



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JANUARY 20, 2010
8:30 A.M.**

**HERITAGE HALL
INVER HILLS COMMUNITY COLLEGE
2500 E 80TH STREET EAST
INVER GROVE HEIGHTS, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee Chair McElroy calls the meeting to order.

- (1) Minutes of November 17, 2009** (pp. 1-8)
- (2) Academic and Student Affairs Update
- (3) Proposed Amendment to Board Policy 2.6 Intercollegiate Athletics; (First Reading) (pp. 9-12)
- (4) Proposed Amendment to Board Policy 3.30 and Proposed New Procedure 3.30.1 College Program Advisory Committee (First Reading) (pp. 13-18)
- (5) Campus Profile: South Central College (pp. 19-31)

Members

Dan McElroy, Chair
Christine Rice, Vice Chair
Duane Benson
Cheryl Dickson
Jacob Englund
Louise Sundin
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 17, 2009**

Academic and Student Affairs Committee Members Present: Chair Dan McElroy; Trustees Christine Rice, Duane Benson, Cheryl Dickson, James Van Houten and Louise Sundin.

Academic and Student Affairs Committee Member Absent: Jacob Englund.

Other Board Members Present: Trustees Thomas Renier, David Paskach and Christopher Frederick.

Leadership Council Committee Co-Chairs Present: Senior Vice Chancellor Linda Baer and President Patrick Johns.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on November 17, 2009 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 8:05 am.

1. Minutes of September 8, 2009

The minutes from the September 8, 2009 Academic and Student Affairs Committee Meeting were approved as written.

2. Academic and Student Affairs Update – Senior Vice Chancellor Baer

- Senior Vice Chancellor Baer presented a brief report on the system's participation in the grant process offered through the American Recovery and Reinvestment Act of 2009 (ARRA).

Between February and November 2009, grant applications and awards involving system institutions totaled \$63,975,495. Grants awarded system-wide totaled \$1,040,628 while the total of grant applications still in process is \$60,960,295. About \$2 million in grant applications were not awarded.

Grants received include Federal Emergency Management Agency grants to Minnesota State University, Mankato, and National Science Foundation Grants to Minnesota State University, Mankato, Minnesota State University Moorhead and St. Cloud State University.

Still in process are college and university grant applications to the Department of Energy, Department of Labor and Department of Commerce.

- The students of Dr. Eugenia Paulus, a chemistry instructor at North Hennepin Community College, received an “Outstanding Undergraduate Research Poster” award presented at the Midwest Regional Meeting of the American Chemical Society in October.

Senior Vice Chancellor Baer noted that Dr. Paulus was named the 2008 U.S. Community College Professor of the Year. Dr. Paulus met with students this past summer and on weekends to help them produce this award-winning poster. There were approximately 600 posters presented throughout conference sessions, including ones from students in China, Iran, Edinburgh, India, Montreal, among others.

- Paul Carney, faculty member at Minnesota State Community and Technical College, was selected to be on a national team helping to develop common core standards in K-12 math and English/language.

Also selected to participate in the teams were four representatives from the Minnesota Department of Education, a representative from the University of Minnesota and a representative from Spring Lake Park High School.

- Distance Minnesota won a silver award for its enterprising use of RightNow technology in optimizing the customer experience. The award was given by Gartner and 1 to 1 Media.

Distance Minnesota is a regional collaborative of system colleges which offers online learning experiences and related support services. Member colleges include Alexandria Technical College, Minnesota State Community and Technical College, Northland Community and Technical College and Northwest Technical College.

- Three system colleges were recognized by e.Republic’s Center for Digital Education and *Converge* magazine as winners of their fifth annual Digital Community Colleges Survey awards.

Lake Superior College was recognized in the category with mid-sized colleges, while Minnesota West Community and Technical College and Mesabi Range Community and Technical College were recognized in the category with colleges having less than 3,000 students.

These colleges were recognized as community colleges across the U.S. that offer exceptional digital technology support to students and educators. Multiple areas were considered, including online registration, distance learning, tutoring and advisory services; technology training for students and faculty; and Web 2.0 social and collaborative capabilities.

- Noelia Urzula Vasquez, a student at Dakota County Technical College, was co-winner of the Entrepreneur of the Year Award given by the National Association for Community College Entrepreneurship (NACCE).

In 1999, working with her husband, Enrique Garcia Salazar, Vazquez founded La Loma Coffee Shop at Mercado Central, a Latin American marketplace that was just opening on Lake Street in Minneapolis. The coffee shop evolved into Cafeteria La Loma and the couple has gone on to start La Loma Mexican Restaurants, a catering business and wholesale tamale business that serves more than 260 stores in Minnesota and is on track to expand sales nationwide. The company has 35 employees and annual sales topping \$2.5 million.

3. Bush Foundation Report on Teacher Education

Presenters:

Peter Hutchinson, President, Bush Foundation

Susan Heegard, Vice President and Educational Achievement Team Leader, Bush Foundation

The Bush Foundation is embarking on a \$40 million, 10-year Educational Achievement Initiative aimed at reforming teacher education in Minnesota, North Dakota and South Dakota. The goal is for the Foundation and its educational partners to place at least 25,000 new, highly effective teachers in classrooms during the next decade.

Four system universities have already received planning grants from the Foundation. They participated in four summits from June to November 2009 where teams of experts worked to refine their education reform proposals.

Ms. Heegard said the 14 universities from the three states chosen to continue in the initiative have been informed, but since negotiations with them are continuing, a public announcement will not be made until December 3, 2009.

The universities have committed to fundamentally and drastically change the way in which they recruit, prepare, place and support teachers in the classroom, she said. It is understood that the reform effort can succeed only if there is a close working relationship with the K-12 partners, she said.

There will be an emphasis on teacher support and retention after graduation, Ms. Heegard said. This may happen in the higher education institution, school district or via online. Many teachers leave the profession within five years of graduation and the Bush Foundation anticipates that enhanced classroom support will improve the retention rate.

Mr. Hutchinson said the Bush Foundation sees the grants to participating universities as an investment. A multi-year, multi-million dollar commitment is

envisioned, but dollars will be available to the universities only when and if they reach the specific milestones and achievements which are now being negotiated.

In addition, each of the universities will be able to earn a performance payment which will be based on the number and effectiveness of the teachers they produce, he said.

There will be other investments made by the Bush Foundation, Mr. Hutchinson said. One involves the development of value-added methodology which will be used to measure teacher effectiveness. The collected data will be made available not only to the teachers, but also to the preparing institutions.

A vigorous effort to recruit people into teaching who are not currently being recruited will help the institutions produce effective teachers, he said. The foundation is finishing a major market research piece to help determine what it will take to successfully recruit not only exemplary high school students, but also people in the workforce who may be open to teaching.

Ms. Heegard said the Educational Achievement Initiative will involve only the 14 teacher education programs selected. It is hoped that they will be able to develop best practices which can be shared with other teacher education programs in the region.

Mr. Hutchinson said one of the major challenges the initiative faces is sustained leadership over the 10-year timeframe. If presidential or teacher program leadership changes, it will be imperative that the new leadership have the same level of commitment to the reform outcomes, he said.

Another risk to the reform effort would be a lack of operational funding. The Bush Foundation dollars are not designed to run and operate teacher preparation programs, he said. If it appears operational dollars for teacher education programs are disappearing, it will raise questions with the Foundation's Board on whether continued investment is warranted, he said.

Trustee Van Houten asked how the system will assign accountability for the reform efforts at each of the four institutions. Will the presidents will be directed to oversee the effort, or will those decisions be left to campus administration, such as provosts or deans? He said it is an important issue to determine early in the process.

Chancellor McCormick said he thinks the accountability for the reforms should rest with the presidents. If there is a presidential change at a participating university, the Board of Trustees will need to ensure that presidential candidates are aware of and understand the commitment and expectations involved with this initiative.

Trustee Van Houten suggested that the Human Resources Committee be made aware of the additional accountability factor for these presidents to ensure that it is included in presidential searches.

Chancellor McCormick said he would like to see enhanced training and support for school principals be considered for future funding by the Bush Foundation. They are an important piece of this reform effort, he said.

4. Study Session: Technical Education

Presenter:

Manuel M. López, Associate Vice Chancellor for Learning, Technology and Programmatic Innovations

At the September 2009 meeting of the Academic and Student Affairs Committee, Trustees raised questions regarding the vitality of career and technical education in the system.

Trustees were presented a report that outlined enrollment trends and issues in career and technical education in Minnesota.

Dr. López said while career and technical education offerings may have decreased as a relative proportion of overall enrollment, they continue to be stable and colleges continue to be responsive to business and industry needs. He noted:

- Enrollment in career and technical education has remained stable over the last five years;
- Customized training enrollments have increased in the last five years;
- The Office of Legislative Auditors notes that “Minnesota State Colleges and Universities system generally does a good job of assessing economic conditions and workforce trends;
- General education is a desirable, growing and necessary component of preparing an individual to be occupational component;
- Even under the current adverse economic conditions, the system is experiencing a greater number of additions (215) than removals (167) in career and technical programs;
- As recently as 2007, Minnesota ranked first regionally in both actual post-secondary career and technical education enrollments and population-standardized post-secondary career and technical education enrollments.

Senior Vice Chancellor Baer said recent visits with 350 business industry leaders showed they want and need workers who not only have proficient technological skills, but also have critical business skills, such as the ability to read, write, communicate effectively and work in teams.

Chair McElroy said there is a concern about what programs are identified as technical programs. Does the data show if technical programs related to the

medical or health field are the ones being added, while those being deleted are those in construction or manufacturing?

Dr. López said the enrollment data in the report shows the manufacturing cluster registered both the largest numerical and percent gain of any career and technical education cluster during the period from 2005-2009. Enrollment in precision manufacturing grew by over 44 percent and in heavy/industrial equipment maintenance grew by 207 percent.

Trustee Sundin asked if there has been any data collected on whether or not the drop in construction and heavy equipment enrollment is related to the fact that some unions now provide their own apprenticeship training. These union-sponsored apprenticeship programs are likely taking some potential students from the system, she said, adding it may be advantageous for the system to consider collaborating with unions on such programs.

Trustee Benson said it may be helpful to have information on graduates in technical education programs, not just enrollment data. Dr. López said he can do some further research to see if this data is available and, if so, he will share it with the Trustees.

5. St. Cloud Technical College Mission Change

Presenters:

Joyce Helens, President, St. Cloud Technical College

Susan Schlicht, faculty president, St. Cloud Technical College

Alfredo Oliveira, Student Senate President, St. Cloud Technical College

St. Cloud Technical College is proposing to change its mission so that it can move from being a technical college to being a comprehensive two-year college that offers its own associate of arts (AA) degree.

At the September 2009 meeting, a motion to approve the mission change was not approved because of concerns that a change in mission could affect technical education offered at the college, as well as system-wide. Chair McElroy asked that the mission change proposal be brought back for future discussion at the November committee meeting.

Susan Schlicht read a proclamation from the St. Cloud Chapter of the Minnesota State College Faculty supporting the mission change. Alfredo Oliveira read a proclamation from the Student Senate also endorsing the mission change.

Trustee Dickson commended the college for the thoroughness of the mission change documentation.

Trustee Van Houten said his concern pertains to a how a change in leadership could affect the college's technical mission in the future. He asked if any plans are in place to ensure that technical programs remain a priority in the future.

President Helens said the organizational structure of St. Cloud Technical College is different than that of a university or even a community college. There is a dean of Trade and Industry and associate deans. The technical programs have a strong connection to advisory councils. There is a structure in place that recognizes the importance of technical education and any presidential candidate considered for the post should see technical education as a priority, she said.

A related issue is the cost of technical education programs, Trustee Van Houten said. A technical program that requires special equipment or labs is typically more expensive to provide than a general education program. He said it will be important for the technical programs to maintain their clout when it comes to space and funding decisions.

President Helens said the college is committed to keeping technical education funded, healthy and strong since will continue to be an important part of the college's mission.

Chair McElroy asked if the evaluation of college presidents could include an evaluation on the status of their technical education programs.

Chancellor McCormick said the expectation is that enrollment, not cost, be the main factor in the decisions pertaining to the closure of a technical program. Technical programs, he added, are funded at a different rate than general education programs.

When candidates are recruited for leadership posts at colleges that have strong traditions in technical education, their background and commitment to technical education should be considered, Chancellor McCormick said. Leaders who understand the importance of both community college and technical education programming should be selected. He added it is possible for a college to do both types of programming well.

Senior Vice Chancellor Baer said when programs are considered for closure, regional solutions should be considered. Colleges are encouraged to work together as a way to continue to serve students, communities, businesses and industries in the best way possible.

Trustee Van Houten said he would like to see more detailed information on program closures be presented to the Board.

Senior Vice Chancellor Baer said a quarterly report on program activity will be presented in January 2010.

A motion was made by Trustee Dickson and seconded by Trustee Benson that the Academic and Student Affairs Committee recommend that the Board of Trustees approve the St. Cloud Technical College request to change its mission to become a comprehensive two-year college. The new mission is, “St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.” The motion passed unanimously.

6. Conferred Honorary Degree Report, Spring 2009

An informational report on Honorary Degrees conferred in Spring 2009 was presented as required in Part 7 of Board of Trustees Policy 3.18 Honorary Degrees.

The meeting adjourned at 9:16 am

Respectfully submitted,

Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: January 20, 2010

Agenda Item: Proposed Amendment to Board Policy 2.6 Intercollegiate Athletics First Reading

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Amendments to Board Policy require approval of the Board.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The proposed amendment to the Intercollegiate Athletics policy clarifies that Board approval following a recommendation by the Chancellor is required for a state college or university to add a sport at the Division 1 level. The amendment also addresses a requirement that student athletes have adequate health insurance.

Background Information:

Development of the proposed policy amendment followed standard policy revision processes. This is a first reading.

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

BOARD ACTION

PROPOSED AMENDMENT TO BOARD POLICY 2.6 INTERCOLLEGIATE ATHLETICS

The Office of the Chancellor is submitting a proposed amendment to Policy 2.6 Intercollegiate Athletics.

BACKGROUND

A scheduled five year review was conducted by staff from the Academic and Student Affairs Division with assistance from the Office of General Counsel. The amendment clarifies the intention of Part 1 and adds language requiring students participating in intercollegiate athletics to maintain appropriate health insurance. In addition to the usual consultation process, the proposed amendment was reviewed by representatives of intercollegiate athletic conferences.

CONSULTATION

Consultation has occurred as follows:

- Reviewed by the Academic and Student Affairs Policy Council- 9/17/09, 11/20/09
- Reviewed by the Minnesota College Athletic Conference Executive Committee- Spring, 2009
- Reviewed by the Northern Sun Intercollegiate Conference Commissioner- Fall, 2009
- Mailed out for review and comment- 9/29/09
- Reviewed at MSCF meet and confer- 9/24/09
- Reviewed at IFO meet and confer- 12/11/09
- Reviewed at Leadership Council- 1/5/10

RECOMMENDED COMMITTEE ACTION

The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed amendment to Policy 2.6 Intercollegiate Athletics.

First Reading

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

BOARD ACTION
PROPOSED AMENDMENT TO BOARD POLICY 2.6 INTERCOLLEGIATE ATHLETICS

1 **Part 1. Conference and Division Membership.** Consistent with the unique identity and
 2 mission of the institution, a college or university may engage in programs of intercollegiate
 3 athletics. ~~and may join one or more conferences and operate according to the rules and standards~~
 4 ~~of the conference as long as such rules are not in conflict with federal or state law, system board~~
 5 ~~policies, or system procedures.~~ A college or university may join one or more conferences and
 6 add or remove sports after a review of the impact on students and finances and the institution’s
 7 facilities master plan, Title IX compliance and completion of the student and college/university
 8 consultation process. The college or university shall operate according to the rules and standards
 9 of the conference as long as such rules are not in conflict with federal or state law, system board
 10 policies, or system procedure. ~~Any change proposed by a college or university in division level~~
 11 ~~membership for any sport~~ Adding any sport at the National Collegiate Athletic Association or the
 12 National Junior College Athletic Association division one level requires a recommendation from
 13 the chancellor and prior approval by the board. A request for board approval of participation in a
 14 division one level sport shall be directed to the chancellor or designee and shall include analysis
 15 and review of the expected impact on students, institutional and student services finances, the
 16 institution’s mission and facilities master plan, compliance with equal opportunity requirements,
 17 and a report of the student consultation process used.

18
 19 **Part 2. Gender Equity in Athletics.** The Minnesota State Colleges and Universities are
 20 committed to providing equal opportunity in athletics for male and female students. Each
 21 college or university with intercollegiate athletics must provide athletic opportunities for male
 22 and female students in accordance with federal and state requirements.

23
 24 **Part 3. Student Athlete Health Insurance.** Students participating in intercollegiate athletics
 25 are required to maintain health insurance through a plan or rider that includes coverage for
 26 participation in intercollegiate athletics. Prior to student participation in intercollegiate athletics,
 27 colleges and universities must provide adequate written notice to students of the requirement for
 28 health insurance.

Date of Adoption

Date of Implementation: 7/01/95

Date of Adoption: 5/16/95

Date & Subject of Revisions:

12/17/03: Deleted Part 1. Definitions, Subparts A and B; clarified conference and division membership by colleges and universities (Part 2) and renumbered to Part 1; amended language in Part 3. and renumbered to Part 2.; deleted Part 4.

xx/xx/xx: Amended Part I to clarify board approval of participation in a division one level sport; added new part 3 requiring health insurance coverage.

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

~~Strikeouts~~ represent existing language proposed to be eliminated.

Words not underlined represent existing language that is proposed to remain in procedure.

1
2 **MINNESOTA STATE COLLEGES AND UNIVERSITIES**
3 **BOARD OF TRUSTEES**

4
5 **Agenda Item Summary Sheet**

6
7 **Committee:** Academic and Student Affairs **Date of Meeting:** January 20, 2010

8
9 **Agenda Item:** Proposed Amendment to Board Policy 3.30 and Proposed New Procedure 3.30.1
10 College Program Advisory Committee (First Reading)

11
12 Proposed Approvals Other Monitoring
13 Policy Change Required by Approvals
14 Policy

15
16 Information

17
18 **Cite policy requirement, or explain why item is on the Board agenda:**

19
20 Amendments to Board Policy require approval of the Board.

21
22 **Scheduled Presenter(s):**

23
24 Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
25 Mike López, Associate Vice Chancellor for Student Affairs

26
27 **Outline of Key Points/Policy Issues:**

28
29 The Community and Technical College Program Advisory Committees policy has been rewritten
30 and is presented to the Board of Trustees for approval. The proposed policy, in part, responds to
31 a study of occupational programs conducted by the Office of the Legislative Auditor published in
32 2009.

33
34 **Background Information:**

35
36 The proposed policy is a first reading to amend policy 3.30 College Program Advisory
37 Committees. Development of the proposed policy followed standard policy revision processes.

38
39 After approval of the amended policy by the Board of Trustees, procedure 3.30.1 - Community
40 and Technical College Program Advisory Committees will be submitted to the Chancellor for
41 approval.
42

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

First Reading

BOARD ACTION

**PROPOSED AMENDMENT TO POLICY 3.30 COLLEGE ADVISORY PROGRAM
COMMITTEES**

1 The Office of the Chancellor is submitting a proposed amendment to Policy 3.30 College
2 Program Advisory Committees. New policy language is proposed to replace the current College
3 Program Advisory Committees policy. The current policy does not have a related system
4 procedure.

5
6 **BACKGROUND**

7 The proposed policy amendment and a related proposed system procedure respond to the 2009
8 Office of the Legislative Auditor's report titled MnSCU Occupational Programs and its
9 recommendation that: "Colleges should provide better oversight of program advisory committees
10 and take steps to improve those that are not fulfilling their potential." The proposed policy and
11 the new procedure retain and build upon important elements of current policy language. The
12 proposed policy focuses on colleges' responsibilities to adopt and implement policy and
13 procedure for the establishment, management and operation of college program advisory
14 committees. The proposed policy and procedure reflect the importance of maintaining a strong
15 relationship between academic programs that prepare individuals for initial or continued
16 employment and the businesses or industries they serve. Following final Board approval of the
17 policy amendment, the system procedure will be submitted to the Chancellor for approval.

18
19 **CONSULTATION**

20 Consultation for the policy and procedure is planned or has occurred as follows:

- 21
- 22 • Reviewed by Academic & Student Affairs Policy Council – 04/16/09, 09/17/09, 11/20/09
 - 23 • Reviewed at Academic and Student Affairs Leadership Council – 01/05/10
 - 24 • Mailed out for review and comment – 10/12/09
 - Planned for review and comment at MSCF Meet and Confer – 02/25/10

25 **RECOMMENDED COMMITTEE ACTION**

26 The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the
27 following motion:

28
29 **RECOMMENDED MOTION**

30 The Board of Trustees approves the proposed amendment to Policy 3.30 College Advisory
31 Program Committees.

Board of Trustees Minnesota State Colleges and Universities
PROPOSED AMENDMENT TO POLICY 3.30 <u>COMMUNITY AND TECHNICAL COLLEGE PROGRAM ADVISORY COMMITTEES</u>

2 **3.30 Community and Technical College Program Advisory Committees**

3

4 ~~Program advisory committees are designed to provide guidance and advice on program design,~~
5 ~~operation, accountability and closure. Each college shall establish an advisory committee~~
6 ~~consisting of employers, students, and faculty for approved programs or related program clusters~~
7 ~~that are publicized by the college as preparation for entry into employment. Program advisory~~
8 ~~committees may be established to serve related programs at multiple institutions, which may~~
9 ~~include high schools, colleges, and/or universities. Each college shall develop and implement a~~
10 ~~policy to guide establishment and operation of program advisory committees.~~

11

12 **Part 1. Purpose and Applicability.** This policy establishes standards, processes and conditions
13 that enable consistent creation and operation of college program advisory committees; it applies
14 to credit-based academic programs determined by a college to be preparation for initial or
15 continued employment.

16

17 **Part 2. Definitions.** The following definitions apply to this policy and its procedure.

18

19 **College.** College means a community college, technical college, or community and
20 technical college.

21

22 **College program advisory committee.** A college program advisory committee provides
23 guidance and advice on initial development, accountability, expansion and closure of
24 academic programs or related program clusters at the college or with related programs at
25 high schools, colleges, and/or universities. A college program advisory committee shall
26 include, but is not limited to, employers, students, and faculty.

27

28 **Part 3. College Program Advisory Committee Policy and Procedure.** Each college shall
29 adopt and implement a policy and procedure to establish, manage and operate college program
30 advisory committees.

31

32 The chancellor shall adopt a system procedure to implement Policy 3.30 Community and
33 Technical College Program Advisory Committees.

Date of Implementation: 06/14/05,
Date of Adoption: 06/14/05,
Date and Subject of Revision:

POLICY CONTENT FORMAT:
Single underlining represents proposed new language.
~~Strikeouts~~ represent existing language proposed to be eliminated.
Words not underlined represent existing language that is proposed to remain in policy.

1
2 **MINNESOTA STATE COLLEGES AND UNIVERSITIES**
3 **BOARD OF TRUSTEES**
4

5 **Agenda Item Summary Sheet**
6

7 **Committee:** Academic and Student Affairs **Date of Meeting:** January 20, 2010
8

9 **Agenda Item:** Proposed Amendment to Board Policy 3.30 and Proposed New Procedure 3.30.1
10 College Program Advisory Committee (First Reading)

11 Proposed Approvals Other Monitoring
12 Policy Change Required by Approvals
13 Policy
14

15
16 Information
17
18

19 **Cite policy requirement, or explain why item is on the Board agenda:**
20

21 This is a new procedure to accompany the amended Policy 3.30, developed partly in response to
22 the report from the Office of the Legislative Auditor, and so is brought to the Board for
23 information only.
24

25 **Scheduled Presenter(s):**
26

27 Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
28 Mike López, Associate Vice Chancellor for Student Affairs
29

30 **Outline of Key Points/Policy Issues:**
31

32 The proposed system procedure provides guidance for the implementation of Board Policy 3.30.
33

34 **Background Information:**
35

36 There is currently no system procedure that accompanies Board Policy 3.30. The proposed
37 system procedure was developed in accordance with the usual policy and procedure consultation
38 processes.
39

40 After approval of the amended policy by the Board of Trustees, procedure 3.30.1 - Community
41 and Technical College Program Advisory Committees will be submitted to the Chancellor for
42 approval.

MINNESOTA STATE COLLEGES AND UNIVERSITIES

REQUEST FOR SYSTEM PROCEDURES APPROVAL

SYSTEM PROCEDURE	Name: Community and Technical College Program Advisory Committees
	Number: 3.30.1

FOR MnSCU POLICY	Name: Community and Technical College Program Advisory Committees
	Number: 3.30

PURPOSE: This procedure establishes standards, processes and conditions that enable consistent implementation of Policy 3.30 Community and Technical College Program Advisory Committees.

1 **Procedure 3.30.1 Community and Technical College Program Advisory Committees**

2
3 **Part 1. Purpose and Applicability.** This procedure establishes standards, processes and
4 conditions that enable consistent implementation of Policy 3.30 Community and Technical
5 College Program Advisory Committees.

6
7 **Part 2. Definition.** The following definition applies to this procedure.

8
9 **College program advisory committee.** A college program advisory committee provides
10 guidance and advice on initial development, accountability, expansion, and closure of
11 academic programs or related program clusters at the college or with related programs at high
12 schools, colleges, and/or universities. A college program advisory committee includes
13 employers, students, and faculty; others may be included.

14
15 **Part 3. College Program Advisory Committee Policy and Procedure.** Each college shall
16 adopt program advisory committee policy and procedure that address the following topics:

- 17
18 1. Purpose
- 19 2. Membership, including students appointed in accordance with Board Policy 2.3, size,
20 roles and terms
- 21 3. Structure and governance
- 22 4. Meeting schedule
- 23 5. Work plan and priorities
- 24 6. Communications
- 25 7. Collaboration, if any
- 26 8. Recommendations and documentation
- 27 9. Evaluation

1 **Part 4. Public Accountability and Evaluation.**

2

3 **Subpart A. Public accountability.** Program advisory committee policy, procedure, work
4 plans, membership, and meeting minutes shall be made available upon request.

5

6 **Subpart B. Evaluation.** Each college shall regularly evaluate its program advisory
7 committees and use the information for continuous improvement of advisory committees.

Approval Date:

Effective Date: 07/01/2010,

Date and Subject of Revision:

PROCEDURE CONTENT FORMAT: Single underlining represents proposed new language.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** January 20, 2010

Agenda Item: Campus Profile: South Central College

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|--|---|---|-------------------------------------|
| <input type="checkbox"/> Proposed
Policy Change | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals | <input type="checkbox"/> Monitoring |
| <input checked="" type="checkbox"/> Information | | | |

Cite Policy Requirement, or explain why item is on the Board Agenda

The Board of Trustees requested the opportunity to hear from individual institutions on their integrated planning efforts.

Scheduled Presenters:

Keith Stover, President, South Central College
Nancy Genelin, Vice President of Academic Affairs, South Central College
Karen Snorek, Vice President of Finance & Operations, South Central College
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Background Information:

Mankato Vocational School was founded in 1946 as the first public post-secondary vocational-technical school in Minnesota governed by the Mankato School District. The Kline Garage, in downtown Mankato, became the site for the vocational school that offered programs in electrical careers, machine tool, and auto mechanics.

The Faribault campus received its official designation in July 1964, based on the Faribault School District's long history of providing technical education. In the 1940's, one of Minnesota's first occupational programs in practical nursing was started in partnership with the hospital on the hospital campus.

On July 1, 1996, the Faribault campus merged with the North Mankato campus to become South Central Technical College. On March 16, 2005, the system Board of Trustees approved SCTC's request to expand its mission to become a comprehensive community technical college. On May 18, 2005, the name of the institution changed to South Central College.

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

Campus Profile: South Central College

BACKGROUND

South Central College President Keith Stover will present the institution's Strategic Campus Profile including information on integrated planning, institutional programming and collaboration, futures planning, facilities projects, and other data.

The Strategic Profile of South Central College will:

- Showcase the institution's unique role as well as its contribution to the system
- Provide a comprehensive view of the institution and its planning efforts
- Provide an opportunity for dialogue with the Trustees

The five categories for the Campus Profile presentations are provided below.

1. **Institutional Distinction:** Key/unique institutional features (programs, services, infrastructure, population served, etc.).
2. **Institutional Profile:** Key elements of the general data profiles as well as those institutional facts concerning local, regional, or statewide efforts (partnerships, economic/community impact, etc.), and key opportunities and vulnerabilities.
3. **Integrated Planning:** Links between academic plan priorities and other institutional plans (facilities, capital plan implementation, human resources, technology, etc.), the system strategic plan, and institutional processes and outcomes.
4. **Futures Planning-2015:** Future program and service directions and links to system goals addressing anticipated major changes in mission, infrastructure, partnerships, local demographics, and institutional processes.
5. **Resource Deployment:** Current resource usage and fiscal responsibility, as well as future resource needs to advance major facilities, human resource, program or technological priorities.

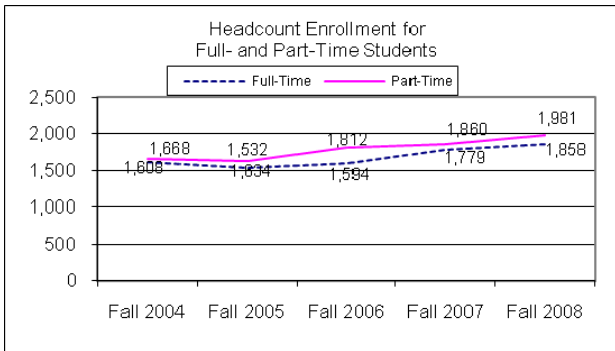
A data profile for South Central College provides information on the students, academic programs, human resources, finance, and other data concerning the institution. Also included is a Strategic Profile Summary that follows the five categories stated above. The Summary provides a brief overview of the presentation that President Keith Stover will deliver at the January Board Meeting.

South Central College Data Profile

Enrollment

FYE (Full Year Equivalent)

2009	2,714
2008	2,504
2007	2,344
2006	2,238
2005	2,514

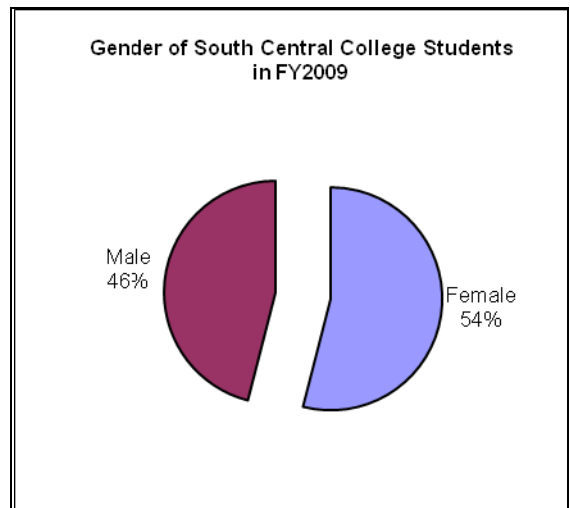


Source: Office of the Chancellor Research, Planning, and Effectiveness

Race/Ethnicity for South Central College Students in Fall 2008

	Number	Percent
African American	121	3%
American Indian	25	<1%
Asian	64	1%
Caucasian	4,397	92%
Hispanic	107	2%
Nonresident Alien	44	1%
Total	4,758	100%

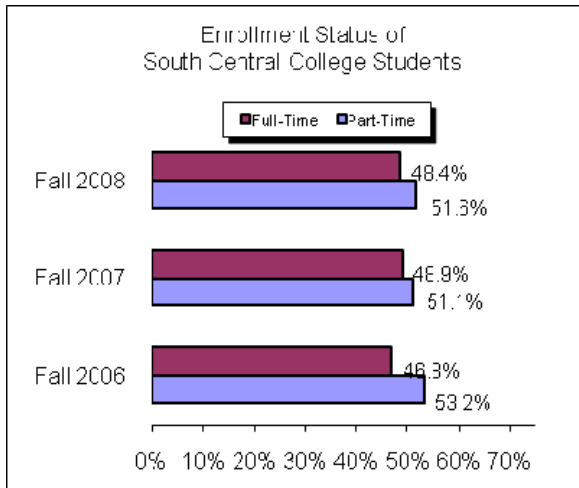
Percent Unknown: 11.8%



Percent Unknown: 3.7%

Source: Office of the Chancellor Research, Planning, and Effectiveness

Student Characteristics

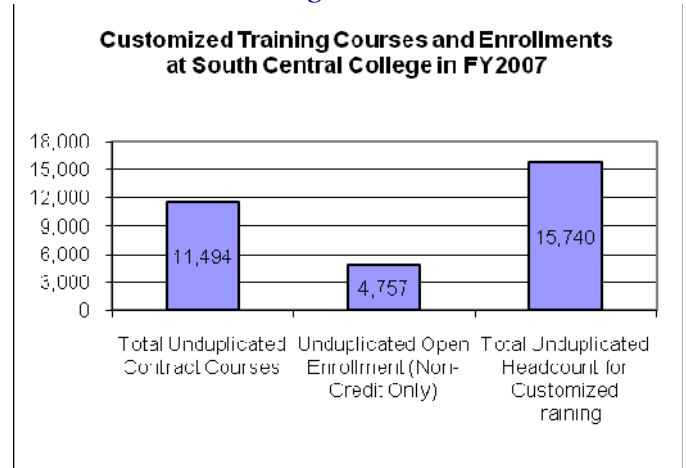


Age Groups of South Central College Students in FY2009

Age	Number	Percent
<20	1,234	23%
20-24	1,561	29%
25-34	1,127	21%
35-44	654	12%
45>	866	16%

Percent Unknown: 2.4%

Customized Training



Source: Office of the Chancellor Research, Planning, and Effectiveness

Academic Offerings

Preliminary Numbers on Majors of Graduates by Program Area in FY2009

Top Categories	Majors	% of All Majors
Agriculture, Conservation, Park & Rec	53	9%
Business and Marketing	104	17%
Child Development and Personal Services	22	4%
Communication and Comm. Technology	13	2%
Computer Science and Engineering	35	6%
Health Professions	211	36%
Liberal Arts and Sciences	82	14%
Protective Services, Public Admin. & Law	23	4%
Trades, Mechanics & Transportation	51	9%
Total Majors	594	100%

Preliminary Numbers on Instructional Programs by Program Area in FY2009

Instructional Program Area	# of Programs
Agriculture, Conservation, Park & Rec.	22
Business and Marketing	56
Child Development and Personal Services	8
Communication and Comm. Technology	3
Computer Science and Engineering	35
Education	2
Health Professions	25
Liberal Arts and Sciences	3
Protective Services, Public Admin. & Law	8
Trades, Mechanics & Transportation	51
Total Program Awards	213

Source: Office of the Chancellor Research, Planning, and Effectiveness

Facilities

Deferred Maintenance for South Central College in 2008

	Deferred Maintenance (DM)	Sq. Feet	DM/SF
Faribault	3,558,000	91,567	\$39
North Mankato	8,939,000	302,315	\$30
System	\$654,470,000	21,407,352	\$31

Fall 2008 Space Utilization for South Central College

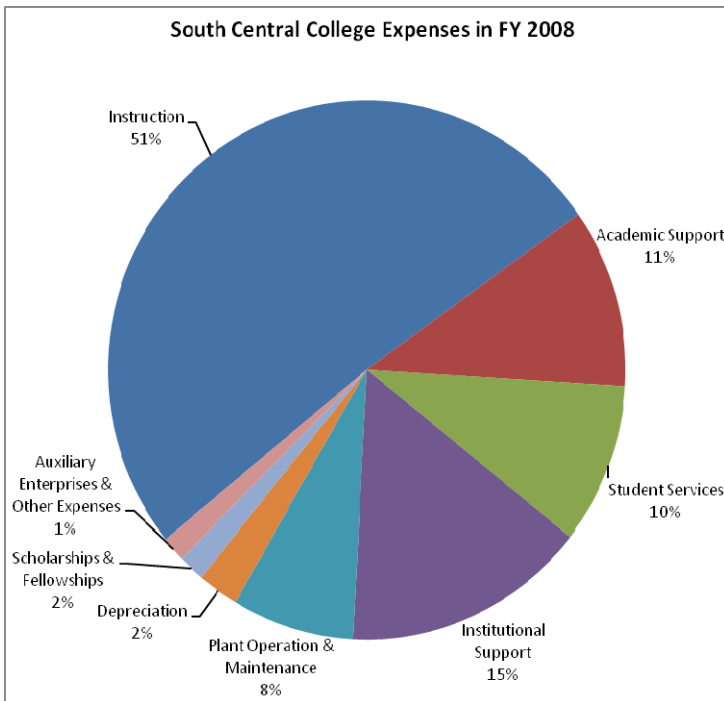
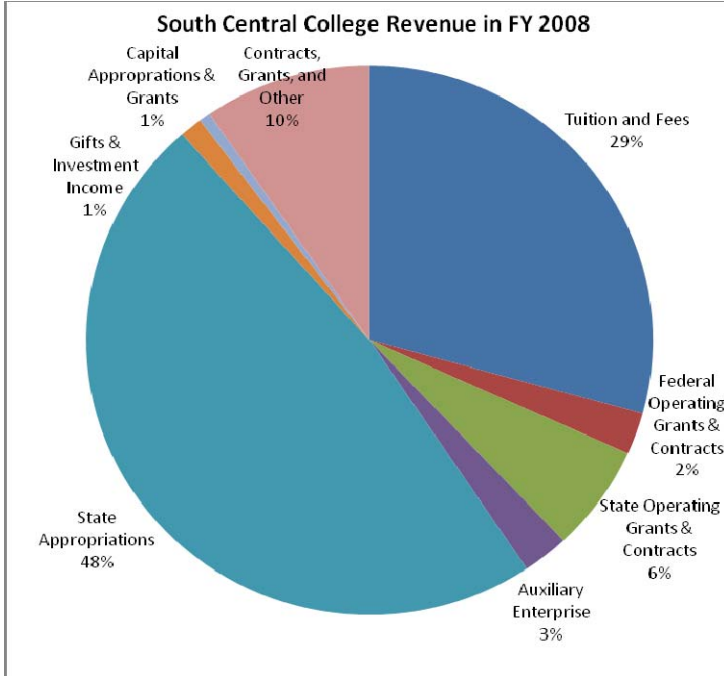
Campus	Percent Room Usage
Faribault	57%
North Mankato	74%

System Expenditures for Repair and Replacement

FY2006		
	Expense	\$/GSF
South Central College	\$270,695	\$0.69
System	\$19,313,566	\$0.92
FY2007		
	Expense	\$/GSF
South Central College	\$502,748	\$1.28
System	\$22,416,948	\$1.06
FY2008		
	Expense	\$/GSF
South Central College	\$353,150	\$0.90
System	27,083,273	\$1.28

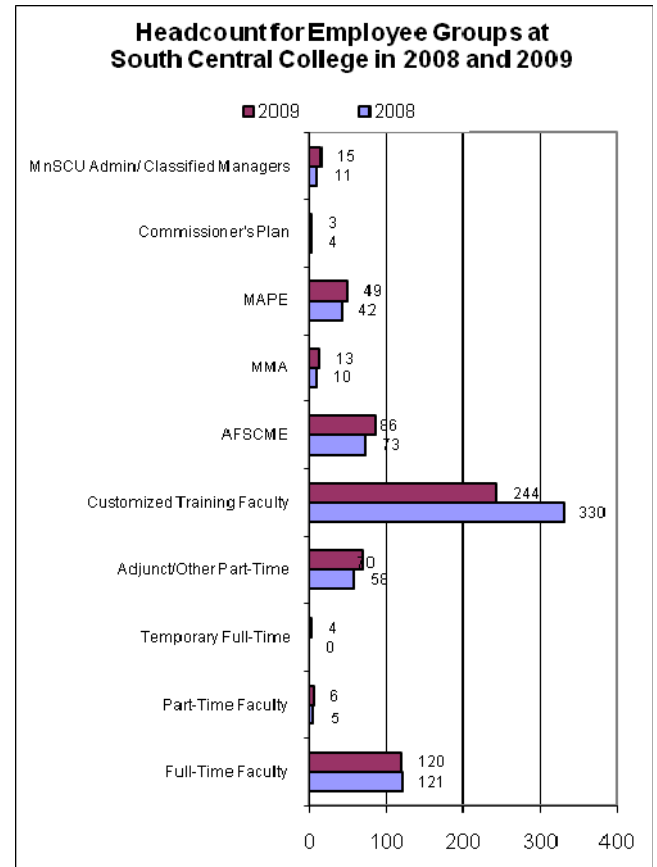
Source: Office of the Chancellor, Facilities Unit

Finance



Source: IPEDS Finance Survey, NCES

Human Resources



Source: MnSCU HR Oracle Database

1/5/09



FARIBAULT • NORTH MANKATO

Institutional Distinction

REGION

Located in the South Central region of Minnesota, South Central College primarily serves a twelve county area with campuses in Faribault and North Mankato, along with the education partnership at Owatonna College and University Center and a growing online presence. SCC also has Small and Farm Business instructors working throughout the region along with our Center for Business and Industry team serving the incumbent workforce in our region with outreach into other states.

The population of many rural Minnesota communities in the southern and western edges of our market area are declining; however, SCC's campus communities and counties along the Highway 169 and Interstate 35 corridors continue to experience population growth. The Greater Mankato area growth resulted in a 2008 designation as a Metropolitan Statistical Area by the U.S. Office of Management and Budget. The City of Faribault and Rice County have also experienced significant population growth. The population of the entire market area anticipates 17 percent growth by 2030.

ACADEMIC PROGRAMS

South Central College offers 50 career majors along with an Associate in Arts Degree designed for transfer to a university. As part of these degree options, South Central College offers 73 online courses in seven majors.

SCC's largest programs include practical and registered nursing, accounting, production agriculture and business management, with unique programs in agribusiness, carpentry-cabinetmaking, civil engineering technology, community social service, construction field supervision, culinary arts, graphic communications and medical laboratory technician.

The college continually reviews, in concert with our business partners, the need for updated and expanded course offerings. Recent program additions and expansions include:

Fall 2007	Business Management (Replicated to Faribault)
	Civil Engineering Technology
Fall 2008	Civil Engineering Technology (Replicated to Faribault)
	Construction Field Supervision
	Medical Lab Technician (Replicated to N. Mankato)
Fall 2009	Administrative Office Management
	Construction Field Supervision (Replicated to N. Mankato)
	Energy Technical Specialist
	Mechatronics
	Small Business Management (Replicated to OCUC)

SCC continues to strategically expand its scheduling options for students by offering evening and weekend courses and programs. Examples include:

- The Accounting program now offers evening completion options on both campuses.
- This fall, SCC expanded its Saturday course offerings in the Liberal Arts & Sciences.
- Online offerings continue to grow and provide additional flexibility for SCC's students.
- SCC has added new physics, chemistry and physical education courses, along with the piloting of a "hybrid" microbiology course.

GLOBAL INITIATIVES

The college emphasizes globalization and integrates an international perspective into the curriculum. SCC presented its 2nd Annual Global Connections Conference in April with approximately 1,500 students and community members attending. Highlights included keynote presentations by Sexeng, the Hmong Artist, Educator and Activist and Joseph Makeer, one of the Lost Boys of Sudan.

Several international travel experiences have been made available to SCC students. These include service learning projects for SCC nurses, with travel to Guatemala; credit offerings through Liberal Arts and Sciences to Italy and Ireland; and international partnerships with schools in Germany and Thailand.

STUDENTS / FACULTY

Over the course of 16 tournaments, SCC's Speech Team received 39 individual and 2 team awards. The team also hosted the 25th Minnesota Collegiate Forensics Association State Speech and Debate Tournament in February 2009.

Tyler Wingen won first place in the National Carpentry competition at SkillsUSA in Kansas City, Missouri.

Several SCC faculty members have been recognized for their outstanding teaching and leadership by their students and peers:

- Kirstin Cronn-Mills, SCC English instructor, received the Instructor of the Year Award from the Minnesota State College Student Association (MSCSA).
- Jeff Fischer, SCC Computer Integrated Machining instructor, received the 2009 Advisor of the Year Award from Minnesota SkillsUSA
- Michael Zarn, Marketing Education instructor, received the 2009 Advisor of the Year Award from Minnesota Delta Epsilon Chi.

Institutional Profile

DEMOGRAPHICS

SCC has experienced 21 percent growth in full year equivalent (FYE) enrollment over the past four years as a result of becoming one of Minnesota's newest comprehensive two-year colleges. SCC experienced another 10 percent increase in FYE for the 2009 fall semester compared with the previous fall term. SCC's online credits have more than doubled since the mission expansion, with 340 FYE in fiscal year 2009. Currently, SCC online courses generate 12.5 percent of SCC's total credits. The Small and Farm Business Management faculty serve nearly 1,000 students annually. Additionally, SCC's Center for Business and Industry serves over 15,000 non-credit students and incumbent workers annually with customized instruction.

This past fall semester of 2009, the student demographics on our campuses reflected an average age of 25.4 years with 58 percent of the population being female and 42 percent male. Fifty-five percent of SCC students have no previous college and students of color represented 10 percent of the college's student body. Additionally, 60 veterans and at least 268 dislocated workers attended SCC.

SCC achieved a gold "Exceeds Expectations" designation on the Access and Opportunity dashboard, because of the significant growth in enrollment on the campuses.

In addition to system dashboard and target measures, SCC consistently monitors its own set of key performance indicators identified during the development of the strategic plan. These measures serve to assess the college's overall health and progress on its strategic planning initiatives. The achievements of the college are reported to the public and college stakeholders in the Annual President's Report.

PARTNERSHIPS

The college enjoys established partnerships with regional businesses and industries, which provide great opportunities for student employment and internships. Examples include:

- SCC and ISJ-Mayo Health System have established a collaborative arrangement between simulation staff for training and simulation skill sets. As an outcome of this partnership, SCC is creating a simulation lab on the North Mankato Campus.
- SCC's Center for Business and Industry conducted health care and manufacturing summits in the Faribault area to assist in the development of program options. This fall a second Manufacturing Summit will be held focusing on the retention of a Computer Aided Machining program on the I-35 corridor.
- The SCC Mechatronics Technology Education Center (METC) was established to provide comprehensive education for employment and continuous learning in mechatronics careers.
- South Central College is a proud member of the Minnesota Center for Engineering and Manufacturing Excellence.
- SCC's business partners donated \$165,000 in program start-up funds to initiate the first two years of the Mechatronics program.

- SCC's Student Affairs and Business and Industry Centers have partnered to provide educational opportunities to dislocated workers through the South Central and South East regional workforce centers.
- SCC hosted Project Lead the Way (PLTW) training on SCC campuses and provided funding for scholarships for teachers. Additionally, as part of the college's Department of Labor grant, the college is coordinating mobile equipment purchases for use by school districts participating in PLTW. This summer's ZAP camps included approximately 50 middle school students on SCC's campuses.

STUDENT AFFAIRS CENTER

The Student Affairs Center also partners with the Mankato and Faribault ABE/GED offices to provide services to students transitioning to college, including a "view piece" specifically for non-traditional student populations.

As part of SCC Access & Opportunity funding, the college developed Multicultural Offices on each of its campuses. Initial accomplishments included establishing a student mentor program, allocating space for a multicultural center for students on the North Mankato Campus and the forming of new student organizations.

Recent retention initiatives include campus Student Success Days, implementation of First Year Experience courses and intrusive advising. SCC provided six concurrent courses to 101 high school students in both technical and general education.

EXTERNAL FUNDING

The Faribault and North Mankato Campus Foundations presented \$276,550 in scholarships to 359 SCC students in FY2009, including six full-tuition Presidential Scholarships.

SCC hired a grant writer in August 2008 and has since developed a submission plan identifying institutional priorities. To date, the college has secured over 2.3 million dollars in funding.

Integrated Planning

SCC is implementing its newest strategic plan designed for 2009-2013. This plan purposefully integrated the system strategic plan into its goals and strategies along with the academic, technology, diversity and facilities plans of the college. All programs and service areas in the college develop operational plans annually, identifying strategies that further support the strategic goals of the college.

SCC's Strategic Planning Team conducted an extensive environmental analysis that included data and stakeholder input to ensure that South Central College remains centered on students and the businesses that we serve. Based on this analysis, our 5-year plan has the following goals to guide us:

- Increase & Enhance Access
- Promote Student Success
- Support Economic Vitality
- Fuel & Celebrate Innovation
- Ensure Accountability & Institutional Effectiveness
- Nurture Relationships

SCC contracted with STAMATS to conduct a Growth Market Analysis in November 2008 which has had a direct impact on the development of the college's Strategic, Academic and Marketing/Recruitment plans.

The Higher Learning Commission of the North Central Association of Colleges & Schools will be conducting a reaccreditation visit on February 1-3, 2010 and will review all of the planning documents and processes as a part of the review of the college self-study.

Futures Planning

SCC's bonding request (item 15 in the MnSCU 2010 Capital Budget Request) is designed to significantly improve the Faribault Campus classrooms and laboratories to support current and future technical programming, along with Science, Technology,

Engineering, Mathematics (STEM) and health care instruction. New library and learning resource centers, along with energy improvements, are major initiatives in this proposal for the future.

SCC's bonding request (item 24 in the MnSCU 2010 Capital Budget Request) is designed to create a chemistry lab on the North Mankato Campus to increase participation in STEM careers and support the chemistry requirements in the health careers.

SCC has completed the predesign and submitted a bonding request for the renovation and expansion of the North Mankato Campus. This request includes a health simulation lab, renovation of six classrooms, redesigning the agronomy lab, the construction of a new learning resource center and a centralized Student Affairs Center.

SCC has addressed the educational needs of nursing, medical laboratory technician, EMS and Paramedic employers. In the future, SCC will offer a broader range of health career programs to meet the growing industry needs in the areas of Medical Assistant, Pharmacy Technician and Physical Therapy Assistant.

Specific Career and Technical programs are in the process of developing "stackable credentials" which allow multiple starting and stopping points for students. One example is the HVAC certificates that can stand alone as an entry point into the career field (one in heating and another in refrigeration) or be stacked as an HVAC diploma. With additional credits, the diploma becomes an AAS degree.

SCC will ask for system approval to offer individualized programs of study starting Fall Semester 2010. The curriculum designs will include multidisciplinary approaches to meet the unique needs of individual students.

SCC will expand evening, online and Saturday program completion options available in multiple career and technical programs and in the AA degree. This will enable working adults and others access to a full program of study that accommodates their busy schedules.

Resource Deployment

SCC has made gradual, but consistent improvements in its instructional cost study. In fiscal year 2006, due to start-ups related to the mission expansion and tying up contractual obligations resulting from the non-renewal of SCC's instructional contract with the Faribault Correctional Facility, the college's instructional cost study showed a balance of -\$1,144,653. In fiscal year 2008, the college had improved the balance to -\$826,234. Further improvements are anticipated due to deliberate changes in course maximums, staffing ratios and classroom updates.

SCC continues to maintain the required 5 percent fund balance reserve, while at the same time investing in new programming.

SCC's Center for Business and Industry maintains a balanced budget, along with a 5 percent reserve, as it serves our many business partners. In addition, CBI has been very successful in securing collaborative grants to support the delivery of educational services to incumbent and dislocated workers.

Three smart technology classrooms were created on the Faribault Campus along with office spaces for the Center for Business and Industry and Small and Farm Business Management.

Technological improvements have included availability of wireless network access, additional network storage solutions, IP connections between campuses and ITV room upgrades.