



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 17, 2010
8:00 A.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 January 20, 2010** (pp. 1-8)
- (2) Academic and Student Affairs Update
- (3) **Proposed Amendments to Board Policy 2.6, Intercollegiate Athletics (Second Reading)** (pp. 9-12)
- (4) **Proposed Amendments to Board Policy 3.30, College Program Advisory Committees (Second Reading)** (pp.13-16)
- (5) **Normandale Community College Mission Statement Approval** (pp. 17-23)
- (6) Proposed Amendment to Board Policy 3.24, System and Institutional Missions (First Reading) (pp. 24-27)
- (7) Proposed New Board Policy 3.38, Career Information (First Reading) (pp. 28-30)
- (8) Proposed Amendment to Board Policy 3.29 College and University Transcripts (First Reading) (pp. 31-33)
- (9) Follow-up to OLA Evaluation of the System Office (pp. 34-37)
- (10) Centers of Excellence Update (pp. 38-43)
- (11) Campus Profile: North Hennepin Community College (pp. 44-51)

Members

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

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JANUARY 20, 2010**

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

Other Board Members Present: Trustees David Paskach, Ruth Grendahl, Scott Thiss, David Olson 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 January 20, 2010 at Inver Hills Community College, 2500 E. 80th Street, Inver Grove Heights. Chair McElroy called the meeting to order at 8:35 am.

1. Minutes of November 17, 2009

The minutes from the November 17, 2009 Academic and Student Affairs Committee Meeting were approved as written.

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

- Governor Tim Pawlenty has named Minnesota State Colleges and Universities a “Yellow Ribbon Employer” for supporting National Guard members and their families throughout the deployment cycle and after active service.

The Yellow Ribbon Employer Campaign honors employers with exceptional records of caring for military members and families through various programs and recognizes individuals who continue to uphold this standard for future military members and families.

System Director for Student Affairs Steve Frantz joined Board Chair Olson in accepting the award on behalf of the system.

- Minnesota State Colleges and Universities has received the 2nd Congressional award in support of its Veterans Strategic Initiative.

Included in the Labor-Health-Education portion of the Fiscal Year 2010 Consolidated Appropriations bill is \$300,000 for Minnesota State Colleges and Universities, Office of the Chancellor, for career and education services to veterans.

- Melissa Landin, a faculty member at Inver Hills Community College, has received an Outstanding E-Learning Faculty Award from the Instruction Technology Council (ITC). She will receive the award in February in Fort Worth, Texas.

The ITC receives nominations each year for “exemplary faculty who have implemented outstanding and innovative teaching and class management strategies that demonstrate course success and excellent student retention.”

- Several system university graduates have received the most recent Presidential Math and Science Awards:
 - An award winner in math is Barbara Stoflet, who has a BS in elementary education from Bemidji State University and a MA in education with a specialty in experiential education from Minnesota State University, Mankato. She has taught mathematics and science for more than 23 years. For the past two years, she has taught sixth grade at Gatewood Elementary School in Hopkins Public Schools.
 - Kari Dombrowski was an award winner in the science area. She has a BS in elementary education and a MS in curriculum and instruction from St. Cloud State University. She teaches second grade science and mathematics at Talahi Elementary School in the St. Cloud Area School District, where she has worked since 1986.
- Minnesota State Colleges and Universities has received an implementation grant of \$450,000 from the Joyce Foundation.

Minnesota is one of five Midwestern states that started working with the Joyce Foundation in 2006 to re-engineer adult education, workforce development and postsecondary education policies. The goal is to support economic growth and expand job opportunities for low-skilled workers in the Midwest.

3. Proposed Amendment to Board Policy 2.6 Intercollegiate Athletics

This was the first reading of an amendment to the system’s Intercollegiate Athletics Policy which clarifies language pertaining to a school’s request to participate in Division One sports. The amendment clarifies that adding any sport at the National Collegiate Athletic Association or the National Junior College Athletic Association Division One level would require a recommendation from the Chancellor and prior approval by the Board. The request for Board approval of participation at this level of a sport shall include analysis and review of the expected impact on students, institutional student services, finances, institutional mission and facilities master plan.

The proposed policy amendment also adds language which requires students participating in intercollegiate athletics to maintain health insurance.

Associate Vice Chancellor Mike Lopez said representatives from student organizations are involved in the policy development consultation process. They are represented on the Academic and Student Affairs Policy Council and are on the mailing list for review and comment of proposed policies, he said.

4. Proposed Amendment to Board Policy 3.30 and Proposed New Procedure 3.30.1 College Program Advisory Committees

This was a first reading of this policy pertaining to colleges' use of advisory committees. The changes are being made in response to the Office of Legislative Auditor's report on occupational programs which recommended that colleges provide better oversight of program advisory committees and take steps to improve those that are not fulfilling their potential.

Dr. Ron Dreyer, System Director for Academic Programs, said in addition to the revision of the program advisory committee policy and procedures, the program advisory committee handbook is being rewritten and three regional workshops will be conducted this spring to train campus staff in its use and the new policy.

Trustee Van Houten said he would like to see the policy's advisory committee definition be strengthened to make it clear that advisory committees should identify the need, or lack of need, of programs. Dr. Dreyer said he would share that suggestion during the next policy council meeting.

Chair McElroy said it is not clear if the policy mandates that each program have an advisory committee.

Associate Vice Chancellor Mike Lopez said the policy's intent is for all credit-based academic programs determined by a college to be preparation for initial or continued employment to have advisory committees. He said the policy language could be clarified on that point.

Broader committees can be formed to cover several related program areas, according to language in the procedures, Dr. Dreyer said.

Senior Vice Chancellor Baer said universities also have program advisory committees in disciplines or majors to ensure that their curriculum stays relevant and responsive to industry.

Trustee Thiss asked how the Office of the Chancellor will ensure that this policy is implemented and followed. The policy and procedures do not appear to have a mechanism for uniform enforcement.

Dr. Lopez said language could be added requiring colleges to communicate the results of advisory committee evaluations to the Chancellor or post the reports to a website.

Chair McElroy said that would be helpful. Information on the use of advisory committees can be collected during campus profiles, campus visits or during presidential evaluations, he said.

President Johns agreed it would be appropriate to gather this information during presidential evaluations. Chancellor McCormick asked Senior Vice Chancellor Baer and her staff work with presidents to gather these reports.

5. Campus Profile - South Central College (SCC)

Presenters:

Keith Stover, President

Nancy Genelin, Vice President of Academic Affairs

Karen Snorek, Vice President of Finance and Operations

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.

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

Academic Programs:

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

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

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

- Civil Engineering Technology

- Construction Field Supervision
- Medical Lab Technicians
- Administrative Office Management
- Energy Technical Specialist
- Mechatronics
- Small Business Management

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

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

The college emphasizes globalization and integrates an international perspective into the curriculum. SCC presented its 2nd Annual Global Connections Conference in April with approximately 1,500 students and community members attending.

Institutional Profile:

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

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

Partnerships

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

- SCC and ISJ-Mayo Health System have established a collaborative arrangement between simulation staff for training and simulation skill sets. As an outcome of this partnership, SCC is creating a simulation lab on the North Mankato Campus.
- SCC's Center for Business and Industry conducted health care and manufacturing summits in the Faribault area to assist in the development of program options. This fall a second Manufacturing Summit will be held focusing on the retention of a Computer Aided Machining program on the I-35 corridor.
- The SCC Mechatronics Technology Education Center (METC) was established to provide comprehensive education for employment and continuous learning in mechatronics careers.
- South Central College is a proud member of the Minnesota Center for Engineering and Manufacturing Excellence.
- SCC's business partners donated \$165,000 in program start-up funds to initiate the first two years of the Mechatronics program.
- SCC's Student Affairs and Business and Industry Centers have partnered to provide educational opportunities to dislocated workers through the South Central and South East regional workforce centers.
- SCC hosted Project Lead the Way (PLTW) training on SCC campuses and provided funding for scholarships for teachers. Additionally, as part of the college's Department of Labor grant, the college is coordinating mobile equipment purchases for use by school districts participating in PLTW. This summer's ZAP camps included approximately 50 middle school students on SCC's campuses.

External Funding

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

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

Integrated Planning:

SCC is implementing its newest strategic plan designed for 2009-2013. This plan purposefully integrated the system strategic plan into its goals and strategies along with the academic, technology, diversity and facilities plans of the college.

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

- Increase & Enhance Access
- Promote Student Success

- Support Economic Vitality
- Fuel & Celebrate Innovation
- Ensure Accountability & Institutional Effectiveness
- Nurture Relationships

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

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

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

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

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

Vice President Genelin offered examples on how the college has changed programming in response to changes in economic conditions and regional demographics.

- At one time, SCC had a business machine repair program in the electronics area. In response to changing industry needs, this program transitioned into a basic electronics program and then into industrial and wireless electronics programs. Business and industry leaders identified a need for workers with a broader degree in electronics. So they closed the electronics program and spent two years developing a mechatronics program that is a combination of electronics, mechanics, pneumatics, hydraulics and computer control systems.

- SCC used to have a human services technician program, which trained students to care for people with disabilities. In the 1990s, this program transitioned into Community Supports for People with Disabilities. This programming was later put online to allow students to continue to take the program after other programs in the state were closed. The program has since transitioned into a Community Social Services program and an articulation agreement allows graduates to transfer credits toward a Social Work baccalaureate degree at MSU, Mankato.

Employer surveys have indicated a desire for graduates with broader skill sets, including reading, writing and math, Vice President Genelin said. That has led to the development of inter-disciplinary programs at SCC, such as business management, restaurant management and graphic communications with emphases in production and design.

In the future, SCC will continue to focus on agriculture, manufacturing, renewable energy and bio-sciences programming since those have been identified by business and industry leaders as the economic drivers in the region, she said.

The meeting adjourned at 9:40 am
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 17, 2010

Agenda Item: Proposed Amendment to Board Policy 2.6 Intercollegiate Athletics (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:

Proposed amendments to Board policy require approval of the Board (second reading).

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

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

Background Information:

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

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

BOARD ACTION

PROPOSED AMENDMENT TO BOARD POLICY 2.6 INTERCOLLEGIATE ATHLETICS

1 **BACKGROUND**

2 The Office of the Chancellor is submitting a proposed amendment to Policy 2.6 Intercollegiate
3 Athletics. The amendment clarifies the intention of Part 1 and adds language requiring
4 intercollegiate athletes to maintain appropriate health insurance. A scheduled five year review
5 was conducted by staff from the Academic and Student Affairs Division and the Office of
6 General Counsel.

7
8 **CONSULTATION**

9 Consultation has occurred as follows:

- 10 • Reviewed twice at the external policy council;
11 • Reviewed by the Minnesota College Athletic Conference Executive Committee;
12 • Reviewed by the Northern Sun Intercollegiate Conference Commissioner
13 • Sent to all interested constituents on the listserv plus all college and university athletic
14 directors;
15 • Reviewed at Minnesota State College Faculty (MSCF) meet and confer;
16 • Reviewed at Inter Faculty Organization (IFO) meet and confer; and
17 • Reviewed by Academic and Student Affairs Committee of Leadership Council.

18
19 **RECOMMENDED COMMITTEE ACTION**

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

22
23 **RECOMMENDED MOTION**

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

Date Presented to the Board: March 17, 2010

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD POLICY		2.6
Chapter 2.	Students	
Section 6.	Intercollegiate Athletics	

2.6 INTERCOLLEGIATE ATHLETICS.

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

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

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

*Date of Implementation: 7/01/95
Date of Adoption: 5/16/95*

Date & Subject of Revisions:

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

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

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

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

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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 17, 2010

Agenda Item: Proposed Amendment to Board Policy 3.30, College Program Advisory Committees

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 (second reading).

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

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

Background Information:

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

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

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

Second Reading

BOARD ACTION

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

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

5
6 **BACKGROUND**

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

18
19 **CONSULTATION**

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

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

25 **RECOMMENDED COMMITTEE ACTION**

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

28
29 **RECOMMENDED MOTION**

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

Date presented to the Board: March 17, 2010

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

Second Reading

BOARD POLICY	3.30
Chapter 3. Educational Policies	
Section 30. College Program Advisory Committees	

3.30 Community and Technical College Program Advisory Committees

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

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

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

College. College means a community college, technical college, or community and technical college.

College program advisory committee. A college program advisory committee identifies needs and opportunities; describes the current status and dynamic nature of its industry and/or occupation(s); and provides guidance and advice on initial development, accountability, expansion and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities. A college program advisory committee shall include, but is not limited to, employers, students, and faculty.

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

Credit-based academic programs determined by a college to be preparation for initial or continued employment shall have an advisory committee. One advisory committee may serve more than one program provided that committee members possess requisite knowledge and skills relevant to the programs.

Part 4. Oversight and Accountability. The chancellor shall adopt a system procedure to implement Policy 3.30 Community and Technical College Program Advisory Committees.

- 1 The chancellor shall assess compliance with this policy, post this information on the Web, and
- 2 consider such findings in presidential evaluations.

Date of Implementation: 06/14/05,

Date of Adoption: 06/14/05,

Date and Subject of Revision:

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

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

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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 17, 2010

Agenda Item: Normandale Community College Mission Statement Approval

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 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Joe Opatz, President, Normandale Community College

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

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Normandale Community College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for Normandale Community College has been reviewed and found to meet all Board requirements for institutional missions.

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

**NORMANDEALE COMMUNITY COLLEGE
MISSION STATEMENT APPROVAL**

EXECUTIVE SUMMARY

The proposed vision, mission and goals of Normandale Community College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Normandale Community College’s vision, mission, purposes and array of awards are:

Vision: Normandale Community College will be a recognized leader in academic excellence, student support, and community and workforce development.

Mission: Normandale Community College advances individuals’ intellectual, career, and personal development by providing outstanding teaching and support.

Purposes: To accomplish our mission, we will:

- Prepare students to transfer successfully to four-year and other educational institutions.
- Prepare individuals to perform successfully in the workforce.
- Support individuals in developing and meeting their educational goals.
- Ensure students achieve the College’s liberal education and student development outcomes.
- Support all types of learners in their pursuit of life-long career and personal development goals.
- Prepare students for college-level coursework.
- Prepare individuals to participate in diverse local and global communities.
- Identify and meet workforce training needs.

Array of Awards: Normandale Community College offers the Associate in Arts, Associate in Fine Arts, Associate in Applied Science and Associate in Science degrees.

- **An institution’s mission, vision and purposes shall support achievement of the system mission and vision:** Normandale Community College’s mission to advance “individuals’ intellectual, career, and personal development by providing outstanding teaching and support” and the associated purposes focus the institution on emphasizing the personal and career dimensions of education.

1 The new mission statement better recognizes the “wide range of individual learners” in the
2 System mission because the institution seeks to advance individuals wherever they are in their
3 career or life-long learning development.

4
5 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
6 **accountability, and regional accreditation:** Normandale Community College’s vision, mission,
7 and purposes provide a basis for evaluation, accountability, and regional accreditation.

8
9 **Compliance:** Normandale Community College’s vision, mission, and purposes are consistent
10 with statute, policy, and regional accreditation requirements.

11 12 **BACKGROUND**

13 Normandale Community College was founded in 1968. The College has been accredited by the
14 Higher Learning Commission since 1973. Our last PEAQ Comprehensive Evaluation was 2000-
15 2001. Normandale became an AQIP institution July 11, 2007. The date of our next Systems
16 Portfolio review is June 1, 2011. The date of our next Reaffirmation of Accreditation is 2013-
17 2014.

18 19 **Mission, Vision and Purposes Application Analysis**

20 The proposed vision, mission, and purposes of Normandale Community College meet the criteria
21 identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval
22 of System Institutional Missions.

23
24 As required by procedure, the institution must indicate:

- 25 a. How its mission and vision respond to the definitions in procedure 3.24.1.
 - 26 b. The extent to which the institution will meet expectations of law, how it relates to other
27 institutions of higher education, and how its mission, vision and purposes support fulfillment
28 of the system mission and vision.
 - 29 c. Its purposes and the array of awards it offers.
 - 30 d. How the new mission compares with the former mission.
 - 31 e. Ample consultation with faculty, students, employers and other essential stakeholders.
- 32 Additionally, the institution’s mission must be compliant with statute, policy, and regional
33 accreditation requirements.

34 35 **Review of Normandale Community College’s Mission, Vision and Purposes**

36 Normandale Community College’s vision, mission and purposes meet these requirements.

- 37
38 a. The mission and vision respond to the definitions in the procedure:

39
40 Normandale Community College’s mission to advance “individuals’ intellectual, career, and
41 personal development by providing outstanding teaching and support” and the associated purposes
42 support the following areas:

- 43 • The continuing focus of the college on the southwest metropolitan region of the Twin Cities
44 continues but eliminates the cumbersome phrase from the mission statement.

- 1 • The focus on “individuals” recognizes that the college mission includes displaced workers,
2 employees of customized training partners, and adult learners as well as traditional
3 “students” which tends to mean recent high school graduates.
- 4 • Institutional outcomes statements have been developed to accompany the mission statement,
5 though they can be broadly categorized under “intellectual, career, and personal
6 development.”
- 7 • The new mission statement sharpens the focus of the college on the outcomes of teaching and
8 support—the learning and development of our students. The outcomes statements will help
9 the college to measure the effectiveness of these key activities.

10

11 The mission for Normandale Community College is guided by a vision that reads “Normandale
12 Community College will be a recognized leader in academic excellence, student support, and
13 community and workforce development.”

14

15 Normandale Community College envisions a future in which:

16

- 17 • Each of these areas—academic excellence, student support, community and workforce
18 development—corresponds to one of the goals of the college’s 2010-2013 Strategic Plan.
- 19 • Development of metrics and milestones for being a “recognized leader” at regional and
20 national levels, with the core idea to strengthen performance in core areas of the mission, so
21 the college can assume a stronger leadership position in implementing and sharing best
22 practices.
- 23 • The College will be stronger in each of these areas, and have a more robust system of
24 measures on which to base that assessment.
- 25 • There will be more integration between academic programs, support services, and
26 community and workforce development.
- 27 • The vision will carry forward Normandale’s existing reputation for rigorous academic
28 programs, an active campus life for students, and engagement with the surrounding
29 community by serving as a center for intellectual, artistic, and workforce development.

30

31 Normandale Community College has a strong reputation for quality teaching and rigorous
32 academic programs. The new mission is intended to keep the college focused on that role while
33 recognizing that students will benefit from incorporating personal development and career
34 exploration more intentionally into the liberal education curriculum.

35

36 b. The extent to which the institution will meet expectations of law, how it relates to other
37 institutions of higher education, and how its mission, vision and purposes support fulfillment
38 of the system mission and vision:

39

40 The Normandale Community College vision supports providing the people of Minnesota with
41 the “highest value education” through our equal commitment to academic excellence, student
42 support, and community and workforce development. These are not intended to be choices along

1 a continuum of priorities, but the recognition that all of these aspects are interwoven and
2 mutually supporting—academic rigor *and* strong support systems, liberal *and* career education,
3 individual *and* community development.

4
5 The institution’s goals support the system strategic plan in the following ways:
6

- 7 • **Increase Access and Opportunity** in supporting all types of learners in their pursuit of life-
8 long career and personal development goals, including a commitment to developmental
9 education, ensuring higher education remains accessible to all learners.
10
- 11 • **Promote and Measure High-Quality Learning Programs & Services** in ensuring students
12 achieve the College’s liberal education and student development outcomes and preparing
13 students to transfer successfully to four-year and other institutions for baccalaureate level
14 education.
15
- 16 • **Strengthen Community Development and Economic Vitality** in focusing on workforce
17 preparation and on-going workforce training to support the System mission of sustaining
18 vibrant economies in the state.
19
- 20 • **Innovate for the Future** in supporting a diversity of student educational goals at any point
21 in their lives and preparing them to participate in a global economy.
22

23 The Normandale Community College vision supports the system vision in providing education
24 that supports the success of our communities.
25

26 c. Its purposes, values and array of awards it offers:
27

28 Normandale Community College’s Purposes includes the following:

- 29 • Prepare students to transfer successfully to four-year and other educational institutions.
- 30 • Prepare individuals to perform successfully in the workforce.
- 31 • Support individuals in developing and meeting their educational goals.
- 32 • Ensure students achieve the College’s liberal education and student development outcomes.
- 33 • Support all types of learners in their pursuit of life-long career and personal development
34 goals.
- 35 • Prepare students for college-level coursework.
- 36 • Prepare individuals to participate in diverse local and global communities.
- 37 • Identify and meet workforce training needs.
38

1 The Normandale Community College vision, mission, and purposes are consistent with statute,
2 policy, and regional accreditation requirements.

3
4 d. How the new mission compares with the former mission:

5
6 The former mission of Normandale Community College was, “As an urban community college
7 serving primarily the southwest metropolitan region of the Twin Cities, Normandale prepares
8 students for full participation in our diverse communities, creates pathways to other college
9 programs, and builds community connections.”

10
11 The new mission reads, “Normandale Community College advances individuals’ intellectual,
12 career, and personal development by providing outstanding teaching and support.”

13
14 The former mission was longer with vague statements like “creates pathways to other college
15 programs” and “builds community connections.” The new mission statement is intended to be
16 shorter and clearer, so employees can keep it more readily in mind. The new mission statement
17 also focuses on the core functions of the college: learning and development.

18
19 Ample consultation with faculty, students, employers and other essential stakeholders:

- 20
- 21 • Campus-wide awareness and satisfaction with the existing mission were assessed in January
22 2008 at a campus development day. General feedback included dissatisfaction with the
23 absence of teaching and learning in the mission statement, with the “urban” designation, and
24 with the vagueness of key phrases.
 - 25 • The Institutional Effectiveness Committee, which includes representatives from most areas
26 on campus and all academic divisions, managed the mission review and strategic planning
27 process, beginning in Fall 2008. The Committee reviewed the System mission statement and
28 key environmental drivers like workforce development and demographic declines in high
29 school graduates. Committee members then identified key elements of the mission,
30 institutional outcomes, and values. A small team then crafted seventeen different versions of
31 the mission. The Committee met to narrow the list to several preferred versions which were
32 sent out to the campus for feedback.
 - 33 • Based on the feedback, the Committee crafted a draft of the mission, institutional outcomes,
34 and values. These were again sent out for campus-wide feedback. The final versions were
35 approved at the Institutional Effectiveness Committee in spring 2009.
 - 36 • In fall 2009, the Institutional Effectiveness Committee used the four goals of the 2010-2013
37 Strategic Plan to develop its vision statement.
 - 38 • The mission and vision were last reviewed by the Board of Trustees in April, 1999. The new
39 mission, vision, and outcomes were developed as part of Normandale’s 2010-2013 Strategic
40 Plan. Institutional values were also reviewed to better align with AQIP’s principles of high-
41 performing institutions.
- 42
43

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
4 the Normandale Community College vision, mission, purposes, and array of awards as listed in
5 the executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the request by Normandale Community College to approve its
10 vision, mission, purposes, and array of awards as listed in the executive summary.

11

12 *Date presented to the Board: March 17, 2010*

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 17, 2010

Agenda Item: Proposed Amendment to Board Policy 3.24, System and Institutional Missions (First Reading)

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

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

Amendments to Board policy require approval of the Board.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Leslie K. Mercer, Associate Vice Chancellor for Research, Planning, and Effectiveness

Outline of Key Points/Policy Issues:

- The Board of Trustees conveyed interest in better articulating expectations for a change in mission leading to new award authority including a first and second reading of such a request.
- The Office of Legislative Auditor Study of MnSCU Occupational Programs conducted in 2009 included findings related to the frequency of mission approvals and alignment of college mission statements with system and industry needs.

Background Information:

The proposed policy is a first reading to amend policy 3.24 System and Institutional Missions. Development of the proposed policy followed standard policy revision processes. After approval of the amended policy by the Board of Trustees, procedure 3.24.1, System and Institutional Missions will be submitted to the Chancellor for approval.

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

BOARD ACTION
PROPOSED AMENDMENT TO POLICY 3.24, SYSTEM AND INSTITUTIONAL MISSIONS

1 The Office of the Chancellor is submitting a proposed amendment to Policy 3.24, System and
2 Institutional Missions.

3

4 **BACKGROUND**

5 The proposed policy amendment and a related proposed system procedure primarily respond to
6 the following interests of the Board of Trustees:

- 7 1. The Board of Trustees Academic and Student Affairs Committee suggested that
8 institutional requests for a change in mission for new award authority require a first and
9 second reading of the Board of Trustees.
- 10 2. The 2009 Office of the Legislative Auditor’s report titled MnSCU Occupational
11 Programs addressed the consistency of mission reviews was an area of potential
12 improvement and recommended that: “All MnSCU college statements of mission, vision,
13 and purpose, as well as their high-level planning documents, should clearly reflect the
14 priorities set in state law and decisions of the Board of Trustees.”

15

16 **CONSULTATION**

17 Consultation for the policy and procedure has occurred as follows:

18 Reviewed by Academic and Student Affairs Policy Council – 1/21/10

19 Reviewed at Academic and Student Affairs Leadership Council – 01/05/10

20 Mailed out for review and comment – 2/26/10

21 Review and comment at Inter Faculty Organization (IFO) Meet and Confer – 2/5/10

22 Review and comment at Minnesota State University Association of Administrative and Service
23 Faculty (MSUAASF) Meet and Confer – 2/12/10

24 Review and comment at Minnesota State College Faculty (MSCF) Meet and Confer – 02/25/10

25

26 **RECOMMENDED COMMITTEE ACTION**

27

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

30

31 **RECOMMENDED MOTION**

32

33 The Board of Trustees approves the proposed amendment to Policy 3.24 System and Institutional
34 Missions.

35

36 *Presented to the Board: March 17, 2010*

First Reading

1

<p>MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD ACTION</p>
<p>PROPOSED AMENDMENT TO POLICY 3.24, SYSTEM AND <u>COLLEGE AND UNIVERSITY MISSIONS</u></p>

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3.24 System and ~~Institutional~~ College and University Missions

Part 1: Purpose. The purpose of this policy is to establish conditions and processes for the review of system and college and university missions.

Part 2. Definitions. The following definitions apply to this policy and related procedure.

Mission: Mission means the distinct purpose of the college or university, the constituents served and the expected outcomes, values and goals, and aspects such as institution culture, decision making processes, and the principles and behaviors to reach aspirational outcomes.

Vision: Vision means the aspirations of the college or university, the primary products or services, the distinctive or unique attributes of the college or university, and assumptions about the college and university and its environment in the future.

Part 31: Review and Approval of the MnSCU System Mission and Vision. The Board of Trustees shall periodically review, revise as appropriate, and approve the system mission and vision ~~at least once every five years.~~ The mission and vision shall align with state needs. The Board of Trustees shall assure there is consultation with faculty, students, employers and other essential stakeholders. The Chancellor shall promulgate procedures for the development of the system mission and vision.

Part 42: Review and Approval of MnSCU ~~Institutional~~ College and University Mission and Vision Statements. ~~The Board of Trustees shall approve each College or university institution's mission and vision statements require Board of Trustees approval, and purposes.~~ The Chancellor shall have authority to approve minor revisions to an approved mission and vision statement. A college's or university's ~~institution's~~ mission and vision, and purposes shall support achievement of the MnSCU system mission and vision and shall provide a foundation for evaluation, accountability, and regional accreditation. The Chancellor shall promulgate procedures to guide the Board of Trustees' review and approval of ~~institutional college or university missions and visions, and purposes.~~ institutional college or university, with consultation from faculty, students, employers and other essential stakeholders, shall be given considerable latitude to express its mission and vision, ~~and purposes.~~

1 **Part 5: Academic Award.** A change in authority to confer an academic award is subject to
2 approval by the Board, following a first and second reading in accordance with Policy 1A.1 Part
3 6, Subpart A.

4
5 **Part 63: Alignment of ~~Between MnSCU Institutional~~ College and University Missions And**
6 **Higher Education Needs in Minnesota Visions.** The Chancellor shall report to the Board of
7 Trustees on the alignment of ~~institutional-college and university~~ missions and visions with the
8 system mission and vision and with Minnesota's higher education needs, statutory authority,
9 structure and resources at least once every five years. Based on this review, which shall include
10 consultation with faculty and staff, students, employers and other essential stakeholders, the
11 Board may redirect a college's or university's ~~n-institution's~~ mission and vision to advance
12 regional and statewide higher education interests.

Date of Implementation: 07/01/99

Date of Adoption: 06/16/99

Date and Subject of Revision:

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be eliminated.

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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 17, 2010

Agenda Item: Proposed New Board Policy 3.38, Career Information

Proposed
Policy Action

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

A proposed new policy requires Board approval (first reading).

Scheduled Presenter(s):

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

Background Information:

The proposed new policy responds to recommendations made by the Office of the Legislative Auditor Study of MnSCU Occupational Programs conducted in 2009.

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

BOARD ACTION
PROPOSED NEW BOARD POLICY 3.38, CAREER INFORMATION

1 **INTRODUCTION**

2 The Office of the Chancellor is submitting a proposed new Board policy 3.38, Career
3 Information.

4
5 **BACKGROUND**

6 During 2009 the Office of the Legislative Auditor conducted a study of Occupational Programs
7 at the state colleges which was presented to the legislature and Board of Trustees. Among the
8 recommendations from the audit was the following: “The Board of Trustees should by policy
9 require colleges to ensure that information on career exploration and job opportunities is getting
10 to the occupational program students who need it.” The proposed new policy has been
11 developed in response to that recommendation.

12
13 The Senior Vice Chancellor for Academic and Student Affairs appointed a committee of college
14 career center personnel and Office of the Chancellor staff to review the Legislative Auditor’s
15 recommendations and develop a draft policy.

16
17 **CONSULTATION**

18 Consultation has occurred/will occur as follows:

- 19 • Reviewed with the Academic and Student Affairs Policy Council – 11/20/09 and 1/21/10.
- 20 • Review and comment requested on the proposed policy and procedure through system-
21 wide constituent mailing, dated 11/23/09
- 22 • Reviewed at Inter Faculty Organization (IFO) Meet and Confer – 12/11/09
- 23 • Review at Minnesota State College Faculty (MSCF) Meet and Confer – 12/11/09 and
24 2/25/10
- 25 • Reviewed by Academic and Student Affairs Committee of the Leadership Council –
26 12/8/09

27
28 **RECOMMENDED COMMITTEE ACTION**

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

31
32 **RECOMMENDED MOTION**

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

34
35 *Presented to the Board: March 17, 2010*

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

First Reading

BOARD POLICY	3.38
Chapter 3. Educational Policies	
Section 38. Career Information	

1 **3.38 CAREER INFORMATION.**

2
3 **Part 1. Purpose.** The purpose of this policy is to require that system community and technical
4 colleges provide information on career exploration and job opportunities to occupational
5 program students.

6
7 **Part 2. Definition.** For purposes of this policy, occupational programs are technical and
8 professional academic programs that prepare students for employment.

9
10 **Part 3. College Policy.** Each system community and technical college shall establish a policy
11 to provide information on career exploration and job opportunities to all students enrolled in
12 occupational programs.

13
14 **Part 4. Evaluation.** The Office of the Chancellor shall, on a biennial basis, evaluate the
15 effectiveness of system college efforts to provide career exploration and job prospect information
16 to students, and shall secure assurance from each community and technical college that this
17 responsibility is being met.

18
19 **Part 5. System Procedure.** The Chancellor shall develop a system procedure to provide
20 direction for the implementation of this policy by community and technical colleges.

Date of adoption:
Date of implementation:

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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 17, 2010

Agenda Item: Proposed Amendment to Board Policy 3.29, College and University Transcripts

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 (first reading).

Scheduled Presenter(s):

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

Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The proposed amendment designates the eTranscript within the Integrated Statewide Record System (ISRS) as an official transcript for students transferring within the system.

Background Information:

The eTranscript was developed as a way of streamlining the transfer process for students transferring within the system. With the eTranscript a student does not have to request that a transcript be sent from the original college or university; the transfer of information is done automatically. Moreover, the student does not have to pay a fee to have a transcript sent. Because this is a new technology, questions about its status as an “official” transcript have been raised. The amendment is intended to resolve any issues about the status of the eTranscript.

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

First Reading

BOARD ACTION
PROPOSED AMENDMENT TO BOARD POLICY 3.29, COLLEGE AND UNIVERSITY TRANSCRIPTS

1 The Office of the Chancellor is submitting a proposed amendment to Board Policy 3.29, College
2 and University Transcripts.

3
4 **BACKGROUND**

5
6 The eTranscript was fully deployed within Minnesota State Colleges and Universities during fall
7 semester of 2009. Students, as well as staff in Admissions and Registrars offices, have
8 welcomed this new technology. However, because this new technology lacks the usual
9 indicators of “official” transcripts, such as an embossed seal, the proposed amendment is
10 intended to settle any questions about the official nature of the eTranscript.

11
12 **CONSULTATION**

13
14 Consultation for the policy and procedure is planned or has occurred as follows:

- 15 • Reviewed by combined Single Registration and Single Application Subject Matter Expert
16 Working Groups of Students First- January 12, 2010
- 17 • Reviewed by Academic and Student Affairs Policy Council – January 21, 2010
- 18 • Reviewed at Academic and Student Affairs Leadership Council – March 2, 2010
- 19 • Mailed out for review and comment – February 26, 2010
- 20 • Reviewed at Minnesota State College Faculty (MSCF) Meet and Confer – February 25, 2010
- 21 • Reviewed at Inter Faculty Organization(IFO) Meet and Confer- February 5, 2010
- 22 • Reviewed at Minnesota State University Association of Administrative and Service Faculty
23 (MSUAASF) Meet and Confer- February 12, 2010

24 **RECOMMENDED COMMITTEE ACTION**

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

27
28 **RECOMMENDED MOTION**

29 The Board of Trustees approves the proposed amendment to Board Policy 3.29, College and
30 University Transcripts.

31
32 *Presented to the Board: March 17, 2010*

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

First Reading

Board Policy	3.29
Chapter 3. Educational Policies	
Section 29. College and University Transcripts	

- 1 **3.29 COLLEGE AND UNIVERSITY TRANSCRIPTS.**
- 2
- 3 **Part 1. Uniform Paper Transcript.** In furtherance of a common system identification, Minnesota State
- 4 Colleges and Universities shall use a uniform format for their official paper transcripts.
- 5
- 6 **Part 2. Paper Transcript Format.** The Chancellor shall establish a procedure for a uniform paper
- 7 transcript format for Minnesota State Colleges and Universities.
- 8
- 9 **Part 3. Electronic Transcript (eTranscript).** In lieu of an official paper transcript, system colleges and
- 10 universities shall use the eTranscript within the Integrated Statewide Record System to document
- 11 previous academic work completed by students transferring between system colleges and universities.
- 12 The Chancellor shall establish a procedure to guide the implementation and use of the eTranscript.

Date of Implementation: 7/1/05

Date of Adoption: 1/20/05

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

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

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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 17, 2010

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

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

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

The 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
Leslie K. Mercer, Associate Vice Chancellor for Research, Planning, and Effectiveness

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 evaluation examined the following questions:
 - How has the system office’s spending and staffing changed over time, and what accounts for those changes?
 - To what extent does the system office deliver services efficiently and effectively, and to what extent are those services critical to MnSCU’s core mission?
 - Are there good working relationships between the system office and trustees, campus officials, and legislators?
- 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.

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

Follow-up to OLA Evaluation of the System Office

BACKGROUND

The work plan for responding to the OLA evaluation provides a timeline and discussion topics for each of the six “areas of concern” under the purview of the Academic and Student Affairs Committee. The timeline meets the interest of Chair David Olson to have each committee discuss their role and address the OLA report recommendations by June 2010.

The OLA evaluation includes a number of findings and recommendation primarily emanating from a survey of system presidents. The survey feedback provides opportunities for continuous improvement in the services provided to system institutions. It also highlights significant issues related to the value and appropriateness of centralizing some functions and services.

The March meeting of the Academic and Student Affairs Committee will include an overview of the OLA findings and initial suggestions to address each area of concern. Subsequent meetings of the committee in April, May, and June will provide more in-depth discussions of each area.

Board of Trustees Academic and Student Affairs Committee Work Plan: Follow-up to Office of Legislative Auditor Evaluation of the System Office

The Office of Legislative Auditor report on the System Office provides findings and recommendations requiring a response from the Board of Trustees. Chair David Olson charged each Board Committee to discuss its role in addressing the “areas of concern” outlined in the report. Six areas within the purview of Academic and Student Affairs were identified.

- 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
- 6) Oversight of specialized training in firefighting and emergency medical services

The concerns raised in the report regarding a seventh area, transfer, have been assigned to the Audit Committee and may be addressed during a separate session of the Board of Trustees.

The following is a recommended approach for addressing the six areas during upcoming sessions of the ASA Committee. This will meet Chair Olson’s goal of making progress on as many of the recommendations as possible by June.

March 16-17

- Overview of OLA report focusing on findings in the six areas
- General understanding of the context around each of the six areas

April 20-21

- Review of OLA concerns related to the following areas-
 - Oversight of customized training and continuing education (CE/CT)
 - Oversight of specialized training in firefighting and emergency medical services
 - Impact and cost-effectiveness of online instruction
- Review of current office of the chancellor activities in these areas-
 - Customized training and continuing education (CE/CT)
 - CE/CT financials (Fund 120; financial targets) and other measures
 - CE/CT collaborative projects (grants; online registration and payment)
 - Specialized training in firefighting and emergency medical services (Fire/EMS Center)
 - Background and history
 - Convergence of curricular oversight and campus compliance)

Impact and cost-effectiveness of online instruction

- Overview of current model
 - Online action plan
 - 2007 cost analysis
- Goals identified in March 2009 Board report
- Committee discussion and recommended actions to address the OLA concerns

May 18-19

- Review of OLA concerns related to the following areas-
 - Systemwide academic planning and curriculum development
 - Approval of institutional requests to begin, revise, or close programs
 - Faculty professional development
- Review of current office of the chancellor activities in these areas-
 - Approval of institutional requests to begin, revise, or close programs
 - Background data on amount and types of program transactions
 - Summary of January discussion on program approval and review
 - Systemwide academic planning and curriculum development
 - Examples of systemwide program efforts in Law Enforcement, Practical Nursing, Individualized Studies, AS Broad Field Degrees, etc., labor market analyses.
 - CTL programs and services
 - Evidence of impact
 - Efficiencies/leveraging of resources
 - Future directions (learning outcomes; instructional technology)
- Committee discussion and recommended actions to address the OLA concerns

June 15-16

- Update on actions taken to address the issues identified in the OLA report
- Implications of recommendations for FY11 ASA Committee and Division Work Plans

3/3/10

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 17, 2010

Agenda Item: Centers of Excellence Update

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

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

Wilder Research will provide an evaluation of the centers of excellence to the Board of Trustees in April. This presentation is to provide background information on the work of the four centers of excellence prior to the evaluation presentation.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Dennis Siemer, V-Tek Incorporated
Laura Beeth, Fairview Health Services
Student representative
Ronald Bennett, Minnesota Center for Engineering and Manufacturing Excellence

Background Information:

In 2005, Minnesota State Colleges and Universities established centers of excellence in health care, manufacturing and engineering, and information security at four state universities and 21 community and technical colleges. This presentation will provide an overview of the four centers' activities, educational programming and industry involvement during 2008 and 2009.

The four centers are:

1. HealthForce Minnesota, Winona State University,
2. Advance IT Minnesota, Metropolitan State University,
3. 360° Manufacturing and Applied Engineering Center of Excellence, Bemidji State University, and
4. Minnesota Center for Engineering and Manufacturing Excellence, Minnesota State University, Mankato.

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

CENTERS OF EXCELLENCE UPDATE

BACKGROUND

How do the centers of excellence make an impact?

The four centers of excellence established by the Minnesota State Colleges and Universities are making a broad impact on the educational programs and services needed to prepare today's incumbent workers and tomorrow's skilled workforce.

Over the past four years, the centers have operated as entrepreneurial start-ups by advancing the state's critical industries of health care, manufacturing and engineering, and information technology. The centers are providing resources, nurturing innovative solutions and establishing productive collaborations. The centers of excellence have and will continue to empower people to transform their lives through educational and career attainment.

Advancing the system's strategic goals, the centers have made investments to recruit and retain students, improve the skills of workers, upgrade equipment, support faculty development, link programs and develop new curriculum. They educate employers on emerging technology and foster applied research programs, while gaining regional and national recognition for their own expertise. Further, the centers promote distance learning and other new ways to deliver education, particularly to students and workers in underserved rural communities.

The centers have built connections among K-12 schools, community and technical colleges, state universities and leading employers, in some cases bringing together competing companies to work together to solve problems. Through camps and other outreach programs, the centers offer hands-on opportunities to prepare young students, our talent pipeline, for careers of the future. The centers also provide career and professional development opportunities through internship Web sites, job fairs, conferences and skills competitions, often produced with state and industry partners.

Why are the centers of excellence important?

Minnesota and the rest of the country are in the grips of the longest and deepest economic downturn since the Great Depression. One of the most painful near-term consequences has been the loss of more than 132,000 jobs in Minnesota since December 2007. A more subtle yet

significant impact is the collective tendency to lose sight of the longer-term threats to economic competitiveness and well being. Based on past experience with labor shortages and demographic changes, the increasingly global nature of economic competitiveness, and the rapid evolution toward more technical sophistication in key industry clusters, these challenges require the system's attention.

A highly educated workforce, strategically aligned with the emerging needs of employers, is the foundation of a vibrant regional economy. The well-being of the state's critical industries – health care, manufacturing and engineering, and information technology – has not been left to chance. Rather, like successful businesses that fare well in tough times, the state continues to invest to provide a more robust workforce for the state's critical industries, to advance the performance of companies in these industries, and to find innovative ways to meet these needs while leveraging outside resources to sustain such efforts.

Leading these efforts are the four centers of excellence established by the Minnesota State Colleges and Universities in 2005 -- HealthForce Minnesota, Advance IT Minnesota, the Minnesota Center for Engineering and Manufacturing Excellence, and 360° Manufacturing and Applied Engineering Center of Excellence.

What have the centers of excellence accomplished?

HealthForce Minnesota

- Created Scrubs Camps in 2008 to promote career awareness for middle school, high school and adult students, including unemployed and dislocated workers. In its first two years, 319 students and 89 adults attended Scrubs Camp, and camp offerings have grown from one camp to 10. These camps provided transformational experiences for many participants and lead to college enrollments. As a replicable model, the camp is available to be delivered nationally.
- Partnered with Allina Health System and St. Paul College to receive a \$2 million U.S. Department of Labor grant to provide online training in clinical laboratory science. Supports two-year laboratory technicians who want to continue their education in their own communities. Leveraged an additional \$1.2 million from industry partnerships.
- Advanced collaboration and organizational development through grants. Examples include a \$12,000 micro-regional grant awarded to Pine Technical College that was leveraged into a \$4.2 million U. S. Department of Labor grant for health care education.
- Served 9,481 people from projects, camps and partners in fiscal 2009. In fiscal year 2009, funded \$1.18 million in health care innovation and project investments throughout the

state. Leveraged dollars for innovation in fiscal year 2009 totaled more than \$1.16 million.

- Invested in more than 73 curriculum development projects and other programs since fiscal year 2006 to help advance health care practice. Projects include development of a health curriculum in Winona Public Schools; a mentorship program for nursing assistants on the White Earth Indian Reservation and Somalis in the Rochester area; and delivery of a bilingual health care curriculum in Spanish.
- Convened health providers and agencies across the state for a two-day summit to create a vision and develop a seven-step action plan for a Minnesota health delivery system.

Advance IT Minnesota

- Worked with academic and industry partners to develop innovative curricula in emerging competencies like Internet Protocol (IP) telephony network security, open source software, enterprise risk management, computer forensics, and information technology leadership. More than 12 new courses and significant lab upgrades have been realized with center support.
- Converted more than 15 courses to online learning to create greater accessibility to information technology-related skill development.
- Organized, in partnership with industry, the yearly “Secure 360” conference on information technology security at the RiverCentre, now attended by more than 600 professionals and 70 corporate sponsors.
- Created a comprehensive Web site, *Minnesota IT Careers*, and complementary events to promote information technology careers. The site serves more than 1,200 secondary students and 500 college students each year.
- Served a leadership and supporting role to promote information assurance for Minnesota State Colleges and Universities through assessment of all 32 campuses. Trained information technology services staff and provided technical assistance where needed.

Minnesota Center for Engineering & Manufacturing Excellence

- Established the Iron Range engineering program, a unique engineering degree completion program between Minnesota State University, Mankato and the Northeast Higher Education District. The program, seeded with \$50,000 from the center, is designed to meet the engineering needs of new employers in northeastern Minnesota including Polymet, Mesabi Nugget and Essar Steel. These three companies alone will need up to

70 engineers in the next few years.

- Supported South Central College's new mechatronics program to launch a distance learning component. Center funds of \$70,000 leveraged with industry funding supports instructional costs of the mechatronics program.
- Supported summer camps for engineering and manufacturing career awareness for middle and high school students from the Iron Range to southern Minnesota. More than 1,000 students have been served using \$250,000 in center funds as seed money. Early evidence indicates these programs are helping to improve college and university enrollments in engineering and manufacturing.
- Organized, trained and evaluated 198 schools in Project Lead the Way, a hands-on technical education program in middle and high school. Project Lead the Way enrollments have increased 10 percent over 2009. Organized and provided training for university faculty to teach in summer training institutes.
- Supported the development of a new distance-based automation training program at Alexandria Technical College that has served more than 60 industry technicians. The project created a new delivery model that provides 24/7 accessibility for complete manipulation of hardware located anywhere across the world via the Internet.

360° Manufacturing and Applied Engineering Center of Excellence

- Developed four joint, multi-institutional certificate programs in manufacturing production technology, machine technology, automation technology, and welding technology. Each program offers a 30-credit certificate and is available online or as blended delivery.
- Supported the purchase of capital equipment recommended by industry partners and valued at more than \$2.5 million. Allows students to be trained and educated on the latest technology used by today's advanced manufacturing companies.
- Expanded career awareness and student outreach to west central Minnesota through the launch of the *Dream It. Do It.* marketing campaign. More than \$100,000 has been raised to support the campaign in collaboration with the Minnesota Department of Employment and Economic Development, Tri-State Manufacturers' Association, Alexandria Technical College, Minnesota State Community and Technical College, and other private and public partners.
- Partnered with Anoka Ramsey Community College on a \$238,000 FIPSE grant to develop an Associate of Science degree in applied engineering with a biomedical focus. The program articulates to the Bemidji State University's Bachelor of Applied Science

degree in applied engineering. Through this grant, Bemidji State University also will add a biomedical emphasis to the applied engineering program.

- Sponsored 40 technology-based events including career fairs, day camps, and weeklong summer camps for more than 3,000 middle school and high school students.
- Between 2006 and 2008, technical manufacturing-related programs promoted by the center have graduated 207 percent more associate degrees, 34 percent more certificates and 25 percent more diplomas for a total of 39 percent more awards. Source: Wilder Research evaluation, January 2009.

For more information on center activities, contact:

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 17, 2010

Agenda Item: Campus Profile: North Hennepin Community College

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

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

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

Scheduled Presenters:

Ann Wynia, President, North Hennepin Community College
Jane Reinke, Vice President of Academic and Student Affairs, North Hennepin Community College
Mary Diedrich, Dean of Student Success Programs, North Hennepin Community College

Background Information:

As North Hennepin Community College prepares to welcome a new president, we would also like to take this opportunity to highlight some institutional points of pride including:

- quality and innovation of our faculty and staff
- diversity of our campus community
- unique undergraduate research program
- four-year degrees offered on our campus through university partnerships
- student success programs
- adult education and training, grants and workforce development
- community outreach and partnerships
- significant facility upgrades and maintenance.

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

CAMPUS PROFILE: NORTH HENNEPIN COMMUNITY COLLEGE

BACKGROUND

North Hennepin Community College President Ann Wynia 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 North Hennepin Community 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 Strategic Profile Summary for North Hennepin Community College provides information on students, academic programs, human resources, facilities and finance as well as information on the five categories stated above. The Summary provides a brief overview of the presentation that President Ann Wynia will deliver at the March Board Meeting.



North Hennepin Community College

Campus Profile | March 2010 | President Ann Wynia | www.nhcc.edu



North Hennepin Community College has been a leading provider of higher education in the northwest metropolitan area of the Twin Cities since 1966. North Hennepin’s beautiful campus - bustling with activity and rich with diversity – is conveniently located in Brooklyn Park, MN. Classes are also offered at Buffalo High School, area workforce centers and business locations.

Enrollment

North Hennepin serves more than 9,944 students with credit offerings (a 37% increase in the last decade) and an additional 6,000 people from over 300 organizations with non-credit offerings.

Enrollment History

Fiscal Year	Headcount	FYE	FYE Growth
2009	9,944	4,625	7.2%
2008	9,555	4,314	2.9%
2007	9,230	4,191	0.6%
2006	9,191	4,165	-2.8%
2005	9,340	4,283	1.7%

The college’s increasingly diverse student body includes 31% students of color (4th highest in MnSCU), more than 1,000 students originally from other countries, and 84 international students with F-1 Visas. Seventy-one percent of students are first-generation. Forty-three percent of our

Mission: North Hennepin Community College is committed to educating a diverse community of learners to maximize their intellectual, creative and leadership potential.

Vision: The world is enriched by North Hennepin Community College students, alumni, and employees who lead full and prosperous lives and are actively engaged in their communities.

Values: Integrity, Innovation, Excellence

students are classified as low income by federal standards and 40% of our students receive financial aid.

The average class size is 25. Fifty-seven percent of NHCC students are female and the average age is 26. During the 2009 academic year, 79% of our students were part-time, while 21% attended college full time. When looking at a fall or spring term, this number is closer to 60% at part-time.

Online education is growing with approximately 3,400 students taking at least one online course.

There are 475 Post Secondary Enrollment Option (PSEO) students taking college classes on our campus from area high schools and 246 students taking classes at the Buffalo site. The college’s unique Every-Other Weekend College program accommodates more than 1,350 working adults.

Educational Offerings

North Hennepin is an open enrollment institution which grants associate's degrees and certificates in liberal arts and career programs. The College also provides non-credit continuing education and customized training for business and industry. A number of baccalaureate and master's degrees are offered on our campus through university partnerships.

NHCC offers more than 70 major areas of study with 13 degree and certificate programs fully online. The majority of classes are offered in the classroom, during the day, on a traditional 16-week semester schedule.

NHCC offers evening and weekend programs, certificates, online classes, off-campus classes, scholarships, and programs for youth.

Degrees offered: Associate in Arts (A.A.) degree, Associate in Arts (A.A.) degree with an emphasis in History, Associate in Fine Arts (A.F.A.) degree, Associate in Science (A.S.) degrees, and Associate in Applied Science (A.A.S.) degrees.

Largest programs: Liberal arts and general studies, nursing, business, law enforcement/criminal justice, paralegal.

Unique programs: A.S. degree programs in Chemistry, Biology, Math, Nursing, Business and Individualized Studies; Every-Other Weekend College; Business ASAP (Associate in Science Accelerated Program); Chemical Technology; and Medical Laboratory Technology.

Faculty/Staff Information

Currently, the College has 464 employees.

Faculty FY2009

Classification	Count	FTE
Unlimited Full-time	112	125.73
Unlimited Part-Time	0	0
Temporary Full-time	8	8.91
Adjunct/Temporary Part-time	143	71.13
Customized Training Faculty	1	0.33
Total Faculty	264	206.10

Staff FY2009

Classification	Count	FTE
AFSCME	110	89.57
MMA	13	12.33
MAPE	57	53.90
Comm Plan, Health Trmt Prof and Prof Engrs	4	3.41
Administrators/Classified Mgrs	16	16
Total	200	174.57

Budget

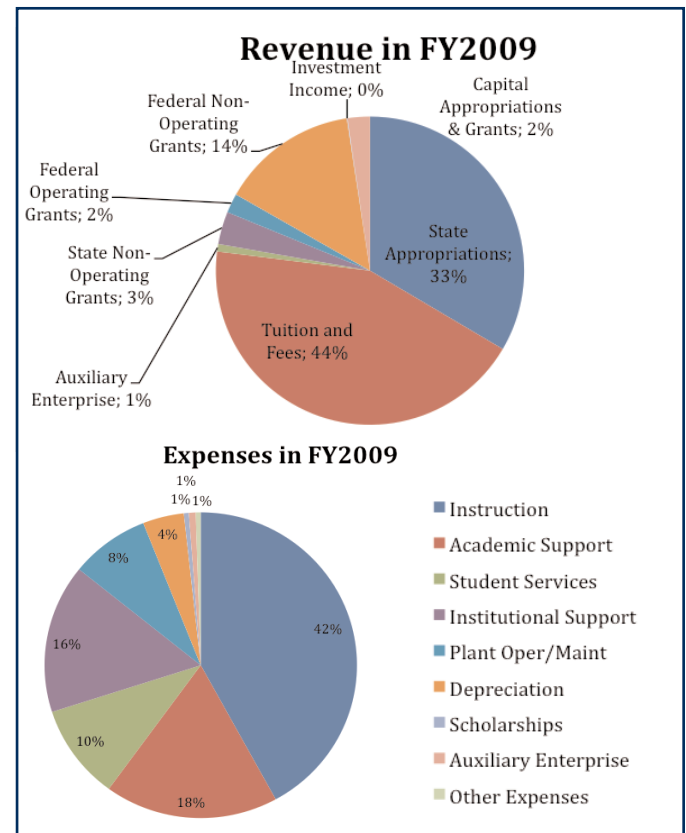
North Hennepin's General Fund operating budget in FY09 was \$35,290,289. Tuition receipts at \$20,181,176 were the largest source of operating revenue. Based upon the 2008 Instructional Cost Study, the College's indirect cost per student FYE ranked fifth lowest at \$3848 making it one of the most efficiently operating Colleges in the system.

Graduates by Program Area FY09

Categories	Majors	%
Business and Marketing	989	57%
Liberal Arts and Sciences	334	19%
Health Professions	134	8%
Protective and Legal Services	123	7%
Computer Science/Engineering	122	7%
Construction / Trades	35	2%
Total Majors	1,737	100%

Awards by Program Area FY09

Instructional Program Area	# of Programs
Business and Marketing	30
Communication and Comm. Technology	2
Computer Science and Engineering	12
Education	1
Health Professions	5
Liberal Arts and Sciences	7
Protective Services, Public Admin. & Law	4
Trades, Mechanics & Transportation	7
Total Program Awards	68



Facilities

North Hennepin is tied with Century for third highest space utilization of all MnSCU institutions at 110.8% - just behind Normandale (116.1%) and Mankato (112.1%).

The college shows good stewardship of state dollars with significant reductions in deferred maintenance over the past few years. Spending on Repair and Replacement averages to \$1.54 per gross sq.ft. over the past five years. NHCC has two projects in the current bonding bill, including the renovation of and the addition to the existing Center for Business and Technology and construction of a new BioScience and Health Careers Center. Hennepin County is interested in constructing a new public library on the college's vacant property just north of 85th Avenue North.



Deferred Maintenance (DM) 2009

	DM	SF	DM/SF
NHCC	\$6,384,000	412,066	\$15
System	\$654,470,000	21,407,352	\$31

College Expenditures for Repair and Replacement

	Expense	\$/GSF
FY2006	\$499,721	\$1.24
FY2007	\$211,935	\$0.51
FY2008	\$712,944	\$1.73
FY2009	\$1,109,154	\$2.69

Success

NHCC has a strong focus on Student Success. Retention has improved with the adoption of First Year Experience strategies such as Learning Communities, the GPS Lifeplan, Student Success Day and Success Workshops. Approximately 50% of NHCC students graduate or transfer to another institution. Of 2003 transfer students, 88% transferred to Minnesota institutions with 23% continuing their education at the University of Minnesota.

NHCC Nursing students had the highest pass rate in the state of Minnesota in 2008 with 97.4%.

Fundraising

The NHCC Foundation sponsors college events and fund raising initiatives - such as the annual fund drive - to support student scholarships at the college. Recent events include Breakfasts with the President, the Annual Dinner Auction, and a Faculty Golf Tournament.

Collaboration

NHCC regularly communicates with other higher education institutions to develop joint programs and transfer opportunities for students.

- Articulation agreements exist with more than 17 colleges and universities for more than 24 programs, degrees, and certificates, including a new honors program
- Through partnership with Minnesota State University Moorhead, we offer bachelor's degrees in Biotechnology, Operation Management and Construction Management
- Through partnership with Metropolitan State University and the University of Wisconsin - Green Bay, we offer a bachelor's degree in nursing (AD to BSN) program
- NHCC has clinical sites with hospitals in the Twin Cities, Buffalo, Cambridge, St. Cloud and Shakopee for the Nursing, and MLT programs
- Medical Laboratory Technology (MLT) and Histotechnology are joint programs with Allina Hospital and Clinics
- Adult Basic Education of Osseo teaches classes on our campus through a College Prep Program
- NHCC participates in various partnership projects supported through grants, including recently acquired Minnesota Job Skills Partnership (MSJP) grants, an NSF - LSAMP, CCLI grants, a MN FastTRAC grant, a number of CTL grants and an Access and Opportunity grant
- NHCC works with District 279 and Oakland Tech Prep Consortium for articulation of career prep courses
- NHCC's Service Learning opportunities partner academic programs and students with community organizations

Institutional Distinction

North Hennepin Community College is located in Brooklyn Park, Minnesota – the rapidly growing Northwest metropolitan area including the communities of Brooklyn Park, Maple Grove, Osseo, Champlin, Brooklyn Center, New Hope, Robbinsdale, Crystal, Plymouth, Minneapolis, Fridley, Blaine, Spring Lake Park, Coon Rapids, Corcoran, Rogers, St. Michael, Buffalo, Rogers, Elk River, Monticello, Dayton and other surrounding communities.

North Hennepin's unique features include:

- **Qualified, highly-credentialed faculty and staff** who are eager to help students succeed. In 2008, NHCC chemistry faculty, Dr. Eugenia Paulus was the first and only recipient of the Carnegie Foundation U.S. Professor of the Year award in any category from the State of Minnesota
- Solid **Liberal Arts focus** including a wide variety of class offerings that meet the Minnesota Transfer Curriculum goal areas and assist students in easy transferability to the university of their choice
- **Flexible class delivery options**, including traditional, accelerated, web-enhanced, online and off-campus classes in the morning, afternoon, evening, and on weekends
- 34 students participating in **Undergraduate Research** projects in the past two years - presenting 37 times at 12 research conferences in 5 states. Our students have received awards from the American Chemical Society and have been placed in prestigious undergraduate research internships. North Hennepin is one of the only community colleges in the country to offer undergraduate research and will be the first community college ever to host the Minnesota Academy of Sciences Winchell Undergraduate Research Symposium in 2011
- Commitment to **Continuous Quality Improvement** through the **AQIP** accreditation model through the Higher Learning Commission
- **Specialized Program Accreditation** for Business, Medical Laboratory Technician, Nursing, Paralegal, and Peer Tutoring Programs set NHCC apart from other competitive programs in the state
- **University partnerships** allow students to complete a number of 4-year degrees on the NHCC campus, eliminating the need for them to either pay higher tuition at a local private institution or re-locate to an outstate MnSCU university to complete their educational goals
- **New facilities and grounds** with up-to-date equipment
- **Student success programs** that offer counseling, advising, career planning, tutoring, disability access services, math and writing resources, English for speakers of other languages, TRIO/Student Support Services and service learning
- **Online Classes, Certificates and Degree Programs** are becoming a popular choice for students. In 2009, 3,395 students took an online class, with 441 courses fully online (representing 32% of all courses offered)
- **Small class sizes** and individual attention (average class size is 25 students)
- A **Diverse Campus Community** with robust Student Life programs, campus activities and student organizations to enrich college experiences
- A Solid **Reputation in the Community** which leads to NHCC graduates being sought after by area businesses – large and small
- **Honors programs** that offer more rigorous academic experiences, additional scholarship opportunities and easy transfer to university honor programs
- **New Technology** (such as D2L, Right Now, Sharepoint, Sitecore CMS, Hobson's, Lumens, Higher One, EARS - Early Alert Reporting System, Email, Texting, Instant Messaging, Phone systems, Facebook, etc.) is constantly considered and implemented for improved service and communication to students and increased efficiency for faculty and staff
- **K-12 Partnerships** such as Upward Bound, High School Transitions, Cornerstones, and STARS programs, provide an opportunity for area high school students to prepare for college through academic and advising activities on and off-campus
- **TRiO** utilizes a national grant to provide additional support and services to approximately 250 under-represented students who meet program requirements
- **Adult Education and Training** provides flexible training delivery options for learners, businesses, and communities to develop and maximize professional skills and personal growth, emphasizing IT and professional development. Eighty percent of all AET classes are offered onsite at NHCC, at an area workforce center or at a client's site. NHCC has a partnership with a 3rd party provider (ed2go) for delivery of non-credit online classes and programs

Institutional Profile

NHCC partners with business, education and community organizations. These relationships are cultivated and supported through a variety of means including Campus Outreach, Academics, Adult Education and Training, Foundation, Service Learning, Special Programming and Advisory Boards.

According to an Economic Impact Study conducted in 2007, North Hennepin Community College adds an estimated \$121,740,682 per year in activity to the local economy and adds an estimated 1,603 jobs in the area. With the significant growth in enrollment experienced since the study was conducted, the impact of the college on the economy is likely much greater than these numbers indicate.

Opportunities

- The College is located in a fast-growing geographic area with increasing numbers of prospective students and industry partners
- Focus on four-year partnerships provides opportunities for market positioning and enrollment growth
- Streamlining efforts at MnSCU could increase efficiencies (Students First initiative)
- If bonding projects receive funding, expansion would increase capacity to grow and serve more students
- College owns vacant land adjacent to existing campus for future expansion
- Partnerships with K-12 schools, 4-year institutions and private businesses are strong and have capacity for expansion
- Positioned to meet the changing needs of students and employers with a strong and innovative faculty base (experienced in alternative delivery methods) and a strong commitment to technology

Threats

- Changing student demographics indicate fewer high school graduates, increases in the number of non-traditional students, and more first generation and underserved students
- Achieving and measuring student success
- The current economic downturn has contributed to an enrollment surge. Meeting the needs of a larger number of students often with additional needs (dislocated workers) with new program development in a timely fashion is a significant challenge

- Number of students not prepared for college-level courses is increasing
- Diminishing legislative funding and increasing but controlled college tuition and fee rates limit the College's operating budget and the ability to fund key commitments and ongoing operations
- Any change in the economic climate (such as state mandated tuition freezes and unfunded mandates) will threaten the viability of the institution
- Increasing competition for students from private institutions and an increasing reliance on tuition for revenue has created a need for more emphasis on marketing and outreach
- System funding formula does not currently reward collaboration and partnership
- Rising tuition (related to system funding formula) makes North Hennepin less affordable and reduces our advantage over the previously more expensive for-profit competitors
- With one of the highest space utilization rates in the MnSCU system, NHCC has very little room for program expansion and traditional classroom enrollment growth
- The College is awaiting legislative approval for bonding support of one building expansion and one new building initiative
- Study and meeting space to engage informal opportunities for student learning is very limited



Integrated Planning

NHCC aligns its strategic planning with MnSCU's strategic plan, makes use of staff at the system office to ensure that the College's policies and procedures align with Board Policy, participates in the state audit of business and budgetary practices, and uses reporting processes to benchmark its outcomes against the accountability measures of the system.

The vision for North Hennepin in the next 5 to 10 years is reflected in the College's Mission, Vision, Values and Strategic Goals. Specifically, implementation of the College's Master Academic Plan, Master Facilities Plan, and the annual Action Plans that support MnSCU's 2008 – 2012 Strategic Plan will define how the College's mission is achieved in the near future. The College's strategic goals are all either directly or indirectly aligned with the Mission and Vision.

Promote student success

- Build on current efforts to recruit and retain students including those from low income families, students of color, first generation, and students from immigrant families
- Work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success

Cultivate an educational environment that enhances both personal and professional growth

- Increase student enrollment and engagement in STEM coursework
- Develop, market, and offer services and course work that meet the needs of adult learners
- Integrate Student Life and GPS Leadership modules into the academic programming
- Increase advocates and educational partners within the business community
- Participate in identifying and meeting regional/statewide economic development priorities

Measure Outcomes to foster continuous improvement in college processes and practices

- Complete AQIP Systems Portfolio
- Progress on AQIP Projects
- Improve communication and information transfer among employees

Maintain affordability

- Maintain an affordable cost of attendance

Recruit and invest in faculty, staff and administration

- Recognize and support excellence in teaching, service, and management in the interest of learning
- Provide a secure, functional, attractive working and learning environment

Futures Planning – 2015

North Hennepin Community College is committed and focused on institutional strategic goals and continuous improvement initiatives through AQIP action projects. Much future planning depends on the current bonding bill approval of two new buildings that would allow North Hennepin to continue to expand its facilities to meet the growing needs of the communities we serve.

Resource Deployment

North Hennepin Community College's budget strategy for the future includes maintaining a structurally balanced budget, reallocation of resources to highest priority activities. The college will continue to conduct regular academic program and service review and use data to make the best possible decisions. Cost analyses of class scheduling, faculty/student classroom ratios, services, early retirement packages, hours of operations, and other major college functions will be performed with the intention of increasing efficiency and discontinuing programs as needed. NHCC will:

- Maintain a structurally-balanced budget
- Hold tuition rates at metro system average increases
- Designate a 7% reserve-to-operating revenue ratio
- Support system strategies and college action plans
- Invest in fewer new ongoing obligations
- Provide high quality academic programming
- Use various funding sources in student success initiatives
- Provide students the newest technology
- Invest in continuous improvement, utilizing AQIP model
- Manage increasing enrollment with minimal staff increases
- Utilize available resources to continue supporting capital projects, facilities upgrades maintenance

To combat decreasing state support, the college will continue to use creative pricing strategies, flexible programming and services that meet the changing needs of our students, enrollment management techniques, increased effort in seeking external funding and partnerships, shared business operations when possible, cost-effective employment strategies and revised academic calendar and scheduling.

