



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MAY 18, 2010

1:30 P.M.

**WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN**

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

Committee Chair McElroy calls the meeting to order.

- (1) **Minutes of April 20, 2010** (pp. 1-18)
- (2) Academic and Student Affairs Update
- (3) **Proposed Amendment to Board Policy 3.21 Undergraduate Course Credit Transfer (Second Reading)** (pp. 19-22)
- (4) **Proposed Amendment to Board Policy 3.26, Intellectual Property (Second Reading)** (pp. 23-32)
- (5) **Proposed Amendment to Board Policy 3.27, Reproduction and Use of Copyrighted Materials (Second Reading)** (pp. 33-36)
- (6) **Proposed New Board Policy 3.38, Career Information (Second Reading)** (pp. 37-39)
- (7) Alexandria Technical College Mission Change (First Reading) (pp. 40-68)
- (8) Proposed Revisions to System Strategic Plan (First Reading) (pp. 69-79)
- (9) Follow-up to OLA Evaluation of the System Office (pp. 80-83)
 - Approval of Institution Requests to Begin, Revise, or Close Program
 - Systemwide Academic Planning and Curriculum Development
 - Faculty Professional Development
- (10) Annual Update on Board Accountability Dashboard (pp. 84-88)
- (11) Process for Naming of Programmatic Centers (pp. 89-91)
- (12) **Campus Profile and Mission Approval: Pine Technical College** (pp. 92-97)

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
APRIL 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, Scott Thiss, Thomas Renier 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 April 20, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 12:35 pm.

1. Minutes of March 17, 2010

The minutes from the March 17, 2010 Academic and Student Affairs Committee Meeting were approved as written.

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

Minneapolis Community and Technical College student Aaron Spiegel was named to *USA Today's* 2010 All-USA Community College Academic Team. The American Association of Community Colleges bases this recognition on leadership, service and academic excellence.

Aaron, a psychology student, found a way to offer low-cost medical care to students on his Minneapolis campus, something that had been tried in the past without success. A student health clinic opened in November, and plans are already underway to expand.

He founded Wellness Advocates for You and is now developing a year-round Wellness Advisory Committee. Under his presidency of the MCTC's Student Senate, the Student Association was named the best student government group in the state by the Minnesota State College Student Association.

Aaron was honored along with 19 other students during the at the American Association of Community Colleges convention in Seattle April 17-20. Phi Theta Kappa, an international honor society for two-year colleges, administers the selection process.

- St. Cloud State University (SCSU) is one of ten institutions selected to participate in the International Academic Partnerships Program, funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

This is a new initiative that seeks to increase the number of international partnerships between higher education institutions in the U.S. and those in India. SCSU's application stood out for its demonstrated support from both administration and faculty, commitment to increasing internationalization on campus, and the desire to foster a partnership with an Indian institution.

- St. Cloud State University is one of 74 colleges and universities selected as an exhibitor and partner at the inaugural USA Science and Engineering Festival in Washington, D.C. this October.

The Festival is the country's first national science festival and is a collaborative effort of over 500 of the country's leading science and engineering organizations aiming to reignite the interest of science and engineering in the nation's youth.

- Consultants to the Midwestern Higher Education Compact (MHEC) have asked to review the system's transfer processes given its past good work.

Key areas of interest by Kansas State University researcher Marcia Schuley, who currently is a consultant to the MHEC, are: use and integration of Degree Audit and Review System and u.select; articulation agreements; use of transfer specialists to support transfer processes; the Joyce Foundation FASTrac Initiative in support of adult education and transition to college and work; and also the system's Students First efforts.

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

Discussion of this agenda item did not take place at this meeting. It will be included in the May agenda.

4. Proposed Amendments to Board Policy 3.24 System and Institutional Missions (Second Reading)

This was a second reading of this proposed amendment to the system policy pertaining to system and institutional missions. This amendment is in response to the Office of Legislative Audit (OLA) Study findings related to the frequency of mission approvals by the Board of Trustees and alignment of college mission statements with system and industry needs.

Senior Vice Chancellor Baer said during future committee meetings there will be an effort to present campus mission reviews at the same time as campus profiles. Major mission changes may be presented as a stand-alone agenda item.

The amendment requires a first and second reading of requests for a change in mission allowing the authority to offer a new award. The amendment also would give the Chancellor the authority to approve minor revisions to an approved mission and vision statement.

Trustee Van Houten said the Board should be advised of any minor revisions to missions or vision statements approved by the Chancellor. Trustees agreed to revise the amendment language to: “The Chancellor shall have authority to approve minor revisions to an approved mission and vision statement and shall report such changes to the Board.”

A motion was made by Trustee Englund, seconded by Trustee Rice and carried that the Academic and Student Affairs Committee recommend that the Board of Trustees approve the following amended motion:

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

5. Proposed Amendment to Board Policy 3.29 College and University Transcripts (Second Reading)

This was a second reading of this policy amendment which would designate the eTranscript within the Integrated Statewide Records System (ISRS) as an official transcript for students transferring within the system.

The eTranscript was developed as a way of streamlining the transfer process. Transcript information will be transferred automatically, so students will not have to request a transcript or pay a fee.

Trustee Englund asked if such transcripts would be transferrable to or accepted by institutions outside the system. Senior Vice Chancellor Baer said that would likely depend on if the requesting institution accepts eTranscripts.

Trustee Sundin asked if the eTranscript could be forwarded to potential employers. Associate Vice Chancellor Mike Lopez said privacy laws would prevent this electronic transcript to be sent directly to employers outside the system. In these instances, students will need to request a paper transcript.

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

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

6. Proposed Amendment to Board Policy 3.26 Intellectual Property (First Reading)

Presenter:

Gary Hunter, System Director for Intellectual Property

This was a first reading of an amendment to the policy pertaining to the ownership of intellectual property within the system.

This amendment was developed using input from a policy review committee comprised of representatives from technical and community colleges, universities, labor unions and the Office of the Chancellor.

Mr. Hunter said this is the first time the system's intellectual property policy, which is eight years old, has been through the review process. He said much has transpired over the last decade regarding intellectual property and as technology continues to advance, the issues become more complex. This proposed policy is a balance of the interests that are involved in the system and it opens the door for any employee to own his or her scholarly work, which the previous policy did not address, he said.

Rod Henry, President of the Inter-Faculty Organization (IFO), said his organization has reviewed the proposed policy and has several concerns:

- **Part 3, Subpart I., Faculty:** The IFO would like to remove language that refers to full-time employees performing work in bargaining units 209 and 210 because there are many non-teaching faculty, such as coaches, librarians and counselors, who may be in a position to create scholarly work related to that activity. This definition is unclear if they would retain intellectual property rights to that work, Mr. Henry said, adding the IFO does not believe intellectual property rights should turn on the hours per week people in these positions are scheduled to work during a given term.
- **Part 3, Subpart N., Professional Staff:** The IFO would like to retain the current definition of professional staff. In the past, there have been instances of professional staff, such as deans, directors and academic vice presidents, who have done a variety of works while in those positions and the IFO believes they should be entitled to intellectual property rights to those works.
- **Part 4, Ownership of Intellectual Property Rights:** Mr. Henry said the IFO wants to retain the current definition in this area because if the current scholarly work provisions are preserved, there is no need to revise this language.

- **Subpart B, No. 4, Substantial Use of Resources:** Mr. Henry said the IFO would like to propose a language change pertaining to the use of substantial resources occurs when resources are provided beyond the normal professional technology and technical support supplied by the college, university and/or Office of the Chancellor to an individual or individuals for development of a project or program. He said the key issue is with the next line: “Use of resources will be considered substantial when an individual receives additional support for development of a work product beyond the normal professional, technology or technical support made available by a college, university and/or Office of the Chancellor to individuals in comparable positions at the same institution.” The proposed policy language creates a situation in which a person could think he or she has done everything in accordance with the rules and regulations in the creation of a work, but then after the fact is told he or she received substantial resources. The IFO is suggesting a statement be added in the language that indicates prior to the provision of substantial resources, colleges and universities shall notify receiving individuals that use of the resources will result in an institutional claim to an interest in any work created using the resource.

Mr. Henry said he would provide a written copy of his comments to Trustees. He added he may be working from an earlier draft of the policy.

Trustee Van Houten asked if defining something as intellectual property rights in this policy is the same as granting it copyright under the law.

Mr. Hunter said there are four types of intellectual property. There are patents, copyrights, trademarks and trade secrets. This policy pertains to the ownership of those, based on who creates them, the type of work they are and what resources are used. The system doesn't typically deal with many trade secrets, and trademarks are generally owned by the institutions. The system had two patents last year, he added.

Trustee Van Houten asked if intellectual property is similar to a copyright, meaning it can be accessed or used by others, but not for profit.

When someone owns the copyright to their work, they control it, Mr. Hunter said. They control who can use the work, who can copy it and whether or not it can be distributed. This policy seeks to insert a mechanism that allows the state to control property assets that are being developed within the system, before the transfer of ownership to an employee.

Trustee Van Houten said on the basis of that description, he has a serious concern about some of the definitions under scholarly work. The description of a syllabus, he said, is that it is a document that contains elements of the corresponding course outline, standards for evaluation of student learning, and additional information that reflects the creative work of the faculty member. A syllabus could be different for each professor teaching a class. The only way the system can ensure that there is quality teaching taking place in the classroom and that the students' expectations based on the catalog description are being met is by review of the course syllabus and there needs to be wide access to it. He said when he taught at the Carlson School of Management at the University of Minnesota, his department had a three-ring binder and every syllabus for courses being taught that semester was put into it. Students had access to this and could compare the different teachers and course content and make decisions on which course to take based on it. If a syllabus is considered scholarly work in this policy, that implies that a faculty member would have the right to determine who has access to it. This lack of access would be inappropriate at a public institution, he said.

Senior Vice Chancellor Baer said that in the next policy under consideration, Policy 3.21 Undergraduate Course Transfer, Part 4, there is language that would require the posting of course outlines. That may crosswalk to Trustee Van Houten's concern about what will be posted and available to students, she said.

A course outline is significantly less detailed than a syllabus, Chair McElroy said. Senior Vice Chancellor Baer agreed.

Minnesota State College Faculty (MSCF) has language in its labor agreement that states faculty own their course syllabi, Mr. Hunter said. He said when the policy was drafted eight to ten years ago, ownership of the course syllabi was a big issue. At that time it was classified as a scholarly work, which means, by policy, the syllabi is owned by the faculty member. In order to be eligible for copyright, there needs to be a certain minimum of creativity and it has to be the original expression in a fixed tangible medium. Many syllabi would be copyrightable, therefore considered intellectual property, he said.

There is Board Policy 3.22 Course Syllabi, which may be a more appropriate policy in which to address this issue, Mr. Hunter said.

Chair McElroy asked if copyrighted is confidential.

The distribution of a copyrighted work is up to the copyright holder, Mr. Hunter said. Under the Government Data Practices Act, if someone made a request for a course syllabus, they would be granted access to it. What use corresponds with that is limited by the copyright of the syllabi, he said.

Chair McElroy said the “use” of the syllabi he is concerned with is use by a student so he or she can understand and evaluate the content of a course.

Trustee Van Houten said he would like to have student access to course syllabi guaranteed if the policy is going to be approved. The idea that a professor can decide who is allowed to know what he or she is teaching in a course approved by an institution as part of a program approved by the Board of Trustees is unacceptable, he said.

Trustee Rice said questioned how distance learning fits into the definition of scholarly works.

If a faculty member creates an online course, that would be considered scholarly work and he or she would own it, Mr. Hunter said. However, if the system commissions the work through a written agreement, there is language in that agreement that states the ownership of the work will be transferred from the faculty member to the college or university. Minnesota Online issues grants for the development of online courses and then the college or university owns the course, Mr. Hunter explained.

Chair McElroy said Policy 3.22 Course Syllabi has not been reviewed since 2002 and he suggested that be scheduled for review by the Board. He asked if the IFO would consider the issue of making course syllabi available to students in advance of taking a course and offer an opinion when the policy is next considered.

Trustee Dickson asked that as part of the next discussion on this policy, the distinctions between a course outline and course syllabi be made clear. Is one preferable and, if so, why? This would be helpful since it appears a course outline could be carried over year after year, while a course syllabus could change each time the course is offered.

Mr. Hunter said the last sentence of the Policy 3.22 requires a faculty member to provide a copy of his or her syllabi to the college or university for use in local administrative purposes.

Trustee Van Van Houten said issues brought up about course outlines and syllabi could be addressed and resolved in the review of Policy 3.22, as long as it is clear that the language in both policies relate to each other.

Trustee Frederick said he has a concern with the definition in Subpart R, Student Employee. It says “a student employee is a student who is paid by any system college, university, or the Office of the Chancellor for services performed. Graduate assistants and work-study students are student employees.” Graduate assistants often do scholarly work during their employment, such as preparing course syllabi or doing instructional materials,

and it is unclear if this work would be considered scholarly work and the assistant would have intellectual property rights to it, Trustee Frederick said.

Mr. Hunter said if they are teaching a course as a graduate assistant, then they would be considered faculty under the definition of faculty and they would own their scholarly work, such as course materials created for a class.

If that is the case, then the language that states graduate assistants are student employees should be changed, since they actually would be faculty members, Trustee Frederick said.

Chair McElroy agreed and asked Mr. Hunter to clarify the definition in Subpart R pertaining to graduate assistants who teach.

Anne-Marie Ryan-Guest, vice president with the MSCF, addressed the Trustees. She said the MSCF would like to be involved the next time the policy concerning syllabi and the common course outline is discussed.

Chair McElroy said additional input would be helpful. Trustees will need help in understanding the differences between course outlines and syllabi and which are most helpful to students. They do not want students to feel that they are taking “mystery courses” because they lack access to information.

Course outlines and course syllabi are very dissimilar, Trustee Van Houten said. There could be three professors teaching the same course based on the same course outline, but all three could have a different course syllabus. The courses could have differences in textbooks, required readings, papers and examinations. He said he has talked to at least two of the system’s presidents who have told him that it is not routine at their campus for the deans, or even their department chairs, to review and approve the professors’ syllabi for a given course. There is a significant difference between course outlines and course syllabi and he said the syllabi is where the control has to lie.

Ms. Ryan-Guest offered a comparison of a course outline and syllabus. The common course outline, she said, is developed when members of the department come together and determine the overall course content and student learner outcomes. This is the document that is used for transfer. She said the syllabus allows the teacher the latitude to teach the defined course contents to his or her strength. For example, one teacher may teach an economics course with an analytical focus, while another may teach it with a theoretical focus. The course outlines indicates the content, while the syllabus gives an indication of how the information will be delivered to students. That is where the syllabi is different and becomes the teacher’s intellectual property because he or she has created it based on their personal strengths, she said.

Chancellor McCormick said it is imperative that transfer and transparency be kept as important goals during the discussion of course syllabi and course

outlines. There is a need to improve transfer and these documents can assist in that effort, he said.

Chair McElroy said it is understandable that faculty would have concerns that their work could be easily copied or stolen. However, students have the right to know in advance information about potential courses. It will be necessary to work together to find a balance, he said.

7. Proposed Amendment to Board Policy 3.27 Reproduction and Use of Copyrighted Materials (First Reading)

This is a first reading of a policy that addresses the copyright issues that arise within the system. The current amendment seeks to provide guidance to help system colleges, universities and their respective students and employees comply with federal copyright laws.

The copyright policy aims to help institutions protect their copyrights through registration and placement of a copyright notice on certain materials that will be displayed or disseminated to the public, Mr. Hunter said. It also has a legal compliance component. This policy is simplified since ownership issues have been moved to Policy 3.26.

Trustee Dickson said in the Minnesota State Colleges and Universities system, copyrights are owned by the system, while at the University of Minnesota it appears copyrights are owned by the University's Board of Regents. She asked Mr. Hunter to explain the difference.

When a person looks up a copyright, it will indicate the owner is the Board of Trustees, Minnesota State Colleges and Universities. There are some programs out there that are owned by the system, but they are being home-grown at a local institution. In those cases, the Board of Trustees and the institution both will be listed in the copyright registration name to help guide people to the proper institution. An example would be the GPS Life Plan, which is a project developed by and registered to Century College, in addition to the system.

Trustee Rice asked for a clarification of language that refers to the sharing of new knowledge for course development to improve student learning, such as through creative commons licenses.

Creative Commons is a non-profit organization that is leading the charge for free sharing of information, such as scholarly works, Mr. Hunter said. A person can post his or her scholarly work on a database called a creative commons with certain types of licenses, such as right to attribution or a right to make derivative works, meaning allowing a change in the original work to create something. Creative Commons is a vehicle for people to share information with the goal of advancing student learning, he said.

8. Proposed Amendment to Board Policy 3.21, Undergraduate Course Credit Transfer (First Reading)

This was the first reading of this policy amendment which includes language to improve transfer for students. A recent audit of the system conducted by the Legislative Auditor noted a number of problems with credit transfer that were cited by students.

The proposed amendment to the transfer policy would address these problems by including a requirement that course outlines be posted on college and university websites; that colleges and universities maintain course equivalencies on the u.select database; and that information be provided to students regarding links to transfer information websites and the appeal process related to transfer decisions.

Senior Vice Chancellor Baer said this policy has been revamped in order to ensure students have access to accurate information about transfer course equivalencies. It also is a supporting policy for the Students First project.

Policy language has been strengthened in several areas, including the use of the course outline in order to evaluate courses for transfer. The Degree Audit and Reporting System (DARS) and the u.select database are housed within the Office of the Chancellor. Having this as the official repository with up-to-date information will improve the transferability information for students, Senior Vice Chancellor Baer said.

Part 8 of the amendment deals with the student appeals process. Students have expressed concern that they were not adequately informed about their option to appeal decisions to the system office. Language has been added to require that when colleges and universities provide students with a transfer evaluation, they shall also provide information about the right to appeal, the appeal process, and links to the system and college or university appeal policies. This information shall also be made available on each college and university website, course catalog and transfer-related publications, she said.

The use of an eTranscript, approved by the committee in a previous agenda item, will address student concerns about the length of time it for transcripts to be forwarded to their new schools and processed. And finally, the staff has developed a plan improve the training of campus staff involved in transfer, as well as the dissemination of transfer information to campuses.

Trustee Englund said he is happy to see the system making progress on the issue of successful transfer. He said the process should be simple and accessible. There is also a great need for getting this information out to students.

Senior Vice Chancellor Baer said the Office of the Chancellor is looking at a marketing plan and determining which vehicles, such as campus newspapers or student e-mail, are the most effective way to get information to students. Office

staff is looking to work with students to determine the best ways to communicate the information, she said.

Trustee Benson said his concern is that most of the attempts at transfer are done after a course has been taken. There is a need to inform the students prior to the taking of a course since they don't often realize they will have problems with transfer until long after they have taken a course.

Chair McElroy said students also have expressed concerns about how a course will transfer. There is a difference between a course being accepted as a required course or as an elective.

It is necessary to work with students to encourage them to create a smart transfer plan at the onset of their college career, Senior Vice Chancellor Baer said. Typically, students who planned ahead and received transfer information early were far more likely to be successful when it came to transferring. Students who don't think they will want to transfer also should be given information at orientation on the need for a transfer plan since their career plans may change in the future.

A good marketing plan regarding getting information out on student transfer is important for students and constituencies, Trustee Rice said.

There are three different communications involved in this discussion, Trustee Van Houten said. One is the course outline, which follows the general approval of the department faculty and has been approved by the dean. The second is the course catalog description, which briefly describes what is in the course outline, and that is what students see. The third is the course syllabus. He said the course outline is available to other colleges deciding whether or not they will accept the course in a transfer, but the faculty syllabus doesn't necessarily agree with either the course outline or catalog description since nobody reviews the course syllabus.

The policy states a receiving system college or university shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers, Trustee Van Houten said. A comparable or equivalent course is defined as being similar in nature, content and level of expected student performance on course outcomes. The level of expected student performance has to do with evaluations and a course outline does not cover evaluation. Course evaluation is found in the syllabus. If the decision is made to promote the use of the course outline in transfer, there should be some requirement at the institutional level that the department or dean review the syllabus to ensure it agrees with the course outline.

Associate Vice Chancellor Mike López said the definition of a course outline includes the topics to be covered and most importantly the learning outcomes, which is what the institutions are expected to use in determining whether or not courses are comparable. The reason this definition of a course outline was chosen

is that it corresponds almost exactly with what is contained in a curriculum approval form that a faculty member in a department must submit when submitting a course for approval. In terms of the syllabus, the policy also requires that a syllabus has to be provided to students no later than the second class session, he said.

Chair McElroy said Policy 3.22 Course Syllabi will be brought back for review and then Trustee Van Houten's concern about what processes are in place to ensure outlines and syllabuses are aligned can be discussed.

Trustee Frederick said he supports this policy and the use of course outlines. He said he comes from a department where course outlines are used and emphasized and the syllabus only highlights the outcomes that are going to be taught in the class, so as a student, you know what to expect. He said the policy is a giant step forward. Using course outlines are the way to improve transferability, he said.

Trustee Sundin asked if the student associations have reviewed the policy and also agree that it is a step forward.

Each policy goes through a policy council vetting process and student associations are represented on the council, Senior Vice Chancellor Baer said. Policy changes are also discussed during the chancellor's regular conversations with students.

Chair McElroy invited student association representatives to let him know of any concerns they have pertaining to this or other policies. They can share comments during the second reading.

Trustee Van Houten said he would be interested in asking campus presidents if they have policies in place that require the review of syllabi by the deans or department chairs.

Chair McElroy said that would be an appropriate question when reviewing Policy 3.22 Course Syllabi.

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

The recent Office of Legislative Audit (OLA) review of the Office of the Chancellor identified six "areas of concern" related to the system's Academic and Student Affairs division. Committee members are reviewing three of those areas at this meeting and the remaining three at the May committee meeting.

Impact and cost-effectiveness of online instruction

The OLA report indicated that there should be an assessment of online education in the system to consider whether online courses and services are providing a high-quality educational experience for students.

Performance measures already are being integrated into the FY 2010-2012 Online Action Plan, Senior Vice Chancellor Baer said. Several key success measures are being developed with Research and Planning, including a dashboard of student success measures for online courses.

To help enhance student success, there are efforts underway not only to help better prepare faculty to teach online, but also to prepare students to take online courses. Online student support services will be bolstered by the Students First initiative and regular audits of online student services, Senior Vice Chancellor Baer said.

Referring to the preparation of online faculty, Trustee Van Houten said this would be an activity that could be centralized easily. Faculty from throughout the system could be taught how to teach online via an online course offered by a centralized source, he said.

Online enrollment increases continue, Senior Vice Chancellor Baer said. Enrollments for online learning have increased by more than 20 percent in each of the last five years and online courses now comprise 17 percent of total system courses.

A biennial cost analysis of online learning was conducted for FY2009. Results included:

- Instructional costs for online courses appear to be comparable to costs for classroom courses;
- Costs for activities other than instruction appear to be slightly higher for online courses/students than for classroom;
- Determining the actual cost differences for activities other than instruction is difficult;
- Additional tuition revenue is invested in critical technology and student support services required to deliver online education.

Biennial cost analysis of online learning will continue, Senior Vice Chancellor Baer said.

Trustee Thiss said it may be helpful if metrics can be benchmarked against national statistics for online learning.

The system offers online learning at one-third to one-half the cost of national online institutions, Senior Vice Chancellor Baer said. National online universities have an average cost of \$12,500, compared to \$4,919 at system two-year colleges and \$6,658 at system universities.

Oversight of customized training and continuing education

In 2009, the system served nearly 8,000 employers with training or services and 184,000 individuals through non-credit instruction.

The OLA report said the system's role in customized training and continuing education is not well defined. Senior Vice Chancellor Baer said some presidents surveyed indicated they didn't see the value of the system office oversight in this area. Some indicated this is a function that can be handled locally.

Senior Vice Chancellor Baer said the office provides the following system-level services:

- Administers the fund for customized training/continuing education. Ninety-eight percent of this fund is distributed directly to colleges and universities according to a defined funding formula or through grants. Two percent is retained by the system for system-wide coordination.
- Serves on the Minnesota Jobs Skills Partnership Board to advocate for competitive grant applications from system institutions.
- Manages system-level communications with statewide business and industry associations and organizations;
- Manages innovation grants to build curriculum to support collaboration and to create services for dislocated and under-employed workers.

Senior Vice Chancellor Baer said in 2009 the Office of the Chancellor, in consultation with continuing education and customized training administrators, agreed on new priorities:

- Support for innovative projects;
- Development of new marketing tools for staff;
- Formation of a new strategic management team of college and university continuing education/customized training administrators;
- Management of system-level communication with statewide business associations and state agencies.

Chair McElroy said the system's role in customized training still appears unclear and needs clarification.

Chancellor McCormick said the system will be faced with severe budget cuts and if campuses are questioning the need for system involvement in this area, it may be an area to consider for reduction.

Oversight of specialized training in firefighting and emergency medical services

The OLA report indicated that the Fire/EMS center is a less essential part of the system office than it once was and the need for system oversight is

unclear. Some presidents surveyed during the audit said the Fire/EMS Center has little impact on training programs.

Senior Vice Chancellor Baer said the Fire/EMS Center oversees 12 fire and 17 emergency management programs statewide to ensure compliance with federal and state standards. The center provides training oversight and services to 3,000 first aid/CPR responders, handles system safety/health/code compliance and all-hazards planning.

The Fire/EMS Center has been located on a campus before. A question may be what additional value is created by providing system oversight out of the Office of the Chancellor, she said.

Chancellor McCormick said during a recent visit to western Minnesota, he talked with firefighters who expressed concern that this center will be eliminated.

Senior Vice Chancellor Baer said recommendations for action steps concerning the areas of concern cited in the OLA report will be brought back before the Board in June.

10. Centers of Excellence, Wilder Evaluation

Presenters:

Greg Owen, Wilder Research
Ellen Shelton, Wilder Research

In 2005, Minnesota State Colleges and Universities established Centers of Excellence at four state universities and 21 community and technical colleges. The four centers area:

- HealthForce Minnesota, Winona State University
- Advance IT Minnesota, Metropolitan State University
- 360° Manufacturing and Applied Engineering Center of Excellence, Bemidji State University
- Minnesota Center for Engineering and Manufacturing Excellence, Minnesota State University, Mankato

Over the past four years, the centers have focused on investments to recruit and retain students, improve the skills of workers, upgrade equipment, support faculty development, link programs and develop new curriculum. They have built connections among K-12 schools, community and technical colleges, state universities and leading employers.

Wilder Research has conducted evaluations of the centers since their inception. During the most recent evaluation, researchers were asked to give emphasis on the value of the centers as demonstrated in the engagement of and responsiveness

to industry and the support for innovation. Evaluation findings were presented to Trustees.

Centers are showing a level of impact consistent with the time they have had to develop, Mr. Owen said. They are showing the ability to:

- Create new pathways for communication and collaboration among industry leaders, education and learners. Over 90 percent of stakeholders reported evidence that the Center helped to increase communication among colleagues in different programs or institutions.
- Identify industry opportunities, innovations and needed workforce preparation. Over 90 percent of stakeholders reported that the centers helped increase communication between educators and people in industry. Some said center activities caused educators to become more aware of current innovation or challenge. Students are being better prepared for careers as a result of center activities, many reported.
- Help learners of all ages discover and prepare for careers with center focused industries. Stakeholders indicated the center's work led to more student interest and more realistic ideas about careers in the field. Many said the centers also helped learners to become better prepared for those careers.
- Encourage cross-campus activity that strengthens learner opportunities and creates premier course offerings. Over half of faculty and administrators reported at least one example of cross campus activities that were not in place prior to the centers, including shared positions and courses, articulation agreements and other intercampus agreements.
- Champion changes in content and delivery to meet future workforce needs. High proportions of all respondents were able to name a process or product developed with the help of the center that addresses an industry or workplace need better than before.
- Produce revenue and leverage resources to power these objectives. Two thirds of those surveyed reported that the centers helped departments or program acquire other funding or resources. Faculty and administrators surveyed said they believe their association with the centers and their partnership with others through the centers are factors that strengthen the grant proposals they submit for outside funding. During 2009, they document a total of just over \$9.7 million in such funding leveraged by the centers. This includes approximately \$5.7 million from public sources and over \$4 million from private sources.

Mr. Owen said the centers have had 285 identifiable connections with business and industry, 74 connections with industry and trade organizations and 24 connections with government entities since 2005.

Industry partners describe the work of the centers as valuable and place a high value in the current and potential benefit to the state's workforce needs, Mr. Owen said. Many indicated it would be a significant loss if the centers were discontinued.

Results of their evaluation indicate that the Centers of Excellence merit continued funding, Mr. Owen said. They can focus resources on some common purposes which are very interlocked with the strategic focus of the system and they have unique value in convening and facilitating common approaches across institutions in ways that might not otherwise occur.

Centers are also advancing the priorities of the overall system's current strategic plan, including increasing access, opportunity and success for students. By identifying industry workforce needs and championing the courses and programs needed to meet them, they are enhancing the state's economic competitiveness while also promoting high quality programs and services. Through cross-campus coordination, leveraging system capacities and championing new delivery options, they are spearheading innovation to meet educational needs.

Mr. Owen noted that the system could look at different ways to configure the centers, including increasing number of partners in centers; enhancing geographic variability; allowing two-year schools to be the lead institution; or allowing more than one university per center.

Trustee Van Houten asked about a Minneapolis Community and Technical College program mentioned in the report. HealthForce Minnesota Executive Director Jane Foote described the Jump Start program which aimed to make urban youth ready for college. Minneapolis high school seniors were tested and then those needing remedial assistance were offered developmental summer courses in math, science and reading to make sure they were ready for college.

Trustee Van Houten said it appears that the Advance IT Minnesota Center of Excellence has had less of an impact in terms of new curriculum than the other centers. Ms. Shelton said the data may be a bit deceiving since this center is smaller than the others with fewer partners and that resulted in less curriculum development. However, she added that the Center has been instrumental in the development of several new IT courses now available to students.

Trustee Dickson asked how the Centers of Excellence can foster innovation.

Senior Vice Chancellor Baer said the centers have been the incubators of innovation and the system office will continue to review existing governance to perpetuate, support and promote these innovative efforts.

Trustee Van Houten said the changing of the job descriptions of deans to reflect center responsibilities was discussed last year. He said Trustees were told at that

time that the presidents would be held accountable for doing this and he asked if they could receive some feedback pertaining to this at the next meeting.

Chair McElroy said more discussion pertaining to the Centers of Excellence will be needed in the future. Decisions will need to be made on funding. He noted that year-to-year funding impacts center staffing and operation.

The meeting adjourned at 2:40 pm
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Proposed Amendment to Board Policy 3.21 Undergraduate Course Credit Transfer
(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:

Amendments to Board Policy require approval of the Board.

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

The proposed amendment makes several improvements that will improve transfer for students, including a requirement that course outlines be posted on college and university websites, a requirement that colleges and universities maintain course equivalencies on the u.select database, and requirements for providing information to students about appealing transfer decisions and providing links to transfer information websites.

Background Information:

The audit of the system office conducted by the Legislative Auditor noted a number of problems with credit transfer that were cited by students. The proposed amendments to the transfer policy address these problems.

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

BOARD ACTION

Proposed Amendment to Board Policy 3.21 Undergraduate Course Credit Transfer

The Office of the Chancellor is submitting a proposed amendment to Policy 3.21 Undergraduate Course Credit Transfer.

BACKGROUND

The initial impetus for the amendment came from the Students First project in order to assure that students have access to accurate information about transfer course equivalencies. Subsequent revisions were based on the findings cited in the audit of the system office conducted by the Legislative Auditor.

CONSULTATION

Consultation has occurred as follows:

- Reviewed at joint meetings of the Students First Single Application and Single Registration workgroups- 1/12/10 and 1/29/10
- Reviewed by the Academic and Student Affairs Policy Council- 3/19/10
- Mailed out for review and comment- 3/21/10
- Reviewed at IFO meet and confer 3/26/10
- Planned for Review at MSCF meet and confer- 5/6/10
- Reviewed at MSUAASF meet and confer- 4/9/10
- Reviewed at Leadership Council- 4/5/10

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

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

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

Second Reading

BOARD POLICY		3.21
Chapter	3	Educational Policies
Section	21	Undergraduate Course Credit Transfer

1 **3.21 Undergraduate Course Credit Transfer**

2

3 **Part 1. Purpose.** The purpose of this policy is to establish consistent practices for accepting
 4 credit for undergraduate college-level courses transferred into a system college or university,
 5 except for courses that apply to the Minnesota Transfer Curriculum as per Policy 3.37 Minnesota
 6 Transfer Curriculum.

7

8 **Part 2. Definition.** For purposes of this policy the following definition applies:

9 **Comparable or equivalent course.** A comparable or equivalent course is one that is similar in
 10 nature, content and level of expected student performance on course outcomes to a course
 11 offered by the receiving institution.

12

13 **Part 3. Transfer of Undergraduate Credits.** Once a student has been admitted to a system
 14 college or university, each college or university shall evaluate college-level course credits
 15 completed, as submitted by the student on an official transcript, to determine if they shall be
 16 accepted in transfer. Once the credits are accepted in transfer, each college or university shall
 17 determine how the course credits will apply to program and graduation requirements
 18 Transfer of credit from one college or university to another shall involve at least three
 19 considerations:

20

- 21 1. Educational quality of the learning experience which the student transfers,
- 22 2. Comparability of the nature, content and level of the learning experience offered by the
 23 receiving college or university, and
- 24 3. Appropriateness and applicability of the learning experience to the programs offered by
 25 the receiving higher education entity in light of the student’s educational goals.

26

27 **Subpart A. Transfer of courses that are comparable or equivalent.** A receiving system
 28 college or university shall accept courses in transfer that it determines to be comparable or
 29 equivalent to specific courses it offers.

30

31 **Subpart B. Transfer of courses that are not comparable or not equivalent.** College-
 32 level courses accepted in transfer by a system college or university that are determined to be
 33 not comparable or not equivalent to specific courses taught at the receiving college or
 34 university shall be accepted as electives.

1 **Part 4. Course Outlines.** In order to facilitate the evaluation of courses for transfer credit as
2 described in Part 3 of this policy, each system college and university shall post course outlines,
3 as defined in Board Policy 3.22, for all courses on its institutional website. The links for current
4 course outlines shall be submitted to the Office of the Chancellor for publication on the
5 MinnesotaTransfer.org Web site.
6

7 **Part 5. Official Repository of Course Equivalents.** The Degree Audit and Reporting System
8 (DARS) and u.select database (and successor databases) housed within the Office of the
9 Chancellor shall be the official repository of course equivalencies between system colleges and
10 universities. Each system college and university shall be responsible for ensuring the accuracy
11 and completeness of course equivalencies listed for courses offered by that college or university.
12 A course offered by a system college or university that is listed as the equivalent of a course at
13 the receiving system college or university shall be accepted in transfer as that course by the
14 receiving system college or university with no additional documentation required from the
15 student.
16

17 **Part-46. System College or University Transfer Policy.** Each system college or university
18 shall implement a policy to address transfer of course credit consistent with the requirements of
19 this policy and Procedure 3.21.1 Undergraduate Course Credit Transfer.
20

21 **Part 5 7. Disseminating Information.** Each system college or university shall publish its
22 transfer policy and shall make information about credit transfer and course equivalencies,
23 including links to MinnesotaTransfer.org and u.select, readily available on its website.
24

25 **Part-6 8. Student Appeals.** Each system college or university shall establish a policy for student
26 petition and appeal of credit transfer decisions. The Chancellor shall establish a procedure for
27 system-level appeal of system college or university credit transfer decisions. When providing
28 students with a transfer evaluation, colleges and universities shall also provide information about
29 a student's right to appeal, the appeal process, and links to the system and college or university
30 appeal policies. This information shall also be made available on each college and university
31 website, course catalog and transfer-related publications.

Date of Implementation: 08/01/07

Date of Adoption: 04/29/98

Date and Subject of Revision:

6/20/07 - moves transfer of credit related to the Minnesota Transfer Curriculum to Policy 3.37, expands existing language to address course credit transfer from any higher education institution, limits the policy to transfer of formal credit courses, moves academic program requirements and transfer to Policy 3.36, and moves process and procedural items to the chancellor's procedure

03/17/04 – added Subpart 4C to describe the transfer of the Associate in Fine Arts degree.

Repealed carry forward policies CC III.01.10, Transfer Standards; CC III.01.11, Transfer of Technical Credits; SU Policy 4.5, Policy Regarding Transfer of Lower Division Credit from Two-Year Colleges; and T.C. 2.3.2.0, Credit Transfer

POLICY CONTENT FORMAT

Single underlining represents proposed new language

Strikeouts represent existing language proposed to be eliminated.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

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

Amendments to Board Policy require approval of the Board.

Scheduled Presenter(s):

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

Gary Hunter, System Director for Intellectual Property

Outline of Key Points/Policy Issues:

Board Policy 3.26 Intellectual Property addresses the ownership of intellectual property within the system and the current amendment seeks to clarify the policy.

1. Adding the definition of “Faculty” in order to identify the employees who are entitled to own their scholarly works.
2. Deleting the term “Professional Staff” throughout the policy to reflect the “work made for hire” language in federal copyright law.

Background Information:

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

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

BOARD ACTION

Proposed Amendment to Policy 3.26 Intellectual Property

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

BACKGROUND

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

CONSULTATION

Consultation has occurred as follows:

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

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

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

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

Second Reading

BOARD POLICY		3.26
Chapter	3	Educational Policies
Section	26	Intellectual Property

3.26 Intellectual Property

Part 1. Policy Statement. The Board of Trustees endeavors to develop and maintain a post-secondary educational system marked by academic excellence. Research and development of original works and inventions that require intellectual property protection are a vital part of the academic community. The Board recognizes and acknowledges that system colleges and universities may create or commission the creation of such works on its behalf and incorporates in Board policy the traditional commitment to faculty and student ownership in scholarly work.

Part 2. Applicability. This policy applies to colleges, universities, the Office of the Chancellor and their respective employees, student employees and students.

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

Subpart A. Agreement. Agreement when used in this policy means a signed written contract between or among a corporation, business, individual(s) and a college, university or the System, but does not mean a sponsorship agreement or a collective bargaining agreement between the Board and an exclusive bargaining representative.

Subpart B. Collective Bargaining Agreement. A collective bargaining agreement means a negotiated contract between the Board and a specific bargaining unit.

Subpart C. College or University. College or university, except where specifically defined otherwise, means a system college or university.

Subpart D. College, University or Office of the Chancellor Resources. College, university or Office of the Chancellor resources means services and all tangible resources including buildings, equipment, facilities, computers, software, personnel, research assistance, and funding.

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

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

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

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

10 **Subpart I. Faculty.** The term “Faculty” refers to full-time and part-time employees
11 performing work in bargaining units 209 and 210 and employees who create works in
12 their capacity as instructors when teaching courses to students for credits at system
13 colleges and universities.

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

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

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

22 **Subpart M. Minnesota State Colleges and Universities System.** The public higher
23 education system established at **Minnesota Statutes Chapter 136F**. The System
24 includes the Board of Trustees, the Office of the Chancellor, the state colleges and
25 universities, and any part or combination thereof.

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

29 **Subpart O. Sponsor.** A sponsor is a person, private sector company, organization, or
30 governmental entity, other than the System, that provides funding, equipment, or other
31 support for a college, university, or the Office of the Chancellor to carry out a specified
32 project in research, training, or public service.

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

1 **Subpart Q. Student.** A student is an individual who was or is enrolled in a class or
2 program at any system college or university at the time the intellectual property was
3 created.

4 **Subpart R. Student Employee.** A student employee is a student who is paid by any
5 system college, university, or the Office of the Chancellor for services performed.
6 Graduate assistants and work-study students are student-employees. For graduate
7 students who teach, see Faculty definition in Subpart I.

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

12 **Subpart T. System.** See Minnesota State Colleges and Universities System definition in
13 Part 3. Definitions, Subpart N of this policy.

14 **Subpart U. Works Made for Hire.** Works made for hire means all work done by an
15 employee within the scope of his or her employment or specially commissioned work.

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

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

21 1. **Institutional Works.** Intellectual property rights in institutional works belong
22 to the college or university. Institutional works are works made for hire in the
23 course and scope of employment by employees or by any person with the use of
24 college or university resources, unless the resources were available to the public
25 without charge or the creator had paid the requisite fee to utilize the resources.
26 A course outline is an institutional work. A college, university or the Office of
27 the Chancellor may enter into a written agreement with a non-faculty employee
28 granting the employee ownership of a work that the parties agree is of a
29 scholarly nature as described in Subpart A.2. For the purposes of this policy,
30 scholarly works are not considered institutional works.

31 2. **Scholarly Works.** Intellectual property rights in scholarly works belong to the
32 faculty member or student who created the work, unless an agreement,
33 sponsorship agreement, or other condition described in Subpart B or C below
34 provides otherwise. Scholarly works are creations that reflect research,
35 creativity, and/or academic effort. Scholarly works include course syllabi,
36 instructional materials (such as textbooks and course materials), distance
37 learning works, journal articles, research bulletins, lectures, monographs, plays,
38 poems, literary works, works of art (whether pictorial, graphic, sculptural, or

1 other artistic creation), computer software/programs, electronic works, sound
2 recordings, musical compositions, and similar creations.

- 3 3. **Personal Works.** Intellectual property rights in personal works belong to the
4 creator of the work. A personal work is a work created by an employee or
5 student outside his or her scope of employment and without the use of college
6 or university resources other than resources that are available to the public or
7 resources for which the creator has paid the requisite fee to utilize.
- 8 4. **Student Works.** a) Intellectual property rights in student works belong to the
9 student who created the work. b) A creative work by a student to meet course
10 requirements using college or university resources for which the student has
11 paid tuition and fees to access courses/programs or using resources available to
12 the public, is the property of the student. c) A work created by a student
13 employee during the course and scope of employment is an institutional work
14 and intellectual property rights to such creation belong to the college or
15 university unless an agreement, sponsorship agreement, or other condition
16 described in Subpart B or C below provides otherwise.

17 **Subpart B. Modification of Basic Ownership Rights.** The general provisions for
18 ownership of intellectual property rights set forth in Subpart A may be modified by the
19 entering into a signed written agreement as provided in this subpart, following
20 collaborative discussion among the affected parties, or through the substantial use of
21 resources.

- 22 1. **Sponsorship Agreement.** The ownership of intellectual property rights in a
23 work created under a sponsorship agreement shall be determined by the terms
24 of the sponsorship agreement. If the sponsorship agreement is silent on the
25 issue of ownership of intellectual property rights, ownership will be determined
26 under applicable law.
- 27 2. **Collaborative Agreement.** A college, university or the System may participate
28 in projects with persons, corporations, and businesses to meet identified
29 student, citizen, community and industry needs. Ownership rights pursuant to
30 any collaboration shall be addressed pursuant to this policy.
- 31 3. **Specially Commissioned Work Agreements.** Intellectual property rights to a
32 work specially ordered or commissioned by the college or university from a
33 faculty member or other employee, and identified by the college or university,
34 as a specially commissioned work at the time the work was commissioned, is a
35 work made for hire and shall belong to the college or university. The college or
36 university, and the employee shall enter into a written agreement for creation of
37 the specially commissioned work.
- 38 4. **Substantial Use of Resources.** In the event a college, university or the Office
39 of the Chancellor provides substantial resources to a faculty member for
40 creation of a work that is not an institutional work created under a sponsorship

1 agreement, individual agreement, or special commission, the college university
2 and/or the Office of the Chancellor and the creator shall own the intellectual
3 property rights jointly in proportion to the respective contributions made. Use
4 of resources is considered substantial when the additional support received is
5 beyond the normal support level made available by a college, university and/or
6 the Office of the Chancellor to the individual in his or her position.

7 **Subpart C. Other ownership factors.**

- 8 1. **Collective Bargaining Agreement.** In the event the provisions of this Policy
9 and the provisions of any effective collective bargaining agreement conflict, the
10 collective bargaining agreement shall take precedence.
- 11 2. **Jointly Created Works.** Ownership of jointly created works shall be
12 determined by separately assessing which of the above categories applies to
13 each creator, respectively. Jointly created works involving the contributions of
14 students and/or student employees must be assessed considering this and other
15 relevant categories of ownership rights as set forth above.
- 16 3. **Sabbatical Works.** Intellectual property created during a sabbatical is defined
17 as a scholarly work. Typical sabbatical plans do not require the use of
18 substantial college/university resources as defined in Part 2. Subpart S. of this
19 policy. If the work created as part of an approved sabbatical plan requires
20 resources beyond those normal for a sabbatical, the parties may enter into one
21 of the applicable arrangements as set forth in Part 4. Subparts B. and C. of this
22 policy.
- 23 4. **System, College or University Name.** Intellectual property rights associated
24 with the System's identity, the identities of its colleges and universities, logos,
25 and other indices of identity belong to the respective entity. Such rights may be
26 licensed pursuant to reasonable terms and conditions approved by the
27 Chancellor, presidents or their designees, respectively. System employees may
28 identify themselves with such title of their position as is usual and customary in
29 the academic community; but any user of the System's or a college's or
30 university's name, logo, or indicia of identity shall take reasonable steps to
31 avoid any confusing, misleading, or false impression of particular sponsorship
32 or endorsement by the System, its colleges or universities. When necessary,
33 specific disclaimers shall be included.
- 34 5. **Works Owned Jointly by Colleges, Universities and the System.** Colleges,
35 universities and system ownership interests in jointly owned intellectual
36 property shall be determined by the relative contributions made by each
37 contributor - unless otherwise provided in a written agreement. The ownership
38 interests may be expressed in percentages of ownership or an unbundling of the
39 rights associated with the work, whatever the parties agree to. This paragraph
40 applies only to allocation of ownership interests among a college, university or

1 the System. The ownership of any other joint owner shall be determined in
2 accordance with applicable policy, collective bargaining agreement, or
3 personnel plan provisions, or as negotiated among the parties.

- 4 6. **Equitable Distributions.** In any instance in which the System and/or its
5 colleges or universities execute an agreement with an individual, corporation,
6 business or other entity for economic gain using intellectual property in which
7 the colleges, universities, or the System has an ownership interest, the
8 colleges, universities or the System shall receive an equitable distribution. The
9 proceeds of the equitable distribution shall be shared among the creators of the
10 work as determined by agreement in accordance with this policy.

11 **Part 5. Coordination Function.**

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

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

22 **Subpart C. Conflicts of interest and ethics.** System employees are responsible for
23 adhering to all legal and ethical requirements in accordance with State law, Board Policy
24 and system procedure.

25 **Part 6. Preservation of Intellectual Property Rights.**

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

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

39

1 **Part 7. Commercialization of Intellectual Property.**

2 **Subpart A. Right of Commercialization.** The college, university or the Office of the
3 Chancellor that owns or has shared intellectual property rights to a work may
4 commercialize the work using its own resources or may enter into agreements with others
5 to commercialize the work as authorized by law. Upon request of a creator who retains
6 intellectual property rights in a work, the college, university or the Office of the
7 Chancellor shall advise the creator of progress in commercializing the work.

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

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

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

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

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

1 **Part 8. Assignment of Rights.**

2 **Subpart A. College, University or Office of the Chancellor Assignment.** A college,
3 university or the Office of the Chancellor may assign all or a portion of its rights in a
4 work to the creator, corporation, business or to any other person in accordance with the
5 law and when in the best interests of the college, university or the System. As a condition
6 of the assignment, the college, university or the Office of the Chancellor, may preserve
7 rights, such as a royalty-free, perpetual, irrevocable, non-exclusive license to use and
8 copy the work in accordance with the preservation and the right to share in any proceeds
9 from commercialization of the work.

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

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

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

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

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

Date of Implementation: 1/01/03

Date of Adoption: 6/19/02

Date and Subject of Revision:

POLICY CONTENT FORMAT

Single underlining represents proposed new language

Strikeouts represent existing language proposed to be eliminated.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Proposed Amendment to Board Policy 3.27 Reproduction and Use of Copyrighted Materials (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:

Amendments to Board Policy require approval of the Board.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Gary Hunter, System Director for Intellectual Property

Outline of Key Points/Policy Issues:

Board Policy 3.27 Reproduction and Use of Copyrighted Materials addresses the copyright issues that arise within the System. The current amendment seeks to provide guidance to help system colleges, universities and their respective students and employees comply with federal copyright laws.

Background Information:

The review of Board Policy 3.27 Reproduction and Use of Copyrighted Materials was undertaken as part of the normal policy review process. The proposed amendment was developed from input by a policy review committee comprised of representatives from technical and community colleges, universities, labor unions, and the Office of the Chancellor along with input from other constituents within the system.

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

BOARD ACTION

Proposed Amendment to Policy 3.27 Reproduction and Use of Copyrighted Materials

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

BACKGROUND

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

CONSULTATION

Consultation has occurred as follows:

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

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

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

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

Board Policy	3.27
Chapter 3 Educational Policies	
Section 27 Reproduction and Use of Copyrighted Materials	

1 **3.27 Copyrights ~~Reproduction and Use of Copyrighted Materials~~**

2

3 **Part 1. General Statement.** Copyright owners of original works, regardless of the format of the
4 work, have exclusive rights with respect to their creations. The Minnesota State Colleges and
5 Universities (MnSCU) sSystem (System) promotes the recognition and protection of these rights,
6 including the rights of reproduction, preparation of derivative works, distribution, and
7 performance. ~~Minnesota State Colleges and Universities~~ The System also recognizes that
8 reproduction and use of original works in accordance with fair use limitations can further
9 teaching, research, and public service at its colleges and universities. Consistent with the
10 mission of the Board and the distinct missions of system colleges and universities, the Board
11 supports the creation and sharing of new knowledge for course development and to improve
12 student learning, such as through creative commons licenses.

13

14 **Part 2. Applicability.** This policy applies to system colleges, universities, the Office of the
15 Chancellor and their respective employees and students, and to works in which colleges,
16 universities or the System has a legally recognized interest.

17 **Part 3. Definitions.** The following definitions apply to this Policy and to Procedure 3.27.1
18 Copyright Clearance.

19 **Subpart A. Copyright.** Copyright is a form of protection granted by federal law for
20 original works of authorship that are fixed in a tangible medium of expression. Copyright
21 covers both published and unpublished works.

22 **Subpart B. Copyright Compliance.** The actions of colleges, universities, the Office of
23 the Chancellor and their respective employees and students that ensure proposed uses of
24 materials comply with copyright laws and do not infringe on the intellectual property
25 rights of the copyright owners.

26 **Subpart C. Intellectual Property Coordinator.** The Intellectual Property Coordinator
27 is the person appointed at each college, university and the Office of the Chancellor who
28 administers Board Policies 3.26 Intellectual Property, 3.27 Copyrights and any related
29 procedures.

30 **Part 4. Copyright Notice.** A copyright notice shall be placed on college, university and System
31 owned materials that will be made available to the public. The date in the notice shall be the

1 year in which the materials are first published, i.e. distributed or made available to the public or
2 any sizable audience.

3 **Part 5. Copyright Registration.** Prior to commercialization of works in which a college,
4 university or the Office of the Chancellor has an ownership interest, such works shall be
5 registered with the U.S. Copyright Office in the name(s) of the copyright owner(s).

6
7 **Part 6. Copyright Compliance.** Colleges, universities and the Office of the Chancellor shall
8 develop and implement policies, procedures, processes and practices to be in compliance with
9 federal copyright laws.

10 **Part 7. Intellectual Property Coordinator and Administration.** The Intellectual Property
11 Coordinator as designated in **Board Policy 3.26** Intellectual Property at each college, university
12 and the Office of the Chancellor has the responsibility for implementation of this policy and
13 any related procedures.

Related Documents: Policy 3.26 Intellectual Property
Procedure 3.26.1 Patent Inquiry Process
Procedure 3.27.1 Copyright Clearance

Date of Implementation:

Date of Adoption: July 1, 2010

Date and Subject of Revision: N/A

PROCEDURE CONTENT FORMAT

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be deleted.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Proposed New Board Policy 3.38 Career Information (Second Reading)

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 Board Policy requires approval of the Board.

Scheduled Presenter(s):

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 in its report on Occupational Programs.

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

Second Reading

BOARD ACTION
Proposed New Board Policy 3.38 Career Information

INTRODUCTION

The Office of the Chancellor is submitting a proposed new policy 3.38 Career Information.

BACKGROUND

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

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

CONSULTATION

Consultation has occurred/will occur as follows:

- Reviewed with the Academic and Student Affairs Policy Council – 11/20/09 and 1/21/10.
- Review and comment requested on the proposed policy and procedure through system-wide constituent mailing, dated 11/23/09.
- Reviewed at MSUAASF Meet and Confer 4/9/10.
- Reviewed at IFO Meet and Confer – 12/11/09.
- Review at MSCF Meet and Confer – 12/11/09 and 2/25/10.
- Reviewed by Academic and Student Affairs Committee of the Leadership Council – 12/8/09.

RECOMMENDED COMMITTEE ACTION

The Educational Policy Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

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

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

Second Reading

BOARD POLICY		3.38
Chapter	3	Educational Policies
Section	38	Career Information

3.38 Career Information

Part 1. Purpose. The purpose of this policy is to require that all system colleges and universities provide information on career exploration and job opportunities to occupational program students.

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

Part 3. College Policy. Each system college and university shall establish a policy to provide information on career exploration and job opportunities to all students enrolled in occupational programs.

Part 4. Evaluation. The Office of the Chancellor shall, on a biennial basis, evaluate the effectiveness of system college and university efforts to provide career exploration and job prospect information to occupational program students, and shall secure assurance from each system college and university that this responsibility is being met.

Part 5. System Procedure. The Chancellor shall develop a system procedure to provide direction for the implementation of this policy.

Date of Adoption:

Date of Implementation:

PROCEDURE CONTENT FORMAT:

Single underlining represents proposed new language.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Alexandria Technical College Mission Change (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:

Board policy 3.24 requires Board approval of institution missions and changes in authority to confer an academic award. This mission change request is a first reading. The motion will be acted upon during a second reading in June.

Scheduled Presenter(s):

Kevin Kopischke, President, Alexandria Technical College

Outline of Key Points/Policy Issues:

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

As required by the recently approved changes to Board policy 3.24, mission approvals leading to a change in authority to confer an academic award require a first and second reading of the Board of Trustees. This is a first reading of the mission change by the Board of Trustees. Alexandria Technical College will (1) return to the Board of Trustees Academic and Student Affairs Committee in June for a second reading and the recommended motion, (2) propose a name change to the Board of Trustees Advancement Committee in June and July for first and second readings, and (3) pursue final program approval for its Associate in Arts degree program.

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

First Reading

ACTION ITEM
Alexandria Technical College Mission Change

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EXECUTIVE SUMMARY

Alexandria Technical College is requesting approval to change its mission from that of a technical college to a comprehensive two-year college offering the Associate in Arts (AA) degree in addition to Associate of Science (AS) and Associate of Applied Science (AAS) degrees. The college does not intend to diminish its role in career and technical education but rather to expand its offerings to meet the needs of students and employers in the region. The following information is provided to the Board of Trustees in consideration of the motion provided at the end of this document for Alexandria Technical College to change its mission.

Proposed Mission Change

New Mission: Alexandria Technical and Community College creates opportunity for individuals and businesses through education, innovation, and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests, and abilities and strengthen the economic, social, and cultural life of Minnesota’s communities.

Current Mission Statement: Alexandria Technical College provides access to learning – for careers and for life!

The name change proposed in the new mission statement will be reviewed by the Board of Trustees Advancement Committee pending approval of the mission change.

Primary Reasons for the Mission Change

The primary reasons for mission change are:

1. To respond to student interest and community requests for additional access to lower division transfer education.
 - a. There are over 600 students currently at the college who are enrolled in the Individualized Professional Studies (INPS) and Associate in Arts (AA) degree through Bemidji State University or are taking liberal arts courses outside a technical program. Most of these students are ineligible to receive financial aid because they are not enrolled in an approved AA degree program.
 - b. A high percentage of students enrolling in college are undecided about their final career objective. They are committed to college but have not had the experience or advising to make a commitment to a long term career. The AA degree meets

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

- 3 2. To increase awareness of technical degrees and related career opportunities.
 - 4 a. Students who take the AA degree at Alexandria Technical College will be
5 required to demonstrate career awareness. Courses in basic manufacturing, health
6 care, computer occupations, or business will increase awareness of technical
7 career opportunities for those who did not have the option of high school
8 technical courses.
 - 9 b. AA students will be exposed to fellow students majoring in technical programs
10 which will increase their awareness of these opportunities. The interaction
11 between AA and technical program students will enhance the educational
12 experience of both.
- 13 3. To meet the strategic objectives of the Minnesota State Colleges and Universities in the
14 competitive environment of higher education with today's market realities.

15
16 Alexandria Technical College currently offers technical career education supported by a strong
17 core of general education courses taught by credentialed faculty. The college offers 75 approved
18 transfer courses that allow students to complete the Minnesota Transfer Curriculum at the
19 college, to complete any one of five separate AS degrees, or to complete other AAS degrees,
20 diplomas and certificates. General education courses account for 24% of credits at the college.

21
22 The college has worked towards creation of a comprehensive higher education environment for
23 over 30 years. While its historic focus has been on technical and career education, it has been
24 long recognized that employers seek graduates who have a broad education that complements
25 technical skills. To that end, the college has developed a strong general education curriculum in
26 the arts, humanities, mathematics, natural sciences, and social sciences. Consistent with the
27 position of the American Association of Community Colleges, the college's current practices and
28 continued intent is to provide students with a foundation in general education courses that enable
29 the student to understand and appreciate culture; to develop personal values based on accepted
30 ethics; and to attain competencies in analysis, communication, qualitative and quantitative
31 methods, synthesis, and teamwork to grow as a productive member of society for both the
32 individual and public good.

33
34 Expansion of the college mission to include the AA` degree has been driven by student interest
35 and community input. Surveys of regional high school students have indicated a high demand for
36 local access to lower division transfer curriculum. Community interests have indicated an
37 overwhelming support for creating increased access to the AA degree. The college has
38 unanimous endorsement for the expanded mission from all technical program advisory
39 committees, from the college Futures team, from community surveys, and from direct visits with
40 local businesses. Internal surveys have indicated broad support from current faculty and staff at
41 the college.

1 Alexandria Technical College was accepted as a candidate for North Central Accreditation in
2 1974 and was fully accredited in 1980 at the associate degree level. At the time of mission
3 delineation in 1986, Minnesota legislation required technical colleges to move general education
4 to community colleges, creating merged colleges to provide broad access to technical and liberal
5 arts education for students. The single exception to this was Alexandria Technical College. The
6 college was authorized to continue offering its own accredited general education courses due to
7 its geographical isolation from other two and four-year colleges. The authorization, however,
8 restricted the authority to offer the AA degree. Continuing to comply with regional accreditation
9 standards, the college created a stand-alone general education division in 1990. The college was
10 reaccredited in 1994 at the associate degree level limited to the AAS and AS degrees based on
11 the limited authority granted to the institution by the State of Minnesota. The college was
12 admitted to AQIP by the Higher Learning Commission on September 14, 2000. In 2008, ATC
13 was approved for Reaffirmation of Accreditation and is scheduled for its next Higher Learning
14 Commission reaffirmation in 2014-2015.

15
16 A mission change will require approval of the Higher Learning Commission. Following
17 Minnesota State Colleges and Universities Board approval, the college will request Higher
18 Learning Commission staff action to approve a mission change. An action project to track
19 implementation of the degree will be required. A site visit for college change in status is not
20 anticipated.

21
22 No other program accreditation processes are anticipated for the Associate in Arts program.

23 **BACKGROUND AND MISSION CHANGE INFORMATION**

24
25
26 Listed below is the information required for a college to change its mission leading to a change
27 in institutional type. Alexandria Technical College has met all mission change requirements.

28
29 The proposed mission clarifies the responsibility of the college to serve both individual learners
30 and businesses as learning organizations. The college exists to provide opportunity not only
31 through teaching of technical and transfer curriculum, but also through using resources to
32 provide leadership and innovation in economic and community development. The outcome is
33 stronger communities across Minnesota.

34
35 Current Vision:

36 *To be the premier institution of career preparation and comprehensive lifelong learning*
37 *by:*

- 38 ✓ *Continuing our heritage of caring*
- 39 ✓ *Engaging learners as full partners in their educational experiences*
- 40 ✓ *Valuing our highly trained, professional staff, relevant programs and state-of-the-art*
41 *technology*
- 42 ✓ *Implementing instructional innovation*
- 43 ✓ *Inspiring learners through an exemplary learning environment*

- 1 ✓ *Integrating our collaborative learning alliances and partnerships within and beyond*
2 *Alexandria Technical College*
- 3 ✓ *Modeling a diverse culture of empowerment, creativity, and innovation as partners in*
4 *a powerful learning organization*

5
6 Proposed Vision: No change is proposed

7
8 The proposed mission change does not alter the vision of Alexandria Technical College. The
9 vision for the college is to be “THE” college of West Central Minnesota, recognized across
10 Minnesota and the nation. To accomplish that, the proposed mission change will provide
11 increased ability to respond to the demonstrated expectations of learners and the community.
12 Focused on engagement with learners, collaboration to leverage public and private resources, and
13 support for a culture of excellence implemented by faculty and staff, the college will pursue its
14 vision of being a premier institution.

15
16 Proposed Alexandria Technical College Purpose Statements:

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

27 28 **Market Analysis and Demand**

29 30 **Alexandria Technical College Enrollment Trends:**

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

37
38 The growth in liberal arts and general education demonstrates increasing demand from students
39 seeking transfer credits or early entry into college courses (see Table 3). Currently, 31.5% (696)
40 of students attending ATC, approximately 12% of the college FYE, are taking general education
41 courses (including PSEO students). Access to financial aid, increased course offerings, and the
42 universal transfer benefits of the AA degree would potentially not only encourage more students

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

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

4 **Table 1**

5 **High school occupational survey:**

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

15
 16 This survey has been done annually since 2007, and it consistently shows that a large percentage
 17 of high school students are interested in career options requiring a baccalaureate degree or
 18 higher. The survey also shows a declining interest in specific technical programs at the college.

19
 20 **Jefferson high school program preference:**

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

31
 32 **Comparative enrollment data for comparable institutions:**

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

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

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

3
4 Calculated from MnSCU Management website fall 2009

Table 2

5 Additionally, the low percentage of female students enrolled at the college has been identified by
6 external reviewers and the college itself. The MnSCU system average is 55% female and 44%
7 male in fall 2009 compares to the Alexandria Technical College mix of 45% female students and
8 55% male. This represents an increase in the percentage of women enrolled from the 40% female
9 enrollment recorded in 2004. Program mix impacts gender balance. The increasing enrollment in
10 the undeclared, general studies, and liberal arts programs at ATC is increasing female enrollment
11 at the college. It is believed that women’s enrollment at the college would continue to increase
12 with the availability of the AA degree at Alexandria.

13
14 The college has experienced a large and growing demand for non-technical, liberal arts courses
15 taken by students not enrolled in technical majors. In 2004, 270 students or 13.4% of the
16 college’s total headcount were enrolled in non-technical courses. Enrollments in non-traditional
17 courses have grown to 696 students or 31.5%, in the current year. Given this history, the college
18 believes student interest in non-technical education will continue to increase in the coming years,
19 but even if it does not, the current number of students enrolling in non-technical courses will be
20 much better served if a defined AA degree option is available to them.

21
22 As documented in the previous section, current high school students continue to have a strong
23 interest in pursuing occupational goals requiring baccalaureate or higher degree. National focus
24 on two year colleges supports increased enrollment in two year colleges as a means to support
25 both workforce development and preparation for higher level college and university education.

26
27 **Job skills analysis:**

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

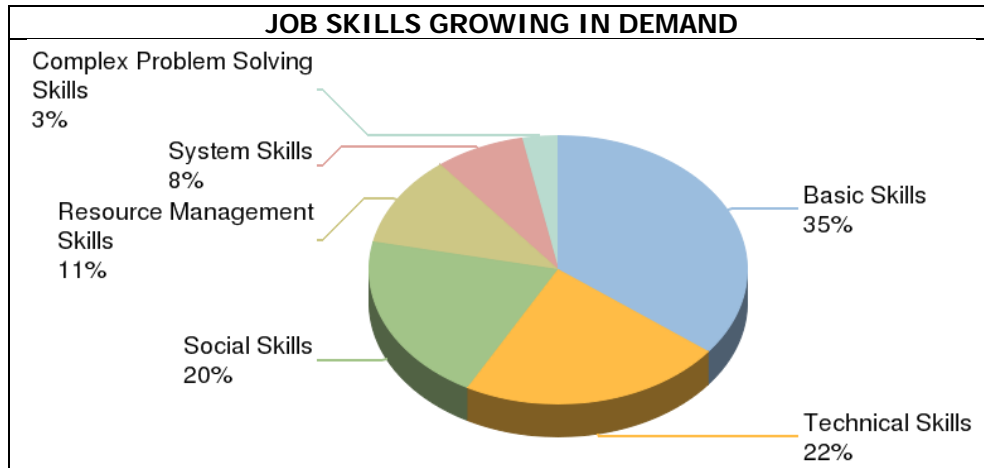


Figure 1

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

Table 3

Historical Context

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

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

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

1 **Market Analysis**

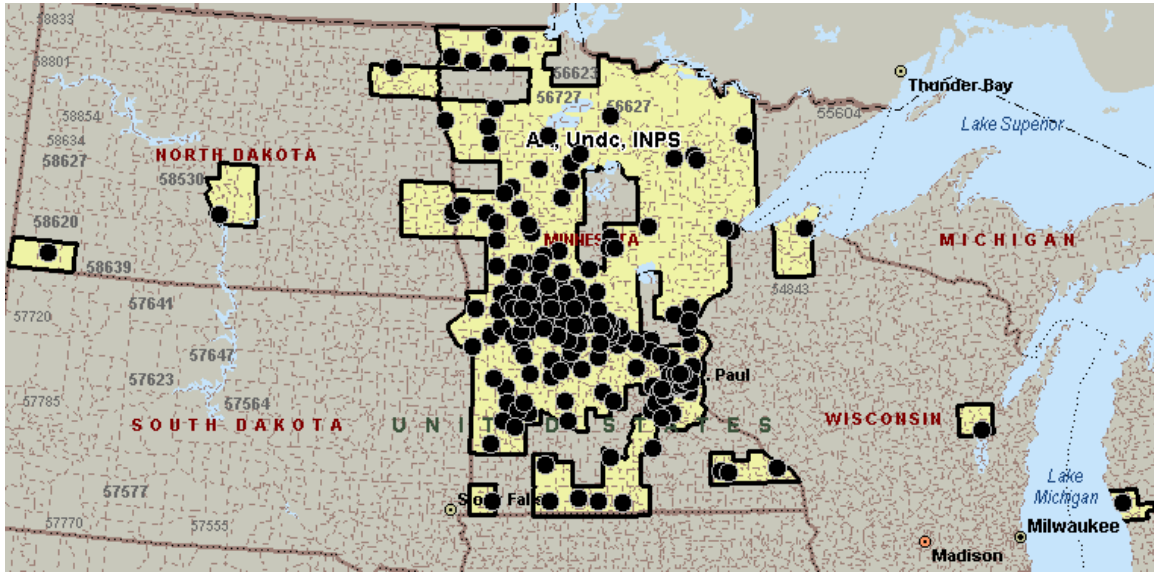
2 There are no other competing public or private higher education degree granting institutions in
3 the City of Alexandria or immediately surrounding communities. The community and area are
4 left with no local liberal arts degree granting institution. Yet, a strong demand for the Associate
5 in Arts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

18
19 Analysis of student and community interests provides evidence that the key customers for the
20 Associate in Arts degree will cross three primary areas.

- 21 1. Adults, not directly from high school, who are entering or reentering higher education to
22 complete lower division coursework that will lead to improved career opportunity
23 through completion of a baccalaureate degree or the required additional coursework to
24 advance within a company or industry sector. This includes students returning from
25 military assignment and students who join a friend or significant other while they are
26 attending Alexandria Technical College. The degree is expected to increase enrollment of
27 female students reflecting a more typical ratio of male to female college enrollment for
28 Alexandria Technical College. Currently, 55% of the college's students are male.
- 29 2. High school graduates who are choosing to stay in the region, or are required to be in the
30 region due to economic or personal restrictions, while completing lower division courses
31 leading to a baccalaureate or higher degree.
- 32 3. Current high school students seeking options to complete lower division college work
33 through PSEO or dual credit enrollment at the college, which could include summer
34 enrollment.

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

AA, UNDECLARED, & INPS STUDENTS' HOME ZIP CODES



1 **Figure 2 (Each dot represents a unique zip code and may represent more than one student.)**

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

7
8 Alexandria Technical College anticipates the ability to enroll students in the Associate in Arts
9 degree in the fall of 2010. The college has demonstrated the ability to provide required
10 instruction and support for the program at current enrollment levels with the addition of one FTE
11 of new faculty. Support for existing enrollment for the AA degree and liberal arts courses has
12 provided the necessary base for offering the program locally.

13 14 **Relationship of New Mission, Vision, and Purposes to the System Mission and Strategic Directions**

15
16 The primary reasons for mission change are:

- 17 1. To respond to student interest and community requests for additional access to lower
18 division transfer education.
 - 19 a. There are over 600 students currently enrolled at the college who are undeclared
20 or who are enrolled in the INPS and AA degree through Bemidji State University.
21 As undeclared students, most of these students are ineligible to receive financial
22 aid because they are not enrolled in an approved program (AA degree).
 - 23 b. A high percentage of students enrolling in college are undecided about their final
24 career objective. They are committed to college but have not had the experience

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

2. To increase awareness of technical degrees and related career opportunities.
 - a. Students who take the AA degree at Alexandria Technical College will need to demonstrate career awareness. Courses in basic manufacturing, health care, computer occupations, or business will increase awareness of technical career opportunities for those who do not have the option of high school technical courses.
 - b. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities. The interaction between AA and technical program students will enhance the educational experience of both.
3. To meet the strategic objectives of the Minnesota State Colleges and Universities in the competitive environment of higher education. Table 4 provides an overview of the current strategic goals of the Board of Trustees and associated benefits of providing the Associate in Arts degree as an option for students in Alexandria.

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

1 **Table 4**

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

6
7 “Our graduates and their employers face new demands in the 21st century that will call upon
8 solid skills in reading, writing, mathematics and speaking; the ability to learn and think
9 critically; and globally competitive technical and professional expertise. In addition, our
10 students need opportunities to understand and participate in the global community.” *Source:*
11 *Designing the Future: Minnesota State Colleges and Universities Strategic Plan 2008 – 2012*

12
13 “Workers in the future will need even more **interpersonal skills** and a **deeper**
14 **understanding of budget, finance and technology** and MnSCU should focus on producing
15 graduates with this type of broader span of knowledge. Campuses should also do a better job
16 of providing information to business about their offerings and **build strong connections to**
17 **their local business community.**” *Source: Workforce of the Future: Leadership Reaches*
18 *Out to Business Section 5*

19
20 “When asked about the skills employers seek in new employees, three themes emerged.
21 Business leaders spoke overwhelmingly of the need for:

- 22 • technology skills;
- 23 • business-critical “soft” skills; and
- 24 • skills that reflect changes resulting from emerging business practices, such as using
25 “green” products and responding to global competition.”

26 *Source: Workforce of the Future: Leadership Reaches Out to Business Section 4*

27
28 The proposed change will increase access to higher education for students in the Alexandria and
29 West Central Minnesota region; strengthen the economic base of the region by attracting,
30 retaining, and developing a more educated workforce; and minimize barriers for students
31 pursuing the AA degree at Alexandria. While the current college partnership with Bemidji State
32 University allows students access to an AA degree, barriers include confusing and cumbersome
33 financial aid processing, higher tuition, restricted course availability, and limited access to
34 academic advising.

35
36 Additionally, the college believes that the Associate in Arts degree will strengthen the college by
37 attracting students who have not identified a specific career path but who have both the financial
38 and academic ability to pursue college education. These students will increase the ability of the
39 college to offer curriculum that supports the college’s Associate in Science degrees, the ability to
40 provide additional beneficial partnerships with the state universities, and in some cases influence
41 students to make career choices that will include technical programs.

1 **Comprehensive Planning Process**

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

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

8
9 Strategically, Alexandria Technical College must maintain its focus on its “signature” programs
10 within the technical and occupational education mission. These programs bring students to
11 Alexandria from a broad regional area and support continued enrollment in programs, which will
12 not be viable based on local enrollment only (see Figure 3 below). Additionally, the community
13 has developed industries that specifically align with the college capacity to provide skilled
14 workers. The economic future of the community is linked not only with the ability of the college
15 to offer technical programs, but its ability to create programs that will attract and retain the very
16 highest quality graduates for the Alexandria region. This strategic goal of being the best
17 “technical college” through signature programs supports increased enrollment across the college,
18 long term regional economic viability, and the needs of Minnesota’s workforce.

19
20
21 **STUDENTS’ HOMETOWNS**
22 (CURRENT STUDENTS SPRING 2010)
23 Communication Art & Design, Diesel, Law Enforcement, Machine Tool,
Mechatronics, Marine & Small Engine, Nursing, and Welding



24
25 **Figure 3 (Each dot represents a unique zip code and represents one or more students.)**

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

1 addressing the comprehensive education needs of learners of all ages in its community. The
2 college will continue to address its partnership with regional high schools, graduates who choose
3 to live at home while beginning their college education, returning adults seeking to begin or
4 continue college, and undecided students.

5 The college general learning outcomes reflect a commitment to both the current and future goals
6 of the college and the community. The outcomes identified in Figure 4 reflect the need to
7 balance learning that prepares graduates for work and for life. These outcomes are consistent
8 with the historical mission of the college and drive implementation strategies for the future
9 Associate in Arts degree.
10



11
12 **Figure 4**

13 Specific objectives for implementation of the AA degree will be supported with educational
14 strategies that have proven to be successful in completing college objectives across all levels.

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

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

- 2 1. Financial Aid: Students who are undecided about a specific career can currently attend
3 Alexandria Technical College without declaring a major. However, without declaring a
4 specific major, these students are not eligible for Federal financial aid. Their ineligibility
5 for financial aid restricts the ability of Alexandria Technical College to meet the needs of
6 many local students who would like to take lower division courses while living at home
7 or while working. An AA degree option would allow these students to be eligible for
8 Federal financial aid.
- 9 2. Specialization: The core competency for Alexandria Technical College continues to be
10 applied learning for high skills technical occupations. This competency leads to two year
11 degrees in computer and manufacturing technology, law enforcement, health occupations,
12 business and marketing, and power systems and transportation. Increasingly, these
13 degrees are pathways to further education before or after entering into the workforce.
14 Strategically, the college will invest in expanding capacity in technical occupations while
15 expanding its commitment to liberal arts and general education that supports its
16 comprehensive mission.
- 17 3. Efficiencies in Course Delivery: In fall 2009, Alexandria Technical College had a fill rate
18 of 77% leaving 558 open seats in transfer curriculum courses at the college, equivalent to
19 approximately 55 FYE that could be offered with no additional cost to the college. The
20 addition of the AA students will provide potential to create full utilization of existing
21 schedules while providing additional opportunities for those enrolled in existing
22 programs at the college.
- 23 4. Regionalization of Education: Alexandria Technical College is the single college campus
24 that serves West Central Minnesota between Fergus Falls and St. Cloud (a distance of
25 more than 100 miles). Alexandria is the regional center for continued consolidation of
26 education delivery that reaches from high school to advanced workforce training.
27 Collaboration outlined in this proposal will continue to strengthen the value of the
28 MnSCU system to West Central Minnesota's high schools, businesses, and students.

29
30 As a summary, outcomes of an expanded Alexandria Technical College mission to offer the
31 AA degree are:

- 32 ✓ Increased enrollment of students who have not had the opportunity to attend college
33 because they are unable to relocate due to economic or personal circumstances.
- 34 ✓ Increased enrollment of regional high school graduates who currently leave the
35 community or who do not enroll in college directly out of high school.
- 36 ✓ Lower cost for students completing lower division courses locally.
- 37 ✓ Increased PSEO enrollment.

- 1 ✓ Access to financial aid for those students who have not identified a specific
2 occupational program of study.
- 3 ✓ Strengthened partnerships with MnSCU universities building on existing relationships
4 of shared degree programs.
- 5 ✓ Increased liberal arts course offerings that benefit AS and AAS students.

6 **Role of Associate in Arts in Advancing Institution Mission**

7 Alexandria Technical College currently offers technical career education that is supported by a
8 strong core of general education courses taught by credentialed faculty. The college offers 75
9 approved transfer courses that allow students to complete the Minnesota Transfer Curriculum at
10 the college, to complete any one of five separate AS degrees, or to complete other AAS degrees,
11 diplomas and certificates. General education courses account for 24% of credits at the college.
12

13 The college has worked towards creation of a comprehensive higher education environment for
14 over 30 years. While its historic focus has been on technical and career education, it has been
15 long recognized that employers seek graduates who have a broad education that complements
16 technical skills. To that end, the college has developed a strong general education curriculum in
17 the arts, humanities, mathematics, natural sciences, and social sciences. Consistent with the
18 position of the American Association of Community Colleges, the college's current practices and
19 continued intent is to provide students with a foundation in general education courses that enable
20 the student to understand and appreciate culture; to develop personal values based on accepted
21 ethics; and to attain competencies in analysis, communication, qualitative and quantitative
22 methods, synthesis, and teamwork to grow as a productive member of society for both the
23 individual and public good.
24

25 Alexandria Technical College was accepted as a candidate for North Central Accreditation in
26 1974 and was fully accredited in 1980 at the associate degree level. At the time of mission
27 delineation, 1986, Minnesota legislation required technical colleges to move general education to
28 community colleges creating merged colleges to provide broad access to technical and liberal
29 arts education for students. The single exception to this was Alexandria Technical College. The
30 college was authorized to continue offering its own accredited general education courses due to
31 its geographical isolation from other two and four-year colleges. The authorization, however, did
32 not include authority to offer the AA degree. Continuing to comply with regional accreditation
33 standards, the college created a stand-alone general education division in 1990. The college was
34 reaccredited in 1994 at the associate degree level but was restricted to the AAS and AS degrees
35 based on the limited authority granted to the institution by the State of Minnesota. The college
36 was admitted to AQIP by the Higher Learning Commission on September 14, 2000. In 2008,
37 ATC was approved for Reaffirmation of Accreditation and is scheduled for its next Higher
38 Learning Commission reaffirmation in 2014-2015.
39

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

1 **Partnership Efforts**

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

7
8 Attempts to collaborate with peer institutions were initiated to meet the needs of both students
9 and the participating colleges. Results include:

10
11 2004: Formal discussion with Fergus Fall Community College failed to complete an
12 agreement for delivery of the AA degree at Alexandria.

13
14 2005: Alexandria became a formal partner in Distance Minnesota as an online option for
15 providing and accessing courses that support the AA degree and technical degrees.

16
17 2005: Bemidji State University and Alexandria Technical College signed a formal
18 agreement creating a partnership that established Alexandria as a site location for the
19 Bemidji AA degree using shared curriculum from both colleges.

20
21 2006: Alexandria Technical College was established as a partner in the Minnesota Center
22 for Engineering and Manufacturing Excellence with Minnesota State University Mankato
23 focused on increased transfer credits, including general education.

24
25 2009: Alexandria Technical College filed intent for approval of the Associate in Arts
26 degree. No direct opposition to Alexandria’s proposal was posted to the list serve. The
27 subsequent program application includes a proposal to integrate partner courses into the
28 Alexandria AA degree.

29
30 The goal and responsibility of the college is to design an AA program that meets the criteria set
31 forth by the Higher Learning Commission for this degree, recognizing that successful completion
32 of the degree may take a path much different than the one many have historically experienced
33 (which was defined by enrolling in courses from one main college and earning a degree in that
34 manner). In compliance with the Board direction for increasing access to online education,
35 Alexandria has designed an AA program that:

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

Alexandria Technical College believes that this request to implement an Associate in Arts degree that integrates online curriculum to increase student access and better utilize system resources is not only appropriate, but is leading in innovation and collaboration at the system level.

The college is currently operating with an agreement to share revenue and cost for the delivery of online courses. As described above, Alexandria Technical College students may take online courses through Distance Minnesota. This option provides a broad selection of courses that complement courses offered on campus (courses available for the current academic year are at <http://distance.minnesota.edu/marketing/>). The growth of Distance Minnesota as reflected below demonstrates the increasing market for online courses and the benefits of collaboration.

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

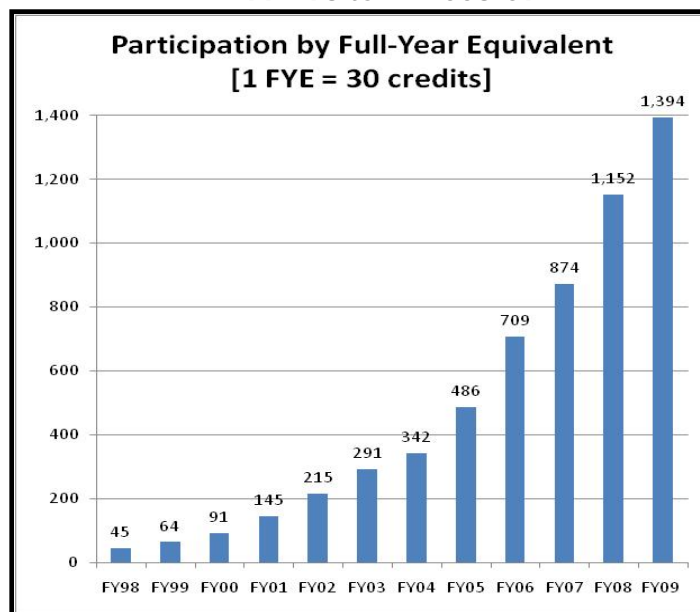


Figure 5

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

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

Table 5

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

8
9 The college also continues to partner with other MnSCU institutions through Minnesota Online.
10 The college currently offers the new Energy Technical Specialist AAS degree in a cooperative
11 arrangement with eight other MnSCU colleges and the Human Services Practitioner AAS with
12 South Central College.

13 14 **Institutional Readiness – Human Resources**

15 16 **Faculty and staff capacity to staff range of disciplines**

17 The college currently has 17 unlimited faculty members and 6 temporary part time/adjunct
18 instructors assigned to liberal arts. All of these faculty members have obtained at least a masters
19 degree and are properly credentialed pursuant to applicable MnSCU policy. They currently teach
20 73 unduplicated courses in all 10 transfer curriculum content goal areas to students in technical
21 majors pursuing the AAS degree, students with undeclared majors, students pursuing an AA
22 degree through a partnership between the college and Bemidji State University, post secondary
23 enrollment students, AS major students, and students pursuing an individual education plan
24 major.

25
26 In addition to the courses offered by the college, students have the option of selecting courses
27 from the Distance Minnesota inventory of dozens of courses offered online every semester from
28 the member colleges (Alexandria Technical College, Minnesota State Community and Technical
29 College, Northland Community and Technical College, and Northwest Technical College).

30
31 At this time, the college plans to expand its general education faculty by one additional FTE
32 credentialed to teach art. Additional faculty needs will be based on enrollment.

33 34 **Role of faculty in curriculum oversight, outcomes assessment, governance structure, and 35 professional development**

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

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

9
10 Faculty from the six academic divisions of the college, of which liberal arts is one, annually
11 selects a division chairperson who has the day to day responsibility of coordinating the activities
12 of the division. The division chairs serve on the Academic Affairs and Standards Council, which
13 is the key organization in the college responsible for the academic integrity of the curriculum.
14 The division chairs also meet to review issues such as faculty sabbaticals requests, faculty
15 internship requests, distribution of faculty development funds, and other issues directly related to
16 the daily operations of the college. This division structure assures representation from all
17 technical and liberal arts areas of the college.

18
19 Faculty members are given responsibility individually and at the division level for professional
20 development. Each faculty member is required to create an individual professional development
21 plan. This plan is reviewed annually with an administrator; however, the faculty member is
22 responsible for developing and implementing the plan. Funds for professional development are
23 distributed according to the requirements of the MSCF contract. The college, however, has
24 traditionally established a budget for each college division and then placed the responsibility on
25 the faculty within the division to decide on the appropriate distribution of those funds to
26 accomplish the goals of the division including funding of additional professional development.

27
28 Administrators needed to offer the AA degree:

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

31
32 Academic leadership team:

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

41
42 Additional student services:

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

1 student services employee to manage transfer curriculum issues full time. Future staffing will
 2 reflect college needs based on enrollment.

3
 4 Recruiting and funding of new positions:

5 The college has hired a new director of admissions. The director has more than 30 years of
 6 experience working in student services at universities, which included responsibilities for
 7 enrollment management, financial aid, and multicultural services. Funding for this position is
 8 from reduction in administrative assignment to the student services division. One additional FTE
 9 is anticipated as a result of offering an AA degree. This position will be funded by an anticipated
 10 increase in FYE as a result of offering the new AA degree.

11
 12 **Institutional Readiness—Curriculum Development**

13 Academic plan for delivery of the AA curriculum:

14 The Associates in Arts degree allows students to complete lower division requirements of a
 15 baccalaureate degree program in four semesters of study. The liberal arts focus of the curriculum
 16 requires students to complete the Minnesota Transfer Curriculum by completing general
 17 education courses across all required goal areas and additional courses in at least one technical
 18 studies area and/or work exploration. Besides completion of the Minnesota Transfer Curriculum
 19 requirements, three additional general education courses to meet the college’s general learning
 20 outcomes are required. These three areas are information literacy, workplace skills, and physical
 21 education. The degree is awarded in the liberal arts and sciences without a named field of study.
 22 The AA degree is specifically designed to transfer to baccalaureate degree-granting institutions.

23

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

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

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

7
8 To bring total to 60 credits
9

10 Plan for curriculum evaluation and development:

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

13
14 The college currently evaluates the efficiency and effectiveness of each program area annually
15 on multiple criteria. During the program review, an administrator meets with the program faculty
16 and they discuss data collected during the year bearing on all aspects of the program including
17 budget planning, student numbers, graduation rates, and other similar measurements. This
18 evaluation process includes the liberal arts program. In the future, the college plans to further
19 evaluate each liberal arts content area in a similar way.

20
21 To assess student learning in general education outcomes, the college administered the College
22 WorkKeys in 2009 to a sample of graduating students to assess the following areas: Reading for
23 Information, Locating Information, and Applied Mathematics. Results of these assessments were
24 summarized and distributed to program advisors. The college will be administering this
25 assessment to a larger sample of students in 2010. This assessment will provide a benchmark to
26 determine how the college's graduates are prepared for the workforce. The college also
27 administers the Community College Survey of Student Engagement (CCSSE) and the Noel
28 Levitz Survey of Student Satisfaction to a randomly selected number of classes. Results of the
29 surveys provide a benchmark of student engagement and satisfaction with the learning and
30 support processes. Results are shared with all personnel and are used as part of the college's
31 continuous improvement plan. These types of instruments will be administered in the future in
32 order to measure the continued effectiveness of the college learning environment.

33
34 Curriculum assessment and program effectiveness at the program level areas completed in a
35 number of different ways. For those programs that have licensure exams: Nursing, Law
36 Enforcement, and Medical Laboratory Technician; annual passing rates are examined to
37 determine if the level of preparation is sufficient for high pass rates greater than 90%. Some
38 programs have industry produced certification exams. Successful passing of these exams assess
39 the level of student learning. ATC is also using the Skills USA Work Force Ready System to
40 assess technical learning in those programs where an assessment has been developed by industry.
41 For the AA degree, the college plans to use the ACT CAAP to assess general education
42 outcomes. Data collected from these assessments will be used during the annual program review
43 process at the college as part of the college's continuous improvement plan. During the annual
44 program review, an administrator meets with the program faculty to discuss data collected during

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

3
4 Assessment of student learning at the course level is completed by faculty. Each course at the
5 college has course learning outcomes that are assessed by the use of exams, rubrics, portfolios, or
6 demonstration. Faculty regularly provide feedback to students regarding the level of
7 understanding of the course learning outcomes. All transfer curriculum courses have been
8 developed to ensure that they meet the competencies of the Minnesota Transfer Curriculum.

9
10 Preparation of students for baccalaureate major:

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

18
19 Relationship of general education curriculum to the Minnesota Transfer Curriculum:

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

29
30 Institutional Capacity – Financial

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

35
36 Currently, the college has approximately 600 students taking liberal arts courses who are not
37 enrolled in a technical program. Of those 600 students, approximately 310 are likely AA students
38 (30 Bemidji AA program, 80 Individualized Professional Studies program, and approximately
39 200 undeclared majors). The college assumes for purposes of the AA enrollment projections that
40 80% of the Bemidji AA students, 40% of the INPS students, and 50% of the undeclared students
41 will move to the AA program. The college, therefore, estimates 156 current students representing
42 84.4 FYE will become students in the AA program. The Bemidji AA students and the INPS
43 students average 24 credits per year and the undeclared students each average 12 credits per year.
44 These students currently generate 168 FYE.

1 The college expects increased enrollment based upon the experience of other colleges who have
 2 added an AA program. The college assumes new enrollment of 30 students in the first year of the
 3 AA program and 30 additional entering students each year thereafter, each taking an average of
 4 24 credits per year. These enrollments are expected to generate an additional 24 FYE in the first
 5 year and 48 FYE in the second year. Adding these new students to the number of existing
 6 students generates a total of 108 FYE in the first year of the program and 133 thereafter. Summer
 7 enrollments have not been included in these projections. The college offers a wide selection of
 8 transfer curriculum courses during summer sessions and can reasonably expect additional FYE
 9 as a result.

10
 11 Below is a table of projected enrollment in the AA program. The projections are based upon the
 12 above analysis and expected retention and graduation rates.

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

13
 14 Even without the AA degree, the college has consistently experienced significant increased
 15 enrollment in liberal arts courses. From 2004 to 2008, this enrollment has gone from 381.76 FYE
 16 to 465.58 FYE, a 22% increase. The current academic year is on track to experience a similar
 17 increase (includes students who are enrolled in liberal arts and technical majors).

18
 19 Two factors drive expenditures resulting from the addition of the AA degree: increasing number
 20 of class sections and decreasing maximum faculty teaching loads from 32 to 30 credits (based on
 21 changed college mission and negotiated labor agreements). During fall semester 2009, the fill
 22 rate for liberal arts classes was 77% overall resulting in a total of 558 unfilled seats available in
 23 courses in all of the ten transfer curriculum goal areas. This fill rate is typical for transfer
 24 curriculum courses during all semesters. Current unused capacity means that the college can
 25 absorb 55 FYE's of potential enrollment without adding additional instructional cost.

26
 27 Based upon the new student enrollment discussed above, the college should fill 44% (30 students
 28 \times 24 credits/30 = 24 new FYE/ 55 current FYE = 44%) of the available unfilled seats in transfer
 29 curriculum courses the first year of the program and 88% of the unfilled seats thereafter. As a
 30 result of increased enrollment due to the expanded mission, the revenue increase would more
 31 than offset the increase in instructional cost. This increase in enrollment would also lower the
 32 overall average instructional cost for the liberal arts classes.

33
 34 The college has 17 full-time faculty identified whose workloads would change as a result of a
 35 mission change. Decreasing maximum teaching loads from 32 to 30 credits results in a potential
 36 increase of 34 additional teaching load credits. This obligation represents a potential cost
 37 increase of \$85,000 at an average cost of \$2,500/credit; however, not all of the identified faculty
 38 members are fully loaded, resulting in a lower actual cost to the college. The reduction in
 39 teaching loads and some instructional redesign results in the need to add one FTE as a result of
 40 the AA degree.

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

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

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

7 **Institutional Capacity-Facilities**

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

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

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

7 8 **Stakeholder Participation Documentation**

9 In addition to the consultation and market research noted in previous sections, the following
10 activities took place related to stakeholder input.

11
12 Since the college has had an ongoing relationship with Bemidji State University in delivering
13 their AA degree at Alexandria, the college requested their input on the AA proposal. They have
14 given their full support to this application for an AA degree (see attachment 2) and agree that
15 while the Bemidji AA degree at Alexandria has been of benefit to students, its delivery has
16 proved cumbersome for both institutions and students. Administration of financial aid has been
17 particularly difficult.

18
19 Alexandria Technical College has 28 program advisory committees. In the fall of 2009 and the
20 spring of 2010, information was provided to all advisory committees prior to requesting the
21 discussion of a resolution regarding the application and approval for offering an Associate in
22 Arts degree at Alexandria Technical College. All programs also had an individual vote on a
23 preferred name change for the college that would be required with the approval of an expanded
24 mission. All advisory committees provided a resolution supporting the application to expand the
25 mission of the college and to offer the Associate in Arts degree through Alexandria Technical
26 College.

27
28 In the spring of 2009, the college contracted a third party to conduct a campus climate
29 evaluation. Support for pursuit of the Associate in Arts degree at Alexandria was addressed as a
30 unique item in the survey. More than 70% responded that they supported the pursuit of the AA
31 degree. Twenty-three percent supported the pursuit of the degree with some concerns
32 (specifically the need to support technical programs and to preserve the culture of the college).
33 Some concern was identified reflecting the tension that can be created with the differences
34 between the community college and technical college contract provisions for MnSCU
35 comprehensive colleges.

36
37 In October of 2009, more than 150 community members who are enrolled in Senior College at
38 Alexandria Technical College were surveyed on their level of support for offering the AA degree
39 in Alexandria, at the college, and how the college name should be changed. Unanimously, every
40 person responding supported the addition of the degree and a name change for the college.

41
42 During the summer of 2009, President Kevin Kopischke and Dean Chad Coquette participated in
43 strategic initiative planning for Alexandria and the surrounding communities (stewardship
44 project). Expanding the mission of Alexandria Technical College to better serve the community
45 needs and the needs of surrounding high schools was identified as a key initiative for the region.

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

7
8 **RECOMMENDED COMMITTEE MOTION**

9
10 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
11 the Alexandria Technical College request to change its mission to become a comprehensive two-
12 year college. The new mission is, “Alexandria Technical and Community College creates
13 opportunity for individuals and businesses through education, innovation, and leadership. The
14 college’s high-quality technical and transfer programs and services meet their needs, interests,
15 and abilities and strengthen the economic, social, and cultural life of Minnesota’s communities.”

16
17 **RECOMMENDED MOTION**

18
19 The Board of Trustees approves the request by Alexandria Technical College to change its
20 mission to become a comprehensive two-year college. The new mission is, “Alexandria
21 Technical and Community College creates opportunity for individuals and businesses through
22 education, innovation, and leadership. The college’s high-quality technical and transfer programs
23 and services meet their needs, interests, and abilities and strengthen the economic, social, and
24 cultural life of Minnesota’s communities.”

25
26 **Note:** The name change proposed in the new mission statement will be reviewed by the Board of
27 Trustees Advancement Committee pending approval of the mission change.

28
29 **Respectively submitted by: President Kevin Kopischke, Alexandria Technical College**

30
31 **See attached Letters of Support**



OFFICE OF THE PRESIDENT

February 10, 2010

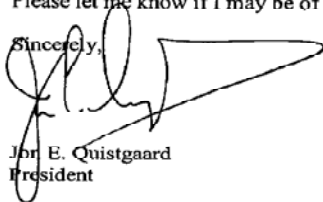
Dr. Linda Baer
Senior Vice Chancellor for Academic and Student Affairs
Office of the Chancellor
Wells Fargo Place, 30 7th Street E, Suite 350
St. Paul, MN 55101-7804

Dear Senior Vice Chancellor Baer:

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

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

Sincerely,



Jon E. Quistgaard
President

JEQ:smr

218-755-2011 / 218-755-2749 fax / www.bemidjistate.edu
Deputy Hall, 1500 Birchmont Drive NE, #3, Bemidji, MN 56601-2699

A member of The Minnesota State Colleges and Universities System, Bemidji State University is an equal opportunity educator and employer.



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

January 27, 2010

Dear Jan:

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

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

Yours Very Truly,

Bette G. Midgarden
Vice President for Academic Affairs

Cc: Academic Affairs File

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Proposed Revisions to System Strategic Plan (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:

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

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

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

Background Information:

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

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

BOARD ACTION

Proposed Revisions to System Strategic Plan

BACKGROUND

One the Board’s most critical responsibilities is to insure the long-term success of the system in adapting to the needs of Minnesotans. By 2020 and beyond, Minnesota State Colleges and Universities will undergo profound changes demanding innovation and courage. Throughout its discussions across many topics, the Board has recognized urgency in positioning the system to respond to significant challenges affecting its future performance and financial viability.

To prepare for the changes ahead, the Board initiated a review of the current 2008-2012 System Strategic Plan to update it for the years 2010-2014. The new plan is intended to:

- Direct the Chancellor’s leadership and transition to an incoming Chancellor,
- Serve and a foundation for the 2012 – 2013 state appropriation request,
- Guide decisions during a difficult fiscal recovery,
- Inspire the system to achieve excellence and accountability,
- Prepare for “disruptive innovations,” and
- Lay the groundwork for longer range planning to 2020.

The revised System Strategic Plan adds a preamble to state the Board’s overarching perspective on planning for the future. Proposed changes update the Plan to reflect issues which are of growing importance to the public’s agenda for higher education. The revised Plan introduces a new strategic direction that highlights financial sustainability and cost-effectiveness needed to respond to challenging financial conditions. Another significant change adds a goal focusing on program completion as a measure of success for many students and as a key contribution to state advancement. Other new goals direct action to engage talented faculty and staff who will invent the future of the colleges and universities.

Much of the work in updating the plan was conducted by the Ad Hoc Committee on System Planning established by the Board in November, 2010. Members of the Ad Hoc Committee were:

- Trustees Dan McElroy (chair), Christopher Frederick, David Paskach and Christine Rice.
- Presidents Cecelia Cervantes, Richard Davenport, Kevin Kopischke and Edna Szymanski.
- Senior Vice Chancellor Linda Baer, Vice Chancellors Laura King, Lori Lamb and Interim Vice Chancellor Carolyn Parnell.

1 The Ad Hoc Committee, assisted by Trustee Duane Benson, conducted listening sessions for the
2 public in Brooklyn Park (January 21), Moorhead (January 27), Alexandria (January 28), and
3 Mankato (February 1) on the campuses of presidents named to the Ad Hoc Committee.
4 Revisions to the plan reflect many of the comments and suggestions offered during these
5 sessions.

6
7 The Ad Hoc Committee presented its draft to the Board of Trustees in March, 2010, where it was
8 further revised. All Board members and presidents were invited to provide comments on the
9 draft for review at a Board study session in April, 2010. During the study session, Board
10 members offered additional revisions.

11
12 The draft proposed for Board approval in June, 2010 appears below. Documentation of proposed
13 changes to System Strategic Plan the may be found in two attachments:

- 14 • Attachment A. Comparison of the proposed 2010-2014 System Strategic Plan with the
15 current 2008-2010 System Strategic Plan.
- 16 • Attachment B. Suggested revisions to the previous draft made as a result of the Board's
17 review in April.

18 19 20 **PROPOSED SYSTEM STRATEGIC PLAN 2010-2014 DESIGNING THE FUTURE**

21 **Preamble**

22 Minnesota's competitiveness is advanced by the success of our students in a global market. As
23 the Board of Trustees considered a long-term horizon for the system strategic plan, it became
24 clear that the system in 2020 will be shaped by the ability to address today's challenges.
25

26
27 The refinement of the current system strategic plan acknowledges the system has matured and
28 provides a framework for sustaining a distinctive and collaborative network of colleges and
29 universities. It also recognizes the dynamic needs of a new generation of learners that redefine
30 the programs and services we deliver. The decisions the system makes have long-term
31 consequences for our students and the communities we serve.

32
33 The Minnesota State Colleges and Universities will thrive in the next decade and beyond as the
34 most accessible, highest value education in the nation. Our vision requires heightened
35 leadership, support for our students, recognition and pursuit of our collaborative and innovative
36 capacity, and new levels of cooperation with and accountability to our internal and external
37 stakeholders. The continuing and new goals articulated in this document will guide our annual
38 planning, decision-making, and assessment.

39
40 To successfully respond to the academic, economic, demographic and social changes occurring
41 in a global environment, the Minnesota State Colleges and Universities will undertake the
42 following strategic directions and goals:
43
44

- 1 **Strategic Direction 1**
2 **Increase access, opportunity, and success**
3
4 Goal 1.1 Raise Minnesota’s participation and achievement in post-secondary education by
5 meeting the needs of students with diverse backgrounds and educational goals.
6 Goal 1.2 Prepare young people to enroll in higher education ready for college-level work by
7 working with schools and other organizations.
8 Goal 1.3 Maintain an affordable and competitive cost of attendance.
9 Goal 1.4 Support students to reach their educational goals with a focus on graduation or
10 transfer.
11
12 **Strategic Direction 2**
13 **Achieve high-quality learning through a commitment to academic excellence and**
14 **accountability**
15
16 Goal 2.1 Continuously improve instruction through assessment of student engagement and
17 learning outcomes.
18 Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible
19 skills.
20 Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and
21 student services.
22 Goal 2.4. Employ outstanding faculty and staff who bring current knowledge, professional skills
23 and cultural competence to educate students.
24
25 **Strategic Direction 3**
26 **Provide learning opportunities, programs and services to enhance the global economic**
27 **competitiveness of the state, its regions and its people**
28
29 Goal 3.1 Be the state’s leader in workforce education and training.
30 Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets.
31 Goal 3.3 Develop each institution’s capacity to be engaged in and add value to its region and
32 meet the needs of employers.
33
34 **Strategic Direction 4**
35 **Innovate to meet current and future educational needs**
36
37 Goal 4.1 Build organizational capacity for change to meet future challenges and remove
38 barriers to innovation and responsiveness.
39 Goal 4.2 Draw on the talents and expertise of faculty, staff, students and others to meet the
40 challenges facing the system.
41 Goal 4.3 Hire and develop leaders at all levels who will initiate and support innovation.
42 Goal 4.4 Critically examine and improve structures, policies, and processes to support
43 transformative innovation.
44

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

- 3
4 Goal 5.1. Make budget decisions that reflect priorities in the core mission and fiscal
5 stewardship.
6 Goal 5.2. Rigorously pursue ways to reduce unnecessary costs.
7 Goal 5.3. Develop funding sources to supplement revenues from state appropriations, tuition and
8 student fees.

9
10 **RECOMMENDED MOTION**

11
12 The Board of Trustees approve the final draft of the System Strategic Plan 2010-2014 Designing
13 The Future.

14
15
16 *Date of Adoption:* xx/xx/xx
17 *Date of Implementation:* xx/xx/xx

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

Preamble

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

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

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

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

Strategic Direction 1

Increase access and , opportunity, and success

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

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

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

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

Strategic Direction 2

Promote and measure **Achieve high-quality learning** programs and services **through a commitment to academic excellence and accountability**

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

Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible skills.

Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and student services.

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

Strategic Direction 3

Provide learning opportunities, programs and services thatto enhance the global economic competitiveness of the state, and its regions and its people.

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

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

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

Strategic Direction 4

Innovate to meet current and future educational needs

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

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

Goal 4.3 Hire and develop leaders at all levels who will initiate and support innovation throughout the system.

Goal 4.4 Critically examine and improve structures, policies, and processes to support transformative innovation.

Strategic Direction 5

Sustain financial viability during changing economic and market conditions

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

Goal 5.2. Rigorously pursue ways to reduce unnecessary costs

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

Attachment B.

Suggested Revisions to the Previous Draft Following the Board's Review in April, 2010

Preamble

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

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

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

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

Strategic Direction 1

Increase access, and opportunity, and success

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

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

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

Goal 1.4 Support students to reach their educational goals with a focus on graduation or transfer ~~to complete post-secondary programs~~.

Strategic Direction 2

Achieve Ensure high-quality learning programs and services through a commitment to academic excellence and accountability

Goal 2.1 Continuously improve instruction through assessment of student engagement and learning outcomes.

Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible skills.

Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and student services.

Goal 2.4. ~~Engage~~ Employ outstanding faculty and staff who bring current knowledge, professional skills and ~~diverse life experiences~~ cultural competence to educate students.

Strategic Direction 3

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

Goal 3.1 Be the state's leader in workforce education and training.

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

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

Strategic Direction 4

Innovate to meet current and future educational needs

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

Goal 4.2 ~~Engage and~~ Draw upon the talents and expertise of faculty, staff, students and others to meet the challenges facing the system. ~~achieve sustainable excellence and efficiency.~~

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

Goal 4.4 Critically examine and improve ~~all~~ structures, policies, and processes to support ~~and scale~~ transformative innovation.

Strategic Direction 5

Sustain financial viability during changing economic and market conditions

Ensure the long term viability of public higher education in Minnesota

Goal 5.1. Make budget decisions that reflect priorities in the core mission and fiscal stewardship ~~Advance administrative and delivery models that respond to the changing environment.~~

Goal 5.2. Rigorously pursue ways to reduce unnecessary costs ~~Empower employees while also holding them accountable for quality and efficient operations.~~

Goal 5.3. Develop funding sources to supplement revenues from state appropriations, tuition and student fees ~~Promote fiscal stewardship and facilities sustainability at system and institution levels.~~

Goal 5.4 ~~Promote continuous improvement and accountability for results through a system of demonstrable outcomes.~~

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** May 18, 2010

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

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

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

The Chair of the Board of Trustees requested that each Committee review Office of the Legislative Auditor (OLA) areas of concern under their purview.

Scheduled Presenters:

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

Background Information:

- The evaluation was requested by the Chancellor and the Board of Trustees Chair, and it was authorized by the Legislative Audit Commission.
- The OLA report was presented to the Board of Trustees Audit Committee and a subsequent memo from Board Chair David Olson charged each committee with a review and possible actions in the respective areas of concern, six of which are under the purview of this committee.
- The OLA areas of concern for Academic and Student Affairs were reviewed by the committee in March with agreement to address the following three areas of concern at the May meeting.
 - System-wide academic planning and curriculum development.
 - Approvals of campus proposals to begin, revise, or close programs.
 - Faculty professional development.

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

Follow-up to OLA Evaluation of the System Office

BACKGROUND

The Academic and Student Affairs work plan for responding to the OLA evaluation includes consideration of the following three areas at the May meeting:

- System-wide academic planning and curriculum development,
- Approvals of campus proposals to begin, revise, or close programs, and
- Faculty professional development.

The OLA evaluation includes a number of findings in these three areas 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 May meeting of the Academic and Student Affairs Committee will include an overview of the three areas and action steps that are or will be undertaken to address each area of concern.

**Follow-up to OLA Evaluation of the System Office
Board of Trustees Academic and Student Affairs Committee**

System-wide academic planning and curriculum development

Primary OLA Finding

“Many campus officials have not been satisfied with the ASA Division’s efforts to foster ideas for new academic programs ... among campuses.” (p. 60)

Current Activities

The limited role of the Office of the Chancellor in program planning and curriculum development is primarily focused on Legislative and Board of Trustees priorities, such as:

- | | |
|---------------------------------------|--|
| a. Perkins | e. STEM |
| b. Centers of Excellence | f. Healthcare Education Industry Partnership |
| c. Farm and Small Business Management | g. Allied Health and Practical Nursing |
| d. Biosciences and Renewable Energy | h. AS Broad Field Degrees |

Action Steps

Support the following system-wide academic planning strategies-

1. Develop state or regional processes for identification and development of new professional and career and technical education programs serving key statewide or regional industries

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

Primary OLA Finding

- “The MnSCU system office has usually conducted reviews of new program proposals in a reasonable amount of time.” (p. 59)
- “Many campus officials have not been satisfied with the ASA Division’s efforts to....reduce program duplication among campuses.” (p. 60)

Current Activities

1. “Instances in which undergraduate program approval took longer than six weeks usually occurred because institutions did not initially provide all of the required information, or because concerns raised by other institutions about the proposals needed to be considered.” (p. 59-60)
2. The Office of the Chancellor processes over 1,000 program applications each year. Recent (2007) legislation, which limits programs to 60/120 credits, has increased the number of applications and support needed.

Action Steps

Reduce the time to approval through the following strategies-

1. Interface the program inventory with ISRS
2. Develop paperless workflow service for submission and review of program applications
3. Develop criteria and provide data on unnecessary program duplication to support campus program management and system-wide coordination
4. Develop state or regional processes for coordination of program closure to ensure access and responsiveness to a breadth of academic and technical program offerings

Faculty professional development

Primary OLA Finding

“The system office has played a reasonable role in promoting the professional development of faculty members, but this role should be re-evaluated as budgets grow tighter.” (p. 61)

Current Activities

There are two primary reasons for a central faculty and instructional development office.

1. Leveraged Resources. Many of our smaller colleges and universities simply do not have all the staffing, expertise, or resources to do on their own what we can help them do. CTL supports teams of faculty and academic administrators to deliver programs locally. CTL also features the *best practices of the best instructors* and scholars at workshops, conferences, forums.
2. Strategic Vision and Focus. Individual campuses do not develop on their own a larger vision of faculty development for systemwide impact. CTL’s central status allows us both to drive and support specific programs (e.g., teaching online) to meet the needs of the state, the Board, and the Chancellor.

Action Steps

1. Evaluate system-office faculty development activities and 2011-15 work plan to ensure system priorities are productively addressed. Focus on student learning outcomes and key teaching strategies and methods to improve them; programs and disciplines’ development of instruction and curriculum; and success of underserved students.
2. Obtain current opinions of faculty, deans, chief academic officers regarding need for CTL programs and services.
3. Conduct regular needs assessment on campus faculty development to identify specific strengths and weaknesses. Identify methods to achieve more stability and consistency in campus-based faculty professional development.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Annual Update on Board Accountability Dashboard

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

The Board of Trustees adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November, 2007. The report included recommendations for refinements in the Board's Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June, 2008.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Effectiveness
Craig Schoenecker, System Director for Research

Outline of Key Points/Policy Issues:

This item provides an update on the dashboard, the drill-down dashboards and proposed new measures.

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

INFORMATION ITEM
Annual Update on Board Accountability Dashboard

BACKGROUND

The Board of Trustees adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November, 2007. The report included recommendations for refinements in the Board’s Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June, 2008.

The current Accountability Framework was proposed by the Ad Hoc Committee on System and Institutional Assessment and approved by the Board of Trustees in November 2007 (Minnesota State Colleges and Universities, 2007). Two of the key principles identified in the report that guided the work of the Ad Hoc Committee included:

- Align the measures with the strategic directions from the system’s strategic plan; and
- Limit the number of accountability measures to a “vital few.” The Board discussed establishing a maximum number of measures with the expectation that one would need to be dropped if a new one was added.

PROGRESS TO DATE

The Board approved framework includes ten measures. The accountability dashboard was launched in June 2008 with six of the measures reported. Work to complete the dashboard has included the following projects and activities:

- Literature review, research and consultation have been undertaken to identify approaches for measuring partnerships, innovation and high quality learning and proposed revisions are described below.
- The student engagement measure has been defined, data have been collected and the measure is now reported in the accountability dashboard.
- Data and comments have being updated for the other measures in the dashboard.
- A data mart has been designed and developed to serve as the repository for accountability, performance and planning data.
- Drill-down dashboards have been developed and launched for five of the accountability measures.

CHANGING ENVIRONMENT

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

- The Board of Trustees is considering recommendations from its Ad Hoc Committee on System Planning for a revised strategic plan and will adopt a new plan later this spring. The proposed plan adds a fifth strategic direction, “Sustain financial viability during changing economic and market conditions.”
- The second development is the Office of Legislative Auditor evaluation of the System that identified concerns regarding transfer of credits. The system’s response to the audit has led to a renewed focus on transfer.

NEW STRATEGIC DIRECTION

It is proposed that two measures be reported in accountability dashboard under the new fifth strategic direction. Both measures address draft goal 5.1 of the new strategic plan, “Make budget decisions that reflect priorities in the core mission and fiscal stewardship.”

Composite Financial Index – The composite financial index (CFI) would be added to the framework as one of two measures under the new strategic direction. The CFI is already being used by the system.

Facilities Condition Index – The facilities condition index (FCI) would be retained in the framework and shifted from the innovation strategic direction to the new fifth strategic direction.

REMAINING MEASURES

Innovation – A qualitative indicator of innovation would be developed and reported. The indicator would describe innovative services, programs and activities at the colleges, universities and the system and would report the basis for considering them to be innovative. Although innovation would be reported in the Accountability Dashboard, it would not be displayed as one of the ten core quantitative measures on the dials page. The dials page would include a link to a section of the dashboard which would report descriptive information about innovation.

This approach is consistent with the recommendations of a 2008 U.S. Department of Commerce advisory committee report on measuring innovation (Advisory Committee, 2008). The committee concluded that:

- A standardized formula for measuring innovation will never exist.
- Any approach that seeks to reduce innovation to a single measure...is unlikely to be realistic.
- Qualitative and subjective measures of innovation are appropriate
- Innovation measurement is an iterative process that should be treated like an ongoing dialogue rather than a project.

Partnerships: Transfer Credit Acceptance – The acceptance of credits in transfer would become the partnerships measure in the accountability framework. The addition of a transfer measure reflects the system’s renewed focus on transfer and the fact that transfer of credit also represents effective partnerships among institutions. The partnerships: transfer of credit measure would be reported as one of four measures under the access, opportunity and success strategic direction. The transfer measure is already being used by the system and directly addresses draft

goal 1.4 of the strategic plan, “Support students to reach their educational goals with a focus on graduation or transfer to complete postsecondary programs.”

High Quality Learning – A proposal for a high quality learning measure will be presented to the Board’s Academic and Student Affairs Committee in June.

Accountability Dashboard – The attached screen shot illustrates how the accountability dashboard dials page would look after implementing the proposed changes.


REFERENCES

Advisory Committee on Measuring Innovation in the 21st Century Economy (2008). *Innovation Measurement: Tracking the State of Innovation in the American Economy*. Washington, D.C.: U. S. Department of Commerce. Retrieved on April 8, 2010 from:
http://www.highereducation.org/reports/mu_learning/index.shtml

Minnesota State Colleges and Universities (2007), Report and Recommendations of the Ad Hoc Committee on System and Institutional Assessment. St. Paul, MN: Author.

Proposed Revisions in Accountability Framework

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**Minnesota
STATE COLLEGES
& UNIVERSITIES**

**Accountability
Dashboard**

- Overview
- Dashboard Dials
- Measure Trend
- System Summary
- All Institutions Summary
- Institution Detail
- Commentary
- Definitions
- Assurances
- Environment
- Students/Parents
- Download Data


-- Institution --
 --Select All--
 Alexandria Technical College
 Anoka Technical College
 Anoka-Ramsey Community College

-- Reporting Period --
 --Select All--
 Current
 Previous


Institution: System
Reporting Period: Current

Access, Opportunity and Success


Percent Change in Enrollment




Tuition and Fees



Transfer




Persistence and Completion Rate




High Quality Programs and Services

Economic Competitiveness


Licensure Exams Pass Rate




High Quality Learning



Student Engagement




Related Employment of Graduates




Financial Viability

Innovate to Meet Educational Needs

Composite Financial Index



Facilities Condition Index







Innovation

Legend

Needs
Attention

Meets
Expectations

Exceeds
Expectations

 View Trend
  Explore Further
  Review Definition
  Comments

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 18, 2010

Agenda Item: Process for Naming of Programmatic Centers

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

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

The Chair of the Board of Trustees Academic and Student Affairs Committee requested an opportunity to discuss emerging programmatic centers within the context of the Centers of Excellence initiative.

Scheduled Presenters:

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

Background Information:

The recent focus on the industry satisfaction and institutional partnership efforts within the Board designated Centers of Excellence has, in part, prompted interest in developing centers in other programmatic areas.

Across the system there exist a variety of programmatic centers. These Center designations often occur out of institutional efforts to identify and elevate distinctive programs in the higher education market place. Contributing to the identification of programmatic centers are external funding sources from the federal government, private industry, and other sources that lead to designation of centers within system institutions.

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

Process for Naming of Programmatic Centers

Background

There is expressed interest in designating programs at individual institutions or among programs at multiple institutions as Centers of Excellence. The purpose of this agenda item is for the trustees to discuss the merits of the idea, review the types of Centers currently in place and identify elements of a process that could lead to the designation of additional system Centers of Excellence.

Initially, it is important to note that the word “center” is used in many different ways; most if not all institutions have centers - Media Center, Student Center, Center for Inter-cultural Affairs, Center for Bioethics. The use of the word center in these contexts would continue to be locally determined. Rather the use of terms like “Center of Excellence” or “Minnesota Center” are the focus of this discussion. It is equally important to clarify that the designation would not imply that additional system resources would be provided.

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

The three Access and Opportunity Centers that are focused on research, best practices and dissemination of results in increasing access to higher education are referred to as the “Access and Opportunity Centers of Excellence.”

In addition to Board-designated Centers of Excellence, system institutions have designated programmatic centers as based in institutional processes or external designations, such as governmental or private programs and appropriations.

There are emerging industry and/or programmatic areas under consideration for programmatic Centers of Excellence within the system. These examples present variations on the Centers concept.

- **Global Studies:** A Request for Statements of Interest was sent to institutions within the past year with specific focus on international/global center designation leading to submissions from several state colleges and universities.
- **Agriculture:** Discussions regarding Farm Business Management have surfaced the need for an overarching approach to address the workforce education and training needs for the Agriculture, Food and Natural Resources industry sector and sub-sectors. The concept envisions a clear partnership between the agri-industry, education, government, and private sector leaders.
- **Biosciences:** Proposals for a Bioscience Center of Excellence were considered in fall 2005 but none were selected for designation by the Board of Trustees. During the past five years a number of institutions have developed greater capacity in this area and there has been a significant system-wide effort at program development and coordination within the biosciences.

If the system were to formally recognize Minnesota Centers or Centers of Excellence, a process would need to be developed. The impetus for naming of a center could include requiring the system or an institution to request designation through a process and criteria such as the following:

- description of entity's purpose, goals, and relationship to the mission and goals of the institution and the system,
- assessment of student and industry need,
- consideration of faculty and financial resources,
- identification of similar services at and coordination with other system institutions,
- affirmation that the system will not provide financial resources to support such designation.

QUESTIONS FOR DISCUSSION

1. How might the designation of additional Centers of Excellence promote the priorities of the Board and of the System Strategic Plan?
2. What considerations or elements of a process would be needed to be in place?

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** May 18, 2010

Agenda Item: Campus Profile and Mission Approval: Pine Technical College

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
 Information

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

- The Academic and Student Affairs Committee requested that the Board have an opportunity to hear from individual institutions on their integrated planning efforts.
- With the recent change in MnSCU Board Policy 3.24 System and Institutional Missions that requires review of institutional missions every five years, the Board of Trustees will take action on institutional missions in conjunction with the campus profile presentations.

Scheduled Presenters:

Robert Musgrove, President, Pine Technical College

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

Background Information:

The mission for Pine Technical College was reviewed and approved in May 2008. The mission is being presented for reaffirmation and approval by the Board of Trustees.

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

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

Campus Profile and Mission Approval: Pine Technical College

BACKGROUND

Pine Technical College President Robert Musgrove will present the institution's Strategic Campus Profile and Mission Statement.

The mission statement to be presented by President Musgrove was approved by the Board of Trustees in May 2008. The information presented to the Board of Trustees in May 2008 met the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions.

Under the recent revisions to Board Policy 3.24, institutions are now required to have their mission approved by the Board at least once every 5 years. The Academic and Student Affairs Committee recommended that institutions bring their mission statement to the Board of Trustees for approval as part of their campus profile presentation.

Current Mission Statement

"Our mission is to provide superior education and social services that enhance the communities we serve."

RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Pine Technical College to reaffirm its mission.

RECOMMENDED MOTION

The Board of Trustees approves the request by Pine Technical College to reaffirm its mission statement.

In conjunction with presentation and approval of the Pine Technical Mission Statement, the Strategic Profile will:

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

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

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

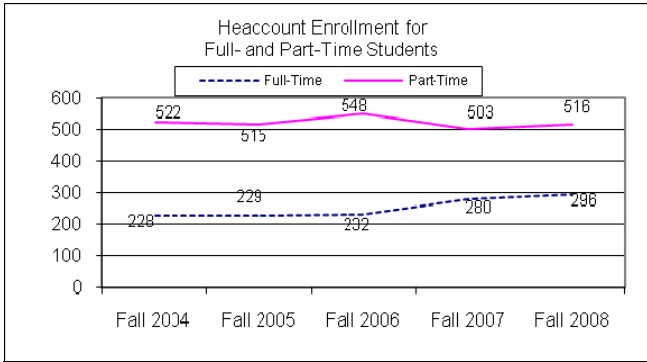
A data profile for Pine Technical College provides information on the students, academic programs, human resources, finance, and other data concerning the institution. Also included is a Strategic Profile Summary that follows the five categories stated above. The Summary provides a brief overview of the presentation that President Robert Musgrove will deliver at the May Board meeting.

Pine Technical College Data Profile

Enrollment

FYE (Full Year Equivalent)

2010.....	623
2009	516
2008	479
2007	437
2006	410
2005	422

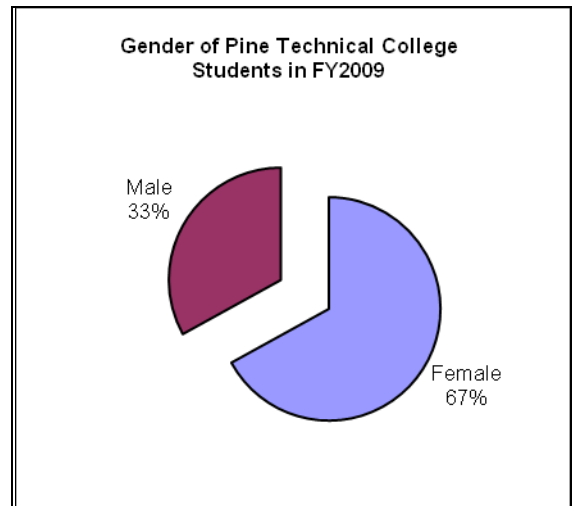


Source: Office of the Chancellor Research, Planning, and Effectiveness

Race/Ethnicity for Pine Technical College Students in FY2009

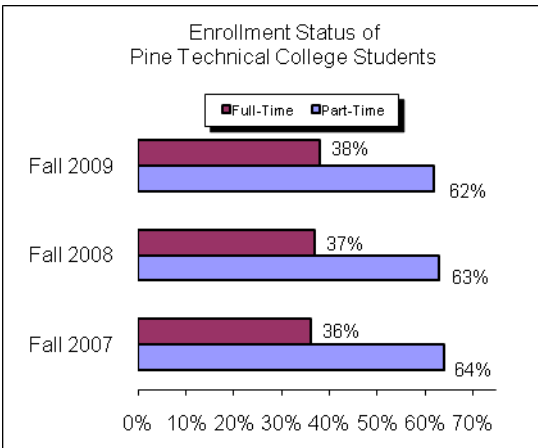
	Number	Percent
African American	42	4%
American Indian	23	2%
Asian	12	1%
Caucasian	1,038	92%
Hispanic	12	1%
Total	1,128	100%

Percent Unknown: 8.7%



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

Student Characteristics

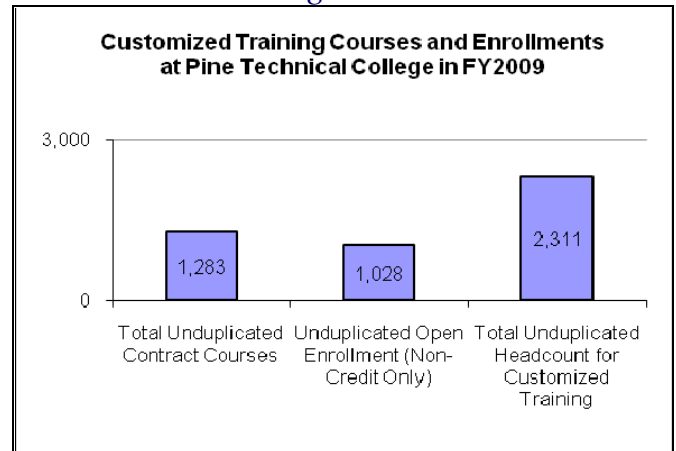


Age Groups of Pine Technical College Students in FY2009

Age	Number	Percent
<20	422	36%
20-24	230	19%
25-34	232	20%
35-44	190	16%
45>	107	9%

Percent Unknown: 4.4%

Customized Training



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

Academic Offerings

Majors of Graduates by Program Area in FY2009

Top Categories	Majors	% of All Majors
Business and Marketing	12	6%
Child Development and Personal Services	3	1%
Computer Science and Engineering	4	2%
Health Professions	139	66%
Liberal Arts and Sciences	2	1%
Protective Services, Public Admin. & Law	25	12%
Trades, Mechanics & Transportation	25	12%
Total Majors	210	100%

Instructional Programs by Program Area in FY2009

Instructional Program Area	# of Programs
Agriculture, Conservation, Park & Rec.	7
Business and Marketing	21
Child Development and Personal Services	9
Communication and Comm. Technology	2
Computer Science and Engineering	13
Education	1
Health Professions	14
Liberal Arts and Sciences	4
Protective Services, Public Admin. & Law	14
Trades, Mechanics & Transportation	12
Total Program Awards	97

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

Facilities

Deferred Maintenance

	Deferred Maintenance (DM)	Sq. Feet	DM/SF
Pine TC	\$381,000	98,394	\$4
System	\$654,470,000	21,407,352	\$31

Fall 2009 Space Utilization

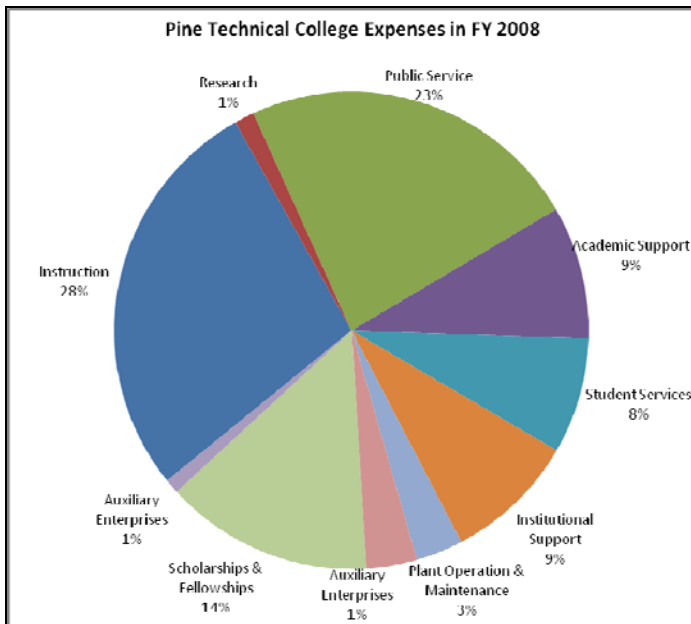
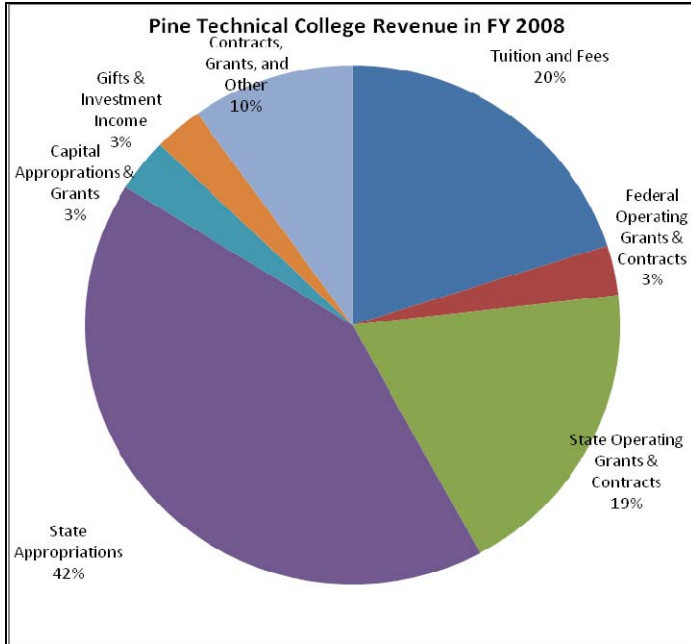
Campus	Percent Room Usage
Pine TC	87%

System Expenditures for Repair and Replacement

FY2008		
	Expense	\$/GSF
Pine Technical College	\$1,609	\$0.02
System	27,083,273	\$1.28
FY2009		
	Expense	\$/GSF
Pine Technical College	\$1,609	\$0.02
System	25,322,486	\$1.17
FY2010		
	Expense	\$/GSF
Pine Technical College	\$63,324	\$1.55
System	<i>final data not available</i>	

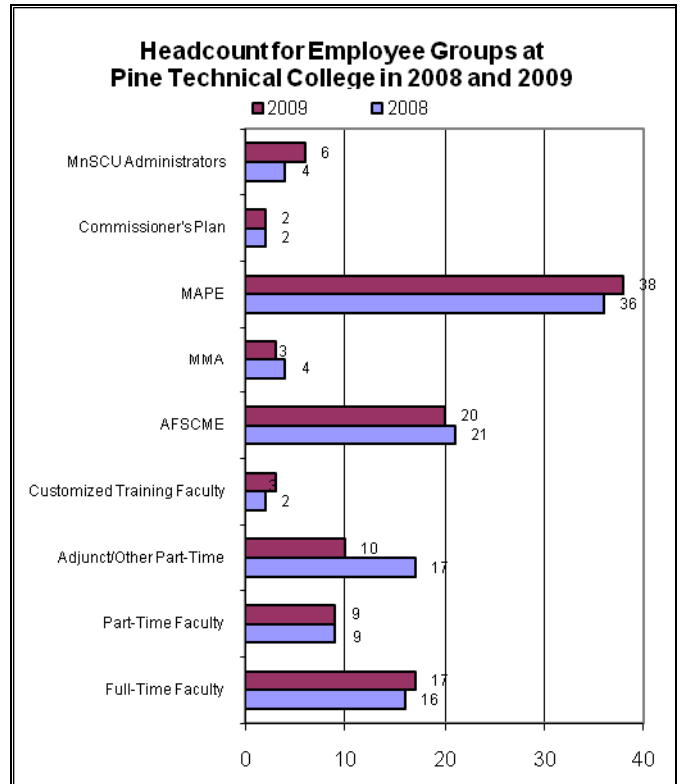
Source: Office of the Chancellor, Facilities Unit

Finance



Source: IPEDS Finance Survey, NCES

Human Resources



Source: MnSCU HR Oracle Database