

Sustainable, alternative models: Considerations for how we organize ourselves to educate students and serve communities across Minnesota



Friday, December 18, 2015

Minnesota State Colleges and Universities

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- Discussion Framework – what do we exist to do?
- Academic and Student Affairs roles and responsibilities
 - *Faculty*
 - *Staff and Administration*
- Curriculum
 - *Course and program development*
 - *Delivery and scheduling*

Myth/Assumption Challenge

We exist for the singular purpose of “get ‘em in and get ‘em out” as quickly and cheaply as possible.

What do we exist to do?

- Statutory definitions
- Organic evolution: who we are today
- National context and narrative

Considerations

- We must redefine who we are going to be, within our local and national context
- This work needs to be done from the perspective of both the individual institution and the system as a collective
- What is it that we are trying to sustain?
 - *If we think like a system, should all institutions “be all things to all people?” How might we focus on meeting the full array of state needs collectively rather than institution by institution?*

Myth/Assumption Challenge

There exists a “typical MnSCU student” and all students enter through the same door.

2015 student demographic diversity

- Total credit students served: 259,549
- 58% of students are in Greater Minnesota
- 24% are American Indian or students of color (62,800)
- 37% are 25 or older (average age is 26)
- 55% are female
- 36% are Pell-eligible (92,000)
- 19% are first generation (50,000) (54% by the federal definition)
- 51% are from underrepresented groups (133,000)
- 11,000 are veterans

Students enter through several doors

- 36% are first-time students
- 36% are transfer students
- 12% are high school students
- 12% are taking credit courses but not seeking a certificate or degree
- 3% are graduate students

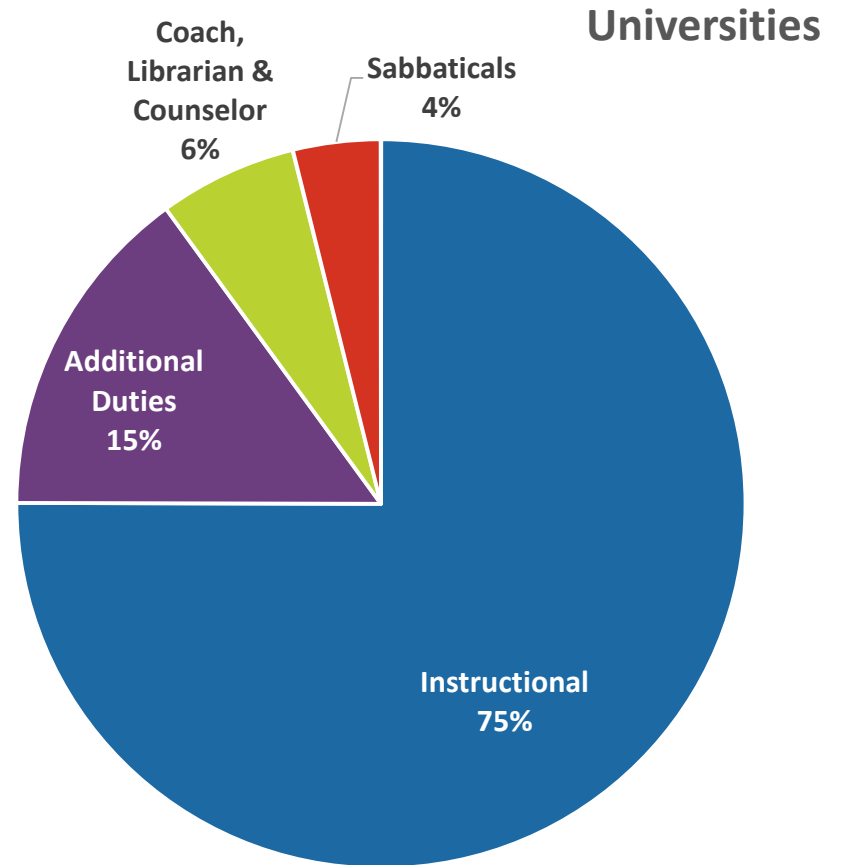
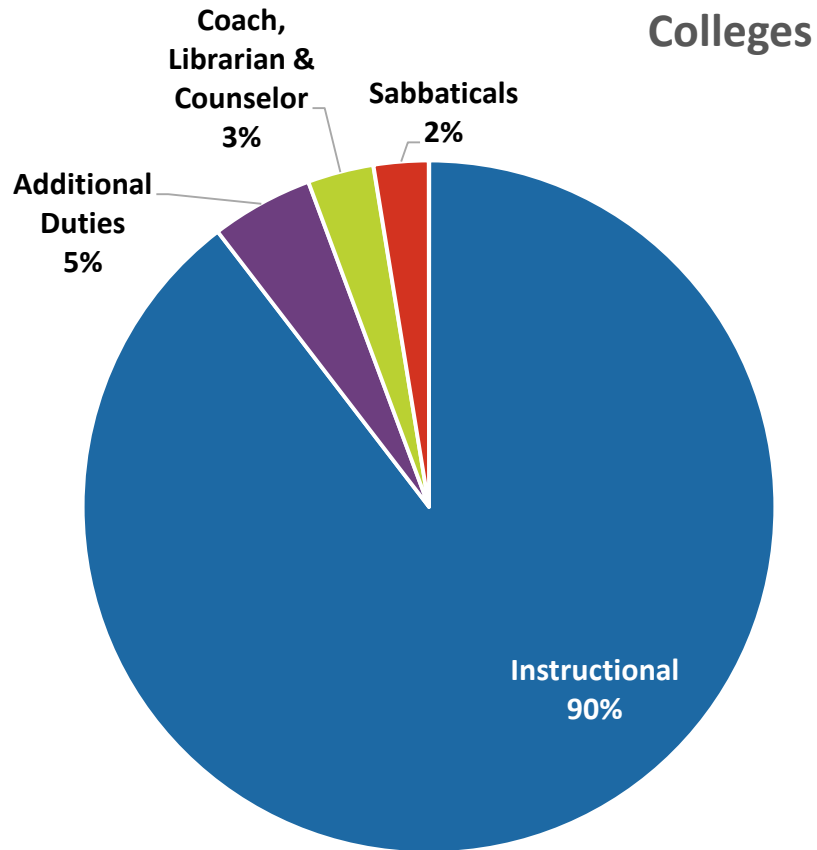
Our future students are likely to be:

- A student of color or American Indian student
- Average age of 26
- Eligible for federal Pell grant support (proxy measure of low income)
- Enrolled part-time
- Parents did not earn a bachelor's degree

ASA roles and responsibilities

- Faculty – historic model
 - *Teaching, including curriculum and program development*
 - Faculty as content-matter expert
 - Imparter of knowledge
 - Highly autonomous, even within departments
 - *Service*
 - Committee work
 - Academic advising (though not uniform across all sectors and programs)
 - *Scholarship and Research*
 - *Other specialized assignment*

Faculty Load/Compensation by Assignment



ASA roles and responsibilities

- Faculty – emerging models
 - *Unbundling of roles, with different responsibilities based on expertise*
 - Multiple teaching roles
 - Expansion of service beyond committee participation
 - Scholarship and research applied to teaching and learning
 - *Teaching role shift*
 - Content expert with leading edge knowledge and skills, focused on assisting students with mastery activities
 - More individualized instruction/tutorial
 - Evaluator of student competence obtained outside the classroom
 - Shift in perspective from teaching as an individual effort to teaching as a collective effort

ASA roles and responsibilities

- Faculty – emerging models (continued)
 - *Academic advising*
 - Continued integration into faculty loads
 - Connecting academic advising and career advising
 - Movement toward professional advising
 - *Expectations for use of actionable data*
 - *Virtual presence*
 - Online and virtual participation
 - Heavily text based, but moving toward multiple media

Considerations: Faculty roles and responsibilities

- How might we unbundle the teaching role from curriculum and program development? What impact would such an unbundling have on costs? Quality?
- How might we shift the faculty teaching role toward a consistent focus on assisting students with mastery of knowledge and skills?
- How might we shift from a perspective of teaching as an individual effort to a perspective of teaching as a collective effort?
- How can we best engage faculty and other stakeholders in these discussions?

ASA roles and responsibilities

- Staff and Administration – historic model
 - *Divisional organization*
 - Academic Vice President, Student Affairs Vice President, Deans, and Directors
 - Academic/Student affairs divide
 - Silos of excellence
 - *Segmented services in key areas*
 - *Overlapping responsibilities and role ambiguity*

ASA roles and responsibilities

- Staff and Administration – emerging models
 - *Divisional organization*
 - Enrollment management focus, coupled with integrated services
 - Matrixed operations
 - *Leadership and oversight*
 - *Services by pathway*
 - *Technology tools to improve student progress and success*
 - CRM, predictive analytics, and graduation planner
 - *Expansion of focused services and programs*
 - *Integration of services*

ASA roles and responsibilities

- Staff and Administration – emerging models (continued)
 - *Increased joint responsibilities and ambiguity*
 - *Call for assistance with basic needs*

Considerations:

Staff and admin roles and responsibilities

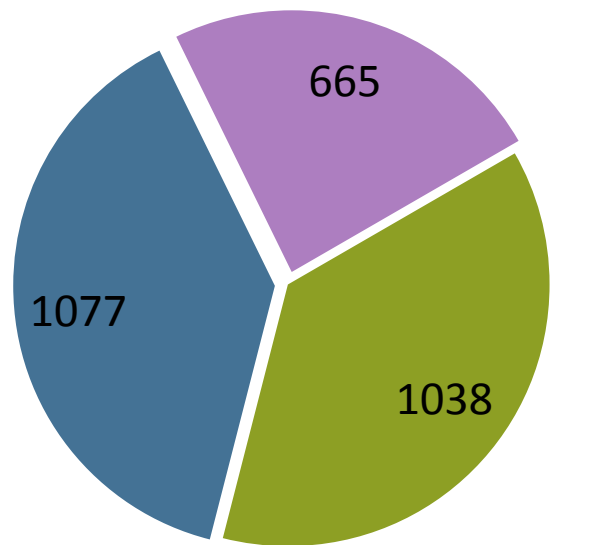
- In what areas will our students and institutions be better served through collaborative or shared services and responsibilities?
 - *Shared positions across institutions*
 - *Shared process-based responsibilities, allowing campus staff to focus on direct student contact*
- How might we best partner with external educational and community organizations to address our students' challenges.
 - *Primary and secondary schools*
 - *Adult basic education providers*
 - *Community organizations focused on eliminating gaps*
 - *Food, housing, and transportation providers*

Curriculum

- Course and program development – historic model
 - *Singular role*
 - Individual faculty develop all aspects of courses
 - *Department and institution specific*
 - *Organic development over time, resulting in broad and complex curricula*
 - *Formalized structures that make it difficult to support innovation and respond on shortened timelines*
 - *Lack of incentive to collaborate*

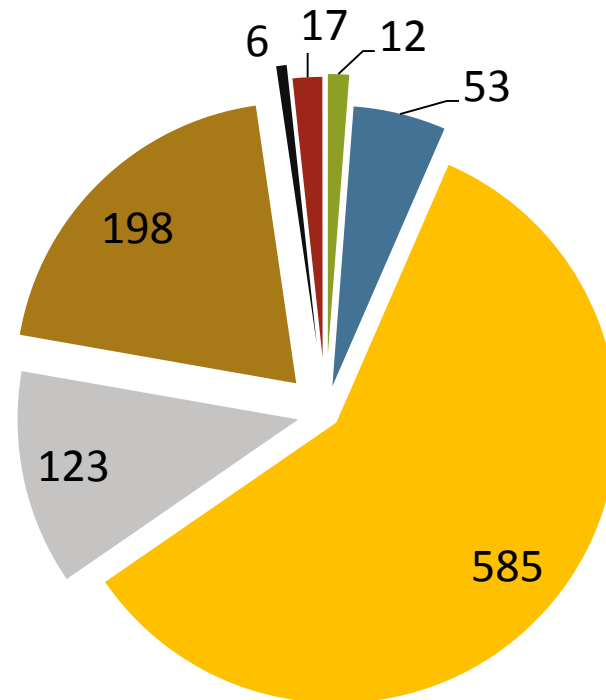
Programs Offerings by Award Level - 2015

Colleges 2,780 (74%)



- Associate (37%)
- Certificates (39%)
- Diplomas (24%)

Universities 994 (26%)



- Associate (1%)
- Certificates (5%)
- Bachelor's (59%)
- Grad Certif (12%)
- Master's (20%)
- Post-master's (1%)
- Doctorate (2%)

Curriculum

- Course and program development – emerging models
 - *New roles*
 - Content matter expert
 - Instructional designer
 - Technology designer
 - *Collaboration*
 - Joint curriculum development, across institutions
 - *MANE*
 - *Transfer pathways*
 - Support of shared R & D and fluidity from non-credit to credit

Curriculum

- Course and program development – emerging models (cont.)
 - *Curricular content*
 - Development and expansion of shared, open educational resources: both curricula and texts
 - Cultural relevance (both in content and pedagogy/andragogy)
 - *Clear pathways with fewer options*
 - *Intentional review and weeding of courses and programs*
 - *Common pathways and curricula across institutions*

Curriculum

- Course and program development – emerging models (cont.)
 - *Multiple, flexible delivery options for students*
 - *Hybrid and flipped models*
 - *Deep mining of business and industry needs*
 - Close alignment of curriculum with requisite content knowledge, practice, and skills

Curriculum

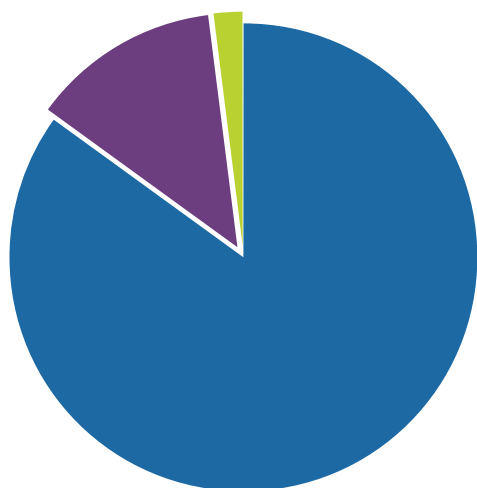
- Scheduling and delivery – historic model
 - *Departmentally managed and specific*
 - *Organic growth over time*
 - *Often based on faculty needs and preference*
 - *Emphasis on course availability*
 - *Face-to-face instruction*
 - *Pedagogy/andragogy geared to dominant culture*

Curriculum

- Scheduling and delivery – emerging models
 - *Divisionally managed*
 - *Intentional coordination and integration*
 - *Based on student needs and preference*
 - *Emphasis on efficiency and high course fill rates*
 - *Mixed delivery modes*
 - Face-to-face in one location
 - Technology assisted face-to-face (ITV, Telepresence)
 - Fully Online
 - Hybrid

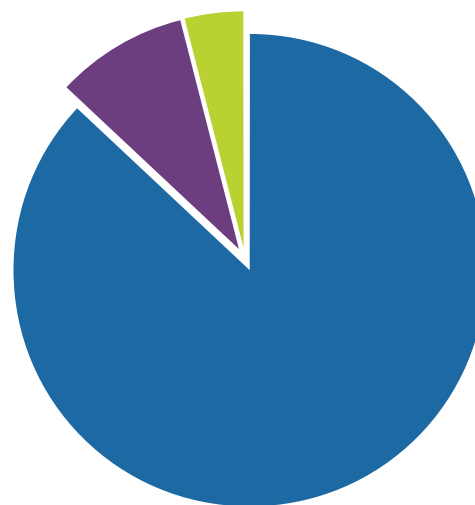
Program Delivery Modes

■ Colleges



- Land 2352 (85%)
- Online Plus 357 (13%)
- Online Exclusively 72 (2%)

■ Universities



- Land 868 (87%)
- Online Plus 86 (9%)
- Online Exclusively 40 (4%)

Curriculum

- Scheduling and delivery – emerging models (continued)
 - *Pedagogy/Andragogy*
 - Focus on cultural relevance
 - *Credit for Prior Learning*
 - Credit granted for demonstration of course competencies
 - Acknowledges learning outside of the classroom, linked to course outcomes
 - *Competency-based degree programs*
 - Non-credit/credit fluidity
 - Departure from the credit-hour model
 - Paced at the individual level

Considerations: Curriculum

- How might we redesign our curriculum development process to provide all institutions access to instructional design and technology design expertise?
- How might we best eliminate complexity in our curricula?
- How might we best determine the appropriate breadth of our curricula, both at the 2-year level and the 4-year level?

Considerations: Curriculum (continued)

- How might we best explore competency-based program opportunities?
 - *Demonstration project(s)*
- What role does online education play in our future, and what is our online strategy?
- How does our curricula and pedagogy/andragogy need to change to support the elimination of achievement and opportunity gaps?

Wrap up discussion questions

- How might we think differently about our core purposes and how and where we fulfill those purposes?
- What new or alternative models might colleges and universities employ?
- What new or alternative models might we as a collective employ?
- Will continued incremental change be sufficient and lead us to long-term financial sustainability?

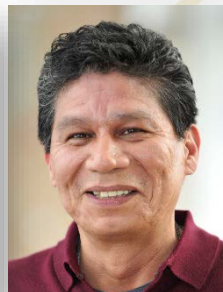
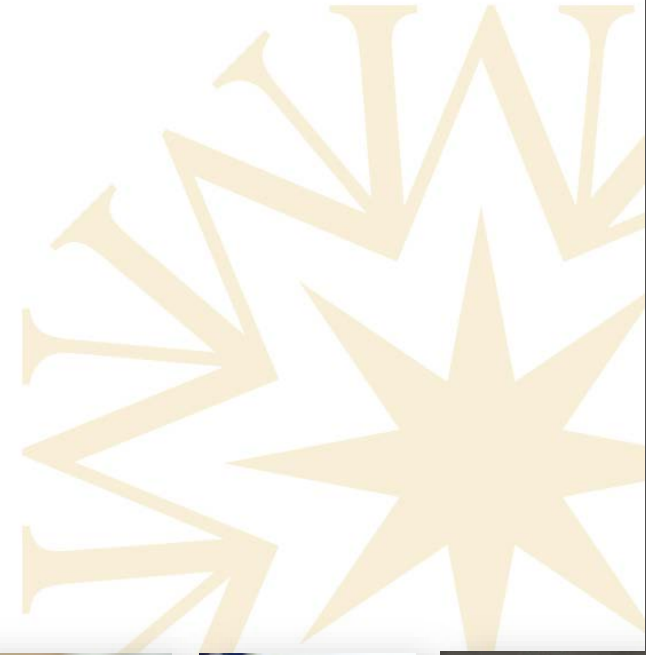


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