service.

The St. Cloud State Microloan Program was created to be a partner within the community of St. Cloud and the Herberger Business School. The program unites the strength of the University and its students with the passion and determination of local entrepreneurs to contribute to the economic vitality of the local community and serves as a catalyst of student professional growth and development. The goal of the Microloan Program is to build the local economy by providing technical/entrepreneurial expertise, educational assets, and small loans for individuals that ordinarily would not qualify for traditional financing. The Northwestern Mutual Sales Lab provides a state-of-the-art learning environment for students to experience sales presentations in an interactive, real-world business setting.

The lab offers a viewing/ control room with digital recording capabilities, presentation critiques, and real-time instructor/student feedback. Partnering with the U.S. Small Business Administration and Minnesota Department of Employment and Economic Development, The Central Minnesota Small Business Development Center, in conjunction with the Herberger Business School, provides learning opportunities for students while enhancing the economic competitiveness of the region by offering professional expertise and guidance for regional small businesses. Services include counseling, training, and loan packaging. Students, under the supervision of the SBDC Director, work directly with clients to solve business challenges.

The School of Public Affairs partners on many projects with the Greater St. Cloud Development Corporation (GSDC). The St. Cloud Area Quarterly Business Report is one joint product, now in its 17th year, to provide economic information and a short-run forecast to area business leaders. This is published by the St. Cloud Times and circulates to nearly 40,000 readers. Internships have been placed for undergraduate students in the Planning and Community Development program and are being expanded to graduate students in M.S. in Applied Economics and the Master's in Public Administration. We have also provided studies of immigration and workforce

management, and surveys of key businesses, to GSDC. Other key partners include:

- United Way of Central Minnesota
- The Central Minnesota Council on Aging
- The Central Minnesota Council on Nonprofits

The School of Education's IGNITE Center will serve SCSU students, graduates, and the P-16 professional teaching community of Central Minnesota. This Center will build an ongoing partnership between the research on best practice done at SCSU and those implementing best practices in the classroom setting. The IGNITE Center will provide the structure for P-16 faculty, staff and administration to work together to do provide support for new teachers, professional development for educators, and collaborative research.

The College of Science and Engineering's (COSE) emphasis on preparing students for successful careers is supported by integrating disciplinary knowledge with a deep understanding of the discovery process. The newly completed Integrated Science and Engineering Laboratory Facility (ISELF), with its open and flexible laboratory construction, fosters interdisciplinary work between student groups. Student teams work on complex problems that our industrial partners bring to us, allowing us to mentor our students effectively through their learning process. Along with integrating cutting edge technologies with interdisciplinary research projects, this facility incorporates student support services to maximize student success. For example, the facility contains an Innovation and Research Support Center, Tutoring Center, and Student Entrepreneurial Center.

One of COSE's key partners is GeoComm a national leader in developing systems and GIS solutions to support 911 service. GeoComm reached out to St. Cloud State in order to help in the design, development and deployment of the new generation of 911 support service that is based on 3-D visualization. The partnership allows SCSU students to participate in developing a leading edge technology and SCSU to ultimately be the first campus in the US that would enhance the safety and security for students, faculty and staff using the new technology.

The Learning Resources Services (LRS), housed in the Miller Center, is the University's library. It serves all disciplines of St. Cloud State University and a wide range of users, including students, faculty, staff and community members in Central Minnesota. LRS leads the University in the provision, organization, stewardship, and critical

understanding of scholarly resources that advance intellectual discovery and academic success. LRS is also vital to our student success priority in its planning of space that supports student learning through flexible student study space, group study rooms and quiet and silent spaces for individual study. The library can strive to become an academic hub with value-added academic support services that contribute to student success and retention.

There are several units on campus which already partner with the library and are located in the library. These include:

- The Writing Center satellite location
- HuskyTech – the IT Services help desk
- The Multicultural Resource Center
- The Center for Holocaust and Genocide Education

The Center for Continuing Studies provides non-credit programs and corporate and workforce training and development opportunities for St. Cloud and the greater Central Minnesota region. Many of its programs are funded through the Minnesota Job Skills Program. Some of its key partners include:

- Minnesota Municipal Clerks and Finance Officers of Minnesota (MCFOA)
- Minneapolis Division of the Federal Bureau of Investigation (FBI)
- Grede (Foundry)
- Netgain
- Bernick's
- Auto Parts Headquarters
- Electrolux
- Park Industries
- Crest Healthcare Supply
- Woodcraft Industries
- Alliant Techsystems Inc.
- TruStone Financial
- ING Direct

**International partners:** International educational opportunities have been a strategic priority for St. Cloud State University for decades. Our commitment that our students will be engaged as a member of a diverse and multicultural world by exposing them to learning experiences and environments that move them to become more globally and culturally competent takes our historical commitment to a new level. Each college and school is developing a rich array of international experiences for our students that embed internationalization across

our curriculum. SCSU will continue to develop a set of strategic international partners to provide education abroad opportunities for our domestic students and create pathways for international students to experience an SCSU education.

In addition, at the Intensive English Center (IEC), students study academic English with international students from all over the world. They also learn more about different cultures as they prepare for their future university classes. The IEC offers 6 levels of academic English language instruction. Students receive between 21 and 23 hours of English language instruction a week. Over 80% of the IEC students successfully move on to university degree programs. The IEC is also here to support English language learners with their cultural and academic adjustment in the United States.

Going forward we intend to explore IEC's operational and infrastructure needs more comprehensively including a possible international student service model housed within a living-learning framework.

**Two-year institutions:** Nearly 45% of SCSU graduates come to our University as transfer students. Our transfer partners are critical to our student recruitment efforts and will become increasingly important to our program delivery strategies as we expand degree program offerings off-site at our two-year partner campuses. Our top seven transfer institutions are from within the Minnesota State Colleges and Universities system, and we see expansion of these partnerships as central to our program delivery strategy.

# Information Technology

## (Provided by SCSU)

SCSU has a full function IT department that provides a variety of services to campus that include but are not limited to infrastructure, wireless, phones, servers, storage, web development, application development and support, academic technology support, etc. Within the stack of IT technologies our priorities are arranged around three themes; operational efficiencies, personal pathways and systems for student success and improved administrative systems.

Historically, IT has had little to no involvement in functional areas outside IT however this has begun to change such that IT is getting involved early on in the planning phases of projects to future proof them and assure longevity and future functionality of those projects. With respect to buildings IT has become a partner helping to design and build out new emerging functionality for buildings, especially things related to building management, entry controls, security controls and wiring for current and future computer, telecommunication and related capabilities.

IT is working with Academic Affairs to develop design criteria for future computer labs and smart classrooms. Currently SCSU has about 20 smart classrooms with demand to add another 25 – 50. The technology stack in use is based on Crestron technologies and is similar to equipment used by many universities for their smart classrooms. However, these technologies don't support future needs for a BYOD enabled student body or faculty. Fortunately, newer technologies are able to meet this demand as well as support requests for casual computing and group work spaces that allow students to gather and share common resources such as monitors while connecting their own computers, tablets and other devices.

We are also seeing a growing need for technology enabled spaces for simulation or SIM equipment. While the equipment varies widely from nursing to engineering, to business, the basic infrastructure to support the equipment is similar and typically involves high density low voltage wiring to support devices, servers, computers and connections on and off campus.

With respect to lab spaces and uses, students at SCSU have been vocal about the need to revamp them, reducing

the number of general purpose labs and increasing specialized lab spaces, particularly for engineering, the arts, music and business. Our current lab strategy is based on student demographics 20 or more years ago when few if any students brought computers to campus and need access to be able to use word processing, spreadsheet and statistical programs. Today our students mirror the student populations across the country where close to 90% of students are bringing laptops or tablets or both to school. Changes in technology are allowing us to create virtual labs for some of the higher end computer-rich labs needed for engineering and similar disciplines. We will never eliminate general purpose labs but we can and should reduce the overall number and use our resources differently. We will need to do more to tie our building management systems and classroom scheduling systems together to manage classroom space as well as conserve heating and lighting in those spaces. Automating those controls has the potential to greatly lower our operating costs and planfully operate the spaces we need to use.

Wayfinding on campus and in buildings will expand over the next several years and will be enhanced by mobile technologies campus visitors already have.

Lastly, we have several revenue generating opportunities related to space and facility rental and parking that will require enhanced IT capabilities to simplify transactions, gather data about use patterns and help plan for the optimal use of these resources.





### **GENERAL CONSTRUCTION GUIDELINES:**

The following section has some general planning guidelines from IT that should be applied closer to implementation of any remodeling or construction projects. These guidelines will change as campus needs evolve and as technology itself changes over the life of this plan.

These recommendations address the one-time and on-going expenses associated with technology needs for St. Cloud State University spaces.

Initial expenses during construction and remodeling would include things like low-voltage infrastructure needs such as cable runs that all of the other system connect to. Secondary expenses are for the equipment that make up the systems; wireless access, wired access, presentation devices, audio distribution, video distribution, control.

With average technology needs covered with the \$12.10/SF estimate, specialty needs can easily push that to \$125.00/SF (ISELF 110) per room. Classrooms with AV presentation system, interactive web conferencing, and touch panel control, run \$31.25/SF (MC B17) per room. Below are other considerations for planning learning and meeting spaces for St. Cloud State University.

### **Technology related future-proofing:**

- Construction related:
  1. Purchase doors that are drilled for future card access.
  2. Establish conduits and/or blank plates for future use.
  3. Establish in floor electrical in group areas, classroom, and flexible spaces.
  4. Understand our limits related to board requirements for “box” style learning spaces.
  5. Lighting is intentional but flexible so that future adaptations can be made.
- Technology related:
  1. Provide adequate provisions for wired connections for IT and related systems like building controls.
  2. Share common standards i.e. use CAT. 5 or 6 wiring for IT, Phones, building controls reducing the complexity of separately managed infrastructure.



3. Anticipate the need for ongoing maintenance and support. Today that averages 20% – 30% of initial cost. This should be a go / no go decision factor for moving ahead.
4. Adopt a sunk cost mindset for technology. IT WILL change and we must stop memorializing past spending decisions and allow ourselves the ability to make new technology and spending decisions to meet future needs.

## Technology and Information System

### Planning:

- Classroom planning:
  1. Establish vision for classrooms of the future (instructional and information technology)
    - A sustainable model must include:
      - Funding
      - First–year adjustments
      - Replacement plan
      - Cost model
      - Cost containment
      - Efficiency
      - Faculty and student support and training
- Rooms must support people
  1. Blended learning spaces where technology is natural, collaboration and engagement is designed into the space, on–site and off–site may be blended, and the space is flexible but intentional.
- Establish menu of teaching space
  1. Consider size of venue, technical complexity and sophistication needed, support, and cost per area.
  2. Must establish an “a la cart” option for spaces.

### Informal learning spaces planning:

- Establish vision for informal learning spaces (instructional and information technology)
  1. A model will likely include:
    - Design for uniqueness
    - Inviting and transparent engagement
    - Establish flexibility and abatable spaces

### Laboratory planning:

- Establish vision for laboratory, creator, and maker spaces
  1. Shift away from general purpose and discipline specific lab classifications
  2. Establish a new set of designs for these spaces
    - MIX lab is a combination of computing, interdisciplinary multimedia work with audio, video, 3D modeling, composition, presentation and more. (reference page 16.2)
    - Analytics and data visualization specific spaces (reference NYU)
    - Visualization labs that engage the audience in 3D and interactive technology/spaces with capabilities of remote engagement and video capture.