

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE STUDY SESSION
May 18, 2010**

Board Members Present: Chair Dan McElroy; Trustees Christine Rice, Duane Benson, Cheryl Dickson, James Van Houten, Louise Sundin and Jacob Englund.

Other Board Members Present: Trustees Tom Renier, Scott Thiss and Christopher Frederick.

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

The Minnesota State Colleges and Universities Board of Trustees held a study session on May 18, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the Study Session to order at 12:38 pm.

1. Report from the American Council of Trustees and Alumni: “At a Crossroads: A Report Card on Higher Education in Minnesota.”

Presenter:

Dr. Michael B. Poliakoff, Policy Director of American Council of Trustees and Alumni

The American Council of Trustees and Alumni is a service organization founded in 1995 by trustees for trustees, Dr. Poliakoff said. The organization works to advance academic standards and accountability in higher education and be a national voice for issues of concern.

Higher education today faces extreme challenges, he said. Recent national surveys on adult literacy show that average literacy levels among adults with bachelor’s degrees have declined over time. On the average, four-year college graduates have only an “intermediate level” of literacy, meaning they are capable of doing only moderately challenging literacy activities. Just 25 percent of college graduates and only 31 percent of those with at least some graduate studies scored high enough on the tests to be deemed proficient from a literacy standpoint.

Also alarming is a report from The Partnership for 21st Century Skills, a national organization that advocates for 21st century readiness for every student, which indicates new entrants to the nation’s workforce are not demonstrating levels of excellence necessary to compete successfully in the face of rising global labor market challenges.

Low graduation rates in higher education are another concern, Dr. Poliakoff said. President Obama has made the fact that the United States has one of the highest

high school dropout rates of any industrialized nation a focal point. Half of the students who begin college never finish.

When students take loans to go to a college or university, it is crucial that they are able to complete their degrees and become productive citizens, he said. There should be early warning systems in place to help students needing assistance to be successful in their classwork.

Higher education system governance can make a difference in turning the situation around, Dr. Poliakoff said. The systems's universities have core requirements in composition, mathematics and sciences, but no other areas. Nationally, there are several colleges and universities that have six or seven core requirements.

Trustees should work with administration and faculty in filling in some key areas that are not currently part of core requirements, such as foreign languages, economics, literature and American history/government, Dr. Poliakoff said. These should be required, not optional.

ACTA is available to help boards in tasks which can enrich the curriculum or build core requirements to help ensure more students graduate prepared to enter the workplace. That requires building of an intellectual and academic community at all levels, including faculty, department heads, campus administration and the Board.

Trustee Thiss asked if there is research which shows that enhanced core curriculum requirements result in better employees and citizens. Dr. Poliakoff said there is little data to show that, however, emerging research from collegiate learning assessments is showing students who graduate from more rigorous programs show higher cognitive skills and are proving to be more successful.

A big challenge in the Minnesota system, as in other systems across the nation, is the number of students entering colleges or universities who need remediation. Some systems have responded to this challenge by diverting all remediation services to two-year colleges. This is showing positive results, such as enhanced diversity, better retention and higher graduation rates at the universities in that system, Dr. Poliakoff said.

Trustee Dickson said faculty have expressed concerns to her over students' lack of interest in reading. She asked Dr. Poliakoff if he could offer any suggestions on ways to attack this problem.

Dr. Poliakoff said he was involved in a literacy orientation program at Bloomsburg University of Pennsylvania in which Plato's Apology of Socrates, as well as a study guide and glossary, were given to new students and college-level discussion sessions were arranged. This sent a signal to new students that they

were expected to become readers and members of the university's intellectual community.

Chair McElroy said it would be beneficial to the Board if a discussion on core curriculum be added to a future meeting agenda.

Trustee Van Houten said one of the major responsibilities this Board will face is the selection of a new chancellor. In the Minnesota Report Card on Higher Education issued by ACTA, there were concerns raised over the recruiting process, he said. The report card said that the Board of Trustees is not involved enough in the process and too much of the work is delegated to staff.

Dr. Poliakoff said ACTA has published guidance on the search process and offered to provide copies to the Trustees. Picking a system leader is one of the most vital functions of a board, he said, but it has become more and more common for this responsibility to be delegated to a search firm. ACTA suggests that whether or not a search firm is used, the Board should always retain active control and involvement in the selection process. It is crucial that Trustees meet the candidates and find ways to question the finalists on key issues, such as posture toward core curriculum, assessment and tenure. It is important that these issues be addressed in a public form, he said.

Trustee Van Houten asked if the suggestion that the Board be actively involved in the chancellor search process would be applicable to presidential searches as well.

Dr. Poliakoff said he would not want to make a suggestion that would interfere with the system's established processes and prerogatives, but that would seem to be a reasonable procedure for the Board to adopt.

Dr. Poliakoff said ACTA recognizes that the MnSCU system has a strong strategic plan and has shown exemplary standards in its governance procedures. Its focus on openness and accountability are commendable, he said, adding the Accountability Dashboard Website is welcoming and offers vital performance information. The system has an infrastructure in place for meeting future challenges, he said.

The study session adjourned at 1:15 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MAY 18, 2010**

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

Other Board Members Present: Trustees Scott Thiss 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 May 18, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 1:20 pm.

1. Minutes of April 20, 2010

The minutes from the April 20, 2010 Academic and Student Affairs Committee Meeting were approved as written.

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

- Richard Tvedten, System Director for Customized Training and Continuing Education, has received a 2010 Lifetime Achievement Award from the Minnesota Council for Continuing Education & Customized Training (MnCCECT).

MnCCECT is a professional association of the system's staff who provide business and industry outreach services. The award was given during the annual conference at St. Cloud State University on May 6, 2010.

The 2010 Lifetime Achievement Award honors Dr. Tvedten's nearly 38-year career with the Minnesota State Colleges and Universities at both the campus and system levels.

Chair McElroy said Dr. Tvedten has represented the Chancellor on the Minnesota Jobs Skills Partnership Board and has always done an excellent job.

- In July 2008, the system received a \$1 million, three-year grant to launch the Minnesota Partnership for a Sustainable Energy Economy. The most recent development was the launch of a FastTRAC bridge program with

Adult Basic Education and WorkForce Center partners in St. Paul. The FastTRAC to Energy project is extending the energy career pathway to low-skilled workers with a bridge program that gives them the skills they need to start the energy AAS and certificate programs.

The partnership is led by five system colleges and the Northeast Higher Education District, with coordination and grant management provided by the Office of the Chancellor.

The primary goals of the project include training workers for Minnesota's diverse energy production industries. There are great opportunities projected for this industry as workers retire from traditional power plants and jobs are created in renewable energy.

Associate Vice Chancellor Mike López visited Seattle on a trip supported by the Bill and Melinda Gates Foundation to consult with the leaders of Washington State's I-BEST model to assist in the building of the FastTRAC model in Minnesota.

3. Proposed Amendment to Board Policy 3.21 Undergraduate Course Credit Transfer (Second Reading)

Second reading of this policy which makes several improvements in the transfer process for students, including requirements that: course outlines be posted on college and university websites; colleges and universities maintain course equivalencies on the u.select database; and information be provided to students on transfer information website links and on appealing transfer decisions.

Chair McElroy said this amendment is an important step in improving student satisfaction pertaining to course transfer. Trustee Frederick said he supports the amendment.

Trustee Sundin said much of the activity around transfer takes place informally with different levels of faculty. She asked if those informal discussions will continue.

Senior Vice Chancellor Baer said there will continue to be a core curriculum, the Minnesota Transfer Curriculum, and informal discussions pertaining to curriculum will continue. The creation of articulation agreements between colleges and universities to facilitate transfer also necessitate the need for conversations, she said.

Associate Vice Chancellor Mike López said formal discussions pertaining to transfer take place during Transfer Oversight Committee meetings, which are attended by faculty, administrators, student representatives and Office of the

Chancellor staff. They consider the details of transfer, its policy and procedures and guide the acceptance of credits, he said.

Trustee Van Houten said the existence of a course outline does not mean the course will be taught in the same way with the same materials by all the professors. While a course outline is essential in the process, unless faculty leadership, such as department chairs or deans, review the course syllabi to ensure that they are carrying that out in the classroom, it will not have any impact in the consistency that most receiving schools would like to have happen, he said.

Senior Vice Chancellor Baer said the policy specifically requires that the course outline have adequate information to deal with course equivalency

A motion was made by Trustee Dickson, seconded by Trustee Sundin and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

The Board of Trustees approves the proposed amendment to Policy 3.21 Undergraduate Course Credit Transfer.

4. Proposed Amendments to Board Policy 3.26 Intellectual Property (Second Reading)

This item was tabled and will be brought back for discussion at the next meeting.

5. Proposed Amendment to Board Policy 3.27, Reproduction and Use of Copyrighted Materials (Second Reading)

This was a second reading of this policy amendment which addresses the copyright issues that arise within the system. The amendment aims to provide guidance to help system colleges, universities and their respective students and employees comply with federal copyright laws.

A motion was made by Trustee Van Houten, seconded by Trustee Englund and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

The Board of Trustees approves the proposed amendment to Policy 3.27 Reproduction and Use of Copyrighted Materials.

6. Proposed New Board Policy 3.38, Career Information (Second Reading)

Second reading of this policy that would require that all system colleges and universities provide information on career exploration and job opportunities to occupational program students. An occupational program is a technical and professional academic program that prepares students for employment.

Senior Vice Chancellor Baer said the policy was revised after first reading to include students in university occupational programs. The Office of the Chancellor will develop a procedure that distinguishes what is meant by an occupational program at state universities.

Trustee Van Houten said it is his understanding that career information made available to students will be provided by outside sources, such as national and state career and labor market databases. The system will not need to commit any additional money to this effort, he said.

Chair McElroy said there are a variety of resources, such as ISEEK and CareerOneStop websites and occupational information from the Minnesota Department of Employment and Economic Development that can be used to provide the information to young people, their parents and counselors as they make career decisions.

Trustee Englund said it will be important that students get this information early in their post-secondary career.

Senior Vice Chancellor Baer agreed, saying it should be made available at orientation sessions and often times after that.

A motion was made by Trustee Van Houten, seconded by Trustee Englund and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

The Board of Trustees approves the proposed new Policy 3.38 Career Information.

7. Alexandria Technical College Mission Change (First Reading)

Presenters:

Kevin Kopischke, President

Jan Doebbert, Executive Vice President of Academic and Student Affairs

Kellie Tatge, Associate Dean of Academic Affairs

Bob Defries, President of the college's faculty union

This is a first reading of a proposed mission change at Alexandria Technical College to change from being a technical college to a comprehensive community and technical college authorized to offer the Associate in Arts (AA) degree.

The college offered the following reasons for the request:

- To respond to student interest and community requests for additional access to lower-division transfer education.

There are over 600 students currently at the college who are enrolled in the Individualized Professional Studies and Associate of Arts degree through

Bemidji State University or who are taking liberal arts courses outside a technical program. Most of these students are ineligible to receive financial aid because they are not enrolled in an approved AA program.

In addition, a high percent of students enrolling in college are undecided about their final career objective. The AA degree meets this need by allowing students to progress in lower division coursework without loss of credit for transfer.

- To create awareness of technical degrees and related career opportunities.

Students who take the AA degree would be required to demonstrate career awareness. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities.

- To meet the strategic objectives of the system in the competitive environment of higher education with today's market realities.

President Kopischke said Alexandria Technical College is considered one of the premiere technical colleges in the country and trustees can be assured that the college will not lose sight of that mission. However, the changing marketing is causing them to seek a mission change. He said this is not a short-term tactic, but rather a long-term marketing strategy.

The college's existing mission state is: ATC provides access to learning – for careers and for life! The proposed new mission, if approved by the Board, would be: Alexandria Technical and Community College creates opportunity for individuals and businesses through education, innovation and leadership. The college's high-quality technical and transfer programs and services meet their needs, interests and abilities and strengthen the economic, social and cultural life of Minnesota's communities.

A large share of the college's student base includes adults entering or re-entering higher education; high school graduates choosing to learn locally; and regional high school students accessing college courses through online initiatives.

Currently, 23 percent of the college's credits are in liberal-arts credits. The college has a high number of undeclared majors. President Kopischke said during last few years no less than 15 percent of undeclared majors move to selecting technical programs after one or two semesters. Being able to offer financial aid to these students is critical, he said. That evens the competitive floor as they look to expand technical programs and remain financially sound.

Vice President Doebbert said the AA has been delivered and awarded to Alexandria Technical College students by Bemidji State University since 2004. However, Alexandria Technical College has curriculum in place to offer the degree on campus. Administrative and support services have been prepared.

As for facilities, the college has adequate classrooms and lecture halls. Newly completed biology and chemistry labs already exist, and there are two gymnasiums and two community theaters available. The college has fully credentialed liberal arts faculty who are already teaching in the AS disciplines.

The closest colleges that offer AA degrees are Central Lakes College in Brainerd, St. Cloud Technical and Community College and Minnesota State Community and Technical College's Fergus Falls campus.

Alexandria Technical College faculty union president Bob Defries said faculty voted unanimously in favor of the college pursuing the mission change.

The mission change will not alter the college's commitment to technical education, Dr. Doebbert said. About 50 percent of students come to the college from more than 50 miles because of signature technical programs.

Dr. Doebbert added that the male population at the college is higher than the female population and this degree could help attract more females.

Trustee Van Houten said attempting to correct gender disparity is not a good argument for a mission change. If the Board accepted that argument, they would need to look at adding more technical programs at colleges where females outnumber the males.

President Kopischke said that was only an example to illustrate how adding the degree could enhance enrollments. Expanding the mission would be an important way to attract students to campus and maintain a healthy enrollment.

Senior Vice Chancellor Baer said employers in today's global market indicate they need well-rounded employees who have core literacy, critical thinking and professional business skills. This mission change would allow Alexandria Technical College to better fill that need, she said.

Chair McElroy asked if the community and area businesses are in favor of the mission change. President Kopischke said there have been extensive consultations with business and industry leaders, community members, faculty, high schools, advisory committees and other stakeholders. All groups have supported the change, he said.

Chancellor McCormick said there are some legislators who are concerned that technical education in the system has declined over the past years. He said there may be some misinformation concerning this subject, since technical education continues to have a strong presence in the system and many new programs have been opened. He asked if legislators from the Alexandria area would be willing to be advocates for the system by explaining how the system is responding to workforce needs.

President Kopischke said he is confident legislators would be happy to make the point that technical education continues to be strong force in the system.

Trustee Van Houten asked President Kopischke if there are organizational plans in place if the mission change is approved.

There have been reorganizational efforts over the past few years and a strong administrative team is in place, President Kopischke said. The college has an associate dean of academic affairs who currently is assigned the liberal arts division. No new administrators are needed.

To help monitor the state of technical education in the system, the Board could have a separate reporting method for comprehensive colleges, Trustee Van Houten suggested.

Chair McElroy said it may be appropriate for reports to have enrollment by award goal and that is something to consider in the future.

The second reading and vote on the mission change will take place at the June meeting.

8. Proposed Revisions to System Strategic Plan (First Reading)

This was the first reading of revisions to the system's strategic plan, updating it through 2014. Proposed changes to the plan will direct the system as it faces significant financial challenges.

Plan revisions place new emphasis on program completion, student learning and valued faculty and staff. Also being added is a new strategic direction on sustaining financial viability during changing economic and market conditions.

Chair McElroy said Trustees have the option of leaving the financial sustainability direction as a stand-alone direction, or adding it as a goal under the Innovation Direction. He said he was inclined to leave it as a separate direction. Other Trustees agreed.

Trustee Englund said he would like to see a component about technology added to Goal 4.4 under Strategic Direction 4 since technology is vital pertaining to the innovation of structures, policies and processes.

Chair McElroy asked that wording pertaining to the use of technology be added to Goal 4.4, under Strategic Direction 4 when it is brought back for second reading.

Chancellor McCormick said he is supportive of the Board's decision to revise the strategic plan for the period up to 2014 rather than 2020 as originally approved. Since the system will have a new chancellor starting in 2011, this revised plan

will be in place while he or she learns the system and then changes can be made for the period from 2014 to 2020.

Trustee Van Houten asked if it would be appropriate to have periodic evaluations of the plan. The evaluations could be similar to the ones being presented now following the OLA report and would focus on plan implementation and priorities.

Chair McElroy said that could be considered, but he is wary of bringing back the plan too often since review could become too routine.

Senior Vice Chancellor Baer recommended that the current System Action Plan, which correlates to the proposed Strategic Plan, be extended to 2011 since it will be helpful to have a two-year reporting action plan cycle.

9. Follow-up to Office of Legislative Audit (OLA) Evaluation of the System Office

The recent Office of Legislative Audit (OLA) review of the Office of the Chancellor identified six “areas of concern” related to the system’s Academic and Student Affairs division. Committee members have been reviewing the areas at this meeting and formal recommendation will be made in June.

Approval of Institution Request to Begin, Revise or Close Programs

A concern raised in the OLA report is the length of time it takes the system office to review new program proposals. Senior Vice Chancellor Baer said this is being addressed through technological improvements. The office is working on acquiring a new web-based approval program which will streamline the approval process and make it more transparent.

Increasing collaborative efforts to develop regional and system venues to facilitate communication and respond to regional and state needs could address this concern. State or regional processes could be developed for identification and development of new professional and career and technical education programs serving key statewide or regional industries.

System-wide Academic Planning and Curriculum Development

The OLA report indicated that many campus officials are not satisfied with the ASA’s efforts to foster ideas for new academic programs.

Increasing collaborative efforts to develop regional and system venues to facilitate communication and respond to regional and state needs could address this concern. State or regional processes could be developed for identification and development of new professional and career and technical education programs serving key statewide or regional industries.

Trustee Van Houten said it appears the system office focuses on the review of applications, rather than to stimulate change and make suggestions for program closures or new programs among campuses.

Associate Vice Chancellor Manuel López said the Academic Programs Unit continues to work with the Perkins unit to help fund the development of new programs. Other federal programs, such as the one which is promoting energy occupations, also have been utilized to create new programs, he said.

President Patrick Johns said the responsibility for the development of new programs must first rest with the college or university. Often, new programs are suggested or developed with the help of businesses or industries in a service area. A college is in the best position to know what it would be able to develop and sustain financially, he said.

Faculty Professional Development

The OLA report said the system office has played a reasonable role in promoting the professional development of faculty members, but this role should be re-evaluated as budgets grow tighter.

Senior Vice Chancellor Baer said presidents may not have had a clear understanding of some of the efforts of the Center of Teaching and Learning (CTL) when they were surveyed by the Legislative Auditor. For example, the OLA cited the development conference which attracts more than 1,000 people from the metro area each year. Faculty from outside the metro area are invited to attend this conference as well, she said, but colleges in the metro area coordinate duty days so everyone can attend. The metro area organization also helps to plan the conference and find speakers.

But other CTL activities are offered throughout the state. Activities include faculty-generated discipline workshops attended by 2,400 people. There are also campus workshops, webinars, grant assistance and leadership opportunities and Board of Teaching Awards.

President Patrick Johns said his faculty participates in system-wide staff development, but there also is money negotiated through the contract that is awarded to faculty at the local level. He said he has concerns on how that money is effectively spent and if those efforts be sustained.

Associate Vice Chancellor Manuel López said 85 percent of faculty takes part in some professional activities on their campuses. Fifty percent of the faculty take part in system-wide endeavors yearly.

Trustee Benson asked how the activities are measured in terms of improvement.

Senior Vice Chancellor Baer noted that when the system had a Bush Grant, it was put into active learning it resulted in reports of increased in student engagement and retention. But now the system relies on the numbers of people participating as a form of evaluation.

Because of the state's financial problems, there is a need for a cost-benefit analysis on some of these activities, Trustee Benson said. The Board needs some kind of measurement to know if these activities are making a difference.

Is there a policy on amount of time or resources institutions put into faculty development, Chair McElroy asked. He also asked if CTL's development opportunities are only for faculty.

There is no policy on professional development, Senior Vice Chancellor Baer said. It has been seen as being important to campuses and system-level work was provided to help give opportunities to smaller campuses. CTL focuses on faculty, she said.

President Johns said at Anoka-Ramsey Community College, a portion of the funds are set aside for all other constituent groups to do professional development throughout the year. Sometimes individual activities are promoted, while at other times there has been a campus-wide theme which involves all employees.

One example of professional development that can get measured is sabbaticals, he said. Faculty who request a sabbatical submit a list of goals they want to accomplish and then must file a report after the sabbatical. Those reports are reviewed by an administrator and a summary of those reports gets presented to the Board.

Associate Vice Chancellor López said the central office does offer professional development opportunities for student affairs officers, transfer specialists, chief academic and deans.

Chancellor McCormick said he and staff will be faced with cutting \$2 million out of the system office budget this year. Then there are projections for another cut of \$5 million to \$7 million for 2012 and 2013 and those cuts will likely have to be identified by December so they can be reported to the Legislature in January 2011.

Trustee Rice asked for a ballpark budget figure for the operation and staffing of CTL.

The CTL budget is \$668000, including staff.

Trustee Benson said when considering budget cuts, the Board should look at ranking services the colleges and universities need. Maybe local institutions can do some functions that are now being done by the central office, he said.

Trustee Van Houton said a similar conclusion could be made about the system office's efforts pertaining to reduction of duplicative programs. It seems the office's efforts have concentrated on responding to requests from campuses rather than proactive measures related to reviewing and closing duplicative programs.

Chair McElroy said he likes the idea of a strong regional approach toward programming decisions, similar to what is done by the Metro Alliance. However, there needs to be caution in that approach since there are times when capacity issues go beyond the region, such as in the nursing shortage.

10. Annual Update on Board Accountability Dashboard

Presenters:

Craig Schoenecker, System Director for Research
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Effectiveness

In June 2008, an Accountability Framework Dashboard was launched by the Office of the Chancellor. At the time of launch, six measures were reported on the dashboard and since then work has continued to complete the dashboard with additional measures and refinements.

An overview of dashboard developments was offered:

- Literature review, research and consultation have been undertaken to identify approaches for measuring partnerships, innovation and high quality learning and proposed revisions.
- The student engagement measure has been defined, data has been collected and the measurement is now reported in the dashboard.
- Data and comments have been updated for the other measures in the dashboard.
- A data mart has been designed and developed to serve as the repository for data foundation accountability, performance and planning data.
- Drill-down dashboards have been developed, allowing for deeper review measures to show where there are issues and problems.

Two significant developments suggest that a review of accountability framework measures is appropriate at this time.

- 1) The Board is considering a revised strategic plan which may include a fifth strategic direction regarding sustaining financial viability during changing economic and market conditions.

- 2) The OLA evaluation identified concerns regarding transfer of credits and this had led to a renewed focus on transfer.

A lot of work and research has been done on the development of a measurement on innovation, Dr. Schoenecker said. The literature suggests that this indicator not be displayed as one of the quantitative measures on the dial page, but rather as a link to a section of the dashboard which would offer descriptive information about the innovative services, programs and activities.

A measurement on partnerships could be aligned with transfer in the accountability framework, Dr. Schoenecker said. Transfer credit acceptance would be used as the partnership measure.

Trustee Englund said he would like to keep transfer elevated above the dashboard. It represents a bigger issue and should receive more attention, he said.

The development of the high-quality learning measure is planned to be discussed at the July Board meeting. Dr. Peter Ewell, a national expert on learning outcomes, is expected to be at that meeting to discuss the options for this measurement.

Dr. Mercer said staff recognizes the high-quality learning measurement is important, but many states are struggling with the definition. A short-term solution would be to build on the approaches used by the Higher Learning Commission, other accrediting agencies and some best practices and create a process measure.

A composite financial index measurement can be added to the framework. Chief Financial Officer Laura King said the Board needs to be aware that the measurement readings may be in the red area now and during the upcoming times of financial constraint. The measurement targets would be in the range of the Higher Learning Commission's financial targets for institutions, King said.

Chancellor McCormick said the system's accountability dashboard is seen an innovative and a model nationally.

11. Process for Naming of Programmatic Centers

There is an expressed interest in designating programs at individual institutions or among programs at multiple institutions as centers of excellence in other programmatic areas.

The Board of Trustees designated Centers of Excellent in manufacturing, engineering, health care and information technology in October 2005. These Centers are networks for inter-institutional collaboration in response to industry needs and operate as a unique model in the national landscape of designated Centers of Excellence within higher education systems.

There are emerging industry and/or programmatic areas under consideration for programmatic centers of excellence within the system:

- **Global Studies:** A request for statements of interest was sent to institutions within the past year with a focus on international/global center designations.
- **Agriculture:** Discussions regarding farm business s management have surfaced the need for an overarching approach to address the workforce education and training needs for the agriculture, food and natural resources industry sector. The concept envisions a clear partnership between the agri-industry, education, government and private sector leaders.
- **Biosciences:** During the past five years a number of institutions have developed greater capacity in this area and there has been a significant system-wide effort at program development and coordination within the biosciences.

If the system were to formally recognize more centers, processes would need to be developed, including a naming procedure. There would have to be a description of the purpose, goals and relationship to the mission and goals of the institution and the system; assessment of student and industry need; consideration of faculty and financial resources; and identification of similar services at and coordination with other system institutions. There system will not be providing financial resources to support the designation.

Chair McElroy said this is not a simple topic and discussions are only beginning.

Trustee Benson said he would be hesitant to use the term “Center of Excellence.”

Trustee Dickson said there are pros and cons with the idea. She said she has no problem if a college or university wants to market a specialization, but it may be a difficult time to launch such an effort considering the state’s financial situation. She said she would like to see the discussion continue.

Chair McElroy suggested that the dialogue on this concept continue, and invited faculty, student organizations and the Leadership Council to offer input.

12. Campus Profile and Mission Approval: Pine Technical College

Presenter:

Robert Musgrove, President

Strategic Campus Profiles are presented to showcase each institution in the system. The profiles include information on integrated planning, institutional

programming and collaboration, futures planning, facilities projects and other data.

College Overview

Pine Technical College (PTC) serves a multi-county region in East Central Minnesota and Western Wisconsin from its main campus in Pine City and through its extensive distance learning network. Its students commute in from as far away as the northern metropolitan suburbs, but the majority of its enrollment base resides within a 30 minute driving distance. As a technical college, PTC focuses on technology and career programs, but it addresses the needs of transfer students through an extensive general education menu and via an Associate of Arts offered in collaboration with Lake Superior College. The College's accreditation through the Higher Learning Commission was re-affirmed for 10 years after a site visit in the spring of 2009.

Enrollments patterns, trends and demographics

- PTC has been in a growth mode of a high degree for several years. FYEs have increased by over 50% since 2006, and the growth has been accelerating in more recent years. The College's 23.3% enrollment growth from 2009 to 2010 is highest in the system.
- FYEs for 2010 will total 623. Fall 2009 headcount was 982, while unduplicated headcount for all of 2010 stands at 1,373.
- The growth is spread across practically all of the programs at the College. Headcount in the manufacturing programs is up by over 45%. Health Science AS enrollment increased by 72%, while other programs also grew, but more modestly.
- PTC's student population is 33% male and 67% female. Full-time students average over 28 years of age. Students of color make up about 10.7% of the population, while part-time students make up 62% of the population.
- The region served by PTC is expected to continue its upward growth curve for some time. State demographer estimates indicate an estimated growth of 17% since the last census. Projections for the region point to an increase for Planning Region 7E of over 30% from 2005 to 2015, and the southern counties in the region are expected to grow by over 90% by 2035.
- The heart of the service area –Region 7E – is one of the poorest in the state. Per capita personal income is 64% of the national figure. 45% of Pine City's students receive free or reduced –price lunch. The overall regional unemployment rate at present is 12.6%. Only 12% of the region's citizens have a bachelor's degree, compared to over 24% for the state.

Scope of educational offerings

- PTC offers 97 credentials in 10 different career or technology areas. Programs are divided into four academic departments, including Business & Information Systems, General Education, Health & Human Services, and Trade and Industry. Programs within these areas award certificates, diplomas, Associate in Applied Science degrees, and Associate in Science degrees.
- Health sciences and manufacturing technologies have been targeted industry sectors for the college in recent years, and they are the targeted industries for the regional Workforce Investment Board. Statistics from the Minnesota Department of Employment and Economic Development, along with data from industry partners, show significant need in both these sectors for more and more highly-trained workers in coming decades.
- PTC offers several programs to train health care practitioners. The Practical Nursing program is one of our largest programs. PTC also offers credentials for certified nursing assistants, home health aides, trained medication administration aides and emergency medical technicians. This Fall the College will open a new LPN-to-RN AS degree, and it is working on articulation and distance learning programs to make available the BSN and MSN credentials. In the fall, PTC will also offer a medical lab technician program on its campus in collaboration with Lake Superior College.
- The College partners with the 13 K-12 school districts in the East Central Minnesota Educational Cable Cooperative (ECMECC) to offer technical and general education courses across the region through the consortium's gigabit interactive television network. PTC also offers some concurrent enrollment courses for college credit within partner high schools.

Institutional distinction

- Pine Technical College received grant funding from the U.S. Department of Labor in 2009 to increase its capacity to educate technicians in advanced manufacturing in the region. The \$2M, three-year Community Based Job Training (CBJT) grant will fund a number of significant initiatives in the region. The College and its Manufacturing Alliance have equipped a mobile manufacturing lab to place in high schools and at Workforce Centers around East Central Minnesota and Western Wisconsin to educate K-12 students in the fundamentals of automation, CNC machining, TIG welding and plastics injection. The College will add additional technology and new emphases to its manufacturing curriculum. The grant also provides for a significant number of scholarships for students entering manufacturing as a career path, and it enables the college to connect five manufacturing partner sites to the College's extensive interactive television network.
- The College and its Healthcare Alliance have been funded this year by another Department of Labor grant to increase capacity for educating students in healthcare fields. Among a large number of initiatives, this \$4.2M, three-year grant will equip PTC and Anoka Ramsey's Cambridge extension with the latest

generation of advanced simulation manikins, and it will fund a PTC-Lake Superior College partnership to offer medical laboratory technology as a program at Pine Tech beginning in the fall of 2010. Four hospitals and a Workforce Center in the Alliance will receive interactive television equipment which will connect them to the colleges and all the other Alliance members for the sharing of education and training. Scholarship funds and support service funds for students are also built into the grant.

- Pine Technical College is a charter member of two of the MnSCU Centers of Excellence: HealthForce and 360 Degrees. PTC's participation has enabled the College to make a number of advancements in its ability to educate workers in the healthcare and manufacturing fields.
- PTC's Johnson Center for Simulation is the only center of its kind in Minnesota and one of the few in the nation. The JCS produces immersive virtual reality computer simulations and serious computer games for industry training applications. The Center's customers include Graco, DuPont, Possis Medical, the New Flyer Bus Company, Hearth and Home, HealthForce, the U.S. Department of Defense and others. The Center received a MnSCU ITS Award of Excellence in 2007.
- PTC is the only college in the state to partner with childcare providers, pre-schools, K-12 and other committed partners to operate an Early Childhood Coalition in the area. An Initiative Foundation-funded program, the Coalition leverages the College's Early Childhood Education degree program, its Child Care Resource and Referral Network and its licensed childcare center to improve programming for young children throughout the area.
- Pine Technical College's Employment and Training Center (ETC) is the only such effort in the system. The ETC works with four counties in the region to offer welfare-to-work services for individuals in our communities seeking to move from public assistance into the workforce. ETC employment service specialists work with clients to find and keep jobs and coordinate with college educational personnel to offer training that will enable clients to become employable.
- The College is the telecommunications hub for the Pine City Fiber Optic Backbone. This 120-strand fiber network provides high-bandwidth connectivity to city and county governments, K-12, the public library and a number of industrial customers in the city's Technology Park. The College received a MnSCU ITS Award of Excellence in 2006 for its lead role in installing and extending this network.
- PTC's Rapid Prototyping and Reverse Engineering Lab is the only one of its kind in higher education in the state. The state-of-the-art lab enables the College to train its manufacturing students in an important advanced manufacturing

technology and also provides prototyping services to partner companies in the region.

Student success

- The overall job placement rate for students graduating from PTC in 2008 was 97.8 percent.
- Fall 2007 incoming students from under-represented groups had a 70.4 percent success rate, which is the combined percentage of students who were retained, transferred, or graduated.

Fundraising

- In FY09, the PTC Foundation received \$36,000 in cash donations in its annual campaign. The Foundation's endowment corpus is currently valued at \$250,000.
- The college has an outstanding history in winning grants and contracts. Currently, the College is managing five Minnesota Job Skills Partnership grants providing training for Minnesota businesses. PTC manages the two large U.S. Department of Labor grants, totaling \$6.2M over three years. Its Johnson Center manages a \$900,000 grant/contract with the U.S. Department of Defense. The College also has managed over the past year a number of smaller grants from the Minnesota Department of Health, the Minnesota Department of Employment and Economic Development (DEED), the Initiative Foundation, HealthForce, 360 Degrees, and others.

Innovation and effectiveness

- PTC and Anoka Tech share both a human resources technician and a veterans' services officer to achieve efficiencies in those areas.
- HEAPR dollars funded new boilers in 2009 that will save PTC \$30,000 annually in energy costs.
- PTC teams with ECMECC, the Minnesota Department of Administrations and the Office of Enterprise Technology and with ECMECC to jointly purchase bandwidth and Internet access at lower prices.

Integrated planning

- The Higher Learning Commission visited PTC for its reaffirmation of accreditation in 2009. The college is using the results of that visit, as well as input from stakeholders and Minnesota State Colleges and Universities system strategic directions, to guide its strategic planning for 2011-2020.
- The HLC results are being used to shape current in-progress updates of the College's Facilities Master Plan and its Strategic Technology Plan, along with a future update of the Academic Master Plan.

- Each year, all academic, administrative, and student support programs develop goals and action plans that tie into the strategic goals of the college and the strategic directions of the Minnesota State Colleges and Universities system, helping to assess institutional outcomes and gauge performance.
- PTC's Institutional Effectiveness Committee meets with all units on campus over the course of the year to review their action plans and their progress, with an eye towards measurements and the effective use of data.

Futures planning

- State and national interest in the areas of Science, Technology, Engineering, and Mathematics (STEM) have led PTC to explore STEM-related programs, as well as programs relating to green occupations. The College partnered with Pine, Isanti and Chisago counties in 2008-9 to conduct a regional assessment of the feasibility of cellulosic ethanol as a product for the region.
- Building relationships and responding to the needs of business and industry will continue to be among PTC's top priorities in the coming years. Training programs not only serve as a revenue builder for the college, but also aid in building strong credit-based programs at the college by involving outside entities, garnering program support, and providing information for changes or developments in curriculum.

Resources

- PTC's space utilization rates continue to climb along with the enrollment growth. When limited-use specialty labs, such as manufacturing and gunsmithing, are excluded, the room utilization rate is at 100% according to the MnSCU formula.
- The College has positioned itself to handle the growth of recent years without adding staff to support functions. PTC will be considering a Lean in Education training and development project to assist it in continuing this strategy.
- The growth is driving an earlier consideration of additional space on the campus, and that consideration is driving facilities planning. The growth in the healthcare career paths has created substantial pressure on those labs, and additional growth in the manufacturing disciplines will be difficult to accommodate without additional dedicated space.
- PTC and the other MnSCU central region presidents are beginning a project to examine the regionalization of some shared services.

President Musgrove was asked about some of the unique programs the college offers.

Pine Technical College offers the only degree program in the state for Public Welfare Financial Workers, he said. The college collaborates with Anoka Technical College

and St. Cloud Technical and Community College through interactive television to provide access to that program for students at their campuses.

The Gunsmithing program has been on campus for 30 years and is the only program of its kind between the East Coast and Colorado, President Musgrove said. It has a 40-student cap because of the nature of the lab. The placement rate is high, with many graduates being hired by Gander Mountain, Cabela's, firearms manufacturers and ammunition manufacturers. Many are self-employed.

The meeting adjourned at 4:05 pm

Respectfully submitted,

Margie Takash, Recorder