

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** June 16, 2015

**Title:** Metro Baccalaureate Plan Update

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

This is a follow-up to the March 2015 Board meeting. At that time the Board requested an update on action steps taken from March to June. This update includes an overview of the market analysis of potential metro area students and identification of high demand academic program areas.

**Scheduled Presenter(s):**

Brian Yolitz, Associate Vice Chancellor for Facilities  
Todd Harmening, System Director for Planning  
Laura King, Vice Chancellor for Finance  
Lynda Milne, Associate Vice Chancellor for Academic Affairs

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**INFORMATION ITEM**

**METRO BACCALAUREATE PLAN UPDATE**

**BACKGROUND**

In March 2015, a presentation was provided to the board on *Meeting the Baccalaureate Needs of the Twin Cities Metropolitan Area*. A timeline was provided, for which the Board requested a progress update in June. Information will be provided on timely achievement of two key outcomes: a demographic study of potential students and an analysis of academic program needs in the context of employment demand.

**Student Demographics and Locations – Market Opportunity Study**

The Cushman & Wakefield market opportunity study has been completed. The information was shared with system colleges and universities. The key questions that guided the study as well as some conclusions are provided in the attached executive summary.

**Student Interest and Employer Demand - Academic Programs**

The system office developed and analyzed the following data to support identification of primary programs for a baccalaureate strategy.

1. High-demand markets in the Twin Cities: How many jobs and in what high-growth areas?
  - *Occupational Demand Data: Average number of openings for occupations requiring a baccalaureate degree in 7-county metro area (DEED)*
  - *High-growth, high-demand sectors: now to 2025 (Greater MSP)*
2. Supply of graduates: In what fields are we currently graduating students? Where are we under-fulfilling market demand in high-growth areas?
  - *Baccalaureate Degrees Awarded by Program: Trends in MnSCU, at Metropolitan State University, in Minnesota*

The student interest/program data was shared with attendees at the ASA Spring Leadership conference on May 29, with the Leadership Council on June 2, and with Metro Alliance presidents and CAOs at their June 12 summit on metro baccalaureate planning.

# **EXECUTIVE SUMMARY**

## **MARKET OPPORTUNITY STUDY**

**CUSHMAN WAKEFIELD APRIL 2015**

The firm of Cushman & Wakefield was engaged to undertake an analysis of population demographics and location data that might assist the system in its plans to meet the baccalaureate needs of the Twin Cities metropolitan area over the next two decades.

The report provides answers to the following questions:

1. Who are MnSCU's current students in the 13-county Minneapolis-St. Paul region?
2. Where do current students reside (for each metro-area campus)?
3. What key personality characteristics can be identified for these current students?
4. Where are potential new students located (i.e., where do they reside)?
5. Which existing MnSCU locations are high-value for baccalaureate programming?
6. Are there other vicinities that would maximize access to potential new students?

Overall conclusions of the analyses are:

1. Considerable potential for MnSCU institutions lies in the adult-learner population ages 25-45, with some college experience, limited income, and currently working in blue-collar, sales, and office or administrative support positions with limited advancement opportunities.
2. In the metropolitan area, this population includes individuals with familial relationships that make them location-bound. They live near MnSCU's current campuses, and many are likely to be foreign-born.
3. Current metro-area students, whose average age is 26 (average at Metropolitan State is 31) fall into this age group. This is also the age segment (25-44) targeted in 2015 legislative goals for postsecondary credential attainment levels of 70%.
4. MnSCU has the opportunity to expand educational offerings to the adult learner segment with a new baccalaureate program in one or more locations.
5. The top location options with greatest access to these adult learner segments are in the vicinity of downtown St. Paul, downtown Minneapolis, and northwest Minneapolis (Brooklyn Center, Fridley).

The full report has been provided to CAOs and is available upon request.

May 28, 2015

# Metro Baccalaureate Plan Update



June 16, 2015

## Minnesota State Colleges and Universities

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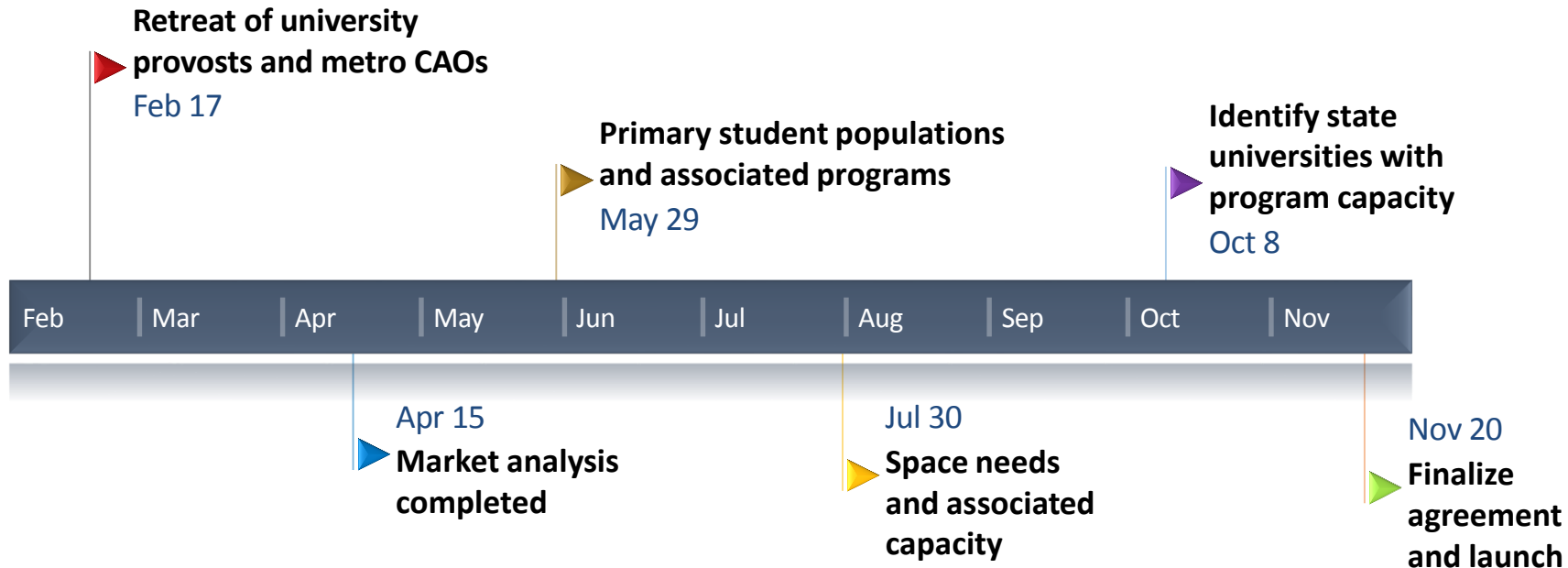
# Overview

- Update on activities since March Board Meeting
  - *Completed market analysis (Cushman/Wakefield)*
  - *Identified high priority program focus areas*
- Revisit timeline for moving forward

# Baccalaureate Challenges

- We should respond to growing demand in the Twin Cities metropolitan area for employees with baccalaureate credentials
- We must serve students who have traditionally been underrepresented in higher education and/or have location constraints
- We lose a significant number of transfer-minded students who complete their associate's degrees

# Major Milestones and Tasks for 2015



Market analysis Feb 11 - Apr 8

Review student and program markets Apr 13 - May 29

Refine program interests and targets for student completion Jun 5 - Jul 10

Consultation among colleges & universities Apr 22 - Oct 9

Develop comprehensive partner agreement on programs, services, associated targets and space needs Oct 10 - Nov 13

# Metro Market Analysis – Key questions posed to Cushman-Wakefield

- Who are MnSCU's current students in the 13-county Minneapolis-St. Paul region?
- Where do current students reside (for each metro-area campus)?
- What key personality characteristics can be identified for these current students?
- Where do potential new students reside?
- Which existing MnSCU locations are high-value for baccalaureate programming?
- Are there other locations that would maximize our ability to serve new students?



# Metro Market Analysis - Conclusions

- Considerable potential for MnSCU to better serve between ages 20 and 45
- Many of the potential students are location-bound
- MnSCU has the opportunity to expand educational offerings to these potential students through one or more locations.

# Analysis of Supply and Demand Completed

- ✓ High Growth-High Demand Sectors
- ✓ Metro Area Occupations in Demand
- ✓ Top Bachelor's Degree Awards by Major

# We must increase metro area graduates in high-growth, high-demand sectors

## **Financial Services and Insurance**

- Financial advisory
- Banking
- Insurance

## **Health and Life Sciences**

- Biotechnology
- Medical devices
- Healthcare IT
- Healthcare providers

## **Innovation Technology & Advanced Manufacturing**

- Advanced manufacturing
- R&D centers
- Software/IT development
- Energy/renewables

## **Headquarters & Business Services**

- Business headquarters
- Creative services
- Professional services
- Data centers

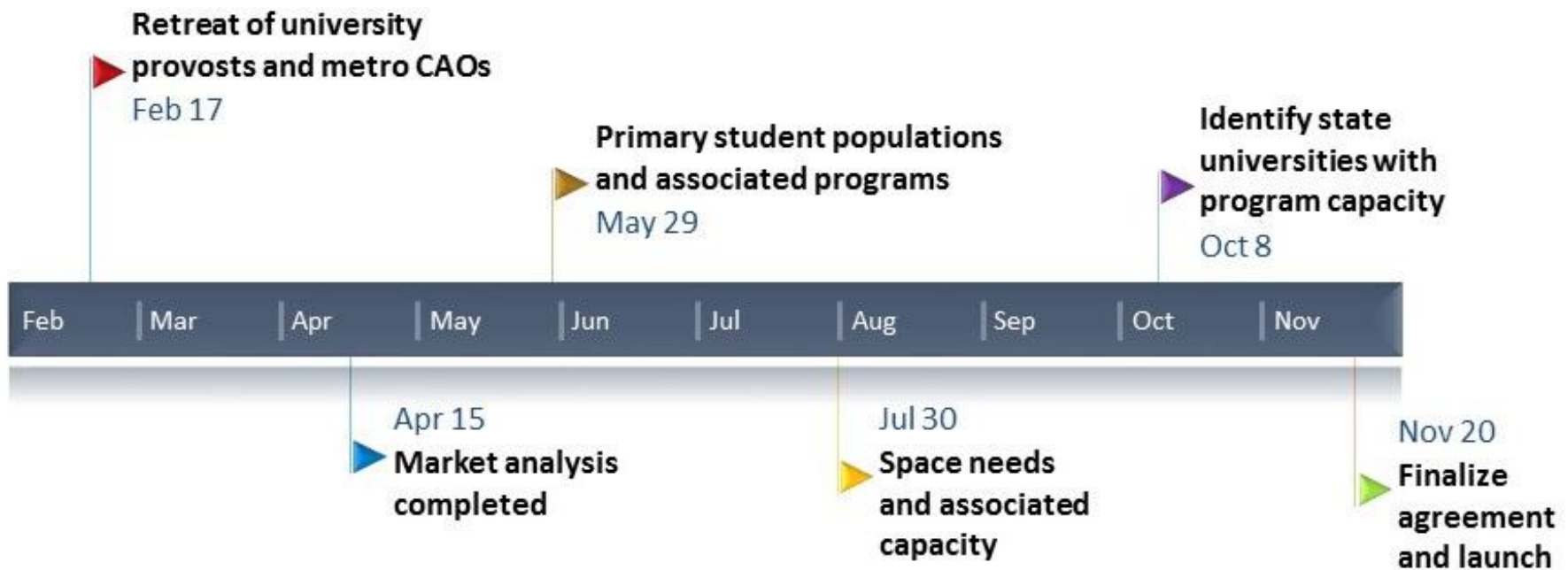
## **Food and Agribusiness**

- Agribusiness
- Nutrition
- Agrichemicals
- Seed production
- Water filtration
- Water purification
- Food processors
- Food production

## Top Bachelor's Degrees by Major FY09-FY13

| Classification of Instructional Programs (CIP) Title | CIP CODE | MnSCU Awards 2009 | MnSCU Awards 2013 | 2009-13 % Chg | 2013 MnSCU Program Rank | 2013 Statewide Program Rank | 2013 Awards Statewide | Metro State Awards | Metro State Share | MnSCU Share |
|--|----------|-------------------|-------------------|---------------|-------------------------|-----------------------------|-----------------------|--------------------|-------------------|-------------|
| Business Administration and Management, General.     | 520201   | 1,054             | 1,075             | 2%            | 1                       | 1                           | 2,949                 | 319                | 11%               | 36%         |
| Registered Nursing/Registered Nurse.                 | 513801   | 513               | 835               | 39%           | 2                       | 3                           | 2,328                 | 114                | 5%                | 36%         |
| Elementary Education and Teaching.                   | 131202   | 619               | 496               | -25%          | 5                       | 6                           | 994                   | 14                 | 1%                | 50%         |
| Psychology, General.                                 | 420101   | 490               | 543               | 10%           | 3                       | 2                           | 2,387                 | 108                | 5%                | 23%         |
| Accounting.  | 520301   | 436               | 518               | 16%           | 4                       | 5                           | 1,440                 | 179                | 12%               | 36%         |
| Mass Communication/Media Studies.                    | 090102   | 439               | 362               | -21%          | 10                      | 20                          | 428                   | 0                  | 0%                | 85%         |
| Multi-/Interdisciplinary Studies, Other.             | 309999   | 395               | 474               | 17%           | 6                       | 10                          | 755                   | 274                | 36%               | 63%         |
| Finance, General.                                    | 520801   | 352               | 315               | -12%          | 11                      | 7                           | 863                   | 44                 | 5%                | 37%         |
| Criminal Justice/Safety Studies.                     | 430104   | 307               | 410               | 25%           | 7                       | 17                          | 526                   | 113                | 21%               | 78%         |
| Marketing/Marketing Management, General.             | 521401   | 372               | 260               | -43%          | 12                      | 8                           | 855                   | 42                 | 5%                | 30%         |
| Biology/Biological Sciences, General.                | 260101   | 312               | 375               | 17%           | 8                       | 4                           | 1,610                 | 45                 | 3%                | 23%         |
| Social Work.   | 440701   | 355               | 373               | 5%            | 9                       | 14                          | 556                   | 42                 | 8%                | 67%         |
| Criminal Justice/Police Science.                     | 430107   | 148               | 202               | 27%           | 13                      | 28                          | 275                   | 89                 | 32%               | 73%         |
| Kinesiology and Exercise Science.                    | 310505   | 79                | 179               | 56%           | 14                      | 16                          | 529                   | 0                  | 0%                | 34%         |
| English/Language Arts Teacher Education.             | 131305   | 114               | 107               | -7%           | 20                      | 34                          | 132                   | 7                  | 5%                | 81%         |
| Political Science and Government, General.           | 451001   | 97                | 136               | 29%           | 15                      | 11                          | 703                   | 0                  | 0%                | 19%         |
| English Language and Literature, General.            | 230101   | 91                | 121               | 25%           | 17                      | 9                           | 772                   | 21                 | 3%                | 16%         |
| Computer Science.                                    | 110701   | 101               | 118               | 14%           | 18                      | 19                          | 444                   | 35                 | 8%                | 27%         |
| Art/Art Studies, General.                            | 500701   | 118               | 123               | 4%            | 16                      | 25                          | 333                   | 0                  | 0%                | 37%         |
| History, General.                                    | 540101   | 113               | 102               | -11%          | 22                      | 15                          | 555                   | 17                 | 3%                | 18%         |
| Sociology.   | 451101   | 99                | 99                | -2%           | 23                      | 23                          | 356                   | 0                  | 0%                | 28%         |
| Early Childhood Education/Teaching.                  | 131201   | 99                | 99                | -12%          | 23                      | 35                          | 127                   | 12                 | 9%                | 78%         |
| ...  | ...      | ...               | ...               | ...           | 28                      | 45                          | 78                    | ...                | ...               | ...         |
| ...  | ...      | ...               | ...               | ...           | 25                      | 25                          | 304                   | ...                | ...               | ...         |

# Next Steps



- Conclude consultation on program foci
- Complete analysis of current and needed facilities capacity
- Issue RFP to identify state universities interested in collaborating
- Finalize agreements and launch



**Minnesota**  
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