ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JUNE 15, 2010
1:30 P.M.

WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, 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 May 18, 2010 (pp. 1-22)
(2) Academic and Student Affairs Update
(3) Proposed Revisions to System Strategic Plan (Second Reading) (pp. 23-29)
(4) Alexandria Technical College Change in Mission (Second Reading) (pp. 30-58)
(5) Proposed Amendment to Board Policy 3.26 Intellectual Property (Second Reading) (pp. 59-69)
(6) Follow-up to OLA Evaluation of System Office (pp.70-74)
- Update on Actions Taken to Address the Issues in the OLA Report
- Implications for FY11 ASA Committee and Division Work Plans
(7) Academic and Student Affairs Division Annual Performance Report (pp.75-90)
(8) Campus Profile: Minneapolis Community and Technical College (91-106)

<u>Members</u>
Dan McElroy, Chair
Christine Rice, Vice Chair
Duane Benson
Cheryl Dickson
Jacob Englund
Louise Sundin
James Van Houten

Bolded items indicate action required.

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

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

4

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 pursing 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

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 15, 2010

Agenda Item: Proposed Revisions to System Strategic Plan (Second Reading)

☐ Proposed Policy Change	☐ Approvals Required by Policy	☒ Other Approvals	☐ Monitoring

☐ Information

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

The Board is considering revisions of the System Strategic Plan to update it through 2014.

Scheduled Presenter(s):

Trustee Dan McElroy
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

- Proposed changes to the System Strategic Plan will direct the system during 2010-2014 as it faces significant financial challenges.
- In addition to addressing the need for financial sustainability, revisions place new emphasis on program completion, student learning, and valued faculty and staff.
- The revised Plan will serve as foundation for innovations to meet needs in 2020 and beyond.

Background Information:

- In November, 2009, the Board established an Ad Hoc Committee on System Planning to develop recommendations to update the System Strategic Plan.
- Proposed revisions are informed by listening sessions held by the Board in Brooklyn Park, Moorhead, Alexandria and Mankato during January and February, 2010.
- The Board reviewed recommendations of the Ad Hoc Committee in March, 2010, and conducted a study session on proposed changes in April, 2010.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD ACTION
Proposed Revisions to System Strategic Plan

1 **BACKGROUND**
2
3 One the Board's most critical responsibilities is to insure the long-term success of the system in
4 adapting to the needs of Minnesotans. By 2020 and beyond, Minnesota State Colleges and
5 Universities will undergo profound changes demanding innovation and courage. Throughout its
6 discussions across many topics, the Board has recognized urgency in positioning the system to
7 respond to significant challenges affecting its future performance and financial viability.
8
9 To prepare for the changes ahead, the Board initiated a review of the current 2008-2012 System
10 Strategic Plan to update it for the years 2010-2014. The new plan is intended to:
11   • Direct the Chancellor's leadership and transition to an incoming Chancellor,
12   • Serve as a foundation for the 2012 – 2013 state appropriation request,
13   • Guide decisions during a difficult fiscal recovery,
14   • Inspire the system to achieve excellence and accountability**,**
15   • Prepare for "disruptive innovations," and
16   • Lay the groundwork for longer range planning to 2020.
17
18 The revised System Strategic Plan adds a preamble to state the Board's overarching perspective
19 on planning for the future. Proposed changes update the Plan to reflect issues which are of
20 growing importance to the public's agenda for higher education. The revised Plan introduces a
21 new strategic direction that highlights financial sustainability and cost-effectiveness needed to
22 respond to challenging financial conditions. Another significant change adds a goal focusing on
23 program completion as a measure of success for many students and as a key contribution to state
24 advancement. Other new goals direct action to engage talented faculty and staff who will invent
25 the future of the colleges and universities.
26
27 Much of the work in updating the plan was conducted by the Ad Hoc Committee on System
28 Planning established by the Board in November, 2009. Members of the Ad Hoc Committee
29 were:
30   • Trustees Dan McElroy (chair), Christopher Frederick, David Paskach and Christine Rice.
31   • Presidents Cecelia Cervantes, Richard Davenport, Kevin Kopischke and Edna
32   Szymanski.
33   • Senior Vice Chancellor Linda Baer, Vice Chancellor Laura King, Vice Chancellor Lori
34   Lamb and Interim Vice Chancellor Carolyn Parnell.
35

1 The Ad Hoc Committee, assisted by Trustee Duane Benson, conducted listening sessions for the
2 public in Brooklyn Park (January 21), Moorhead (January 27), Alexandria (January 28), and
3 Mankato (February 1) on the campuses of presidents named to the Ad Hoc Committee.
4 Revisions to the plan reflect many of the comments and suggestions offered during these
5 sessions.
6
7 The Ad Hoc Committee presented its draft to the Board of Trustees in March, 2010, where it was
8 further revised. All Board members and presidents were invited to provide comments on the
9 draft for review at a Board study session in April, 2010. During the study session, Board
10 members offered additional revisions.
11
12 The draft proposed for Board approval appears below. Following the Board's first reading in
13 May, goal 4.4 has been rewritten to include a reference to technologies which can improve the
14 potential for transformative innovation.
15
16 In an attachment, proposed changes to the current 2008-2010 System Strategic Plan are shown
17 as annotations.
18
19
20 **PROPOSED SYSTEM STRATEGIC PLAN 2010-2014 DESIGNING THE FUTURE**
21
22 **Preamble**
23 Minnesota's competitiveness is advanced by the success of our students in a global market. As
24 the Board of Trustees considered a long-term horizon for the system strategic plan, it became
25 clear that the system in 2020 will be shaped by the ability to address today's challenges.
26
27 The refinement of the current system strategic plan acknowledges the system has matured and
28 provides a framework for sustaining a distinctive and collaborative network of colleges and
29 universities. It also recognizes the dynamic needs of a new generation of learners that redefine
30 the programs and services we deliver. The decisions the system makes have long-term
31 consequences for our students and the communities we serve.
32
33 The Minnesota State Colleges and Universities will thrive in the next decade and beyond as the
34 most accessible, highest value education in the nation. Our vision requires heightened
35 leadership, support for our students, recognition and pursuit of our collaborative and innovative
36 capacity, and new levels of cooperation with and accountability to our internal and external
37 stakeholders. The continuing and new goals articulated in this document will guide our annual
38 planning, decision-making, and assessment.
39
40 To successfully respond to the academic, economic, demographic and social changes occurring
41 in a global environment, the Minnesota State Colleges and Universities will undertake the
42 following strategic directions and goals:
43
44
45
46

Strategic Direction 1
Increase access, opportunity, and success

Goal 1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.
Goal 1.2 Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.
Goal 1.3 Maintain an affordable and competitive cost of attendance.
Goal 1.4 Support students to reach their educational goals with a focus on graduation or transfer.

Strategic Direction 2
Achieve high-quality learning through a commitment to academic excellence and accountability

Goal 2.1 Continuously improve instruction through assessment of student engagement and learning outcomes.
Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible skills.
Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and student services.
Goal 2.4. Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students.

Strategic Direction 3
Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions and its people

Goal 3.1 Be the state's leader in workforce education and training.
Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets.
Goal 3.3 Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers.

Strategic Direction 4
Innovate to meet current and future educational needs

Goal 4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.
Goal 4.2 Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.
Goal 4.3 Hire and develop leaders at all levels who will initiate and support innovation.
Goal 4.4 Critically examine and improve structures, technologies, policies, and processes to support transformative innovation.

Strategic Direction 5
Sustain financial viability during changing economic and market conditions

Goal 5.1. Make budget decisions that reflect priorities in the core mission and fiscal
              stewardship.
Goal 5.2. Rigorously pursue ways to reduce unnecessary costs.
Goal 5.3. Develop funding sources to supplement revenues from state appropriations, tuition and
              student fees.

RECOMMENDED MOTION

The Board of Trustees approve the final draft of the System Strategic Plan 2010-2014 Designing
The Future.

Date of Adoption: *xx/xx/xx*
Date of Implementation: *xx/xx/xx*

Attachment
Comparison of Proposed 2010-2014 and Current 2008-2010 System Strategic Plans

Preamble
Minnesota's competitiveness is advanced by the success of our students in a global market. As the Board of Trustees considered a long-term horizon for the system strategic plan, it became clear that the system in 2020 will be shaped by the ability to address today's challenges.

The refinement of the current system strategic plan acknowledges the system has matured and provides a framework for sustaining a distinctive and collaborative network of colleges and universities. It also recognizes the dynamic needs of a new generation of learners that redefine the programs and services we deliver. The decisions the system makes have long-term consequences for our students and the communities we serve.

The Minnesota State Colleges and Universities will thrive in the next decade and beyond as the most accessible, highest value education in the nation. Our vision requires heightened leadership, support for our students, recognition and pursuit of our collaborative and innovative capacity, and new levels of cooperation with and accountability to our internal and external stakeholders. The continuing and new goals articulated in this document will guide our annual planning, decision-making, and assessment.

To successfully respond to the academic, economic, demographic and social changes occurring in a global environment, the Minnesota State Colleges and Universities will undertake the following strategic directions and goals:

Strategic Direction 1
Increase access, ~~and~~ opportunity and success

Goal 1.1   Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.

Goal 1.2   ~~Work with other organizations to prepare all~~ Prepare young people to ~~graduate from high school and~~ enroll in ~~college prepared~~ higher education ready for college-level work by working with schools and other organizations.

Goal 1.3   Maintain an affordable and competitive cost of attendance ~~for Minnesota residents~~.

Goal 1.4   Support students to reach their educational goals with a focus on graduation or transfer.

Strategic Direction 2
~~Promote and measure~~ Achieve high-quality learning ~~programs and services~~ through a commitment to academic excellence and accountability

Goal 2.1   Continuously improve instruction through assessment of student engagement and learning outcomes. ~~Promote accountability for results through a system of accessible reports to the public and other stakeholders.~~

Goal 2.2   Produce graduates who have strong, adaptable, <u>globally competitive</u> and flexible skills.

Goal 2.3   Provide multiple <u>efficient and effective</u> delivery options for educational programs and student services.

<u>Goal 2.4.   Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students.</u>

Strategic Direction 3
Provide <u>learning opportunities,</u> programs and services ~~that~~ <u>to</u> enhance the <u>global</u> economic competitiveness of the state<u>,</u> ~~and~~ its regions <u>and its people</u>.

Goal 3.1   Be the state's leader in ~~identifying~~ workforce education and training ~~opportunities and seizing them.~~

Goal 3.2   Support regional vitality by contributing artistic, cultural and civic assets ~~that attract employees and other residents seeking a high quality of life~~.

Goal 3.3   Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers ~~in its region~~.

Strategic Direction 4
Innovate to meet current and future educational needs

Goal 4.1   Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.

Goal 4.2   <u>Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.</u> ~~Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.~~

Goal 4.3   Hire and develop leaders <u>at all levels</u> who will initiate and support innovation ~~throughout the system~~.

<u>Goal 4.4   Critically examine and improve structures, technologies, policies, and processes to support transformative innovation.</u>

<u>**Strategic Direction 5**</u>
<u>**Sustain financial viability during changing economic and market conditions**</u>

<u>Goal 5.1.   Make budget decisions that reflect priorities in the core mission and fiscal stewardship</u>

<u>Goal 5.2.   Rigorously pursue ways to reduce unnecessary costs</u>

<u>Goal 5.3.   Develop funding sources to supplement revenues from state appropriations, tuition and student fees</u>

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 15, 2010

Agenda Item: Alexandria Technical College Change in Mission (Second Reading)

☐ Proposed Policy Change	☒ Approvals Required by Policy	☐ Other Approvals	☐ Monitoring

☐ Information

Cite policy requirement, or explain why item is on the Board agenda:
Board policy 3.24 requires Board approval of institution missions and changes in authority to confer an academic award. This mission change request is a second reading for the Board to act on the recommended motion.

Scheduled Presenter(s):
Kevin Kopischke, President, Alexandria Technical College

Outline of Key Points/Policy Issues:
Alexandria Technical College is requesting Board approval to change its mission from a technical college to a comprehensive community and technical college authorized to offer the Associate in Arts degree. Alexandria Technical College has met all the requirements of the mission change policy and procedure. An executive summary of the mission change proposal was shared with the Leadership Council at its May 4, 2010 meeting.

As required by the recently approved changes to Board policy 3.24, mission approvals leading to a change in authority to confer an academic award require a first and second reading of the Board of Trustees. This is a second reading of the mission change by the Board of Trustees and a request for action on the recommended motion. Alexandria Technical College will also propose a name change to the Board of Trustees Advancement Committee, and pursue final program approval for its Associate in Arts degree program.

ACTION ITEM

Alexandria Technical College Change in Mission

1
2 **EXECUTIVE SUMMARY**
3
4 Alexandria Technical College is requesting approval to change its mission from that of a
5 technical college to a comprehensive two-year college offering the Associate in Arts (AA)
6 degree in addition to Associate of Science (AS) and Associate of Applied Science (AAS)
7 degrees. The college does not intend to diminish its role in career and technical education but
8 rather to expand its offerings to meet the needs of students and employers in the region. The
9 following information is provided to the Board of Trustees in consideration of the motion
10 provided at the end of this document for Alexandria Technical College to change its mission.
11
12 **Proposed Mission Change**
13 *New Mission:* Alexandria Technical and Community College creates opportunity for individuals
14 and businesses through education, innovation, and leadership. The college's high-quality
15 technical and transfer programs and services meet their needs, interests, and abilities and
16 strengthen the economic, social, and cultural life of Minnesota's communities.
17
18 *Current Mission Statement:* Alexandria Technical College provides access to learning – for
19 careers and for life!
20
21 The name change proposed in the new mission statement will be reviewed by the Board of
22 Trustees Advancement Committee.
23
24 **Primary Reasons for the Mission Change**
25 The primary reasons for mission change are:
26   1. To respond to student interest and community requests for additional access to lower
27   division transfer education.
28   a. There are over 600 students currently at the college who are enrolled in the
29   Individualized Professional Studies (INPS) and Associate in Arts (AA) degree
30   through Bemidji State University or are taking liberal arts courses outside a
31   technical program. Most of these students are ineligible to receive financial aid
32   because they are not enrolled in an approved AA degree program.
33   b. A high percentage of students enrolling in college are undecided about their final
34   career objective. They are committed to college but have not had the experience
35   or advising to make a commitment to a long term career. The AA degree meets

this need by allowing students to progress in lower division work without loss of credit for transfer.

2. To increase awareness of technical degrees and related career opportunities.
   a. Students who take the AA degree at Alexandria Technical College will be required to demonstrate career awareness. Courses in basic manufacturing, health care, computer occupations, or business will increase awareness of technical career opportunities for those who did not have the option of high school technical courses.
   b. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities. The interaction between AA and technical program students will enhance the educational experience of both.

3. To meet the strategic objectives of the Minnesota State Colleges and Universities in the competitive environment of higher education with today's market realities.

Alexandria Technical College currently offers technical career education supported by a strong core of general education courses taught by credentialed faculty. The college offers 75 approved transfer courses that allow students to complete the Minnesota Transfer Curriculum at the college, to complete any one of five separate AS degrees, or to complete other AAS degrees, diplomas and certificates. General education courses account for 24% of credits at the college.

The college has worked towards creation of a comprehensive higher education environment for over 30 years. While its historic focus has been on technical and career education, it has been long recognized that employers seek graduates who have a broad education that complements technical skills. To that end, the college has developed a strong general education curriculum in the arts, humanities, mathematics, natural sciences, and social sciences. Consistent with the position of the American Association of Community Colleges, the college's current practices and continued intent is to provide students with a foundation in general education courses that enable the student to understand and appreciate culture; to develop personal values based on accepted ethics; and to attain competencies in analysis, communication, qualitative and quantitative methods, synthesis, and teamwork to grow as a productive member of society for both the individual and public good.

Expansion of the college mission to include the AA` degree has been driven by student interest and community input. Surveys of regional high school students have indicated a high demand for local access to lower division transfer curriculum. Community interests have indicated an overwhelming support for creating increased access to the AA degree. The college has unanimous endorsement for the expanded mission from all technical program advisory committees, from the college Futures team, from community surveys, and from direct visits with local businesses. Internal surveys have indicated broad support from current faculty and staff at the college.

Alexandria Technical College was accepted as a candidate for North Central Accreditation in 1974 and was fully accredited in 1980 at the associate degree level. At the time of mission delineation in 1986, Minnesota legislation required technical colleges to move general education to community colleges, creating merged colleges to provide broad access to technical and liberal arts education for students. The single exception to this was Alexandria Technical College. The college was authorized to continue offering its own accredited general education courses due to its geographical isolation from other two and four-year colleges. The authorization, however, restricted the authority to offer the AA degree. Continuing to comply with regional accreditation standards, the college created a stand-alone general education division in 1990. The college was reaccredited in 1994 at the associate degree level limited to the AAS and AS degrees based on the limited authority granted to the institution by the State of Minnesota. The college was admitted to AQIP by the Higher Learning Commission on September 14, 2000. In 2008, ATC was approved for Reaffirmation of Accreditation and is scheduled for its next Higher Learning Commission reaffirmation in 2014-2015.

A mission change will require approval of the Higher Learning Commission. Following Minnesota State Colleges and Universities Board approval, the college will request Higher Learning Commission staff action to approve a mission change. An action project to track implementation of the degree will be required. A site visit for college change in status is not anticipated.

No other program accreditation processes are anticipated for the Associate in Arts program.

BACKGROUND AND MISSION CHANGE INFORMATION

Listed below is the information required for a college to change its mission leading to a change in institutional type. Alexandria Technical College has met all mission change requirements.

The proposed mission clarifies the responsibility of the college to serve both individual learners and businesses as learning organizations. The college exists to provide opportunity not only through teaching of technical and transfer curriculum, but also through using resources to provide leadership and innovation in economic and community development. The outcome is stronger communities across Minnesota.

Current Vision:
To be the premier institution of career preparation and comprehensive lifelong learning by:

- ✓ *Continuing our heritage of caring*

- ✓ *Engaging learners as full partners in their educational experiences*

- ✓ *Valuing our highly trained, professional staff, relevant programs and state-of-the-art technology*

- ✓ *Implementing instructional innovation*

- ✓ *Inspiring learners through an exemplary learning environment*

✓ *Integrating our collaborative learning alliances and partnerships within and beyond Alexandria Technical College*

✓ *Modeling a diverse culture of empowerment, creativity, and innovation as partners in a powerful learning organization*

Proposed Vision: No change is proposed

The proposed mission change does not alter the vision of Alexandria Technical College. The vision for the college is to be "THE" college of West Central Minnesota, recognized across Minnesota and the nation. To accomplish that, the proposed mission change will provide increased ability to respond to the demonstrated expectations of learners and the community. Focused on engagement with learners, collaboration to leverage public and private resources, and support for a culture of excellence implemented by faculty and staff, the college will pursue its vision of being a premier institution.

Proposed Alexandria Technical College Purpose Statements:
1. *To prepare students for career and personal success through demonstrated competency in general and transferable skills, technical or focused discipline knowledge, information literacy, and interactive engagement with community.*
2. *To actively and openly engage community and students in the responsibility for learning outcomes that lead to personal and community benefit.*
3. *To enhance awareness and integration of general education learning with the changing requirements of the world of work.*
4. *To manage college programs and services for long term sustainability that ensures continued value for students' investment in Alexandria Technical and Community College.*

Market Analysis and Demand

Alexandria Technical College Enrollment Trends:
Continued growth in the Bemidji State University AA degree, INPS, and undeclared majors has not diminished student demand for technical programs; eight technical programs are filled to capacity and cannot accept additional students. College enrollment in its technical programs has been stable with growth in the health, manufacturing, transportation, and law enforcement divisions. Soft enrollment in construction-related occupations and computer occupations reflect the current economic situation.

The growth in liberal arts and general education demonstrates increasing demand from students seeking transfer credits or early entry into college courses (see Table 3). Currently, 31.5% (696) of students attending ATC, approximately 12% of the college FYE, are taking general education courses (including PSEO students). Access to financial aid, increased course offerings, and the universal transfer benefits of the AA degree would potentially not only encourage more students

to enroll at ATC, but facilitate current students to take more credits per semester. Table 3 shows
the increasing number of students falling into this category.

POTENTIAL AA CANDIDATES ENROLLED AS ATC STUDENTS					
10th Day Fall	**Total Enrollment**	**Undc/AA/INPS**	**% of Total**	**PSEO/OCHS**	**% of Total**
2009	2,205	539	24.4%	157	7.1%
2008	2,209	604	27.3%	97	4.4%
2007	2,132	430	20.2%	98	4.6%
2006	2,001	301	15.0%	119	5.9%
2005	1,954	232	11.9%	46	2.4%
2004	2,002	217	10.8%	53	2.6%

Table 1

High school occupational survey:
The 2009 occupational interest survey of high school juniors was conducted in the seven high
schools in the area immediately surrounding the college. A total of 598 students returned the
survey (a 90% return rate). Students identified 125 potential occupations of primary interest.
Sixty-eight of these occupations require a baccalaureate or higher degree. Two hundred eighty-
eight students chose one of these 68 occupations, meaning that approximately 48% of high
school juniors in the Alexandria service area identified an occupation incompatible with degree
options currently offered at Alexandria Technical College. This does not account for those who
are undecided and would choose to enter college to complete general transfer courses while
determining their occupational choice.

This survey has been done annually since 2007, and it consistently shows that a large percentage
of high school students are interested in career options requiring a baccalaureate degree or
higher. The survey also shows a declining interest in specific technical programs at the college.

Jefferson high school program preference:
The strong interest in a transfer degree is clearly evidenced by a review of the programs selected
by Jefferson High School (Alexandria School District) students when they come to the college.
Of the 732 Jefferson students who have been students at the college since 2007, 20% (150
students) have been undeclared majors rather than electing to become a student in one of the
college's technical programs (see attachment 3). If a college AA degree had been available here,
some of these students plus others who did not come here at all for lack of a transfer degree and
financial aid would have enrolled. Evidence from students themselves has indicated that the AA
degree has the potential to attract students to ATC who now are required to move to another
community or who are restricted from access to college transfer credits due to cost or personal
circumstances.

Comparative enrollment data for comparable institutions:
Evidence supports substantial growth potential from AA degree enrollment based on student
enrollment at comparable institutions. The following table compares MnSCU campus enrollment
for liberal studies, undeclared or unassigned students, and general studies majors. Alexandria

Technical College would expect to gain at least 10% in enrollment based on comparison to comparable comprehensive institutions in 2009.

COMPARISON OF MNSCU CAMPUS ENROLLMENT		
College	Total FYE Enrollment	% AA, General Studies, or Undeclared
Alexandria Technical College	2,063	12.1%
St. Paul College	3,785	16.2%
Northland College	2,788	24.7%
South Central College	2,714	26.0%
Ridgewater College	3,306	34.8%
Minnesota State	4,584	42.9%

Calculated from MnSCU Management website fall 2009

Table 2

Additionally, the low percentage of female students enrolled at the college has been identified by external reviewers and the college itself. The MnSCU system average is 55% female and 44% male in fall 2009 compares to the Alexandria Technical College mix of 45% female students and 55% male. This represents an increase in the percentage of women enrolled from the 40% female enrollment recorded in 2004. Program mix impacts gender balance. The increasing enrollment in the undeclared, general studies, and liberal arts programs at ATC is increasing female enrollment at the college. It is believed that women's enrollment at the college would continue to increase with the availability of the AA degree at Alexandria.

The college has experienced a large and growing demand for non-technical, liberal arts courses taken by students not enrolled in technical majors. In 2004, 270 students or 13.4% of the college's total headcount were enrolled in non-technical courses. Enrollments in non-traditional courses have grown to 696 students or 31.5%, in the current year. Given this history, the college believes student interest in non-technical education will continue to increase in the coming years, but even if it does not, the current number of students enrolling in non-technical courses will be much better served if a defined AA degree option is available to them.

As documented in the previous section, current high school students continue to have a strong interest in pursuing occupational goals requiring baccalaureate or higher degree. National focus on two year colleges supports increased enrollment in two year colleges as a means to support both workforce development and preparation for higher level college and university education.

Job skills analysis:
Current job skill analysis of employer demand matches the growing student interest in baccalaureate-level education. Economic development is not limited to task oriented occupational skills. Strategic Advantage software from Economic Modeling Specialists, Inc. indicates that the highest growth demand in areas of knowledge from the workforce of the seven county Alexandria region is in liberal arts education (see Figure 1). Skills that are the focus of the AA degree see the largest projected growth between now and 2014 (see Table 3).
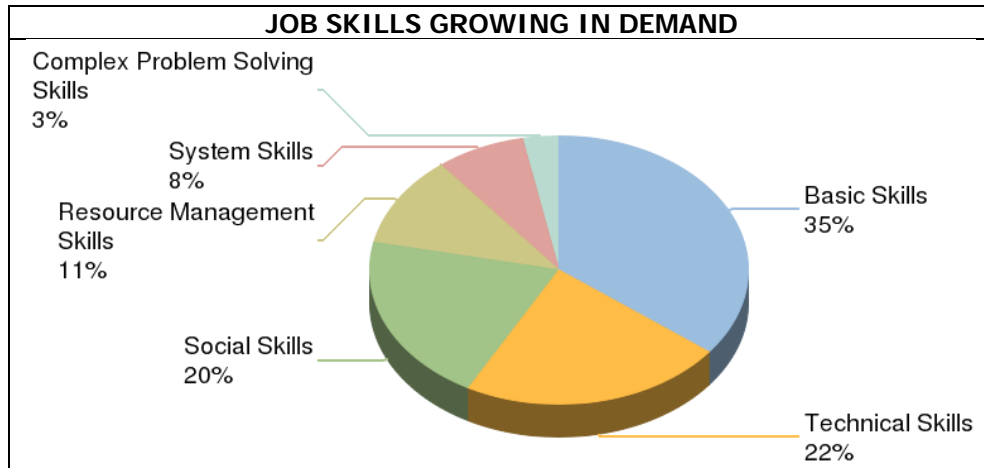
Figure 1

Skills Sector	2007 % of All Skills	2007-2014 % Growth
Technical Skills	22%	5%
Resource Management Skills	11%	6%
System Skills	8%	7%
Social Skills	20%	7%
Basic Skills	35%	7%
Complex Problem Solving Skills	3%	7%

Table 3

Historical Context

Alexandria AVTI was established in 1961. Despite success as a technical college, the community continued to pursue approval for a community college. Supporting the need for liberal arts education, a 1965 study commissioned by Alexandria District 206 through the University of Minnesota concluded that, "Educational opportunities for the young people of that community (Alexandria) become complete only when a college exists in the locality." The community's first effort to establish a community college in Alexandria failed.

In a letter dated March 26, 1986, written to leaders of the Minnesota technical college system, then President Frank Starke argued that the mission delineation agreement would not serve technical colleges in their mission. Alexandria Technical College was ultimately allowed to act as a comprehensive college by creating and accrediting its own general education division. The advantage to the college and the community continues.

From 2000-2009, Alexandria Technical College requested and documented demand and capacity to be considered for expanded mission authority on three separate occasions. For various reasons, the college requests were not considered by the Board of Trustees.

Market Analysis

There are no other competing public or private higher education degree granting institutions in the City of Alexandria or immediately surrounding communities. The community and area are left with no local liberal arts degree granting institution. Yet, a strong demand for the Associate in Arts degree has been documented from the approximately 600 high school seniors graduating yearly from the immediate surrounding high schools (over 300 from the Alexandria high school itself) (see attachment 1). The fact that the Alexandria Technical College has over 600 students (including PSEO) currently attending as undeclared majors or in a program focused on liberal arts learning outcomes clearly demonstrates that other higher education institutions are not meeting their higher educational needs. Distance is certainly one factor. A majority of the students identified as potential AA degree enrollees come from the immediate surrounding area and have demonstrated by their attendance at the college that they prefer a liberal arts option close to home. Alexandria Technical College currently serves these students with the AA degree through Bemidji State University and as undeclared students. Given the history of students enrolled at Alexandria Technical College as AA students, undeclared, or in other programs leading to transfer, authorization of an AA degree at Alexandria is not anticipated to have a significant negative attendance impact on other MnSCU colleges.

Analysis of student and community interests provides evidence that the key customers for the Associate in Arts degree will cross three primary areas.

1. Adults, not directly from high school, who are entering or reentering higher education to complete lower division coursework that will lead to improved career opportunity through completion of a baccalaureate degree or the required additional coursework to advance within a company or industry sector. This includes students returning from military assignment and students who join a friend or significant other while they are attending Alexandria Technical College. The degree is expected to increase enrollment of female students reflecting a more typical ratio of male to female college enrollment for Alexandria Technical College. Currently, 55% of the college's students are male.

2. High school graduates who are choosing to stay in the region, or are required to be in the region due to economic or personal restrictions, while completing lower division courses leading to a baccalaureate or higher degree.

3. Current high school students seeking options to complete lower division college work through PSEO or dual credit enrollment at the college, which could include summer enrollment.

In addition, the college has identified a trend with non-technical degree students that parallels the profile of students attending technical programs. Many students come here from a significant distance to take general education courses (see Figure 2).

AA, UNDECLARED, & INPS STUDENTS' HOME ZIP CODES
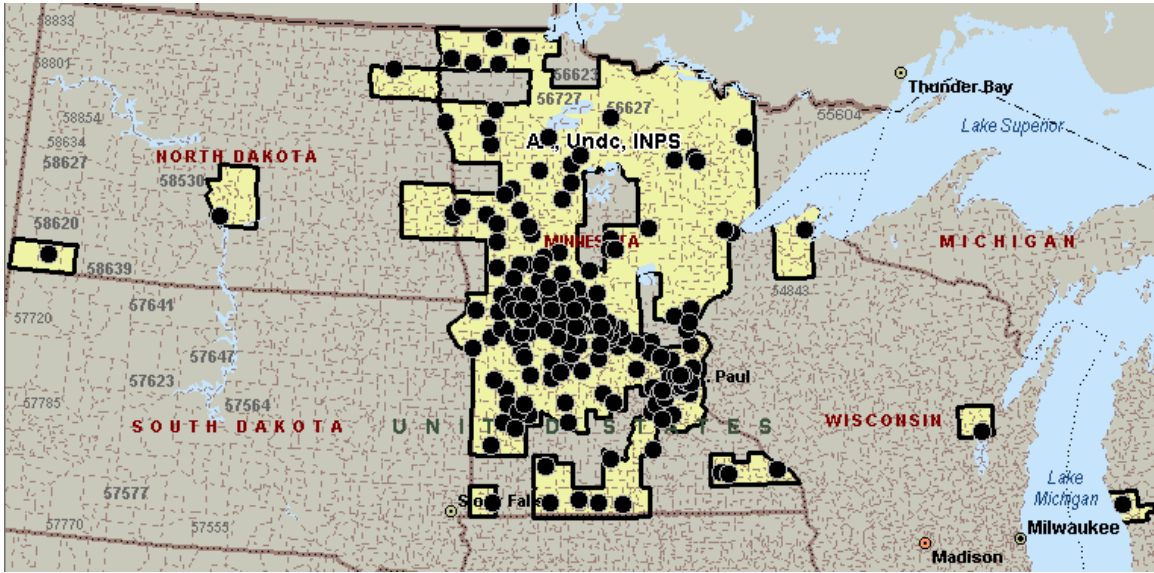
Figure 2 (Each dot represents a unique zip code and may represent more than one student.)

Interviews with some of these students reveal that they are choosing to attend the college because another person of significance in their lives is enrolled here in one of the technical majors. While this segment of students has driven past one or more other colleges to take general education classes here, they are doing so for personal reasons. This category of demand is expected to continue and providing an AA degree would clearly be to their benefit.

Alexandria Technical College anticipates the ability to enroll students in the Associate in Arts degree in the fall of 2010. The college has demonstrated the ability to provide required instruction and support for the program at current enrollment levels with the addition of one FTE of new faculty. Support for existing enrollment for the AA degree and liberal arts courses has provided the necessary base for offering the program locally.

Relationship of New Mission, Vision, and Purposes to the System Mission and Strategic Directions

The primary reasons for mission change are:

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

    a. There are over 600 students currently enrolled at the college who are undeclared or who are enrolled in the INPS and AA degree through Bemidji State University. As undeclared students, most of these students are ineligible to receive financial aid because they are not enrolled in an approved program (AA degree).

    b. A high percentage of students enrolling in college are undecided about their final career objective. They are committed to college but have not had the experience

1		or advising to make a long term career commitment. The AA degree allows	
2		students to progress in lower division work without loss of credit for transfer.	

2. To increase awareness of technical degrees and related career opportunities.

    a. Students who take the AA degree at Alexandria Technical College will need to demonstrate career awareness. Courses in basic manufacturing, health care, computer occupations, or business will increase awareness of technical career opportunities for those who do not have the option of high school technical courses.

    b. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities. The interaction between AA and technical program students will enhance the educational experience of both.

3. To meet the strategic objectives of the Minnesota State Colleges and Universities in the competitive environment of higher education. Table 4 provides an overview of the current strategic goals of the Board of Trustees and associated benefits of providing the Associate in Arts degree as an option for students in Alexandria.

MNSCU STRATEGIC GOALS			
Strategic Direction	**Numeric Goal**	**Goal Definition**	**Supported by AA Degree**
Increase access and opportunity	Goal 1.1	Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.	Yes
	Goal 1.2	Work with other organizations to prepare all young people to graduate from high school and enroll in college prepared for college-level work.	Yes
	Goal 1.3	Maintain an affordable cost of attendance for Minnesota residents.	Yes
Promote and measure high-quality learning programs and services	Goal 2.2	Produce graduates who have strong, adaptable and flexible skills.	Yes
	Goal 2.3	Provide multiple delivery options for educational programs and student services.	Yes
Provide programs and services that enhance the economic competitiveness of the state and its regions	Goal 3.2	Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.	Yes
	Goal 3.3	Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers in its region.	Yes
Innovate to meet current and future educational needs	Goal 14.1	Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.	Yes

Table 4

In addition to the direct correlation between the strategic goals of the system and the associated outcomes of the AA degree, the following quotations represent both the system's description of strategic objectives and industry recommendations for future workers. They directly support the expanded mission of Alexandria Technical College.

"Our graduates and their employers face new demands in the 21st century that will call upon solid skills in reading, writing, mathematics and speaking; the ability to learn and think critically; and globally competitive technical and professional expertise. In addition, our students need opportunities to understand and participate in the global community." *Source: Designing the Future: Minnesota State Colleges and Universities Strategic Plan 2008 – 2012*

"Workers in the future will need even more **interpersonal skills** and a **deeper understanding of budget, finance and technology** and MnSCU should focus on producing graduates with this type of broader span of knowledge. Campuses should also do a better job of providing information to business about their offerings and **build strong connections to their local business community.**" *Source: Workforce of the Future: Leadership Reaches Out to Business Section 5*

"When asked about the skills employers seek in new employees, three themes emerged. Business leaders spoke overwhelmingly of the need for:
- technology skills;
- business-critical "soft" skills; and
- skills that reflect changes resulting from emerging business practices, such as using "green" products and responding to global competition."
Source: Workforce of the Future: Leadership Reaches Out to Business Section 4

The proposed change will increase access to higher education for students in the Alexandria and West Central Minnesota region; strengthen the economic base of the region by attracting, retaining, and developing a more educated workforce; and minimize barriers for students pursuing the AA degree at Alexandria. While the current college partnership with Bemidji State University allows students access to an AA degree, barriers include confusing and cumbersome financial aid processing, higher tuition, restricted course availability, and limited access to academic advising.
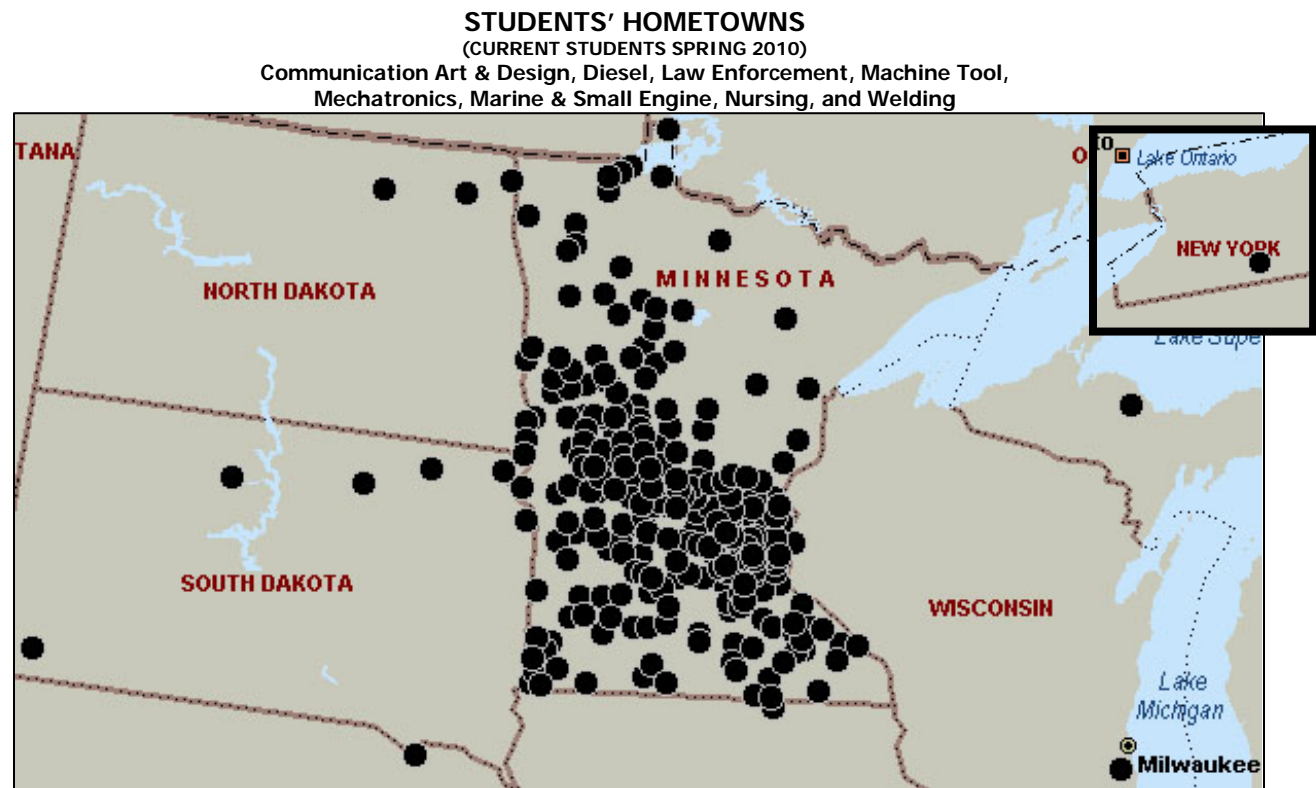
Additionally, the college believes that the Associate in Arts degree will strengthen the college by attracting students who have not identified a specific career path but who have both the financial and academic ability to pursue college education. These students will increase the ability of the college to offer curriculum that supports the college's Associate in Science degrees, the ability to provide additional beneficial partnerships with the state universities, and in some cases influence students to make career choices that will include technical programs.

How the new vision will create the ideal future for the institution

The economic and political environment requires Alexandria Technical College to clearly define its strategic objectives for sustainability. Mission is central to the future of the college and its ability to meet the needs of West Central Minnesota businesses and learners, legislative and stakeholder expectations, and the Minnesota State Colleges and Universities System's goals. This request for mission expansion supports the goals of each of these constituent groups.

Strategically, Alexandria Technical College must maintain its focus on its "signature" programs within the technical and occupational education mission. These programs bring students to Alexandria from a broad regional area and support continued enrollment in programs, which will not be viable based on local enrollment only (see Figure 3 below). Additionally, the community has developed industries that specifically align with the college capacity to provide skilled workers. The economic future of the community is linked not only with the ability of the college to offer technical programs, but its ability to create programs that will attract and retain the very highest quality graduates for the Alexandria region. This strategic goal of being the best "technical college" through signature programs supports increased enrollment across the college, long term regional economic viability, and the needs of Minnesota's workforce.

**STUDENTS' HOMETOWNS**
(CURRENT STUDENTS SPRING 2010)
Communication Art & Design, Diesel, Law Enforcement, Machine Tool,
Mechatronics, Marine & Small Engine, Nursing, and Welding

Figure 3 (Each dot represents a unique zip code and represents one or more students.)

Equally important to the sustainability of the college is its role as "THE" college of West Central Minnesota. With the emerging skills for the 21st century identified above, a population that is requesting access to liberal arts and transfer credits through an approved program, and a marketplace that is increasingly competitive, Alexandria Technical College must respond by

1   addressing the comprehensive education needs of learners of all ages in its community. The
2   college will continue to address its partnership with regional high schools, graduates who choose
3   to live at home while beginning their college education, returning adults seeking to begin or
4   continue college, and undecided students.
5   The college general learning outcomes reflect a commitment to both the current and future goals
6   of the college and the community. The outcomes identified in Figure 4 reflect the need to
7   balance learning that prepares graduates for work and for life. These outcomes are consistent
8   with the historical mission of the college and drive implementation strategies for the future
9   Associate in Arts degree.
10
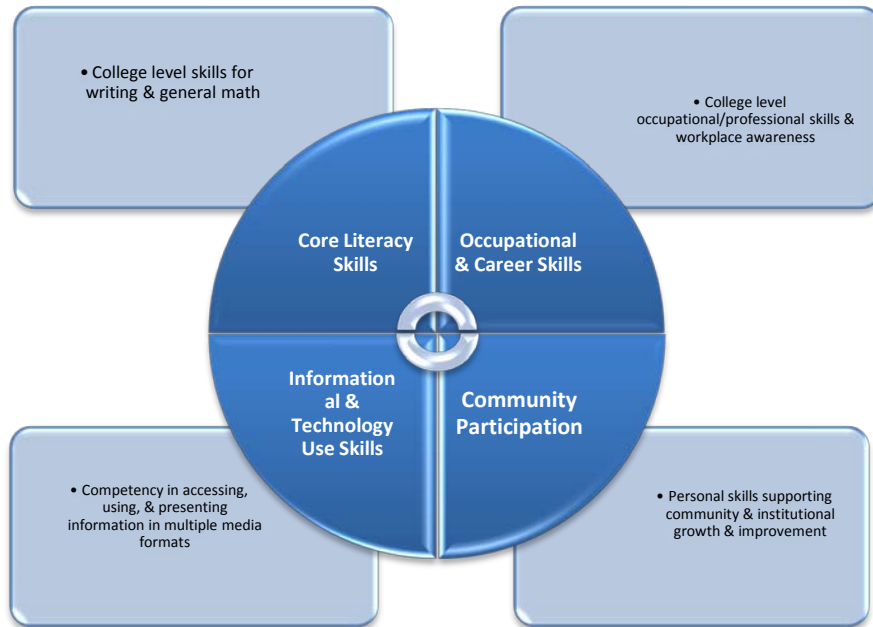
11
12 **Figure 4**

13 Specific objectives for implementation of the AA degree will be supported with educational
14 strategies that have proven to be successful in completing college objectives across all levels.
15   1. Undecided students will be advised to consider enrollment in cohort learning
16   communities that will initially be organized around a common curriculum that will
17   include career exploration.
18   2. AA students will be required to demonstrate an understanding of opportunities and
19   implications for personal and social communities of professional and occupational
20   careers as a graduation requirement.
21   3. Personal academic advising will proactively identify student goals and develop an
22   individualized plan to support student retention and graduation.
23   4. Scheduling will be designed to create interaction between technical and liberal arts
24   students socially and academically.
25   5. Academic leadership of the college will be distributed by division to ensure continued
26   balanced representation of all interests of the college.
27

Operational benefits supporting the sustainable future for Alexandria Technical College include:

1. *Financial Aid*: Students who are undecided about a specific career can currently attend Alexandria Technical College without declaring a major. However, without declaring a specific major, these students are not eligible for Federal financial aid. Their ineligibility for financial aid restricts the ability of Alexandria Technical College to meet the needs of many local students who would like to take lower division courses while living at home or while working. An AA degree option would allow these students to be eligible for Federal financial aid.

2. *Specialization:* The core competency for Alexandria Technical College continues to be applied learning for high skills technical occupations. This competency leads to two year degrees in computer and manufacturing technology, law enforcement, health occupations, business and marketing, and power systems and transportation. Increasingly, these degrees are pathways to further education before or after entering into the workforce. Strategically, the college will invest in expanding capacity in technical occupations while expanding its commitment to liberal arts and general education that supports its comprehensive mission.

3. *Efficiencies in Course Delivery:* In fall 2009, Alexandria Technical College had a fill rate of 77% leaving 558 open seats in transfer curriculum courses at the college, equivalent to approximately 55 FYE that could be offered with no additional cost to the college. The addition of the AA students will provide potential to create full utilization of existing schedules while providing additional opportunities for those enrolled in existing programs at the college.

4. *Regionalization of Education:* Alexandria Technical College is the single college campus that serves West Central Minnesota between Fergus Falls and St. Cloud (a distance of more than 100 miles). Alexandria is the regional center for continued consolidation of education delivery that reaches from high school to advanced workforce training. Collaboration outlined in this proposal will continue to strengthen the value of the MnSCU system to West Central Minnesota's high schools, businesses, and students.

As a summary, outcomes of an expanded Alexandria Technical College mission to offer the AA degree are:

- ✓ Increased enrollment of students who have not had the opportunity to attend college because they are unable to relocate due to economic or personal circumstances.

- ✓ Increased enrollment of regional high school graduates who currently leave the community or who do not enroll in college directly out of high school.

- ✓ Lower cost for students completing lower division courses locally.

- ✓ Increased PSEO enrollment.

- ✓ Access to financial aid for those students who have not identified a specific occupational program of study.

- ✓ Strengthened partnerships with MnSCU universities building on existing relationships of shared degree programs.

- ✓ Increased liberal arts course offerings that benefit AS and AAS students.

<u>Role of Associate in Arts in Advancing Institution Mission</u>

Alexandria Technical College currently offers technical career education that is supported by a strong core of general education courses taught by credentialed faculty. The college offers 75 approved transfer courses that allow students to complete the Minnesota Transfer Curriculum at the college, to complete any one of five separate AS degrees, or to complete other AAS degrees, diplomas and certificates. General education courses account for 24% of credits at the college.

The college has worked towards creation of a comprehensive higher education environment for over 30 years. While its historic focus has been on technical and career education, it has been long recognized that employers seek graduates who have a broad education that complements technical skills. To that end, the college has developed a strong general education curriculum in the arts, humanities, mathematics, natural sciences, and social sciences. Consistent with the position of the American Association of Community Colleges, the college's current practices and continued intent is to provide students with a foundation in general education courses that enable the student to understand and appreciate culture; to develop personal values based on accepted ethics; and to attain competencies in analysis, communication, qualitative and quantitative methods, synthesis, and teamwork to grow as a productive member of society for both the individual and public good.

Alexandria Technical College was accepted as a candidate for North Central Accreditation in 1974 and was fully accredited in 1980 at the associate degree level. At the time of mission delineation, 1986, Minnesota legislation required technical colleges to move general education to community colleges creating merged colleges to provide broad access to technical and liberal arts education for students. The single exception to this was Alexandria Technical College. The college was authorized to continue offering its own accredited general education courses due to its geographical isolation from other two and four-year colleges. The authorization, however, did not include authority to offer the AA degree. Continuing to comply with regional accreditation standards, the college created a stand-alone general education division in 1990. The college was reaccredited in 1994 at the associate degree level but was restricted to the AAS and AS degrees based on the limited authority granted to the institution by the State of Minnesota. The college was admitted to AQIP by the Higher Learning Commission on September 14, 2000. In 2008, ATC was approved for Reaffirmation of Accreditation and is scheduled for its next Higher Learning Commission reaffirmation in 2014-2015.

A mission change will require approval of the Higher Learning Commission. Following Minnesota State Colleges and Universities Board approval, the college will request Higher Learning Commission staff action to approve a mission change. An action project to track implementation of the degree is required. A site visit for change in status is not anticipated. No other program accreditation processes are anticipated for the Associate in Arts program.

Partnership Efforts

Alexandria Technical College has developed a strong partnership with Bemidji State University their approved AA degree program offered on campus. During this time, Alexandria Technical College continued to build its capacity to support liberal arts curriculum, established collaborations for online delivery of AA degree courses, and increased its number of undeclared, Associate in Arts, and Individualized Professional Studies students dramatically (see Table 1).

Attempts to collaborate with peer institutions were initiated to meet the needs of both students and the participating colleges. Results include:

> 2004: Formal discussion with Fergus Fall Community College failed to complete an agreement for delivery of the AA degree at Alexandria.

> 2005: Alexandria became a formal partner in Distance Minnesota as an online option for providing and accessing courses that support the AA degree and technical degrees.

> 2005: Bemidji State University and Alexandria Technical College signed a formal agreement creating a partnership that established Alexandria as a site location for the Bemidji AA degree using shared curriculum from both colleges.

> 2006: Alexandria Technical College was established as a partner in the Minnesota Center for Engineering and Manufacturing Excellence with Minnesota State University Mankato focused on increased transfer credits, including general education.

> 2009: Alexandria Technical College filed intent for approval of the Associate in Arts degree. No direct opposition to Alexandria's proposal was posted to the list serve. The subsequent program application includes a proposal to integrate partner courses into the Alexandria AA degree.

The goal and responsibility of the college is to design an AA program that meets the criteria set forth by the Higher Learning Commission for this degree, recognizing that successful completion of the degree may take a path much different than the one many have historically experienced (which was defined by enrolling in courses from one main college and earning a degree in that manner). In compliance with the Board direction for increasing access to online education, Alexandria has designed an AA program that:

1. Provides access to AA coursework delivered through Distance Minnesota partner colleges and universities.
2. Continues a partnership with Bemidji State University in an effort to provide a clear pathway to the baccalaureate degree and expanded access to unique expertise across multiple disciplines.
3. Draws upon liberal arts coursework available through MN Online in an effort to expand AA course offerings.
4. Recognizes (and transfers) liberal arts coursework from accredited colleges and universities from across the United States.

1 Alexandria Technical College believes that this request to implement an Associate in Arts degree
2 that integrates online curriculum to increase student access and better utilize system resources is
3 not only appropriate, but is leading in innovation and collaboration at the system level.
4
5 The college is currently operating with an agreement to share revenue and cost for the delivery of
6 online courses. As described above, Alexandria Technical College students may take online
7 courses through Distance Minnesota. This option provides a broad selection of courses that
8 complement courses offered on campus (courses available for the current academic year are at
9 **http://distance.minnesota.edu/marketing/**).The growth of Distance Minnesota as reflected
10 below demonstrates the increasing market for online courses and the benefits of collaboration.
11

DISTANCE MINNESOTA HISTORY BY FULL-YEAR EQUIVALENT PARTICIPATION
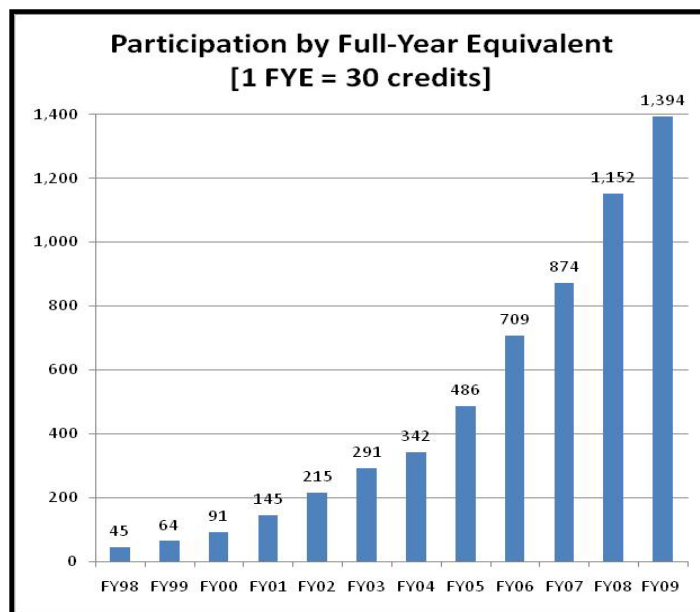
FY 1997-98 to FY 2008-09

12 **Figure 5**

13 Table 5 demonstrates the capacity of the college for delivery of online curriculum through
14 Distance Minnesota:

ATC TRANSFER COURSES THROUGH DISTANCE MINNESOTA					
Distance MN Courses: (unduplicated courses)	**Fall 2009**		**Spring 2010 (current)**		**Summer 2010**
	Total Courses	% ATC taught	Total Courses	% ATC taught	Total Courses	% ATC taught
	96	19.79%	118	19.49%	54	22.22%
Online College in the High School:	**2009 - 10 Academic Year**			**2010 - 2011 Academic Year**	
	Total Courses	% ATC taught		Total Courses	% ATC Taught
	23	39.13%		21	42.86%

15 **Table 5**

One of the initiatives the college is pursuing through Distance Minnesota is the seamless offering of a bachelor's degree through Bemidji State University with discussions leading to participation of additional universities. This plan will allow students who start taking courses online through Online College in the High School (a current program offered through the college and Distance Minnesota) or other PSEO options to progress to an AA degree through the college either online, face to face, or a combination of both and then to complete their baccalaureate education online through the Distance Minnesota option.

The college also continues to partner with other MnSCU institutions through Minnesota Online. The college currently offers the new Energy Technical Specialist AAS degree in a cooperative arrangement with eight other MnSCU colleges and the Human Services Practitioner AAS with South Central College.

Institutional Readiness – Human Resources

Faculty and staff capacity to staff range of disciplines

The college currently has 17 unlimited faculty members and 6 temporary part time/adjunct instructors assigned to liberal arts. All of these faculty members have obtained at least a masters degree and are properly credentialed pursuant to applicable MnSCU policy. They currently teach 73 unduplicated courses in all 10 transfer curriculum content goal areas to students in technical majors pursuing the AAS degree, students with undeclared majors, students pursuing an AA degree through a partnership between the college and Bemidji State University, post secondary enrollment students, AS major students, and students pursuing an individual education plan major.

In addition to the courses offered by the college, students have the option of selecting courses from the Distance Minnesota inventory of dozens of courses offered online every semester from the member colleges (Alexandria Technical College, Minnesota State Community and Technical College, Northland Community and Technical College, and Northwest Technical College).

At this time, the college plans to expand its general education faculty by one additional FTE credentialed to teach art. Additional faculty needs will be based on enrollment.

Role of faculty in curriculum oversight, outcomes assessment, governance structure, and professional development

Faculty at Alexandria Technical College play the dominant role in curriculum development and oversight for all courses offered through the college. Each course at the college is assigned to a properly credentialed faculty member or group of faculty members for initial development. It is then reviewed by other faculty members in the liberal arts division and eventually by the curriculum committee, which is composed of faculty members. Once developed and offered, the course is evaluated on a regular basis by students through the use of an evaluation instrument developed and refined by a joint committee composed of faculty members selected by faculty leadership and the dean or associate dean of academic affairs. Faculty members have also developed and participate in a peer review process whereby they attend and observe delivery of courses, discuss effective delivery techniques, and critique the course in general.

The college has a long tradition of involving faculty from all divisions of the college in decision making. Faculty play a key role in financial decisions made at the college through service on the Finance Team. Faculty also serve on ad hoc committees, which are brought together to address issues as they arise. In addition, faculty members are selected by faculty leadership to serve on hiring teams for faculty, administrative, and key staff hires. Administrators routinely request faculty participation in college initiatives in both advisory and functional capacities. Preparation of the application for the AA degree and this mission change effort are examples of faculty leadership in planning for this change from the beginning.

Faculty from the six academic divisions of the college, of which liberal arts is one, annually selects a division chairperson who has the day to day responsibility of coordinating the activities of the division. The division chairs serve on the Academic Affairs and Standards Council, which is the key organization in the college responsible for the academic integrity of the curriculum. The division chairs also meet to review issues such as faculty sabbaticals requests, faculty internship requests, distribution of faculty development funds, and other issues directly related to the daily operations of the college. This division structure assures representation from all technical and liberal arts areas of the college.

Faculty members are given responsibility individually and at the division level for professional development. Each faculty member is required to create an individual professional development plan. This plan is reviewed annually with an administrator; however, the faculty member is responsible for developing and implementing the plan. Funds for professional development are distributed according to the requirements of the MSCF contract. The college, however, has traditionally established a budget for each college division and then placed the responsibility on the faculty within the division to decide on the appropriate distribution of those funds to accomplish the goals of the division including funding of additional professional development.

Administrators needed to offer the AA degree:
The college will need no new administrators to offer the AA degree. The college has an associate dean of academic affairs currently assigned to the liberal arts division.

Academic leadership team:
Both the dean of academic affairs and the associate dean of academic affairs were previously faculty members at the college teaching in the liberal arts division. They both have academic credentials appropriate to the teaching of liberal arts transfer curriculum courses and are experienced in the development and delivery of transfer curriculum courses. The dean of academic affairs has been an administrator for three years and previously a full time faculty member for 16 years teaching in the area of mathematics and biology. The associate dean of academic affairs has been an administrator in the liberal arts division for three years and previously taught communication in the liberal arts division at the college for 10 years.

Additional student services:
Alexandria Technical College is currently providing student services support for over 600 students who are enrolled in courses leading to transfer or completion of a liberal arts degree. The staff is experienced in handling all aspects of the transfer curriculum and has assigned a

1 student services employee to manage transfer curriculum issues full time. Future staffing will
2 reflect college needs based on enrollment.
3
4 Recruiting and funding of new positions:
5 The college has hired a new director of admissions. The director has more than 30 years of
6 experience working in student services at universities, which included responsibilities for
7 enrollment management, financial aid, and multicultural services. Funding for this position is
8 from reduction in administrative assignment to the student services division. One additional FTE
9 is anticipated as a result of offering an AA degree. This position will be funded by an anticipated
10 increase in FYE as a result of offering the new AA degree.
11
12 **Institutional Readiness—Curriculum Development**
13 Academic plan for delivery of the AA curriculum:
14 The Associates in Arts degree allows students to complete lower division requirements of a
15 baccalaureate degree program in four semesters of study. The liberal arts focus of the curriculum
16 requires students to complete the Minnesota Transfer Curriculum by completing general
17 education courses across all required goal areas and additional courses in at least one technical
18 studies area and/or work exploration. Besides completion of the Minnesota Transfer Curriculum
19 requirements, three additional general education courses to meet the college's general learning
20 outcomes are required. These three areas are information literacy, workplace skills, and physical
21 education. The degree is awarded in the liberal arts and sciences without a named field of study.
22 The AA degree is specifically designed to transfer to baccalaureate degree-granting institutions.
23

Minnesota Transfer Curriculum		
1. Communications (written)	6 credits	Writing
Communications (oral)	3 credits	One of these three: Intro to communication Studies or Interpersonal Communication or Public Speaking
2. Critical Thinking	3 credits	One course from the area
3. Natural Sciences	7 credits (1 lab)	Two courses, one of which must have a lab component
4. Math/Logical Thinking	3 credits	One course from area
5. History/Social Behavioral Sciences	9 credits	Three courses from two different disciplines
6. Humanities/Fine Arts	9 credits	Two or more disciplines
7. Diversity	3 credits	One course from this area
8. Global Perspective	3 credits	One course from area
9. Ethics/Civic Responsibility	3 credits	One course from area
10. People and the Environment	3 credits	One course from area

Students taking the AA degree must satisfy the following transfer curriculum requirements:

Minnesota Transfer Curriculum	40 Cr. (as listed in the following table)
Technical Electives	Up to 16 Credits
Information Literacy course	2-3 credits
Workplace Skills course	1-2 credits
Physical Education course	1-2 credits

To bring total to 60 credits

Plan for curriculum evaluation and development:

Curriculum evaluation is done at the institutional, program, and course level and the results are fed back to the faculty.

The college currently evaluates the efficiency and effectiveness of each program area annually on multiple criteria. During the program review, an administrator meets with the program faculty and they discuss data collected during the year bearing on all aspects of the program including budget planning, student numbers, graduation rates, and other similar measurements. This evaluation process includes the liberal arts program. In the future, the college plans to further evaluate each liberal arts content area in a similar way.

To assess student learning in general education outcomes, the college administered the College WorkKeys in 2009 to a sample of graduating students to assess the following areas: Reading for Information, Locating Information, and Applied Mathematics. Results of these assessments were summarized and distributed to program advisors. The college will be administering this assessment to a larger sample of students in 2010. This assessment will provide a benchmark to determine how the college's graduates are prepared for the workforce. The college also administers the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Survey of Student Satisfaction to a randomly selected number of classes. Results of the surveys provide a benchmark of student engagement and satisfaction with the learning and support processes. Results are shared with all personnel and are used as part of the college's continuous improvement plan. These types of instruments will be administered in the future in order to measure the continued effectiveness of the college learning environment.

Curriculum assessment and program effectiveness at the program level areas completed in a number of different ways. For those programs that have licensure exams: Nursing, Law Enforcement, and Medical Laboratory Technician; annual passing rates are examined to determine if the level of preparation is sufficient for high pass rates greater than 90%. Some programs have industry produced certification exams. Successful passing of these exams assess the level of student learning. ATC is also using the Skills USA Work Force Ready System to assess technical learning in those programs where an assessment has been developed by industry. For the AA degree, the college plans to use the ACT CAAP to assess general education outcomes. Data collected from these assessments will be used during the annual program review process at the college as part of the college's continuous improvement plan. During the annual program review, an administrator meets with the program faculty to discuss data collected during

the year bearing on all aspects of the program including budget planning, student numbers, graduation rates, and other similar measurements.

Assessment of student learning at the course level is completed by faculty. Each course at the college has course learning outcomes that are assessed by the use of exams, rubrics, portfolios, or demonstration. Faculty regularly provide feedback to students regarding the level of understanding of the course learning outcomes. All transfer curriculum courses have been developed to ensure that they meet the competencies of the Minnesota Transfer Curriculum.

Preparation of students for baccalaureate major:
The college has received formal letters of support from Bemidji State University and Minnesota State University, Moorhead, which were included with the AA application submitted to the Office of the Chancellor in December 2009 (see attachment 2). These universities have stated that they will accept the transfer curriculum from ATC. The college has also communicated with St. Cloud State University and Minnesota State University, Mankato about its intent to offer the AA degree and has received favorable responses. The University of Minnesota at Morris and Crookston have also responded favorably to the college's intent to offer the AA degree.

Relationship of general education curriculum to the Minnesota Transfer Curriculum:
The entire Minnesota Transfer Curriculum is currently available at the college. The proposed AA degree is designed to provide students with a broad background preparing them for transfer into a bachelor's degree. The program includes a minimum of 40 credits from the Minnesota Transfer Curriculum distributed among the 10 content goal areas as required by the current transfer curriculum. All transfer curriculum courses at the college have been reviewed and approved by the curriculum committee to ensure that each course meets the Minnesota Transfer Curriculum goals and competencies. The AA degree will require completion of three additional general education courses to meet college's general learning outcomes. These three areas are information literacy, workplace skills, and physical education.

Institutional Capacity – Financial
Enrollment and revenue to support the AA program will come from two groups of students: those currently enrolled and taking primarily liberal arts courses and new students expected to enroll in the AA program. Increased expenditures will result from additional faculty. Overall, the addition of the AA degree will generate a net increase in revenue to the college.

Currently, the college has approximately 600 students taking liberal arts courses who are not enrolled in a technical program. Of those 600 students, approximately 310 are likely AA students (30 Bemidji AA program, 80 Individualized Professional Studies program, and approximately 200 undeclared majors). The college assumes for purposes of the AA enrollment projections that 80% of the Bemidji AA students, 40% of the INPS students, and 50% of the undeclared students will move to the AA program. The college, therefore, estimates 156 current students representing 84.4 FYE will become students in the AA program. The Bemidji AA students and the INPS students average 24 credits per year and the undeclared students each average 12 credits per year. These students currently generate 168 FYE.

The college expects increased enrollment based upon the experience of other colleges who have
added an AA program. The college assumes new enrollment of 30 students in the first year of the
AA program and 30 additional entering students each year thereafter, each taking an average of
24 credits per year. These enrollments are expected to generate an additional 24 FYE in the first
year and 48 FYE in the second year. Adding these new students to the number of existing
students generates a total of 108 FYE in the first year of the program and 133 thereafter. Summer
enrollments have not been included in these projections. The college offers a wide selection of
transfer curriculum courses during summer sessions and can reasonably expect additional FYE
as a result.

Below is a table of projected enrollment in the AA program. The projections are based upon the
above analysis and expected retention and graduation rates.

ENROLLMENT PROJECTIONS				
	First Year	**Second Year**	**Third Year**	**Fourth Year**
Student headcount	186	206	206	206
Full-Year-Equivalent	108	133	133	133
Number of graduates	25	74	82	82

Even without the AA degree, the college has consistently experienced significant increased
enrollment in liberal arts courses. From 2004 to 2008, this enrollment has gone from 381.76 FYE
to 465.58 FYE, a 22% increase. The current academic year is on track to experience a similar
increase (includes students who are enrolled in liberal arts and technical majors).

Two factors drive expenditures resulting from the addition of the AA degree: increasing number
of class sections and decreasing maximum faculty teaching loads from 32 to 30 credits (based on
changed college mission and negotiated labor agreements). During fall semester 2009, the fill
rate for liberal arts classes was 77% overall resulting in a total of 558 unfilled seats available in
courses in all of the ten transfer curriculum goal areas. This fill rate is typical for transfer
curriculum courses during all semesters. Current unused capacity means that the college can
absorb 55 FYE's of potential enrollment without adding additional instructional cost.

Based upon the new student enrollment discussed above, the college should fill 44% (30 students
x 24 credits/30 = 24 new FYE/ 55 current FYE = 44%) of the available unfilled seats in transfer
curriculum courses the first year of the program and 88% of the unfilled seats thereafter. As a
result of increased enrollment due to the expanded mission, the revenue increase would more
than offset the increase in instructional cost. This increase in enrollment would also lower the
overall average instructional cost for the liberal arts classes.

The college has 17 full-time faculty identified whose workloads would change as a result of a
mission change. Decreasing maximum teaching loads from 32 to 30 credits results in a potential
increase of 34 additional teaching load credits. This obligation represents a potential cost
increase of $85,000 at an average cost of $2,500/credit; however, not all of the identified faculty
members are fully loaded, resulting in a lower actual cost to the college. The reduction in
teaching loads and some instructional redesign results in the need to add one FTE as a result of
the AA degree.

1 The following table summarizes the expected revenue and expense projects of the AA degree.
2

REVENUES AND EXPENDITURES				
Revenues				
	First Year	**Second Year**	**Third Year**	**Fourth Year**
Student Tuition*	$466,560	$630,420	$662,340	$662,340
Program Fees	$53,654	$66,500	$66,500	$66,500
External (Grants, gifts, other)	0	0	0	0
State Allocation	$226,800	$279,300	$279,300	$279,300
Internal Reallocation**	$362,880	$402,900	$423,300	$423,300
TOTAL NEW TUITION REVENUE***	$103,680	$227,520	$239,040	$239,040
TOTAL NEW STATE ALLOCATION REVENUE	$50,400	$100,800	$100,800	$100,800
TOTAL NEW FEES REVENUE	$12,000	$24,000	$24,000	$24,000
TOTAL NEW PROGRAM REVENUE	$166,080	$352,320	$363,840	$363,840
*current rate per credit x student FYE x 30 semester credits per year for undergraduate, 20 semester credits for graduate ***The figures in this and the next three rows represent new revenue generated by expected enrollment in the AA program over and above current students expected to transfer to the AA program from the Bemidji AA and INPS programs.				
Expenditures				
	First Year	**Second Year**	**Third Year**	**Fourth Year**
NEW Salary and Fringe*	$68,000	$69,700	$71,000	$71,000
Supplies	$1,000	$1,100	$1,200	$1200
Equipment	0	0	0	0
Library holdings	0	0	0	0
Travel, Purchased Services and Other Expenses	$500	$520	$530	$530
Space related costs	0	0	0	0
TOTAL	**$69,500**	**$71,320**	**$72,730**	**$72,730**
*Fringe benefits: 28%				

3 The net increase in college revenue from the addition of the AA degree is estimated at $96,500
4 during the first year of the program and $281,000 during the second year. From a business
5 perspective, the decision to offer the AA degree is very beneficial to the college.
6

7 **Institutional Capacity-Facilities**
8 The mission expansion requested by Alexandria Technical College will not result in a request for
9 expanded facilities or significant increase in faculty or staff. As indicated, ATC has been
10 delivering liberal arts coursework for many years and has established both the physical
11 infrastructure and staff to support the proposed mission change. Examples of space at ATC that
12 will support the delivery of an Associate in Arts degree include, but are not limited to:
13

14   1. Newly completed state-of-the-art Biology and Chemistry labs within the last two years.
15   2. Two physical education gymnasiums / large exercise spaces.

3. Two community theatres that have partnered with ATC for many years and continue to support ATC programming.
4. A fully-supported and staffed library and student life space that will be expanded during the next capital bonding cycle (this ATC project is #8 on the system's prioritization list).
5. State-of-the-art lecture halls, classrooms, and learning spaces throughout the campus to support large and small class sizes.

<u>Stakeholder Participation Documentation</u>
In addition to the consultation and market research noted in previous sections, the following activities took place related to stakeholder input.

Since the college has had an ongoing relationship with Bemidji State University in delivering their AA degree at Alexandria, the college requested their input on the AA proposal. They have given their full support to this application for an AA degree (see attachment 2) and agree that while the Bemidji AA degree at Alexandria has been of benefit to students, its delivery has proved cumbersome for both institutions and students. Administration of financial aid has been particularly difficult.

Alexandria Technical College has 28 program advisory committees. In the fall of 2009 and the spring of 2010, information was provided to all advisory committees prior to requesting the discussion of a resolution regarding the application and approval for offering an Associate in Arts degree at Alexandria Technical College. All programs also had an individual vote on a preferred name change for the college that would be required with the approval of an expanded mission. All advisory committees provided a resolution supporting the application to expand the mission of the college and to offer the Associate in Arts degree through Alexandria Technical College.

In the spring of 2009, the college contracted a third party to conduct a campus climate evaluation. Support for pursuit of the Associate in Arts degree at Alexandria was addressed as a unique item in the survey. More than 70% responded that they supported the pursuit of the AA degree. Twenty-three percent supported the pursuit of the degree with some concerns (specifically the need to support technical programs and to preserve the culture of the college). Some concern was identified reflecting the tension that can be created with the differences between the community college and technical college contract provisions for MnSCU comprehensive colleges.

In October of 2009, more than 150 community members who are enrolled in Senior College at Alexandria Technical College were surveyed on their level of support for offering the AA degree in Alexandria, at the college, and how the college name should be changed. Unanimously, every person responding supported the addition of the degree and a name change for the college.

During the summer of 2009, President Kevin Kopischke and Dean Chad Coauette participated in strategic initiative planning for Alexandria and the surrounding communities (stewardship project). Expanding the mission of Alexandria Technical College to better serve the community needs and the needs of surrounding high schools was identified as a key initiative for the region.

The college met with the Runestone Area Education District superintendents in spring of 2009 and again in September of 2009 to discuss the implications of Alexandria Technical College pursing its expanded mission to offer the AA degree. Potential for increased student enrollment was confirmed. Of greatest concern is the impact of additional PSEO enrollment at the college on high school enrollments. The college continues to work on options with the RAED schools that will provide benefit to both students and the institutions.

RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the Alexandria Technical College request to change its mission to become a comprehensive two-year college. The new mission is, "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."

RECOMMENDED MOTION

The Board of Trustees approves the request by Alexandria Technical College to change its mission to become a comprehensive two-year college. The new mission is, "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."
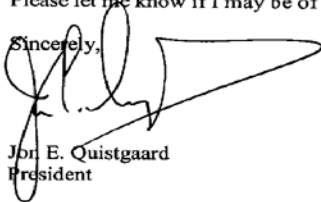
OFFICE OF THE PRESIDENT

February 10, 2010

Dr. Linda Baer
Senior Vice Chancellor for Academic and Student Affairs
Office of the Chancellor
Wells Fargo Place, 30 7th Street E, Suite 350
St. Paul, MN 55101-7804

Dear Senior Vice Chancellor Baer:

I have recently been advised that Alexandria Technical College has submitted an application for new program approval to the Chancellor's office requesting permission to offer an Associate of Arts degree on campus. As you may be aware, Bemidji State University and Alexandria Technical College have, for the past two years, been working together to collaboratively offer students enrolled at Alexandria Technical College the option of pursuing an Associate of Arts degree through Bemidji State University.   An articulation agreement was developed between our two institutions whereby Alexandria Technical College students may transfer up to 40 credits directly from the college into Bemidji State's Associate of Arts degree program. Currently, there are approximately 90 students admitted into the collaborative program, which produced its first graduates last spring. Should Alexandria Technical College receive permission to offer the Associate of Arts degree, Bemidji State University agrees to discontinue its current collaborative program.

Please let me know if I may be of any further assistance. Thank you.

Sincerely,

Jon E. Quistgaard
President

JEQ:smr

1   1.
2   2.

MINNESOTA STATE UNIVERSITY
moorhead
Office of the
Academic Vice President

Jan Doebbert
Executive Vice President for Academic and Student Affairs
Alexandria Technical College
1601 Jefferson Street
Alexandria, MN 56308

January 27, 2010

Dear Jan:

This letter confirms our conversation last month that Minnesota State
University Moorhead is very pleased that you asked for our support as part of
the approval process that will result in an associate of arts degree being
offered on the Alexandria Technical College campus.

Alexandria Technical College is a strong school with fine programs and
faculty. I hope that in future years, MSUM will see transfer applications from
many, many associate in arts degree graduates from your campus.

Yours Very Truly,

Bette

Bette G. Midgarden
Vice President for Academic Affairs

Cc: Academic Affairs File

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2

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 15, 2010

Agenda Item: Proposed Amendment to Board Policy 3.26, Intellectual Property (Second Reading)

X	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
Gary Hunter, System Director for Intellectual Property

Outline of Key Points/Policy Issues:
Board Policy 3.26 Intellectual Property addresses the ownership of intellectual property within the system and the current amendment seeks to clarify the policy.
1. Adding the definition of "Faculty" in order to identify the employees who are entitled to own their scholarly works.
2. Deleting the term "Professional Staff" throughout the policy to reflect the "work made for hire" language in federal copyright law.

Background Information:
The review of Board Policy 3.26 Intellectual Property was undertaken as part of the normal policy review process. The proposed amendment was developed from input by a policy review committee comprised of representatives from technical and community colleges, universities, labor unions, and the Office of the Chancellor along with input from other constituents within the system.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD ACTION

Proposed Amendment to Policy 3.26 Intellectual Property

The Office of the Chancellor is submitting a proposed amendment to Policy 3.26 Intellectual Property.

BACKGROUND
A policy review committee was convened in September and met in October, November and December of 2009. A fourth meeting was added in January of 2010 to allow further opportunity for constituent groups to provide input on the proposed amendment. Various stakeholders throughout the System have been consulted with during the past six months.

CONSULTATION
Consultation has occurred as follows:
- Reviewed by the Academic and Student Affairs Policy Council- 1/21/2010 and 3/19/2010.
- Reviewed at Minnesota State College Faculty (MSCF) meet and confer- 2/25/2010.
- Mailed out for review and comment – 3/25/2010.
- Reviewed at Inter Faculty Organization (IFO) meet and confer – 3/26/2010.
- Reviewed at Leadership Council- 4/6/2010.
- Reviewed and comment at Minnesota State University Association of Administrative and Service Faculty (MSUAASF) meet and confer- 4/9/2010.
- Reviewed at IFO meet and confer- 4/26/2010.
- Reviewed at Leadership Council – 5/4/2010
- Reviewed at MSCF meet and confer- 5/6/2010.

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

RECOMMENDED MOTION
The Board of Trustees approves the proposed amendment to Policy 3.26 Intellectual Property.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD POLICY		**3.26**
Chapter	3	Educational Policies
Section	26	Intellectual Property

1   **3.26 Intellectual Property**

2   **Part 1. Policy Statement**. The ~~Minnesota State Colleges and Universities~~ Board of Trustees
3   endeavors to develop and maintain a post-secondary educational system marked by academic
4   excellence. Research and development of original works and inventions that require intellectual
5   property protection are a vital part of the academic community. The Board ~~of Trustees~~
6   recognizes and acknowledges that <u>system colleges and universities</u>~~MnSCU institutions~~ may
7   create or commission the creation of such works on its behalf and <u>incorporates in</u>~~adopts as~~
8   <u>Board</u>~~its~~ policy the traditional commitment to faculty and student ownership in scholarly work.

9   **Part 2. Applicability**. This policy applies to ~~agreements between~~ colleges, universities, the
10   Office of the Chancellor and their respective employees, student employees and students.

11   **Part 3. Definitions**. For the purposes of this policy, the following words and terms shall have the
12   meanings given them:

13   **Subpart A. Agreement**. Agreement when used in this policy means a <u>signed written</u>
14   contract between <u>or among a corporation</u>, business, ~~an~~ individual<u>(s)</u> ~~or individuals~~ and a
15   college<u>,</u> ~~or~~ university <u>or the System,</u> but does not mean a sponsorship agreement or a
16   collective bargaining agreement between the ~~Minnesota State Colleges and Universities~~
17   Board ~~of Trustees~~ and an exclusive bargaining representative.

18   **Subpart B. Collective Bargaining Agreement**. A collective bargaining agreement
19   means a negotiated contract between the ~~Minnesota State Colleges and Universities~~
20   Board ~~of Trustees~~ and a specific bargaining unit.

21   **Subpart C. College or University**. College or university, except where specifically
22   defined otherwise, means a ~~MnSCU~~<u>system</u> college <u>or</u> ~~,~~ university.~~, Office of the~~
23   ~~Chancellor or system~~.

24   **Subpart D. College, University or Office of the Chancellor Resources**. College,
25   university or Office of the Chancellor resources means <u>services and</u> all tangible resources
26   including buildings, equipment, facilities, computers, software, personnel, research
27   assistance, and funding.

Subpart E. Course Outline. The course outline is the document approved by the college or university curriculum committee and shall include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and student learning outcomes. (As referenced in **Board Policy 3.22** Course Syllabi.)

Subpart F. Course Syllabus. The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information ~~which~~ that reflects the creative work of the faculty member. (As referenced in **Board Policy 3.22** Course Syllabi.)

Subpart G. Creator/Inventor. A creator is an individual or group of individuals who invent, author, discover, or are otherwise responsible for the creation of intellectual property. An inventor refers to the creator of an invention that may be patentable.

Subpart H. Employee. An employee is any person employed by the State of Minnesota as defined by Public Employees Labor Relations Act [PELRA].

Subpart I. Faculty. The term "Faculty" refers to full-time and part-time employees performing work in bargaining units 209 and 210 and other employees who teach or conduct research with a level of responsibility and self direction equivalent to that traditionally exercised and enjoyed by instructional unit employees when engaged in similar activities, e.g., the preparation of research articles for peer review journals by Administrative and Service Faculty (ASF) members or graduate students.

Subpart J. Intellectual Property. Intellectual property is any work of authorship, invention, discovery, or other original creation that may be protected by copyright, patent, trademark, or other category of law.

Subpart K. Intellectual Property Rights. Intellectual Property Rights means all the protections afforded the owner or owners of an original work under law, including all rights associated with patent, copyright, and trademark registration.

Subpart L. Jointly Created Work. A jointly created work is one where two or more creators ~~authors~~ contribute to the work and intend that it result in a unified, single work.

Subpart M. ~~MnSCU or MnSCU~~ Minnesota State Colleges and Universities System. ~~MnSCU System, MnSCU, or System is t~~The public higher education system established at **Minnesota Statutes Chapter 136F**. ~~For purposes of this policy, MnSCU~~ The System includes the Board of Trustees, the Office of the Chancellor, the state colleges and universities, and any part or combination thereof.

Subpart N. Office of the Chancellor. Office of the Chancellor means the central administrative office under the direction and supervision of the chancellor and which is part of the Minnesota State Colleges and Universities System.

~~Subpart N. Professional Staff~~. ~~Professional staff includes but is not limited to administrative staff (such as deans, directors, and vice-presidents) and technical staff,~~

1 non-faculty researchers, teaching assistants and others not covered by a collective
2 bargaining agreement.

3 **Subpart O. Sponsor**. A sponsor is a person, <u>private sector company,</u> organization, or
4 governmental entity, other than <u>the System</u> ~~MnSCU~~, that provides funding, equipment, or
5 other support for a college, ~~or~~ university, or <u>the</u> Office of the Chancellor to carry out a
6 specified project in research, training, or public service.

7 **Subpart P. Sponsorship Agreement**. A sponsorship agreement is a written agreement
8 between the sponsor and a college, university, and/or the Office of the Chancellor and
9 may include other parties including the creator of the work.

10 **Subpart Q. Student**. A student is an individual who was or is enrolled in a class or
11 program at any ~~MnSCU~~ <u>system</u> college or university at the time the intellectual property
12 was created.

13 **Subpart R. Student Employee**. A student employee is a student who is paid by any
14 ~~MnSCU~~ <u>system</u> college, university, or <u>the</u> Office of the Chancellor for services
15 performed. Graduate assistants and work-study students are student-employees. <u>For</u>
16 <u>graduate students who teach, see Faculty definition in Subpart I.</u>

17 **Subpart S. Substantial Use of Resources**. Substantial use exists when resources are
18 provided beyond the normal professional, technology, and technical support supplied by
19 the college, university, and/or Office of the Chancellor ~~and extended~~ to an individual or
20 individuals for development of a project or program.

21 **Subpart T. System.** <u>See Minnesota State Colleges and Universities System definition in</u>
22 <u>Part 3. Definitions, Subpart N of this policy.</u>

23 **Subpart U. Works Made for Hire.** <u>Works made for hire means all work done by an</u>
24 <u>employee within the scope of his or her employment or specially commissioned work.</u>

25 **Part 4. Ownership of Intellectual Property Rights.**

26 **Subpart A. Basic Ownership Rights of the Various Types of Creative Works**. The
27 ownership rights to a creation shall be determined generally by the provisions in Subpart
28 A below, but ownership may be modified by an agreement, sponsorship agreement, or
29 other condition described in Subpart B or Subpart C below.

30 1. **Institutional Works**. Intellectual property rights in institutional works belong
31 to the college or university. Institutional works are works made <u>for hire</u> in the
32 course and scope of employment by employees or by any person with the use of
33 college or university resources, unless the resources were available to the public
34 without charge or the creator had paid the requisite fee to utilize the resources.
35 A course outline is an institutional work. <u>A college, university or the Office of</u>
36 <u>the Chancellor may enter into a written agreement with a non-faculty employee</u>
37 <u>granting the employee ownership of a work that the parties agree is of a</u>

scholarly nature as described in Subpart A.2. For the purposes of this policy, Sscholarly works and encoded works are not considered included within the definition of institutional works.

2. **Scholarly Works**. Intellectual property rights in scholarly works belong to the faculty member, or student or professional staff who created the work, unless an agreement, sponsorship agreement, or other condition described in Subpart B or C below provides otherwise. Scholarly works are creations that reflect research, creativity, and/or academic effort. Scholarly works include course syllabi, instructional materials (such as textbooks and course materials), distance learning works, journal articles, research bulletins, lectures, monographs, plays, poems, literary works, works of art (whether pictorial, graphic, sculptural, or other artistic creation), computer software/programs, electronic works, sound recordings, musical compositions, and similar creations.

3. **Encoded Works**. Intellectual property rights in encoded works belong to the faculty member or student who created the work, unless an agreement, sponsorship agreement, or other condition described in Subpart B or C below provides otherwise. Intellectual property rights in encoded works created by a professional staff member belong to the college or university unless an agreement, sponsorship agreement, or other condition described in Subpart B or C below provides otherwise. **Personal Works**. Intellectual property rights in personal works belong to the creator of the work. A personal work is a work created by an employee or student outside his or her scope of employment and without the use of college or university resources other than resources that are available to the public or resources for which the creator has paid the requisite fee to utilize.

4. **Student Works**. a) Intellectual property rights in student works belong to the student who created the work. b) A creative work by a student to meet course requirements using college or university resources for which the student has paid tuition and fees to access courses/programs or using resources available to the public, is the property of the student. c) A work created by a student employee during the course and scope of employment is an institutional work and intellectual property rights to such creation belong to the college or university unless an agreement, sponsorship agreement, or other condition described in Subpart B or C below provides otherwise.

Subpart B. Modification of Basic Ownership Rights. The general provisions for ownership of intellectual property rights set forth in Subpart A may shall be modified by the entering into a signed written agreement as provided in this subpart, following collaborative discussion among the affected parties, or through the substantial use of resources.following provisions if any of these provisions is applicable to the situation.

1. **Sponsorship Agreement**. The ownership of intellectual property rights in a work created under a sponsorship agreement shall be determined by the terms

64

of the sponsorship agreement. If the sponsorship agreement is silent on the issue of ownership of intellectual property rights, ownership will be determined under applicable law.

2. **Collaborative Agreement.~~ons/Partnerships.~~** A college, university or the System~~MnSCU~~ ~~and/or its colleges, universities~~ may participate in projects with persons, corporations, ~~organizations~~ and businesses to meet identified student, citizen, community and industry needs. Ownership rights pursuant to any collaboration ~~or partnership~~ shall be addressed pursuant to this policy.

~~3.~~ ~~**Equity Distributions**. In any instance in which MnSCU and/or its colleges or universities execute an agreement with an individual, corporation or other entity for economic gain using intellectual property owned by the colleges or university, the colleges or university is entitled to receive an equity distribution. The proceeds of the equity distribution shall be shared among the creators of the work as determined by this policy.~~

~~4.~~3.**Special~~ly~~ Commissioned Work Agreements**. Intellectual property rights to a work specially ordered or commissioned by the college or university from a faculty member~~, professional staff,~~ or other employee, and identified by the college or university, as a specially commissioned work at the time the work was commissioned, is a work made for hire and shall belong to the college or university. The college or university, and the employee shall enter into a written agreement for creation of the specially commissioned work.

~~5.~~4.**Substantial Use of ~~Substantial~~ Resources**. In the event a college~~,~~ or university or the Office of the Chancellor provides substantial resources to a faculty member ~~or professional staff member~~ for creation of a work that is ~~and the work was~~ not an institutional work created under a sponsorship agreement, individual agreement, or special commission, the college~~,~~ or university, and/or the Office of the Chancellor and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made. ~~Substantial circumstances exist when resources provided are beyond the normal support services extended individuals for development of work products.~~ Use of resources is considered substantial when the additional support received is beyond the normal support level made available by a college, university and/or the Office of the Chancellor to the individual in his or her position.

~~6.~~ ~~**Certain Encoded Works**. In the event a college or university hires a professional staff person to develop software or other encoded works, in the works. the encoded works created by such person shall be considered institutional works for which the college or university maintains ownership of the intellectual property rights.~~

Subpart C. Other ownership factors.

1. **Collective Bargaining Agreement**. In the event the provisions of this Policy and the provisions of any effective collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

2. **Jointly Created Works**. Ownership of jointly created works shall be determined by separately assessing which of the above categories applies to each creator, respectively. Jointly created works involving the ~~work and~~ contributions of students and/or student employees must be assessed considering this and other relevant categories of ownership rights as set forth above.

3. **Sabbatical Works.** Intellectual property created during a sabbatical is defined as a scholarly work. Typical sabbatical plans do not require the use of substantial college/university resources as defined in Part 2. Subpart S. of this policy. If the work created as part of an approved sabbatical plan requires resources beyond those normal for a sabbatical, the parties may enter into one of the applicable arrangements as set forth in Part 4. Subparts B. and C. of this policy.

4. **System, College or University Name.** Intellectual property rights ~~arising from~~associated with the ~~MnSCU~~System's identity, the identities of its colleges and universities, logos, and other indices of identity belong to the respective entity. Such rights may be licensed pursuant to reasonable terms and conditions approved by the Chancellor, presidents or their designees, respectively. System ~~MnSCU~~ employees may identify themselves with such title of their position as is usual and customary in the academic community; but any user of ~~MnSCU~~the System's or ~~its~~ a college's ~~and~~or university~~ie~~'s~~'~~ name, logo, or indicia of identity shall take reasonable steps to avoid any confusing, misleading, or false impression of particular sponsorship or endorsement by the System~~MnSCU~~, its colleges~~,~~ or universities. When necessary, specific disclaimers shall be included.

5. **Works Owned Jointly by Colleges, Universities and the System.** Colleges, universities and system ownership interests in jointly owned intellectual property shall be determined by the relative contributions made by each contributor - unless otherwise provided in a written agreement. The ownership interests may be expressed in percentages of ownership or an unbundling of the rights associated with the work, whatever the parties agree to. This paragraph applies only to allocation of ownership interests among a college, university or the System. The ownership of any other joint owner shall be determined in accordance with applicable policy, collective bargaining agreement, or personnel plan provisions, or as negotiated among the parties.

6. **Equitable~~y~~ Distributions.** In any instance in which the System and/or its colleges or universities execute an agreement with an individual, corporation, business or other entity for economic gain using intellectual property in which

the colleges, universities, or the System has an ownership interest, the colleges, universities or the System shall receive an equitable distribution. The proceeds of the equitable distribution shall be shared among the creators of the work as determined by agreement in accordance with this policy.

Part 5. Coordination Function.

    Subpart A. Appointment of cCoordinator. The president or Chancellor, or his/her designee at each college, university, or Office of the Chancellor shall appoint an employee to be the local Intellectual Property Coordinator. The coordinator has responsibility to administer provisions of this policy to include dissemination of the college or university's procedures regarding implementation of **Board Policy 3.26** Intellectual Property and **Board Policy 3.27** CopyrightsReproduction and Use of Copyrighted Materials and any related procedures.

    Subpart B. Record-Kkeeping. Each college and university shall establish a record-keeping system to monitor the development and use of its intellectual property. Any questions relating to the applicability of this policy should be directed to the Intellectual Property Coordinator.

    Subpart C. Conflicts of Iinterest and Eethics. MnSCU System employees are responsible for adhering to all legal and ethical requirements in accordance with State law, Board Policy and system procedure.

Part 6. Preservation of Intellectual Property Rights.

    Subpart A. Protection of Rights. The A college, or university of the Office of the Chancellor shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the college or university is when it is athe sole or joint owner of the intellectual property rights. The A college, or university or the Office of the Chancellor may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which the college, or university or the Office of the Chancellor maintains intellectual property rights.

    Subpart B. Payment of Costs. The A college, or university or the Office of the Chancellor may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which the college, or university or the Office of the Chancellor exclusively owns or jointly owns the intellectual property rights. If athe college, or university or the Office of the Chancellor has intellectual property rights in a jointly owned work, the college, or university or the Office of the Chancellor may enter into an agreement with joint owners relating to the payment of such costs.

Part 7. Commercialization of Intellectual Property.

    Subpart A. Right of Commercialization. The college, or university or the Office of the Chancellor that owns or has shared intellectual property rights to a work may commercialize the work using its own resources or may enter into agreements with others

to commercialize the work as authorized by law. Upon request of a creator who retains intellectual property rights in a work, the college, ~~or~~ university or the Office of the Chancellor shall advise the creator of progress in commercializing the work.

Subpart B. Sharing of Proceeds. An employee who creates a work and retains an intellectual property interest in such work in which the college, ~~or~~ university or Office of the Chancellor maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable collective bargaining agreements, individual agreements, and applicable laws. All expenses incurred by the college or university in protecting and promoting the work, including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the college, ~~or~~ university or the Office of the Chancellor before the creator is entitled to share in the proceeds.

If a college, university or the Office of the Chancellor decides not to pursue patent or copyright protection in a jointly owned work and the creator/inventor decides to pursue such protection, all expenses incurred by the creator/inventor in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the creator/inventor before the college, university or the Office of the Chancellor is entitled to share in the proceeds.

Net proceeds generated from the commercialization of works owned jointly by colleges, universities or the Office of the Chancellor (not creators/inventors) will be distributed in accord with the terms of a written agreement, or absent an agreement, in amounts equal to the relative contributions made by the colleges, universities or the Office of the Chancellor.

Subpart C. Intellectual Property Account. Each college, university, ~~or~~and the Office of the Chancellor shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The President/Chancellor (or designee) may use the account to reimburse expenses related to creating or preserving the intellectual property rights of the college, university, or Office of the Chancellor ~~intellectual property rights~~ or for any other purpose authorized by law and ~~MnSCU~~Board policy, including the development of intellectual property.

Subpart D. Trademarks. Income earned from the licensing of college, ~~and~~ university or System trademarks and logos is not subject to the requirements of Subpart C~~.~~ for distribution of funds.

Part 8. Assignment of Rights.

Subpart A. College, ~~or~~ University or Office of the Chancellor Assignment. ~~If it is in the best interest of the college or university, the~~ A college, ~~or~~ university or the Office of the Chancellor may assign all or a portion of its rights in a work to the creator, corporation, business or to any other person in accordance with the law and when in the best interests of the college, university or the System. As a condition of the assignment,

the college, ~~or~~ university or the Office of the ~~C~~hancellor, may preserve rights, such as a royalty-free, perpetual, irrevocable, non-exclusive license to use and copy the work in accordance with the preservation and the right to share in any proceeds from commercialization of the work.

Subpart B. Creator Assignment. Any person may agree to assign some or all of his or her intellectual property rights to the college, university or ~~s~~System. The creator may preserve any rights available to the creator as part of the assignment.

Subpart C. Assignment in Writing. Any assignment of intellectual property rights shall be in writing and signed by the assignor and assignee.

Part 9. Dispute Resolution Process. The Office of the Chancellor may develop procedures to resolve disputes relating to this policy.

Part 10. Notification of Policy. The Intellectual Property Coordinator at each college, university, and the Office of the Chancellor shall provide a copy of this Intellectual Property Policy and any other forms developed to implement this Policy to persons upon request. The college, university, or Office of the Chancellor shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Policy.

Related Documents: Policy 3.22 Course Syllabi
Procedure 3.26.1 Patent Inquiry Process
Policy 3.27 Copyrights
Procedure 3.27.1 Copyright Clearance
Minnesota State Statute 136F
Minnesota State Statute 16B.483

Date of Implementation: 1/01/03
Date of Adoption: 6/19/02
Date and Subject of Revision:

POLICY CONTENT FORMAT
Single underlining represents proposed new language
Strikeouts represent existing language proposed to be eliminated.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 15, 2010

Agenda Item: Follow-up to OLA Evaluation of System Office

☐ Proposed Policy Change	☐ Approvals Required by Policy	☐ Other Approvals	☐ Monitoring

X	Information

Cite Policy Requirement, or explain why item is on the Board Agenda
The Chair of the Board of Trustees requested that each Committee review Office of the Legislative Auditor (OLA) areas of concern under their purview.

Scheduled Presenters:
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Background Information:
➢ The evaluation was requested by the Chancellor and the Board of Trustees Chair, and it was authorized by the Legislative Audit Commission.

➢ The OLA report was presented to the Board of Trustees Audit Committee and a subsequent memo from Board Chair David Olson charged each committee with a review and possible actions in the respective areas of concern, six of which are under the purview of this committee:

1) System-wide academic planning and curriculum development;
2) Approvals of campus proposals to begin, revise, or close programs;
3) Faculty professional development;
4) Impact and cost-effectiveness of online instruction;
5) Oversight of customized training and continuing education; and
6) Oversight of specialized training in firefighting and emergency medical services.

➢ The June meeting will include a review of actions steps in the six areas of concern as discussed at the April and May meetings of this committee.

BACKGROUND
The Academic and Student Affairs work plan for responding to the OLA evaluation includes the following topics for consideration at the June meeting:

- Actions to address the issues in the OLA report

- Implications for FY11 ASA Committee and Division Work Plans

The OLA evaluation of the system office as presented to the Board of Trustees led to identification of six areas of concern under the purview of the ASA Committee of the Board of Trustees. The ASA Committee reviewed key findings, contextual information, and proposed action steps for the six areas as part of the April and May meetings. The June meeting of the Committee will include a review of the following action steps for the six areas of concern.

 Areas of Concern
The Academic and Student Affairs Division is taking steps in each area identified by the Office of the Legislative Auditor to:
1. Review existing budget allocations and staffing;
2. Evaluate current and future work plans to ensure that essential core functions are preeminent in the utilization of staff and that non-core activities are evaluated in light of budget considerations for FY 12 and FY 13;
3. Consider reorganizing service areas that do not require system-level oversight, including providing services through one of the system's institutions;
4. Use technology to create efficiencies in service delivery; and
5. Develop performance measures.

The results of the activities described in the following outline will also support a progress report to the Legislative Audit Commission in January 2011.

1. **Impact and cost-effectiveness of online instruction**

Primary Finding - "A majority of MnSCU presidents are satisfied with the system office's activities supporting online education, but the overall impact of Minnesota Online has not yet been systematically assessed." (p. 63)

Action Steps -
- Evaluate the cost of online delivery to students (spring 2010);
- Use Quality Matters (or a comparable rubric) when developing courses (current/ongoing);
- Provide resources to institutions to support Quality Matters (current/ongoing);
- Support the cost of training on applying the Quality Matters Rubric and Peer Review Certification for up to 10 faculty and/or staff (current);
- Implement student support services in *StudentsFirst* (partial completion by June 2011);
- Provide ongoing training to staff for serving online students (spring 2010);
- Develop set of performance measures and dashboard (2010).

2. **Oversight of customized training and continuing education**

Primary Finding - "The system office plays a limited role in oversight of customized training, and many institution presidents question the value of this system-level oversight." (p. 65)

Action Steps -
- Transition oversight to a new Business & Industry Outreach Council comprised of college and university customized training and continuing education administrators, a president, a community member and Office of the Chancellor staff (January 2010, on-going);
- Secure a system-level agreement for online registration and payment for customized training and continuing education as recommended in the report (June 2010);
- Fund innovative projects that serve industry employers and incumbent workers (2008-09 funding awarded, 2010 funding commences in fall 2010);
- Complete a new performance measures report for customized training and continuing education that supports Fund 120 allocation expectations and provides information to the Allocation Framework Technical Advisory Committee (August 2010 and on-going).

3. **Oversight of specialized training in firefighting and emergency medical services**

Primary Finding - "The Fire/EMS Center is a less essential part of the MnSCU system office than it once was, and the need for specialized oversight of firefighting and EMS training by the

system office is unclear." (p. 69)

Action Steps -

The Fire/EMS/Safety Center is re-positioning its activities to focus on its system-level oversight role in safety and all-hazards training and compliance for the system's colleges and universities statewide.   Toward this end, the following action steps are in process:

- Evaluation of the Center's role in fire and EMS training will be reviewed through three focus group sessions (June 2010);
- Consideration of transition of the Center from Academic and Student Affairs Division to Finance Division in the Office of the Chancellor (June 2010);
- Realignment of staff and budget based on the preceding evaluations (July 2010).

4.   System-wide academic planning and curriculum development

5.   Approvals of campus proposals to begin, revise, or close programs

Primary Findings –

"The MnSCU system office has usually conducted reviews of new program proposals in a reasonable amount of time." (p. 59)

"Many campus officials have not been satisfied with the ASA Division's efforts to foster ideas for new academic programs and reduce program duplication among campuses." (p. 60)

Action Steps -

- Reduce time to approval through technological process improvements for program application submission and review and system wide management of program inventory data (winter 2011);
- Develop guidelines and provide data to support institution, region, and statewide program management decisions (June 2011);
- Develop state-wide and regional processes so that program closure decisions lead to more efficient operations while continuing to ensure access and responsiveness (winter 2011);

6.   Faculty professional development

Primary Finding – "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." (p. 61)

Action Steps -

- Create a highly focused work plan of system-office faculty development for 2011-15 to ensure system priorities are productively addressed in the area of student learning outcomes and key teaching strategies and methods to improve them;

- Obtain current opinions of faculty, deans and chief academic officers regarding need for CTL programs and services;
- Conduct regular needs assessment on campus faculty development to identify specific strengths and weaknesses. Identify methods to achieve greater efficiency, stability and consistency in campus-based faculty professional development. Encourage increases in inter-institutional, possibly regional, faculty development programs.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 15, 2010

Agenda Item: Academic and Student Affairs Division Annual Performance Report

| ☐ | Proposed Policy Change | ☐ | Approvals Required by Policy | ☐ | Other Approvals | ☒ | Monitoring |

☐ Information

Cite Policy Requirement, or explain why item is on the Board Agenda
The Office of the Legislative Auditor recommended that the Board of Trustees improve its oversight of the Office of the Chancellor performance. Information is being provided to all committees for the corresponding division for which they have oversight.

Scheduled Presenters:
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Background Information:
The Executive Committee of the Board of Trustees reviewed a performance reporting template for reporting on budget and staffing, system functions, previous year accomplishments, and upcoming division activities. The following represents the performance report for the Academic and Student Affairs division.

I. Multi-year Financial and Personnel Data

Cost Category / Financing	2008-09 Biennium		2010-11 Biennium	
	2008 Actual	2009 Actual	2010 Estimate	2011 Projected
Salaries & Benefits	$8,848,058	$9,090,444	$8,850,189	$9,210,044
Consulting Contracts	3,064,581	3,579,831	3,601,149	3,600,000
Other Administrative Costs	12,610,807	10,440,599	8,238,639	5,396,403
Total Administrative Costs	$24,523,446	$23,110,874	$20,689,978	$18,206,446
Less: External Funding (1)	12,533,160	12,048,736	9,739,386	9,826,918
General Fund Financed Costs	$11,990,286	$11,062,138	$10,950,591	$8,379,529
Distribution of General Fund Activities				
Direct Services to Colleges/Universities	$7,439,703	$6,390,481	$6,570,355	$5,027,717
Systemwide Services	4,550,583	4,671,657	4,380,237	3,351,811
Division Employee FTE	97.87	93.42	91.40	

(1) Includes grants (Perkins, other federal, state and private sources) and partnerships funded at least in part by other agencies/entities; enterprise activities

II. Explain the structural distribution between the functional duties performed by the division and similar activities performed by the colleges and universities.

Academic and Student Affairs Functions	College and University Functions
Leadership and Operations	
Presidential evaluation: Senior vice chancellor works, in consultation with chancellor and vice chancellor for human resources, to assess presidents in the implementation of the academic and student affairs mission through policy compliance, supporting and implementing strategic system initiatives.	N/A
Policy leadership: Senior vice chancellor leads in providing research, developing and sustaining national leadership networks, and consults and serves as the primary architect for the current and future system academic and student affairs policy direction; these recommendations inform the Board of Trustees/chancellor strategic plans and actions plans.	Campus presidents generally advocate for their campuses. Often, the presidents can and will volunteer to support system positions.

Policy development: The senior vice chancellor's unit identifies and approves all academic and student affairs policies using Policy Development Process and approving taskforce/committee membership and charges; gaining/advocating with statewide union leadership.	Campus presidents/campus leadership are included and consulted in the development of policy/procedures as part of the overall process – advocate/recommend specific policy revisions; the senior vice chancellor makes final recommendations to Board of Trustees/chancellor for policy/procedure respectively.
Liaison to national organizations: Senior vice chancellor serves as the systemwide leader in shaping/developing and articulating the academic and student affairs vision and mission for the Minnesota State Colleges and Universities system at state, federal and international levels as circumstances require/permit.	N/A
Liaison to federal/state Legislature: Senior vice chancellor's unit supports the system's Government Relations division in advocating and supporting the annual and biennial budget work plan activities, developing/revising proposed legislation, deploying ASA staff to support legislative proposals and updating legislators and legislative staff on key academic and student affairs legislation/policies/procedures.	Campuses are often called upon to assist in advocating for the system's academic and student affairs legislative agenda.
System and division operations: Senior vice chancellor serves as key resource in working with organization leadership in assessing/deciding on key operations issues including systemwide budget strategies, staffing, etc. Senior vice chancellor's unit provides ongoing oversight on ASA division operations functions (budgets, staffing/personnel, travel, etc.)	Campuses may assist in providing additional information relating to system operations including budget process; they do not make final decisions.
Leadership/professional development opportunities: The senior vice chancellor's unit is responsible for providing leadership/networking opportunities for college/university academic and student affairs leadership to include convening to network and discuss key policies, procedures, strategic initiatives including providing opportunities to share "best/good" practices.	Campus leaders may inform ASA leadership activities/meetings through planning processes.
System constituent services: The senior vice chancellor's division provides constituent services in support of Chancellor's Office/Board of Trustees, etc., which primarily relate to seeking	Campus leaders conduct similar services but at the campus level; campus activities may inform system level resolutions/response but cannot replace system responsibilities.

and resolving issues raised by faculty, students, business/industry, legislators/legislative staff and members of the general public.	
Learning Technology & Programmatic Innovation	
Libraries & MnSCU/PALS: Oversee the administration of one electronic library management system serving all 32 institutions, state libraries and other academic libraries. Administer legislatively required textbook pilots.	Provide library services to patrons.
Credentialing: Develop and revise the system's minimum hiring qualifications for college faculty as specified in Board of Trustees Policy 3.32, staff the Joint Committee on Credential Fields as required by the MSCF labor contract, and function in collaboration with Human Resources and Labor Relations in resolving issues related to credentialing of two-year college faculty.	
MnOnline: Develop policies and procedures for effective system of online courses, coordinate and market the online courses, programs and services in the system.	Create and teach online courses.
International education: Represent system with various international groups; periodically gather information about international programs on campuses.	Provide international and global experiences for students and faculty.
Intellectual property: Develop policies and provide training throughout the system on intellectual property.	Administer intellectual property policy.
Regional Accreditation-Serve as liaison to Higher Learning Commission for Office of Chancellor.	Meet HLC criteria and standards, conduct self studies and prepare for visits.
Graduate education: Develop policies, convene graduate deans and encourage development of joint applied doctorates.	Develop and teach graduate courses and programs.
Professional development/Center for Teaching and Learning: Provide leadership for state and regional faculty development opportunities in areas that support the strategic plan.	Provide local faculty and staff development opportunities.
Program collaboration: Works to facilitate/coordinate more collaborative approaches to the development of new/changed program needs among system colleges/universities e.g. Doctorate of Nursing Practices, Broad Field	Campuses work to build and/or align programs, recognizing that faculty play a key role in developing programs and courses.

Health Sciences, etc.	
Program review & approval: Approve all new programs, program changes and closures. Conduct regional reviews of critical program areas. Maintain the official inventory of programs used by other government units.	Develop and propose new or revised academic programs.
Strategic Partnerships	
Continuing education/ customized training: - Establish and seek agreement to performance measures across continuing education/customized training programming. Implement and manage the Lumens online software interface. Implement a Business and Industry Council to advise on best practices. - Provide funds to encourage innovation in programs and delivery, including management of an online registration and payment system.	Aggregate employer and workforce development data by institution. Provide institutional funds to the commonly held contract.
Farm and small business management: - Advocate for and coordinate the delivery of education for farmers and small businesses. - Implement the 2010 FBM Task Force recommendations, and seek efficiencies in delivery of programming. Maximize use of farm business management legacy data.	Provide farm and small business management training.
Strategic partnerships/other: - Manage system data collection relative to American Recovery and Reinvestment Act training initiatives,and competitive projects. - Manage regionwide, statewide or industrywide proposals to federal agencies and private foundations as they relate to training and workforce development. - Coordinate the Centers of Excellence to ensure board and legislative outcomes are met. Manage the external evaluation of the centers. - Manage and coordinate a U.S. Department of Labor multicampus grant project in renewable energy. - Represent system interests in the Minnesota Job Skills Partnership Program and Workforce Investment Act (WIA) program certification	Develop and report on outreach to dislocated workers. Participate in systemwide ARRA initiatives, report on awards from regional Workforce Investment Boards. Report on federal community-based job training grants. Lead and participate in the work of the Centers of Excellence. Offer course work as agreed upon by the consortium. Work with local companies to submit proposals. Seek WIA certification for short term training offerings.
Strategic Partnerships/Workforce	

Federal Perkins Grant: - Serve as state entity to receive $22 million annually; administer and evaluate the funds per the federal mandate. - Develop career and technical education programs and paths of study across secondary and postsecondary sectors.	Participate in one of 26 consortia with secondary and industry partners. Partner with local school districts to develop coordinated course work in a program of study.
Career Services: In keeping with new board policies regarding providing better market and career information to prospective students, make online career-related tools (including ISEEK and MnCareers magazine) the preeminent resources for the system.	Familiarize admissions and career counseling staff with the depth of these resources and their regional equivalents.
Fire/EMS/SafetyTraining: -Oversee 12 fire and 17 emergency management programs statewide to ensure compliance with federal and state standards. - Manage nine train-the-trainer courses. - Provide training oversight and services to 3,000 first aid/CPR instructors statewide.	Implement changes as promulgated regarding campus safety, fire safety, emergency medical services, hazardous waste management, etc.
iSEEK: Lead multi-organization collaborative that provides online program and career information for students, employees and employers.	Market Minnesota-based, career, licensure and professional development resources to prospective and current students.
CareerOne Stop: With DEED, lead a national initiative designed to provide career information for displaced and dislocated workers, veterans and others seeking employment.	Market this federal resource to faculty, students and community partners.
Research, Planning and Effectiveness	
Education policy research & evaluation: Provide data and analysis on policy topics of interest i.e. transfer, access, opportunity and success.	Provide raw data.
Institutional/system research/reporting Gather, reconcile and report student and other data to Federal [IPEDS and WIA] and state [OHE] entities as required by law.	Provide raw data.
Ad hoc data requests: Respond to requests from media, legislators, other Office of the Chancellor staff.	No action required.
Dashboard development: Create and maintain a series of online datasets that users can drill down for additional information.	Use dashboards.

Strategic and academic planning: Staff board strategic planning, planning facilitation and assistance for institutions and groups conducting regional academic planning.	Develop campus academic and strategic plans aligned with system plans.
Annual work plan development: Coordinate development of the system work plan; review and comment on institutional work plans.	Develop institutional work plans aligned with the system work plan.
P-16 collaboration: State policy development; monitor legislative committees, PSEO.	Work with P-12 schools and staff.
Teacher education: Monitor federal and legislative committees and Board of Teaching.	Provide teacher education programs approved by the Board of Teaching.
Action Analytics: Conceptualize and create a Student Success System, select and analyze a series of early indicators of success; create data systems for analysis by various users.	
Accountability: Develop and update the Board Accountability Dashboard; track and monitor the board-approved system and institutional targets.	Meet institutional targets and goals.
Student Affairs	
DARS/u.Select: Ensure availability of technology, provide training, monitor input of courses, provide technical assistance to campuses.	Input new or changed course data into the system. Determine course equivalencies.
Financial aid: Provide technical assistance to campuses, monitor compliance with Title IV regulations, work with IT to support ISRS developments, help to resolve audit issues, represent system at legislative hearings.	Determine eligibility for financial aid and award aid.
Student disabilities: Oversee the distribution of hearing interpreter funds, provide assistance in resolution of ADA problems.	Provide accommodations for students with disabilities.
Student life: Provide liaison with statewide student associations, ensure compliance with policies, especially policy on student consultation, help to resolve campus problems relating to student life.	Implement Student Life Policy.
Student services: Provide support for all campus student services functions, including admissions, registration, counseling and advising, TRiO programs. Work with IT to ensure that ISRS can handle the needs of campus staff, provide training and technical assistance as needed to comply with federal and state regulations, develop policies and monitor compliance with policies.	Implement student services functions, including admissions, registration, counseling and advising.

Transfer: Develop policies, monitor MnTransfer curriculum, provide training for campus transfer staff, handle student appeals, ensure campus compliance with transfer policies.	Comply with policies relating to transfer, provide information on transfer to students, conduct transfer evaluations for students, and award transfer credit as appropriate.
Developmental education: Develop policy related to assessment for course placement and monitor compliance with policy. Ensure that course placement scores are appropriate. Manage statewide contract for use of assessment instrument.	Conduct assessments of students for appropriate course placement, provide instruction.
Veterans Services Support work of on-campus veteran service centers. Manage congressional earmark funding for development of veterans services, including technology-based credit for military experience, learning portfolio, and life/educational planning. Work with state National Guard to provide reintegration services for veterans returning from overseas deployment.	Provide on-campus services for veterans, including outreach, orientation, and counseling. Serve as advocates for veterans encountering difficulty.

III.   **Cite any recent or planned redistribution of costs or personnel between this division and college/universities for this functional area.**

The Academic and Student Affairs division will act on this area as part of FY11 activities related to reorganization, budget, and staffing decisions. The assessment and corresponding decisions will be informed by the findings in the OLA report and the recommendations of the Structural Review Advisory Committee in consideration of core functions for the system office and colleges and universities.

IV.   **Cite performance metrics and major accomplishments from the past year (tie to prior year division/committee work plan, if possible).**

The following represents selected initiatives and outcomes of the ASA Division based primarily in the senior vice chancellor's five major goals and underlying objectives prepared at the beginning of FY10 with a goal area related to the Office of the Legislative Auditor evaluation of the system office added in March 2010.

1. Serving the Underserved Initiative

   Access and opportunity allocations and centers
   - Report on college and university Access, Opportunity and Success project recruitment and retention outcomes to the Board of Trustees
     Progress: Update on FY10 outcomes

- The fall-to-fall persistence and completion rate for underrepresented students increased from 70.6 percent in fall 2007 to 72.8 percent in fall 2009. This increase represents 75.9 percent progress toward the 2014 target of a 73.5 percent persistence and completion rate.
- Fall semester credit headcount of underrepresented students increased by 15,242 students or 18.6 percent from 82,082 in fall 2008 to 97,324 in fall 2009, compared to a 6.6 percent increase in total credit. Headcount. (Underrepresented students include Pell eligible, first generation, and students of color).

- Identify the more effective practices based on college/university experience(s).
  Progress: Effective practices identified. Learning communities and supplemental instruction appear to be highly effective, along with intrusive advising.

Early Indicators of Success Initiative
- Identify indicators as part of NASH eight system project
  Progress: Completed calculation of six leading indicators for a cohort of college and university students and conducted research to identify which are statistically significant predictors of graduation and/or transfer for various student populations.

- Share results of our system analysis with peers.
  Progress: Presented the results of research at NASH Leading Indicators Meeting (March), System Planning Advisory Committee (May), CAO/CSAO and Deans Meeting (May), and Association for Institutional Research (AIR) Forum (May)

2. Students First

Continue to cosponsor the Students First work, monitor for satisfactory progress and support ongoing communications across constituencies.
- Systemwide Single Search Planning Process: FY10
  Progress: This project is on schedule. Completion by July 2011 as originally envisioned.

- Single Registration Planning Process: FY10
  Progress: This project is on schedule. Policy issues have been identified and draft proposals submitted. Business requirements are under development.

- Systemwide Single Application Process: FY10
  Progress: This project is on schedule. Policy issues have been identified and draft proposals submitted. Business requirements are under development.

3. Leadership Development for Higher Education Futures

    - Members of the Academic and Student Affairs Division, in collaboration with Vice Chancellor Lori Lamb, worked to assess and restructure presidential work plans to better align system and institutional planning used in the presidential evaluation process with the intention to better inform individual leadership development goals/objectives.
    Progress: The FY10 presidential evaluation process is refined to elevate presidential leadership and performance to complement the current focus on institutional performance in the target setting process. This will support revisions to the framework for presidential evaluations in FY11.

    - Coordinate Chief Academic and Student Affairs Officers, College and University Dean's Meeting, October 2009
    Progress: This meeting was attended by over 220 campus chief academic and student affairs officers and college and university deans and CTL faculty leaders. It is a professional development opportunity with national and system presenters on topics including "Improving Learning: Assessment and Organization Redesign" and "Tuning USA is Just the Beginning."

    - Coordinate systemwide Workshop on Learner Outcomes, February 2010
    Progress: The college and university Chief Academic Officers convened to focus on "learning outcomes." Several campus teams shared best practices in core outcomes, early alert systems, career pathways, and technical skills assessments. Because of the strong campus response, planning is underway for a fall institute.

    - Coordinate Academic and Student Affairs Administrator's Orientation, February 2010
    Progress: This annual event convened 45 new campus leaders for orientation to the system and their positions.

    - Coordinate Chief Academic and Student Affairs Officers, College and University Dean's Meeting, May 2010
    Progress: The theme for this year's meeting was "Innovations and Best Practices During Difficult Times." Plenary presentations and discussions included "The Itasca Project Growth Initiative," by Kathy Schmidlkofer, vice president, General Mills; "Students First; What's Coming," by John O'Brien, director; and, "Reimagining Higher Education: Innovating in Challenging Times," by Senior Vice Chancellor Linda Baer.

    - Academic and Student Affairs Annual Awards

Progress: the Academic and Student Affairs Division presented the annual awards to honor outstanding administrators and recognize excellence and innovation in Academic and Student Affairs programming. Nominations are solicited from all of our institutions and reviewed by a panel of institutional Academic and Student Affairs administrators. This year, there were 11 award recipients in excellence in curriculum, innovative partnering, student affairs innovation, and outstanding administrators.

4. Innovating in times of scarcity

- Staff the Board of Trustees Ad Hoc Committee for system planning
  Progress: The system strategic plan revisions were reviewed by the Board of Trustees at the April and May meetings and are expected to be finalized at the June meeting.

- Action Analytics: Received a $330,000 grant from the Bill & Melinda Gates Foundation to establish and lead a national agenda for action analytics. Cosponsor Analytics Symposium with Capella University Sept. 21, 2009
  Progress: Completed very successful inaugural symposium that included over 20 national leaders in the use of analytics and many other participants, including a keynote address by Undersecretary of Education Martha Kanter.

- Action Analytics: Co-Sponsor Analytics Symposium 2 with Capella University May 6 and 7, 2010
  Progress: System was awarded a Gates Foundation grant to develop an action analytics community of practice. Completed very successful symposium that included over 50 national leaders in the use of analytics and many other participants, including a keynote addresses by Doug Lederman, editor of Inside HigherEd, and Dennis Jones, president of the National Center for Higher Education Management Systems.

- Update and complete nine of the 10 "dials" on the Board Accountability Dashboard
  Progress:
    - Received national attention and media coverage on the innovative dashboard
    - Updates to current dashboard measures were done in March 2010.
    - Student engagement measure was added to the dashboard in March 2010.
    - A proposal for revisions in the Accountability Dashboard was discussed by the Board of Trustees at its May 2010 meeting.
    - Work is underway to implement revisions on the composite financial index and a transfer measure; the innovation measure will become a qualitative

indicator; and a high-quality learning presentation was made to the Board of Trustees at July 2010 meeting.

- Update and complete drill-down dashboards for public and institutional use: Progress:
  – Internal Enrollment Dashboard launched in January 2010.
  – External Enrollment Dashboard launched in June 2010.
  – Persistence/Completion Dashboard being tested in June 2010.
  – Enhanced Enrollment Dashboard awaiting additional work from IT.
  – Online Dashboard business requirements complete in June 2010.

- Analytics Web Portal: A self-service reporting website that provides an interface for business users to quickly locate, run, and distribute key reports in multiple formats Evaluation, strategy development and funding of the most efficient and effective models for serving key Minnesota industries.
  Progress: Web Portal developed and beta test underway in June 2010.

- Centers of Excellence: External evaluation and funding recommendations
  Progress: The evaluation report from Wilder Research and staff recommendation for ongoing funding and evaluation were presented to the Board of Trustees in April, leading to a statement of support from the board for ongoing funding. A subsequent memo to center presidents outlined ongoing funding levels for FY11 and expectations for a performance-based evaluation and funding approach for FY12.

- Nursing: Complete a study by June 30, 2010, that looks at the employment demand for nurses in the next five years at different education levels
  Progress: This effort was originally to have been completed in April 2010 but was delayed because of other pressing Customized Training/Continuing Education related issues. Survey will be completed in July 2010.

- Scaling of innovations: As part of ongoing efforts to leverage, integrate and gain efficiencies in systemwide innovative strategies, the senior vice chancellor will assess/scale several of these given budget limitations, including GPS LifePlan strategies.
  Current Status: Expanded use of GPS Lifeplan in the system to five colleges
  Current assessment of the scaling/marketing and commercialization with external partners; currently partnering with OOC Information Technology Services to assess/develop a draft "new business model" allowing us to assess the viability of new/innovative business strategies (Project Consultant – Venturequest). ASA is

using efolioMinnesota and eFolioWorld as pilot in assessing and informing this strategy.

5. Partnerships and collaborations with K-12, higher education providers, workforce and communities will be the environment of future success.

- P-20 Council and other partnerships with the Minnesota Department of Education and local school districts have resulted in
    - Leadership with the Minnesota Association of School Administrators in developing a rural P-14 agenda to better coordinate and use limited resources to meet education needs in rural areas.
    - Development of governance and data sharing agreement to support Statewide Longitudinal Data System

    Progress: Data sharing agreement completed December 2009. Proposed governance structure is under consideration by P-20 Council.

- Continue implementation of strategies that extend the   's outreach to business and industry
    - 1-800 telephone assistance
    - Integrated Web pages for online and customized training
    - Enhanced search and matching capabilities to meet employers' needs for training incumbent workers

    Progress: Completed 1-800 telephone assistance, which requires re-evaluation based on volume of services. Other items in progress include new Web pages and "matching capabilities" Re-evaluating role of Office of the Chancellor in light of OLA report and work with new Business and Industry Outreach Council established in January 2010.

- Fast Trac: Apply for Phase 2 Funding from Joyce Foundation to expand/continue to project goals
    Progress: The Joyce Foundation awarded Minnesota a $450,000 grant to implement FastTRAC through 2012. FastTRAC partners leveraged agency and ARRA funds to continue piloting aspects of the FastTRAC mode; cross-agency teams will recommend guidelines for FastTRAC programs; a data analysis plan will support tracking of learners/workers across education and work force services.

- American Recovery and Reinvestment Act: Maximize our institutions' and system's participation in ARRA in areas influencing training and retraining of dislocated workers, and in competitive grant areas of the U.S. Department of Labor and other federal agencies.
    Progress: A sample of accomplishments include:

- Coordinated and reported on grant applications across the system
- Conducted site visits with campus administrators to identify and present best practices in service to dislocated workers to statewide groups
- Designed and lead a planning process for a systemwide federal grant application to Department of Commerce for Public Computer Centers

- Career and technical education: Successfully integrate Perkins program into system efforts and champion career and technical education statewide:
  Progress: A sample of accomplishments include:
  - Development of a Program Advisory Committee Handbook that includes guidelines for effective program advisory committee work.
  - Continued development of Programs of Study/Career Pathways from high school to college (59 of possible 81 career pathways addressed).
  - Began work on Adult Pathway Programs of Study for adult learners.

6. Follow-up to OLA evaluation of the System Office that are under the purview of Academic and Student Affairs.

- Support for the ASA Committee of the Board of Trustees discussion and actions related to seven areas of concern

- Identification of ASA Division outcomes and measures to inform Board of Trustees oversight of system office activities.

- Development of FY11 unit budgets and work plans to address agreed upon critical areas of response.
  Progress: The ASA division provided context for Board ASA Committee review of the six areas of concern under its purview. An action plan will be presented to the ASA Committee in June that includes actions and corresponding timeline for addressing each of the six areas of concern as well as information for the Board of Trustees related to ongoing oversight of budget, staffing, and work plans of each Office of the Chancellor division. The senior vice chancellor presented the OLA report findings and areas of concern to ASA staff and met with each ASA unit to discuss areas for improvement. The action plan will guide ongoing fiscal decisions and be integrated in to work plans for the ASA division.

V.   Identify major ASA Division/Committee work plan activities for FY 2011

The following represents FY11 ASA division goal areas and activities anticipated at this time. ASA Committee work plan activities will be based in oversight of some of the activities

below, the system action plan, and discussions between the Interim Vice Chancellor and incoming Chair of the ASA Committee.

Access, Opportunity, and Success: Continue to evaluate and identify effective practices in reaching underrepresented student populations.

Accountability Dashboard: Complete and/or update all dashboard measures. Support learner outcomes workshop in the fall to support measure on quality learning and institutional assessment activities.

Action analytics: Advance initiatives related to Gates Foundation grant award; continue analysis of early indicators of student success to identify prominent indicators.

Career and Technical Education:
– Partner with the Minnesota Chamber and industry and labor groups to assess feasibility of designing technical education programs that provide students with opportunities to earn credentials with lower credit requirements.
– Continue identification and integration of workforce and career and technical education-related best practices within Perkins, FastTRAC, and ARRA programs.
– Support the twenty-six Perkins program consortia developed state wide with the Minnesota Department of Education including field visits for progress reporting.

Farm Business Management: Implement the priority goals of the Farm Business Management Task Force, which completed its work in late April 2010.

Legislative Affairs/Support: the interim vice chancellor and ASA staff, in consultation with the Government Relations civision and others, will help develop and support the system's 2011 Biennial Budget plan for the Minnesota Legislature.

MnOnline: Continue implementation of the MnOnline Action Plan including expansion of Quality Matters rubric for course development and student support services.

OLA Evaluation: Implement the action steps to be provided to the Board in June including a review oversight and coordination functions to inform reorganization efforts within the division.

Policies and Procedures: Lead system ASA policy council and Board of Trustees' policy discussions related to transfer and other areas in the Policy Council work plan.

Reorganization: The interim vice chancellor's office will initiate and lead the Academic and Student Affairs division's repositioning for the division, as part of the overall "Positioning the Office of the Chancellor for 2012 and Beyond" in light of the recently finalized Structural Review Advisory Committee recommendations, Budget Scenario Building Planning documents (finance), the ASA Board OLA Action Plan and annual ASA organization/ budget planning activities.

System Planning: Guide implementation of the system strategic plan including support for Board development of the system action plan and associated guidance for the institutional and ASA division work plan activities.

Students First: The six project areas (Single Search, Single Application, Single Registration, Graduation Planner, Single Bill/Payment, and Back-office Shared Services) are supported by ASA division staff with five of six areas on track to be completed by June of 2011.

Transfer: Complete smart transfer toolkit and initiate systemwide communication strategy to support student transfer decisions.

Veterans Reintegration: The system will continue its "nation-leading" work as a major partner with the Minnesota National Guard and Minnesota Department of Veterans Affairs in developing a cohesive reintegration model for returning veterans, including tools to assist service members in receiving academic credit for military training; an enhanced GPS LifePlan for military/veterans; and a survey of the mental, physical, and behavioral health needs of students who are veterans or service members.

Workforce Development: Serve as the primary resource for systemwide or industrywide funding opportunities from the U.S. Department of Labor and workforce related initiatives from private and corporate foundations; complete a workforce study of employment demand for nurses in next five years at different education levels.

Systemwide Academic and Student Affairs leadership activities: The interim vice chancellor, in consultation with the ASA leadership team and system constituents, will assess/plan systemwide meetings in support of the broader Board of Trustees and System Action Plans which may include meetings of the chief academic and student affairs officers, college and university deans and other special meetings.

Background Information:
Minneapolis Community and Technical College (MCTC) is a comprehensive college located in the heart of Minneapolis with a rich history of providing high-quality career and technical programs, along with leading liberal arts options for a diverse population of students. MCTC currently offers two year degrees, diplomas and certificate programs with flexible day, evening, weekend and online courses.   The college is one of the most diverse college or university in Minnesota - MCTC students speak more than 80 languages and dialects and serve as a microcosm of the world's population and the city's growing diversity.

MCTC contributes knowledge and employees to help fuel the city's economic base by providing a global workforce for diverse industries like healthcare, computer technology, finance, professional and technical services, education, public safety, aviation, and manufacturing, to name a few. In addition, MCTC offers continuing education and training programs for professionals and the community.

MCTC has both shaped and been shaped by the city in which it is located, as is indicated by the demographics of its student population. MCTC has literally helped shape the immigrant experience for many new residents and the educational experience for the city's growing domestically diverse populations. Understanding the education needs of low-income, first-generation college students and immigrants is a hallmark of MCTC.

BACKGROUND

Minneapolis Community and Technical College President Phil Davis 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 Minneapolis Community and Technical 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 Minneapolis Community and 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 Phil Davis will deliver at the June Board meeting.

MCTC Strategic Profile 2010

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# INSTITUTIONAL PROFILE 2010

Enrollment Patterns, Trends and Demographics

- MCTC has experienced significant growth over the past five years, in overall student enrollment (44.4 percent), and in enrollment of students of color (57.3 percent), and recent high school graduates (116.7 percent).

Enrollment –
Overall and Students of Color
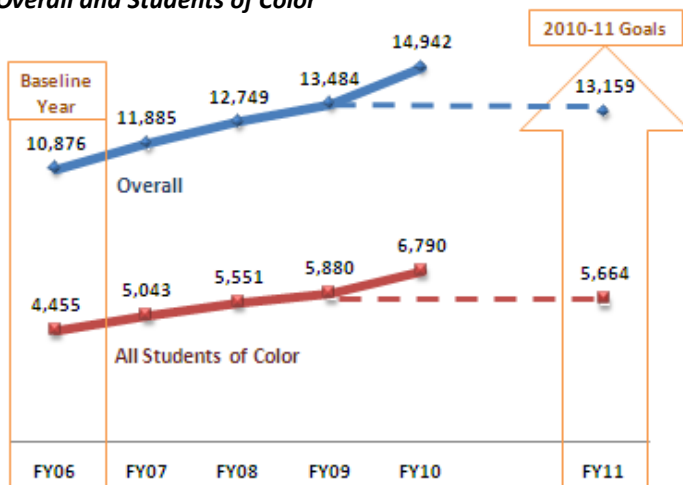
Enrollment –
Recent High School Graduates
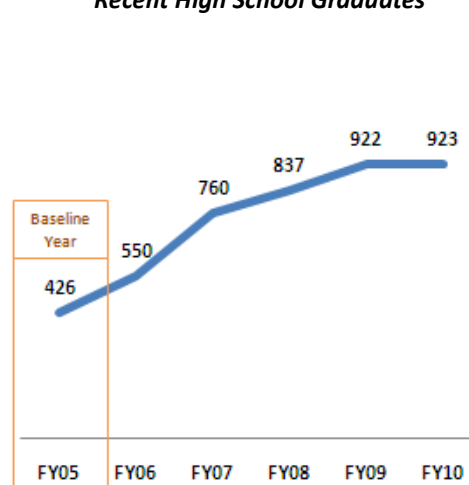
- In FY2010, MCTC overall enrollment is 14,942 of which 45.5 percent are students of color. The largest students of color group is Black or African American, at 33 percent of the total population.

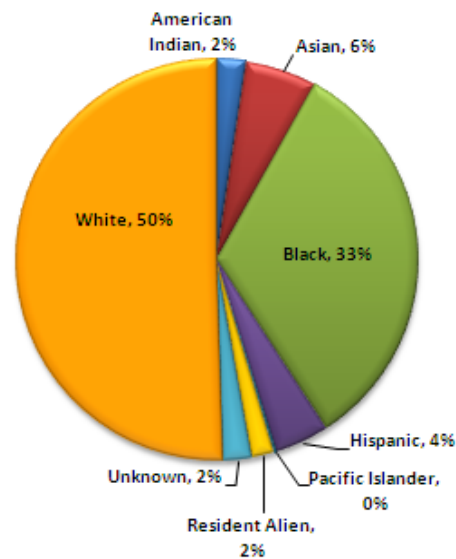**Student Profile** *Academic Year 2009-10*

Total Enrollment	14,942
FYE	7,417
Full time students[1]	42%
Part time students[1]	58%
Gender	
Women	53%
Men	47%
Key Demographics	
Average age	28
First generation[2]	26%
Low income[3]	48%

[1]*Based on Fall 2009 term.*
[2]*A student is considered first generation if neither parent attended a post-secondary institution.*
[3]*A student is considered low income if eligible for a Pell grant.*

Student Ethnicity *Academic Year 2009-10*

American Indian, 2%
Asian, 6%
White, 50%
Black, 33%
Hispanic, 4%
Pacific Islander, 0%
Resident Alien, 2%
Unknown, 2%

Scope of Educational Offerings

MCTC is dedicated to enacting its vision and mission through a variety of education offerings.

- The broad scope of educational offerings – 50 career programs and 40 liberal arts disciplines in all – is necessary to meet the needs of a diverse student body and the dual demands of employers in a dynamic economy and of transfer institutions with divergent expectations.

- The healthcare industry is one of the State's strongest economic contributors, and Minneapolis healthcare employees represent more than 12 percent of the City's workforce (Mayor R.T. Rybak, 2009 State of the City Address). MCTC's highly regarded nursing program graduates on average 140 students per year and has a licensure pass rate of 91 percent.

- In response to new healthcare demands, MCTC recently launched unique programs in polysomnography (study of sleep disorders) and electroneurodiagnostic technology, two high-wage career programs.

- In addition to programs in many traditional technical fields, such as Graphic Design, Law Enforcement, Construction Electricity, and Information Technology, MCTC offers programs unique in the region. These include Air Traffic Control, Homeland Security, Information Security Assurance, and Library Technology. In 2009, the Transportation Security Administration (TSA) chose Minneapolis Community and Technical College (MCTC) to provide a higher education curriculum for airport security officers and other TSA personnel. MCTC is one of four schools nationwide that is partnering with TSA to provide Transportation Security Officers the opportunity to work toward a TSA Homeland Security Certificate and/or an associate degree in Homeland Security.

- MCTC offers students pursuing associate degrees many specialized emphases: Biotechnology, Cinema, Screenwriting, and Teacher Education.

- To benefit students who intend to transfer to a four-year college in the sciences, engineering or mathematics, MCTC has A.S. degree programs in Biology, Chemistry and Mathematics, and for students preparing for careers in the creative arts, A.F.A .degrees in Visual Arts and Theatre.

- MCTC has a program of curriculum-based service learning that has been recognized as an outstanding program by the Campus Compact National Center for Community Colleges. In 2009-2010, 59 course sections included service learning components, engaging 483 students in such efforts as Public Achievement (working with youth on projects focused on citizenship, democracy, and public work), Habitat for Humanity, and Project SHINE (Students Helping in the Nationalization of Elders, among other community service endeavors.
- Beyond the traditional lower division discipline courses, MCTC has responded to the diverse make-up of its student body by offering coursework which address the interests of its students. Examples include: African American History, American Indian Studies, Women's Studies, Lesbian Gay Bisexual Transgender Queer Literature, and Chinese.
- With a large portion of its students coming from at-risk urban environments and immigrant populations, MCTC provides Developmental Education in reading, writing and mathematics and English for Speakers of Other Languages (ESOL). MCTC's ESOL department is the largest in the MnSCU system. In 2009-2010, 4,098 students enrolled in Developmental Education courses and 667 students enrolled in ESOL courses.
- To respond to the increased level of underrepresented students entering MCTC, the College has established an Academic Development Program. Students who place in Developmental Education are required to take a student success course in their first semester at MCTC.

MinnesotaOnline
Minnesota State Colleges & Universities

- During FY2010, 228 online course sections were offered and 3,943 students took at least one online course. In February 2010, MCTC was granted approval through the Higher Learning Commission to offer distance education Associate of Science and Associate of Applied Science degrees and additional programs offered through MnOnline.

Faculty and Staff

- MCTC's total staff and faculty headcount has increased from 857 in FY2005 to 1,050 in FY2010, an increase of 22.5 percent. The persons of color headcount has increased from 167 in FY2005 to 223 in FY2010, a 33.5 percent increase.

Finance

- MCTC's emphasis on solid financial management is evidenced by the MnSCU Excellence in Financial Management Awards in 2005, 2006, 2007, 2008, and 2009.
- MCTC created a model Finance Master Plan which is utilized as a template by other MnSCU institutions. The MCTC Master Finance Plan has had a significant and positive impact on the College's financial position over the past five years, including an improved Composite Financial Index (CFI).

Composite Financial Index

	0.59	0.54	2.94	4.11	2.63
	FY05	FY06	FY07	FY08	FY09
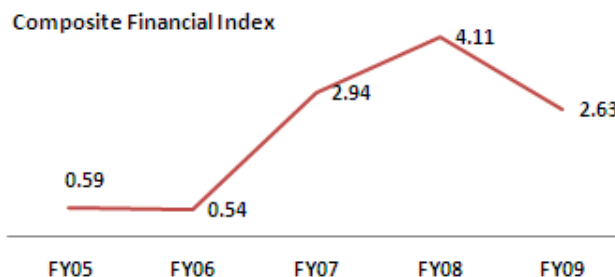
Facilities

- MCTC is located in the downtown of the city of Minneapolis on 14 acres of land. There is over 1.0 million GSF of building space. MCTC also has a parking ramp over 447,000 GSF with 1,400 parking stalls. The campus location is ideal for Metro Transit accessibility.

- The space utilization rate of classroom and lab space is currently at 92 percent (rate does not include the classroom use by Metropolitan State University).
- Since 2000, over $60 million has been invested in MCTC's physical plant. Between 2000 and 2010, MCTC has added a new Library Building, Science Building and Law Enforcement Center, and completed major remodeling to the Student Services suite which enabled the co-location arrangement with Metropolitan State University. Current projects include a remodeled outdoor plaza and an indoor cafeteria plus an expanded Student Center funded by the revenue fund.
- In 2007, MCTC committed to sharply reducing and eventually eliminating all of the College's global warming emissions by signing the American College & University Presidents Climate Commitment, joining the leaders of over 450 other institutions across the country.
- The deferred maintenance as of FY2009 was at $43m.

MCTC Foundation

The MCTC Foundation is the only MnSCU-affiliated foundation that meets the standards set by the Charities Review Council.

- The Minneapolis Community and Technical College Foundation was formed as a 501(c)(3) non-profit corporation in 1977 with a mission of providing financial assistance and educational support to students of need who attend Minneapolis Community and Technical College. The Foundation has been a leader in addressing the issues of affordability and access to higher education, and has assisted the College and its partners to raise the visibility of these issues to public policy leaders.
- For FY2009, the Foundation's public return on investment (ROI) was $2.94 – a leader among MnSCU peers.
- For FY2009, revenue for the MCTC Foundation was $745K - the highest among two-year Metro peers (Minnesota Attorney General's Office, Charities Division).
- Committed to removing barriers to higher education and providing other support to students who face financial hardships, the Foundation offers a variety of scholarships. In FY10, 106 MCTC Foundation scholarships totaling $128,619 were awarded to students.

INSTITUTIONAL DISTINCTIONS

MCTC's framework for success is a swift response to the community's needs while working in collaboration with community partners and using innovation linked to accountability.

Access and Opportunity
The holistic approach to meeting the needs of low-income, first generation college students and immigrants is a hallmark of MCTC.
- The College has implemented a highly successful reach-back program in collaboration with Minneapolis Public Schools, in order to support MPS students becoming college-prepared. Through collaboration with the Minneapolis public and charter schools, MCTC's K-12 Connections Department trains and educates students, teachers, counselors, administrators and parents on current labor market trends, college and career readiness standards, and life skills that promote college and career success. MCTC received the MnSCU 2009 Innovative Partnering and Collaboration Award for its work with Minneapolis Public Schools and AchieveMpls.

- An extensive reach-back to middle schools program provides hands-on learning opportunities for students to explore high wage and high demand jobs of the future.
- In partnership with high schools, MCTC provides ongoing professional development for teachers and counselors regarding college readiness standards, opportunities for students to earn PSEO and concurrent college credits, early Accuplacer assessment, and summer college-readiness coursework through the Jump Start to College program.
- In the past five years, 247 middle school and 2,192 high school students have participated in a number of targeted programs including, Career Pathway Days, Accuplacer testing in the high schools and concurrent enrollment. In addition, MCTC's Connecting Parents to Educational Opportunities program assisted 485 parents of high school students.

- The Power of YOU program makes the first two years of college available tuition-free for graduates of Minneapolis and Saint Paul public high schools. This program, a collaboration among MCTC, Saint Paul College and Metropolitan State University, is designed to significantly increase post-secondary participation rates of urban students, particular students of color. The Power of YOU program has served 949 students since the Fall of 2006; 74.4 percent of those are students of color.

- In the MnSCU system, MCTC's TRiO programs are not only the first established, they are also the largest, serving over 5,000 students per year. Federally funded TRiO programs at MCTC include Educational Opportunity Centers, Educational Talent Search, High School Upward Bound, Starting Point and Veterans Upward Bound. MCTC's two Educational Opportunities Centers provide college access services for adults in the Metro area.

- MCTC Disabilities Services assisted 566 students in 2009 and over 600 students in 2010, providing the support needed for academic success. MCTC's program is one of the largest higher education service providers in Minnesota.
- Since 2001, MCTC Disability Services has specialized in service to veterans in partnership with the Veterans Administration and Veterans Upward Bound, an MCTC TRiO program. Veterans enrolling at MCTC have grown 81 percent since 2005. During those five years, Veterans Upward Bound has served 605 veterans. Of that group, 347 were unemployed, 208 were disabled, 84 percent were both low income and first generation college students, and 52 percent were students of color.
- A Resource and Referral Coordinator was hired in 2009 to connect students with community services to address housing, hunger, child care, health care and other emergency needs to help them persist and succeed at MCTC. In FY2010, close to 500 were students served through this office.
- In 2009, MCTC established a partnership with Boynton Health Services to open a Health Clinic for students on campus. Within the first seven months of operation, the Clinic has served over 100 students per week.

- Since MCTC began subsidizing the Go To College Bus Pass from student funds, participation has grown from 400 to 3000 students per semester. MCTC's Student Senate and Student Life Committee increased the transportation subsidy for FY2011 to $200,000.

Collaborations and Partnerships

- MCTC regularly connects with thriving non-profit organizations, internationally known civic and cultural groups, and numerous businesses – from start-ups to Fortune 500 companies—all of which are steps away from the MCTC campus. MCTC's interconnectedness with economic, civic and cultural life has led to a history of program and service innovation on and off campus. The ability to quickly respond to community need and emerging opportunities is a hallmark of MCTC.

- MCTC has partnered with the State Organization of OICs, Summit Academy OIC, Anishanabe OIC and East Metro OIC on a Department of Labor Community-Based Job Training Grant. Approximately 500 individuals received Pre-Apprentice Construction/ Carpentry Training in FY2009 and FY2010.

- Since 2006, a partnership with US Bank, Project for Pride in Living (PPL), and MCTC has served 400 students in the Financial Careers Institute. This partnership was focused on entry-level training in finance and banking and a unique outreach to the Spanish-speaking community in South Minneapolis. 170 ESL learners received entry-level training in finance and banking and 38 managers were trained in Spanish and cultural sensitivity,

- 200 US Bank and Piper Jaffrey employees attended information and general training sessions.

- A fast-track grant partnership between Minneapolis ABE, Goodwill Easter Seals and MCTC has provided curricular transitions from the Goodwill Easter Seals banking programs into MCTC's Financial Careers program.

- The Health Careers Institute, a partnership between MCTC and Abbott Northwestern Hospital, Children's Hospital, Hennepin County Medical Center and PPL, initiated in 2000, provided entry-level health careers training and education to 720 people.

- In 2005, the Health Careers Institute transitioned to PPL. The current partnership includes Nursing Assistant/ Home Health Aid classes at Roosevelt High School, continued partnership with Service Employees International Union (SEIU), health career awareness events to promote health careers, and a new MCTC/ PPL/ Children's Hospital partnership to develop programming for medical laboratory professionals (funding pending).

- MCTC provided concurrent credit and noncredit Health Care Core and Nursing Assistant/Home Health Aide training to 77 low-income and underemployed clients of the Minneapolis Workforce Center in 2009 and 2010.

- In partnership with the city of Minneapolis, Emerge Community Development, Coloplast, and a smaller manufacturing company, MCTC has trained 57 low income individuals in manufacturing techniques and processes, computers for manufacturing, LEAN manufacturing, quality assurance/quality control, and microscopic assembly. All graduates that were able to work were placed in employment.

- MCTC partners with employers needing training for their employees. For example, a partnership with Presbyterian Homes trains Nursing Assistants to meet the changing needs of older adults and the changing structure within senior care facilities. This program includes a registered apprenticeship with the State of Minnesota. To date, 759 individuals have participated in this training.

- A partnership with SICO America allowed 32 students to receive custom credit classes in welding, math, and measurements. Non-credit classes in business writing, LEAN Manufacturing, process improvement, welding techniques are included in this partnership.

Accountability & Quality Improvement

AQIP

- MCTC joined the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association in 2003. A Quality Check-up Team visited MCTC in March 2009 and MCTC's accreditation was reaffirmed for the maximum time of seven years within the AQIP model.
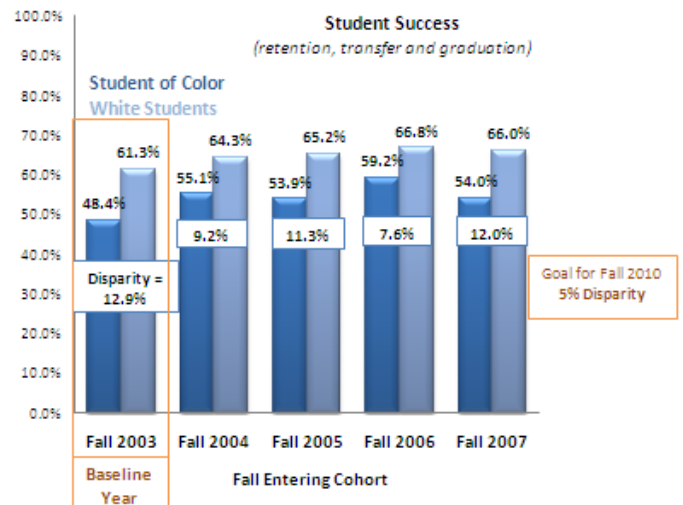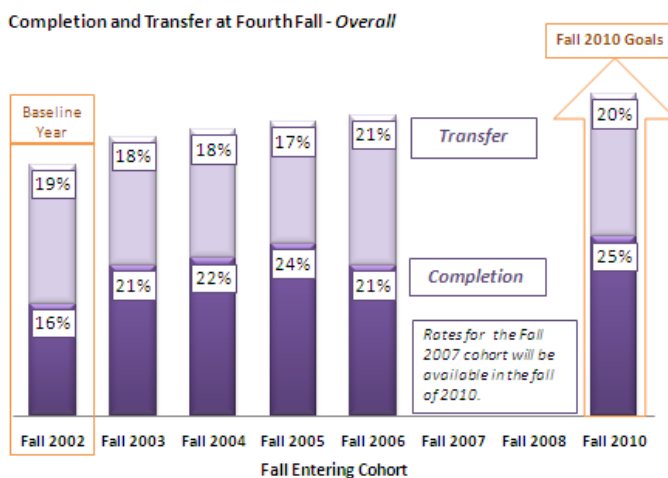
- Over the past 7 years, MCTC engaged the College community in AQIP Action Projects for using technology for communication, process mapping, assessment of general education competencies, retention, and employee professional development.

Office of Strategy, Planning & Accountability

- In 2006, a reorganization of the College's leadership team provided an opportunity to create an Office for Strategy, Planning and Accountability. To support decision-making, strategy formation and continuous improvement of MCTC's mission and goals, the Office of Strategy, Planning and Accountability coordinates planning and provides research, analysis and reporting.
- A comprehensive accountability website, http://accountability.minneapolis.edu, is a mark of distinction for MCTC and provides public transparency in reporting on College performance on institutional goals, MnSCU goals, and as compared to national peer institutions.

Dashboards & Targets

- MCTC Dashboards report on five year trends on college readiness, access and enrollment, and student success as measured by retention, transfer and completion, disparity, and related employment of graduates. In each area, three year performance targets have been established.

Related Employment of Graduates

Baseline Year — Fall 2003: 74%
Fall 2004: 74%
Fall 2005: 65%
Fall 2006: 89%
Fall 2007: 80%
Fall 2010 Goals — Fall 2010: 75%

(Fall Entering Cohort)
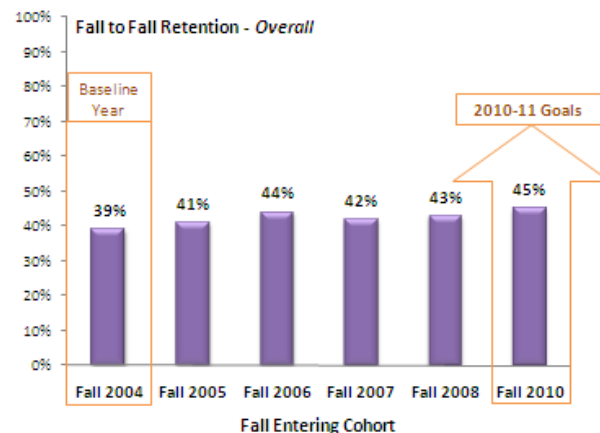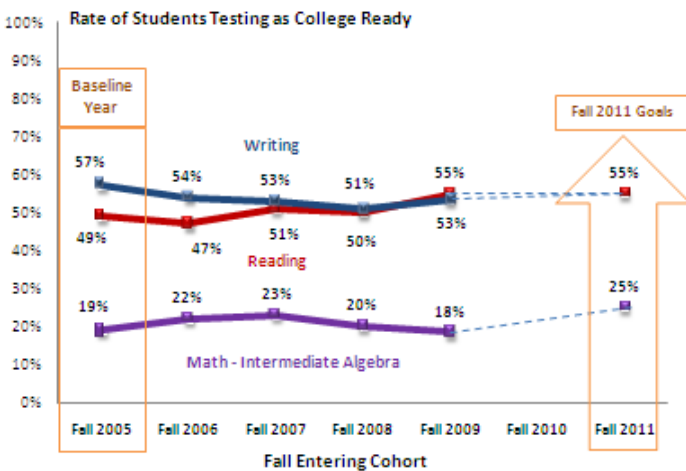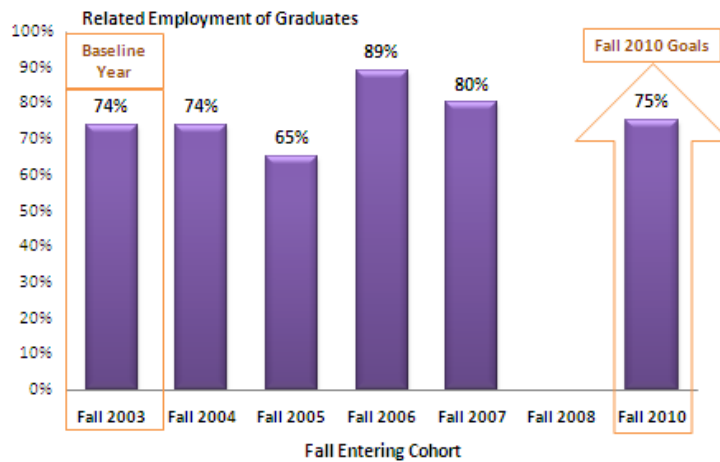
Academic Program Review

- MCTC's award-winning Annual Academic Program Review provides detailed analysis of trend results of overall enrollment and efficiency; student retention and graduation; and post award activities, including employment and continued education.

Example of CTE Program Review

MCTC Academic Program Review FY2009
CTE Core Measures
Dental Assistant (DNTA)

Overall Enrollment & Efficiency Measures

Overall Enrollment Measures

	FY2005	FY2006	FY2007	FY2008	FY2009
Total FYE	17.6	22.0	28.8	33.7	24.8
Faculty FTE	1.3	1.1	2.3	2.7	2.0
Student/Faculty Ratio	14:1	19:1	13:1	12:1	13:1
Subject Cost/FYE	$6,631	$4,194	$6,447	$7,148	$8,754
Number of Sections	16	18	25	26	24
Total Number of Seats Filled	183	225	283	328	239
Average Section Size	11.4	12.5	11.3	12.6	10.0
Saturation Rate	67.8%	69.4%	65.5%	70.1%	60.4%
Unduplicated Headcount	35	43	60	64	60
Percent Underrepresented Students	57.1%	69.8%	75.0%	82.8%	78.3%
Percent Students of Color	11.4%	25.6%	41.7%	48.4%	51.7%

Finance Allocation Measures — FY2008

610601--Dental Assisting/Assistant

	FY2008
Impact on MCTC Allocation Per Program	
MnSCU Allocation Cost/Revenue Per Program	$2,650

Overall Student Success Measures

Course-level Success Measures

	FY2005	FY2006	FY2007	FY2008	FY2009
Course Completion Rate	100.0%	97.7%	97.1%	97.5%	96.7%
Enrollee Success Rate	90.1%	87.5%	92.6%	91.2%	92.5%
Completer Success Rate	90.1%	89.5%	95.3%	93.6%	95.7%

Program Cohort Measures

	FY2005	FY2006	FY2007	FY2008	FY2009
Number in Cohort	22	16	25	38	18
Cohort Retention Rate in Program	54.5%	81.3%	56.0%	57.9%	50.0%
Cohort Completion Rate in Program: 1 year	13.6%	6.3%	32.0%	34.2%	33.3%
Cohort Completion Rate in Program: 2 years	68.2%	75.0%	88.0%	76.3%	
Cohort Completion Rate in Program: 3 years	68.2%	81.3%	92.0%		
Cohort Completion Rate in Program: 4 years	68.2%	81.3%			

Awards

	FY2005	FY2006	FY2007	FY2008	FY2009
Diploma	8	13	17	25	22
Certificate	3	1	2	3	1
Total Awards	11	14	19	28	23

Example of Liberal Arts Program Review

MCTC Academic Program Review FY2009
Liberal Arts Core Measures
Biology (BIOL)

Overall Enrollment & Efficiency Measures

Overall Enrollment Measures

	FY2005	FY2006	FY2007	FY2008	FY2009
Total FYE	300.5	306.2	356.7	411.8	427.3
Faculty FTE	9.2	8.8	9.9	11.7	12.0
Student/Faculty Ratio	33:1	35:1	36:1	35:1	35:1
Subject Cost/FYE	$2,699	$2,688	$2,261	$2,375	$2,508
Number of Sections	84	91	104	107	125
Total Number of Seats Filled	2,961	3,147	3,739	4,074	4,500
Average Section Size	35.3	34.6	36.0	38.1	36.0
Saturation Rate	88.3%	88.6%	92.7%	94.1%	94.3%
Unduplicated Headcount	1,925	1,980	2,318	2,566	2,668
Percent Underrepresented Students	69.9%	65.3%	64.2%	61.2%	66.9%
Percent Students of Color	43.8%	41.9%	42.4%	43.1%	40.7%

Note: Blank cells in the above table indicate measures where correct data for the program is unavailable.

Finance Allocation Measures — FY2008

26--Biological And Biomedical Sciences

	FY2008
Impact on MCTC Allocation Per Program	
MnSCU Allocation Cost/Revenue Per Program	$82,311

Overall Student Success Measures

Course-level Success Measures

	FY2005	FY2006	FY2007	FY2008	FY2009
Course Completion Rate	79.6%	80.8%	82.4%	80.7%	84.9%
Enrollee Success Rate	67.7%	70.7%	74.1%	71.4%	73.1%
Completer Success Rate	85.0%	87.5%	90.0%	88.5%	86.1%

Liberal Arts Awards

	FY2005	FY2006	FY2007	FY2008	FY2009
Liberal Arts (AA)	129	151	146	134	141
Liberal Arts On-line (AA)					0
Associate Fine Arts (AFA)			0	1	3
Associate in Fine Arts: Theater Arts (AFA)				0	0
Biology (AS)			2	1	1
Chemistry (AS)			0	0	0
Criminal Justice Studies (AS)	9	13	16	23	26
Mathematics (AS)		1	2	3	3
American Indian Studies (CERT)				1	0
Global Studies (CERT)				0	0
Women's Studies (CERT)			14	12	14

- Wage and Labor Market Information for CTE Programs Report is produced annually. The report supplements the information contained in Program Review and provides projections of available jobs in the region both currently and in the next five years, as well as typical starting and median wages by occupational category. This report assists MCTC leadership in determining each program's quality and health.

Assessment of Student Learning

- To ensure the quality of its educational offerings, MCTC has implemented comprehensive annual assessment procedures for all programs of learning (career and technical programs and liberal arts disciplines). In addition, MCTC has recognized assessment of general education competencies, which administers assessments of student learning annually. Since FY2005, 3,600 students representing a cross section of second year students have completed standardized or course-embedded assessments with the following results indicating the percent of students meeting the standard of college-level or superior:

  75 percent in reading   73 percent in writing

  33 percent in information literacy   71 percent in speaking   78 percent in critical thinking

Awards

The quality of MCTC offerings is recognized via numerous awards. Examples of recent awards include:

~ MnSCU Innovative Partnering and Collaboration Award, MCTC K-12 Connections, 2009
~ MnSCU Excellence in Financial Management Award 2005, 2006, 2007, 2008 and 2009
~ MnSCU Innovative Partnering and Collaboration Award, Supporting the Reintegration of Veterans, 2007
~ MnSCU Excellence in Curriculum Programming Award, MCTC English Division, 2006
~ MnSCU Innovative Partnering and Collaboration Award, MCTC Health Careers Institute, 2004
~ MnSCU Exemplary IT Project Award, 2004

~ Bellwether Award Finalist, Instructional Programs and Services: Power of YOU program, 2007
~ Bellwether Award, Workforce Development: Health Careers Partnership, 2005
~ Bellwether Award Finalist, Instructional Programs and Services: Nursing Pathways, 2005
~ Bellwether Award Finalist, Council of Resource Development, 2005
~ City of Minneapolis Commuter Choice Award, 2007 and 2009
~ Finance & Commerce TOP Projects Award, MCTC Health Sciences Renovation, 2008
~ Distinguished Institutional Humanitarian Award, Somali Family Services, 2007
~ Minnesota Literacy Council Community Partnership Award, Metro State University/MCTC Service Learning, 2005

~ MN Campus Compact Minnesota Carter Partnership Award, 2004

~ Theodore M. Hesburgh Award, Faculty Development to Enhance Undergraduate Teaching, 2003

~ National Council of Instructional Administrators (NCIA) Exemplary Initiatives Competition, Honorable Mention, Assessment and Evaluation Category, 2002
~ American Culinary Federation Minneapolis Chapter, National Chapter of the Year, 2004
~ Minneapolis Chapter American Institute of Architects Merit Award, Wheelock Whitney Hall, 2004

PLANNING

Integrated Planning

- The MnSCU Strategic Plan and MCTC's five year strategic plan provide the planning and reporting framework for MCTC's annual planning activities.
- A Master Academic Plan that envisions the framework for the future academic curriculum and pedagogy has recently been written and serves as the centerpiece for all master planning activity, including the recent revision to the MCTC strategic plan.
- The Finance Master Plan provides a five year forecast for enrollment, a set aside for strategic investment, projected contractual increases in compensation, continued debt service and increasing contributions from external sources.
- MCTC's long term Facilities Master Plan is updated every five years and is closely aligned with the Master Academic Plan and the Finance Master Plan.
- MCTC's robust and integrated annual budget and planning cycle begins in January each year and continues until the final budget and Institutional Work Plan are determined in June. All units submit annual work plans, which are compiled to develop the Institutional Work Plan, in order to articulate, prioritize and measure the progress of activities needed over the next year to further the strategic goals and improve College operations.
- Facilities projects, ITS projects, and strategic enrollment management planning are simultaneously evaluated by separate committees and senior leaders during the budget and planning cycle to ensure a fully deliberated annual Institutional Work Plan.

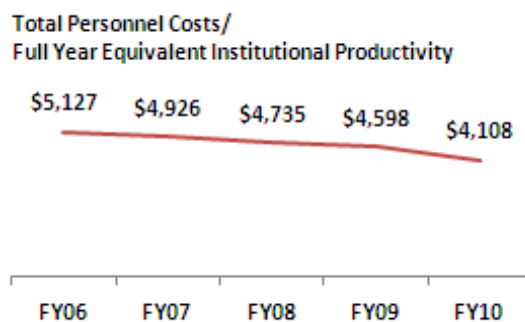MCTC Planning Map
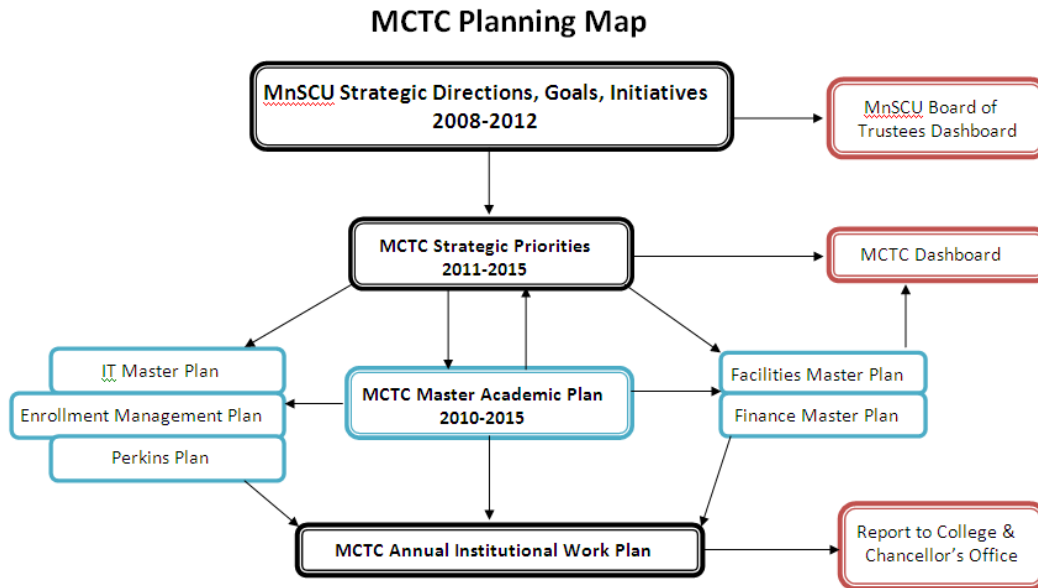
Futures Planning

- FY2010 has been a year of planning at MCTC, with major initiatives on the Master Academic Plan 2011- 2015, the MCTC Strategic Plan 2011 - 2015, and the Facilities Master Plan.
- In November, 2009, an Internal Graduation Task Force was appointed and charged with developing recommendations for improving graduation and transfer rates at MCTC that included target goals, intervention strategies, process and systems improvement, and national benchmarked "best practices." The work of the Internal Graduation Task force is supervised by an External Graduation Task Force of community leaders.
- From January- March 2010, all faculty, staff and administrators identified the strategic priorities for the College for the next 3-5 years. Employees, students, and external stakeholders' views and insights about MCTC's current advantages, key challenges, future directions, and an environmental scan provided the foundation for the strategic priorities for the next 3-5 years.

- During 2011-2015, MCTC will focus on three strategic directions to increase student success rates: intentional enrollment pathways, pedagogy and practice initiatives that are based on research and best practices, and infrastructure improvements and innovations using the most emergent technology, employee and program evaluation, and process management.
- In June 2010, the Master Academic Plan, the Graduation Task Force Report and the Strategic Priorities will be reviewed to identify those priorities that are aligned and are most critical to increasing the student success metrics of retention, graduation, transfer and employment. Strategic initiative funds will be allocated to those initiatives that are central to all three plans.
- An environmental scan of the region's business and industry's growth sectors will provide insight for the development of three new Career and Technical programs to be initiated within the next 12 months.

Resource Deployment
MnSCU requires institutions to reallocate and evaluate the overall operating budget relative to operational and organizational goals. Significant focus has been on improving overall institutional efficiency to stay current with revenue resources.
- The Financial Master Plan outlines a number of areas requiring improvement to meet competing financial priorities. MCTC is accomplishing these goals by increasing productivity and efficiency.
- MCTC is currently in a healthy financial position. The fund balance is projected to be $20m for FY10. Over $8m of this is planned for building improvements to address the need for additional class space and deferred maintenance. Additionally, the balance allows MCTC to have the lowest tuition increase among MnSCU institutions for FY11.
- Course saturation rate has been a focus on reducing operating expenses in order to meet other demands, such as enrollment growth and specialized programming and course offerings. MCTC's saturation rate is currently 87% compared to 75% in 2005.
- FYE personnel costs have decreased from $5,127 in 2006 to $4,108 today.

Total Personnel Costs/
Full Year Equivalent Institutional Productivity

$5,127 $4,926 $4,735 $4,598 $4,108

FY06   FY07   FY08   FY09   FY10

- MCTC has significantly increased the availability and functionality of online services for students to apply, enroll, make course changes, pay tuition, order books, purchase parking card and bus passes, etc.
- MCTC has increased students participating in direct deposit, thus saving the college money while providing improved service to students. In 2009, 11,415 checks were directly deposited into students' checking and savings accounts.
- Reallocation allows MCTC to dedicate $350k for implementation of Master Academic Plan initiatives and $90k for the development of three new career and technical programs for budget year FY 2011.

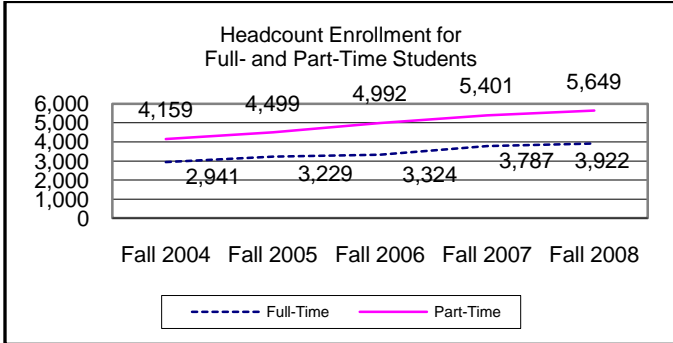# Minneapolis Community and Technical College
Data Profile

Enrollment

FYE (Full Year Equivalent)

2009 …………………… 6,539
2008 …………………… 6,252
2007 …………………… 5,706
2006 …………………… 5,329

Headcount Enrollment for Full- and Part-Time Students

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

Student Characteristics

Enrollment Status of Minneapolis CTC Students
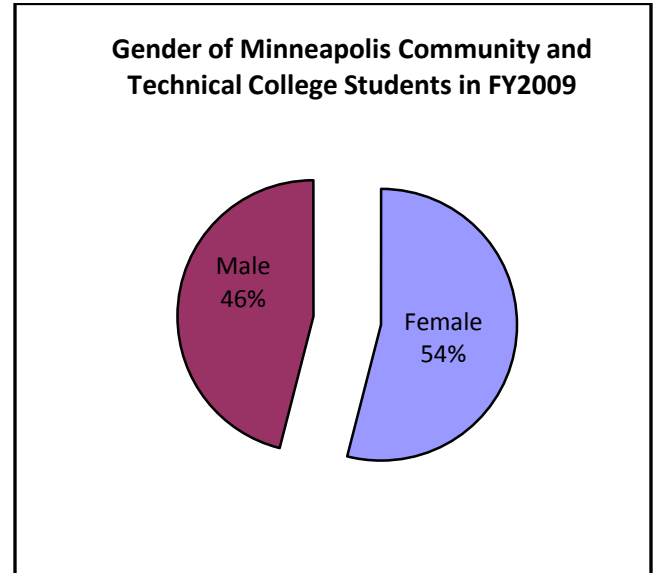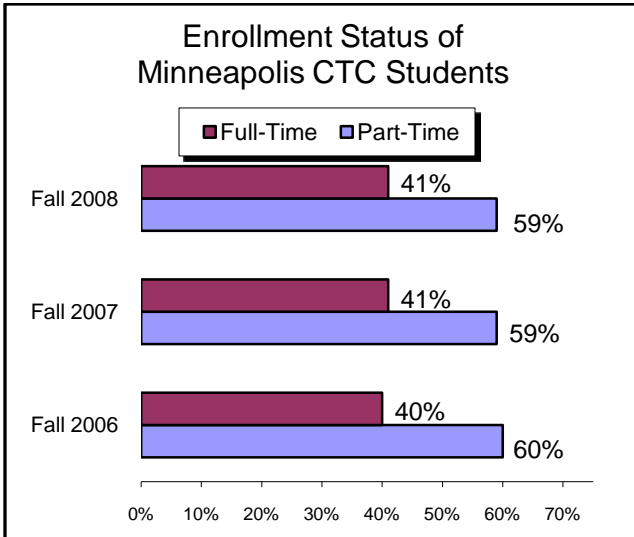
Age Groups of Minneapolis Community and Technical College Students in FY2009

Age	Number	Percent
<20	2,314	17%
20-24	4,395	34%
25-34	4,399	32%
35-44	1,374	11%
45>	857	6%

Percent Unknown: 1.1%

Race/Ethnicity for Minneapolis Community and Technical College Students in FY2009

	Number	Percent
African American	4,095	31%
American Indian	306	2%
Asian	848	6%
Caucasian	7,121	54%
Hispanic	634	5%
Nonresident Alien	253	2%
Total	13,257	100%

Percent Unknown: 1.6%

Gender of Minneapolis Community and Technical College Students in FY2009

Customized Training Courses and Enrollments at Minneapolis Community and Technical College in FY2009

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

Academic Offerings

Majors of Graduates by Program Area in FY2009

Top Categories	Majors	% of All Majors
Agriculture, Conservation, Park & Rec	1	<1%
Business and Marketing	61	4%
Child Development and Personal Services	53	3%
Communication and Comm. Technology	26	2%
Computer Science and Engineering	60	4%
Education	6	<1%
Health Professions	672	42%
Liberal Arts and Sciences	224	14%
Protective Services, Public Admin, & Law	306	19%
Trades, Mechanics & Transportation	177	11%
Total Majors	**1,586**	**100%**

Instructional Programs by Program Area in FY2009

Instructional Program Area	# of Programs
Agriculture, Conservation, Park & Rec	1
Business and Marketing	14
Child Development and Personal Services	11
Communication and Comm. Technology	7
Computer Science and Engineering	21
Education	1
Health Professions	17
Liberal Arts and Sciences	19
Protective Services, Public Admin. & Law	9
Trades, Mechanics & Transportation	25
Total Program Awards	**135**

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

Facilities

Deferred Maintenance for Minneapolis CTC in 2009

	Deferred Maintenance (DM)	Sq. Feet	DM/SF
Minneapolis CTC	$43,450,000	1,072,390	$41
System	$654,470,000	21,407,352	$31

Space Utilization for Minneapolis CTC

Space Use - Fall 2009 Data	
Minneapolis CTC	Percent Room Usage
	92%

System Expenditures for Repair and Replacement

FY2008		
	Expense	$/GSF
Minneapolis CTC	$2,957,069	$2.76
System	$27,083,273	$1.28
FY2009		
	Expense	$/GSF
Minneapolis CTC	$3,856,064	$3.60
System	$25,322,486	$1.17
Preliminary FY2010		
	Expense	$/GSF
Minneapolis CTC	$1,643,118	$1.53
System	*Final data not available*	

Source: Office of the Chancellor, Facilities Unit

Finance

Minneapolis CTC FY2008 Revenue

Gifts, Investment Income, & Other Revenue 0.5%
Capital Appropriations & Grants 13.5%
Gifts, Investment Income, & Other Revenue 1.7%
Tuition and Fees 26.4%
Federal Non-operating 13.3%
Sales and Services 0.8%
State Operating Grants & Contracts 4.0%
Federal Operating Grants & Contracts 4.8%

Minneapolis CTC FY2008 Expenses

Student Services 14.5%
Academic Support 11.3%
Institutional Support 11.2%
Auxiliary Enterprises 3.5%
Plant Operation & Maintenance 9.9%
Depreciation 6.2%
Scholarships 2.5%
Public Service 0.1%
Instruction 40.9%

Source: IPEDS Finance Survey, NCES

Human Resources

Headcount for Employee Groups at Minneapolis Community and Technical College

■2008 ■2009

Employee Group	2008	2009
Administrators	17	17
Commissioner's Plan	5	6
MAPE	77	81
MMA	30	31
AFSCME	165	160
Customized Training Faculty	12	7
Adjunct/Other Part-Time	412	385
Temporary Full-Time	9	4
Part-Time Faculty	4	6
Full-Time Faculty	155	158

Source: MnSCU HR Oracle Database

106