



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 14, 2010
1:15 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.

- (1) Minutes of July 20, 2010** (pp. 1-6)
- (2) Minutes of August 19, 2010** (pp. 7-11)
- (3) Academic and Student Affairs Update
- (4) Mission Approvals:**
 - **Dakota County Technical College** (pp. 12-18)
 - **Northland Community and Technical College** (pp. 19-24)
 - **Minnesota State College – Southeast Technical** (pp. 25-30)
- (5) 2009-2010 Honorary Degrees Report (pp. 31-33)
- (6) **Discuss and Select Committee Goals** (pp. 34-35)
- (7) 60/120 Credit Length Legislative Report (pp. 36-53)

Members

Christine Rice, Chair
Duane Benson, Vice Chair
Christopher Frederick
David Paskach
Tom Renier
Louise Sundin
James Van Houten

Bolded items indicate action required.

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

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Christopher Frederick, David Paskach, Tom Renier, Louise Sundin and James Van Houten.

Academic and Student Affairs Committee Members Absent: Duane Benson

Other Board Members Present: Trustees Jacob Englund, Philip Krinkie, Alfredo Oliveira, Clarence Hightower and Cheryl Dickson.

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott Olson and President Sue Hammersmith.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on July 20, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 11:40 am.

1. Minutes of June 15, 2010

The minutes from the June 15, 2010 Academic and Student Affairs Committee were reviewed. Chair Rice said there was an omission in Item 3, Proposed Revisions to the System Strategic Plan. Trustee Benson's name was not included in the listing of members recognized for their participation in an Ad Hoc Committee on System Planning. Trustee Benson attended and moderated a series of committee listening sessions, she said.

With that correction, the minutes were approved.

2. Academic and Student Affairs Update – Interim Vice Chancellor Olson

- The 360 Degrees Manufacturing and Applied Engineering Center of Excellence has won a three-year, \$871,951 Advanced Technological Education Grant to provide funding for a program called eTECH.

The center will use the eTECH program to augment its seamless career pathway. Industry-approved credentials will be integrated into manufacturing and applied engineering curricula, and this enhanced program will be offered online to reach a maximum number of potential participants.

- A record number of students in technical and career education programs in the system won gold, silver and bronze medals at the SkillsUSA National Leadership and Skills Conference recently held in Kansas City, Mo.

Overall, 31 system students won medals – eight gold, seven silver and 16 bronze – in skills areas such as crime scene investigation, power equipment technology, automated manufacturing technology and residential wiring.

Students from the following institutions won medals: Alexandria Technical College, Century College, Dakota County Technical College, Lake Superior College, Hennepin Technical College, Minneapolis Community and Technical College, Minnesota State Community and Technical College, Ridgewater College, Riverland Community College, St. Cloud Technical and Community College, Saint Paul College and South Central College.

Trustee Sundin asked if it would be possible to have a reception or other public recognition of these winners. This would be a good way to recognize and promote the successes of technical education in the system, she said.

Interim Vice Chancellor Olson said he has a list of the students' names, so it would be possible to arrange some kind of recognition.

3. FY 2011 System Action Plan

The FY 2011 System Action Plan guides institutional work plan for the upcoming year. It is aligned with the system's recently-approved Strategic Plan.

Interim Vice Chancellor Olson said the Action Plan has a heightened focus on Transfer following concerns raised in the Office of Legislative Auditor report and the addition of transfer success on the accountability dashboard.

Revised initiatives related to Reaching the Underrepresented and Science, Technology, Engineering and Mathematics (STEM) are included in the plan as areas of ongoing emphasis for target setting.

An initiative related to Minnesota Online/Students First and energy conservation will support improved performance monitoring.

Trustee Van Houten said he is concerned about a lack of continuity between the goals and the measures. For example, Goal 2.2 states the desire to produce graduates who have strong, adaptable, globally competitive and flexible skills, but there is no corresponding measure on global competitiveness. The inclusion of some kind of international benchmark would be appropriate, he said.

In Goal 3.1, it says the system will be the state’s leader in workforce education and training, but there is nothing in the measure that relates to a state comparative performance, he said.

Chair Rice said Goal 5.2 deals with ways to reduce unnecessary costs, but the language focuses on energy conservation. There are other ways to reduce unnecessary costs, she pointed out.

Interim Vice Chancellor Olson said work can be done on development of a measure for global competitiveness and state leadership in workforce education and training. Discussions can take place in the committee pertaining to reductions in unnecessary costs.

A motion was made by Trustee Van Houten and seconded by Trustee Sundin that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the FY 2011 System Action Plan. Motion carried.

4. Charter School Report

The annual report on Charter School sponsorship was presented. Within the system, three colleges currently sponsor five charter schools: Alexandria Technical College and Rochester Community and Technical College each sponsor one charter school and Century College sponsors three.

Interim Vice Chancellor Olson said statutory provisions enacted in 2009 shifted the responsibility for approval of charter schools from Minnesota Department of Education to “authorizers.” He said the system’s charter school policy will need to be reviewed to determine if it is compliant with the new statutory language.

Trustee Van Houten said the Twin Cities International Elementary School, which is sponsored by Century College, is an amazingly well-managed school. Teacher groups get together weekly to brainstorm on how to assist students who are falling behind. The level of intervention on behalf of the students is impressive, he said.

5. Annual Sabbatical Report

The annual sabbatical report, which offers summary information on sabbatical leaves taken by faculty at state universities and two-year colleges, was presented to the committee.

Sabbaticals are addressed in the collective bargaining agreements between the system and the Inter Faculty Organization (IFO), Minnesota State College Faculty (MSCF) and Minnesota State University Association of Administrative Service Faculty (MSUAASF).

Interim Vice Chancellor Olson said IFO President Don Larsson has indicated there are some changes in the contract language that need to be reflected in the report. These revisions, however, don't change the numbers in the report.

In fiscal year 2009, there were 291 faculty sabbaticals taken at a cost of \$17,281,930. There were 18 fewer sabbaticals taken in fiscal year 2009 than in fiscal year 2008, but 29 more than in fiscal year 2004. The overall growth reflects a large number of faculty reaching the 10-year compulsory threshold in the contract provisions.

Trustee Van Houten asked if any requests for sabbaticals are ever rejected and if faculty, upon their return, submit a report and/or list of activities.

Speaking from personal experience as the Chief Academic Officer at Minnesota State University, Mankato, Interim Vice Chancellor Olson said there were times he would deny sabbaticals, most often in the years preceding the 10-year mark. As for follow-up, he said he would receive the reports and after reading them he determined nearly all sabbaticals granted were of value.

Trustee Van Houten asked if there is systemwide data on the number of sabbaticals requested, approved and denied.

Associate Vice Chancellor Manuel López said sabbaticals are governed by the union contract. Sabbaticals are allowed, by contract, after seven years and become mandatory at the 10-year mark. The system gathers summary numbers and information on the sabbaticals taken, but not on the numbers denied. Reports on sabbatical activities are received and reviewed at the campus level, he said.

Interim Vice Chancellor Olson said there is a "shift" in the burden of proof when it comes to sabbaticals requested at the 10-year mark. There has to be a compelling reason why a sabbatical should be granted in the years preceding that mark, and those requests are the ones most likely to be denied, he said. But in year 10 or after, the burden of proof shifts and denials are most often based on problems with the proposal.

He said it was his experience that faculty members in a department reaching the 10-year anniversary at the same time would work with each other and the dean to stagger sabbaticals so they were not out at the same time.

Since the cost of sabbaticals totals \$17 million, there should be measures taken to ensure that there is at least modest reporting done in terms of how many applications are submitted, the number of approvals and rejections, as well as an adequate reporting of the activities, Trustee Van Houten said.

Trustee Sundin asked if sabbaticals granted prior to the 10-year mark are helping with retention of faculty. That could have a positive effect on keeping people around, she said.

Earlier sabbaticals may be a factor in retention, Interim Vice Chancellor Olson agreed, although it is too early in the collection of that data to confirm that premise.

Trustee Sundin said she would like to see the bargaining units develop creative ways to share sabbatical experiences or research so the whole staff can benefit. This would be a way to improve campus teaching and learning, she said.

She added she would like to see a “service” category added to the sabbatical categories in the report. The report’s existing categories are professional development, curriculum development, research and education. Promoting service-based sabbaticals would be advantageous to both the staff and community, she said.

While it may not be well summarized in the current report, Associate Vice Chancellor López said there have been instances of faculty using their sabbaticals to work at social service agencies, K-12 schools and hospitals.

Interim Vice Chancellor Olson said they could look into adding a service category in the report.

As for the cost of sabbaticals, which totaled \$17 million in 2009, Associate Vice Chancellor López said the financial data is pulled from accounting registers. He said this is a conservative estimate based on the payroll associated with paid sabbaticals. He is not sure if that amount covers the cost of replacements, although an institution may reassign existing faculty as a way to cover sabbaticals rather than hiring replacements.

President Hammersmith said at Metropolitan State University, most faculty request a sabbatical for one semester rather than one year, which makes backfilling a position easier.

Chair Rice said she would like the committee to receive additional information pertaining to sabbaticals and costs.

6. Discussion of Committee Goals

Chair Rice said Board Chair This is seeking input concerning key issues or ideas that can be considered during the upcoming year. The committee has come up with a list of more than 20 ideas.

Because of time constraints at this meeting, she said there will be a meeting of the Academic and Student Affairs Committee scheduled in August to discuss these visionary goals at length and to pick one to three of them to work on in the upcoming year.

Trustee Van Houten said a mission change recently was approved by the committee, allowing a technical college to become a comprehensive college. Discussion at that meeting included a possible need for clearer guidelines pertaining to mission changes, so that technical education in the state is not adversely affected. He said he would like this topic to be revisited by the committee in the future and Chair Rice agreed.

The meeting adjourned at 12:25 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AUGUST 19, 2010**

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, Christopher Frederick, David Paskach (via telephone), Tom Renier, Louise Sundin and James Van Houten.

Other Board Members Present: Trustees Scott Thiss, Alfredo Oliveira and Jacob Englund (via telephone).

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott Olson and President Cecilia Cervantes.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on August 19, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 10:20 am.

1. Discuss and Selection FY11 Goals

Board Chair Thiss is seeking input from committees concerning key issues or ideas that the Board might consider and discuss during the upcoming fiscal year. The Academic and Student Affairs Committee had an initial discussion and developed a list of more the 20 issues at its July meeting.

The list was sorted and refined and feedback was received from the Leadership Council, Chair Rice said. The purpose of this meeting will be to discuss and select one to three visionary goals for inclusion in the committee's work plan.

She said guidelines have been developed for the goal selection process:

- The goal must be in synch with system's current strategic plan;
- The goal should be innovative and not just a continuance of what is already being done;
- The goal must be achievable in a relatively short period of time (one to five years);
- The goal must have a measurable outcome where progress can be measured annually;
- The goal should be supported by the system office and the committee's presidential representatives.

Trustee Sundin asked if affordability should also be a consideration. Chair Rice agreed this should be added as a guideline.

Several of the items on the list don't meet the guidelines since they are already being done, Chair Rice said. For example, the goal of improving transfer experiences for students is already underway.

- **Review of core curriculum**

Chair Rice said the idea that the core curriculum for Minnesota Transfer be reviewed should be eliminated from the list of goals since it is not supported by the presidents or the system office at this time.

Trustee Van Houten said review of the core curriculum would be a way to reduce costs, and for that reason should remain under consideration. Some core curriculum areas appear to have a high number of course offerings and reducing the options could save money, as well as make the curriculum more rigorous and relevant, he said.

The amount of control the Board has over curriculum could be an accreditation issue, said Gail Olson, the Board's legal counsel.

Interim Vice Chancellor Olson said the transfer curriculum is a shared system with the University of Minnesota and a full review of the core curriculum would take more than a year.

Trustee Paskach said the rigor of the core curriculum is an important issue, but he said he is unsure of what could be accomplished in a short period of time.

Trustee Benson said he doesn't think core curriculum review is something that should be included in the committee's list of big goals. This discussion would be better done during a study session or committee meeting.

Trustee Englund said students tend to seek diversity in their course offerings and a highly prescriptive curriculum would deter some students from attending system institutions.

Chair Rice said the topic of core curriculum should be brought back for further discussion at a future meeting.

- **College readiness standards**

Trustee Benson said he would support a goal to make college readiness expectations clear to prospective students. The system would not be in a position to deny enrollment in two-year colleges, but a strong statement pertaining to how student should be prepared prior to enrolling would be desirable, he said.

President Cervantes said colleges are already working closely with high schools to better align the curriculum and ready the students for college-

level courses. There have been pockets of successes, but there is still a long way to go, she said.

If the Committee adopted a goal pertaining to readiness standards, it would work to reinforce what they are already doing in terms of helping students be more prepared, President Cervantes said.

Trustee Frederick asked about unintended consequences of this goal. How the K-12 system would react? Would adults returning to school be deterred by the standards and look to enroll in a competing institution?

Trustee Benson said adoption of the goal would not mean the open enrollment policy at two-year colleges would be changed. However, he said there would be value in sending students a clear message on what preparation they should have before they enter the system.

There would need to be a public relations effort associated with this to ensure the public understands the expectations, Chair Rice said.

- **College remediation**

Refocusing college remediation efforts would be a goal that fits in with clearer college readiness standards, Trustee Van Houten said. He said he would support having all remediation efforts move to two year colleges. Because of the large number of two-year colleges across the state, students would still have access to these remediation centers. This would be a way to reduce remedial costs, he said.

- **Minnesota Online University**

Trustees discussed if Minnesota Online should be consolidated into a separate, stand-alone entity, rather than offered through every institution as it is now.

Enhancing online education should be a major goal of the committee, Trustee Frederick said.

Trustee Van Houten said it may be difficult to get legislative buy-in for the creation of a separate entity to offer online education right now and achieving this goal may not meet their timeline. He suggested that there be some kind of center or clearinghouse to prepare and conduct online training for faculty as a way to bolster online learning experiences in the timeframe.

- **Regional centers**

There was a discussion pertaining to program duplication and the possible development of regional centers for different program areas to reduce redundancy.

Interim Vice Chancellor Olson said the Leadership Council has started discussions about program duplication. There are efforts underway to develop a flow process looking at program duplication and how it affects future program development.

- **12-month academic calendar and three-year baccalaureate**
Trustee Rice said looking at a 12-month calendar and three-year baccalaureate would be a big idea for the committee. It would be a way to accelerate students' movement through the system, allowing them to graduate and enter the workforce more quickly at a lower cost for both the student and institution.

Interim Vice Chancellor Olson said the three-year baccalaureate is being adopted in Europe and is getting discussion nationwide as well, with some institutions already experimenting with it.

Trustee Sundin said she strongly supports the 12-month calendar, saying it will become necessary if the nation's students are going to compete. The 12-month calendar would enable the three-year baccalaureate, she said.

- **Differential tuition**
Trustee Rice asked the committee if there should be consideration given to lowering the rate of tuition in areas where there are statewide needs for workers – such as in the science and math area.

Trustee Frederick said there already are different rates of tuition depending on a student's major. He said it would be a good topic of discussion for a future committee meeting.

- **Consolidation of educational departments**
Trustee Frederick said he would support a plan to consolidate the various departments that oversee education, such as the Minnesota Department of Education, Minnesota Office of Higher Education Office, Minnesota State Colleges and Universities and University of Minnesota, into one department.

Chair Rice said such a consolidation would be beyond the control of the Board. She added the system may not fare well in consolidated arrangement for various reasons.

The following big ideas were on the list for consideration of adoption:

- Clear college readiness standards
- Remediation moved to two-year colleges
- Minnesota Online University
- A 12-month calendar and three-year baccalaureate

Following the vote, the committee agreed to work on the following two goals in the upcoming year:

- Remediation moved to two-year colleges
- A 12-month calendar and three-year baccalaureate

Interim Vice Chancellor Olson said he also developed a list of topics for upcoming meetings or study sessions, which includes: Core curriculum; academic productivity; program redundancy and duplication; and differential tuition

Interim Vice Chancellor Olson said he would report back to the committee on the Minnesota P-20 Education Partnership. The Partnership works collaboratively to maximize achievements of all students, from preschool through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources.

The meeting adjourned at 11:57 am
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** September 14, 2010

Agenda Item: Mission Approvals: Dakota County Technical College

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

Cite policy requirement, or explain why item is on the Board agenda:
Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board of Trustees at least once every five years.

Scheduled Presenter(s):
Kelly Murtaugh, Vice President of Academic and Student Affairs, Dakota County Technical College

Outline of Key Points/Policy Issues:
The vision, mission and purposes presented by Dakota County Technical College reaffirm the institutional mission approved by the Board of Trustees in 1998. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

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

BOARD ACTION

Mission Approvals: Dakota County Technical College

EXECUTIVE SUMMARY

The vision, mission and goals of Dakota County Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission (previously approved by the Board of Trustees in June 1998) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Dakota County Technical College’s vision, mission, purposes and array of awards are:

Vision: Dakota County Technical College will be recognized as a leader in providing quality technical and general education needed for employment in an ever-changing work environment.

Mission: The mission of Dakota County Technical College is to provide collegiate-level education for employment that will empower individuals to enhance their opportunities for career advancement and success in a global economy.

Purposes:

Purpose 1 Dakota County Technical College will attract and support more students and employees from varied backgrounds by sustaining a welcoming, supportive and culturally diverse environment conducive to personal and professional growth.

Purpose 2 Dakota County Technical College will expand its role in meeting the educational and training needs of students and businesses at the local, regional and national levels through innovative models of instructional delivery.

Purpose 3 Dakota County Technical College will increase opportunities for its students and employees to participate in service-learning, sustainability and civic engagement activities at the local, regional, national and global levels.

Purpose 4 Dakota County Technical College will enhance its educational and training options in science, technology, engineering and mathematics, or STEM, disciplines for both traditional students and the incumbent workforce.

Purpose 5 Dakota County Technical College will reduce its reliance on traditional revenue sources through the continued application of innovative financial and fundraising strategies.

1 **Array of Awards:** Associate in Science degrees, Associate in Applied Science degrees,
2 Occupational Diplomas, and Certificates

3
4 **BACKGROUND**

5
6 Dakota County Technical College was founded in 1970. The college was accredited through the
7 North Central Association of Colleges and Schools until 1994 when the college entered
8 candidacy status for accreditation through what is now known as the Higher Learning
9 Commission. Full accreditation was awarded in 2001. Dakota County Technical College
10 participates in the Program to Evaluate and Advance Quality (PEAQ) accreditation process and
11 will be hosting the next reaccreditation visit April 18–20, 2011.

12
13 The college’s primary service region continues to be the Twin Cities south metropolitan area.
14 However, certain programs such as Biomedical Equipment Technology, General Motors
15 Automotive Service Educational, Individualized Studies, Wood Finishing Technology, Business
16 Entrepreneur, Railroad Conductor Technology, Energy Technical Specialist and Nanoscience
17 Technology draw students regionally and nationally.

18
19 **OVERVIEW OF MISSION, VISION AND PURPOSES**

20 The proposed vision, mission, and purposes of Dakota County Technical College meet the
21 criteria identified in Board Policy 3.24 System and College and University Missions, Part 4:
22 Review and Approval of College and University Mission and Vision Statements.

23
24 As required by procedure, the institution must:

- 25 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 26 B. Articulate how the college or university will meet expectations of law, how it relates to
27 other institutions of higher education, and how its mission, vision, and purposes
28 support fulfillment of the system mission and vision;
- 29 C. Describe the array of awards it offers;
- 30 D. Include a statement that the college or university mission is compliant with statute,
31 policy, and regional accreditation requirements; and
- 32 E. Describe consultation with faculty and staff, students, employers and other essential
33 stakeholders.

34 Additionally, the institution’s mission must be compliant with statute, policy, and regional
35 accreditation requirements.

36
37 **REVIEW OF DAKOTA COUNTY TECHNICAL COLLEGE’S MISSION, VISION AND**
38 **PURPOSES/GOALS**

39
40 **The mission, vision, and purposes respond to the system procedure.** Dakota County
41 Technical College’s vision, mission, and purposes are consistent with statute, policy, and
42 regional accreditation requirements. The college mission, vision, and purposes demonstrate
43 alignment with the system mission and vision.

44
45 The college is reaffirming an institution mission that was approved by the Board in June, 1998.
46 When the college updated its strategic plan in 2006, internal and external campus constituencies

1 were surveyed and provided widespread support for the mission statement, vision statement, and
2 strategic goals. At that time, the mission statement was edited to reflect the mission in a clearer,
3 more concise manner.
4

5 The *mission* of Dakota County Technical College is “to provide collegiate-level education for
6 employment that will empower individuals to enhance their opportunities for career
7 advancement and success in a global economy.” Dakota County Technical College takes a
8 leadership role in providing innovative and practical technical education programs that give
9 statewide and regional workforces the skill range needed to not only compete, but also thrive in a
10 global economy. Its mission requires the college to provide both the hard and soft skills needed
11 for students and graduates to enter or reenter the workforce or advance their careers.
12

13 From 1970 to the present, Dakota County Technical College has delivered on its historical
14 motto: “Education for Employment.” As one of six stand-alone technical colleges in the system,
15 Dakota County Technical College remains committed to providing technical education that
16 prepares students and graduates for immediate and successful entry into local and regional
17 workforces dependent on the effective application of leading-edge technology.
18

19 With nearly 60 programs in six academic departments—Business & Information Systems,
20 Business and Management, Design, Health & Human Services, Technical Careers, and
21 Transportation Careers—the college offers opportunities for individuals with widely differing
22 interests and backgrounds, including:

- 23 • Students directly out of high school,
 - 24 • Individuals without a college education in the early phase of a career,
 - 25 • Individuals seeking a career change or transformation,
 - 26 • Individuals seeking an expanded training base, and
 - 27 • Displaced workers.
- 28

29 The general education and developmental learning programs provide a foundation for lifelong
30 learning as do the Continuing Education and Customized Training divisions. Dakota County
31 Technical College also stands out in its determined pursuit of strong partnerships with business
32 and industry, four-year colleges and universities, community organizations, and civic entities.
33 Through such enduring partnerships, the college has strengthened program curricula, provided
34 active learning environments, expanded faculty knowledge, and developed alternate funding
35 sources to support teaching and learning.
36

37 The College mission supports the system mission in the following ways:

- 38 • Dakota County Technical College is a distinct and collaborative institution with a clear
39 mission to prepare students for skilled, technical occupations that do not require a
40 baccalaureate degree.
- 41 • Dakota County Technical College offers technical, continuing education and customized
42 training programs that advance the career and personal goals of individual learners from
43 diverse backgrounds.

- Dakota County Technical College students and graduates provide the know-how and drive needed to promote vibrant economies statewide while enhancing the quality of life for all Minnesotans.

The *vision* for Dakota County Technical College states that “Dakota County Technical College will be recognized as a leader in providing quality technical and general education needed for employment in an ever-changing work environment.”

To achieve this vision, the college will deliver top-quality technical training in traditional fields while creating innovative, groundbreaking programs that support emerging workforce requirements in the region. As a modern, relevant technical college, Dakota County Technical College will continue to shine as a valuable higher education resource for students wishing to build the skill sets required for high-demand occupations in areas reliant on science, technology, engineering and mathematics.

The college expects to sustain a distinctive role by providing technical training through traditional programs, Continuing Education, and a Customized Training division with the capacity to swiftly benefit workforces in industries throughout the state and region. In response to changing workplaces, the college is positioned by design to launch new and timely programs that are both practical and advantageous to the industries they serve.

The college’s vision for itself is consistent with the vision for the Minnesota State Colleges and Universities system:

- Dakota County Technical College places a priority on delivering the most accessible and highest value technical education available not only in Minnesota, but also in the country as a whole.
- Dakota County Technical College focuses on providing students with the resources needed to pay for college and attain success in their coursework.
- With the understanding that delivery costs for technical training are higher than the cost of providing general education, Dakota County Technical College remains committed to offering the highest possible value to its students.

The stated *purposes* of Dakota County Technical College are:

Purpose 1 Dakota County Technical College will attract and support more students and employees from varied backgrounds by sustaining a welcoming, supportive and culturally diverse environment conducive to personal and professional growth.

Purpose 2 Dakota County Technical College will expand its role in meeting the educational and training needs of students and businesses at the local, regional and national levels through innovative models of instructional delivery.

Purpose 3 Dakota County Technical College will increase opportunities for its students and employees to participate in service-learning, sustainability and civic engagement activities at the local, regional, national and global levels.

1 **Purpose 4** Dakota County Technical College will enhance its educational and training options in
2 science, technology, engineering and mathematics, or STEM, disciplines for both traditional
3 students and the incumbent workforce.
4

5 **Purpose 5** Dakota County Technical College will reduce its reliance on traditional revenue
6 sources through the continued application of innovative financial and fundraising strategies.
7

8 Examples of how the Dakota County Technical College purposes are supporting the mission and
9 goals of the Minnesota State Colleges and Universities system include:

- 10 • Dakota County Technical College increases student access and promotes student success
11 through numerous scholarship opportunities, innovative academic programs and a range
12 of co-curricular programs, including a comprehensive Student Life department, student
13 organizations and clubs, and six NJCAA athletic programs.
- 14 • Dakota County Technical College support services include professional assistance in the
15 following areas: career, counseling, disability, financial aid, academic advising, tutoring,
16 multiculturalism and TRiO Student Support Services.
- 17 • Dakota County Technical College meets the personal and career goals of its students
18 through superb, relevant technical programs taught by highly qualified, industry-tested
19 faculty.
- 20 • Dakota County Technical College continues to augment the variety of its technical
21 programs through partnerships and collaborations with business and industry, community
22 organizations, civic entities, and four-year colleges and universities.
- 23 • Dakota County Technical College bolsters the area economy by responding to industry
24 needs through fast-track degree programs.
- 25 • Dakota County Technical College offers consistent proactive training geared to the short-
26 term needs of area businesses & companies.
- 27 • Dakota County Technical College delivers a broad variety of occupational programs
28 across six distinct departments while providing foundations in mathematics, English and
29 reading.
- 30 • Dakota County Technical College students are prepared to seek employment immediately
31 after completing their program—or they have the option to continue their education at a
32 four-year college or university.
- 33 • Ninety-two percent of surveyed employers report they would hire a Dakota County
34 Technical College student or graduate.
- 35 • Dakota County Technical College curricula connect accountability for student learning
36 outcomes to external academic and training authorities.
37

38 The *array of awards* offered by Dakota County Technical College includes Associate in Science
39 degrees, Associate in Applied Science degrees, Occupational Diplomas, and Certificates
40
41

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
4 the request by Dakota County Technical College to reaffirm its vision, mission, purposes, and
5 array of awards as listed in the executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the request by Dakota County Technical College to reaffirm its
10 vision, mission, purposes, and array of awards as listed in the executive summary.

11

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 14, 2010

Agenda Item: Mission Approvals: Northland Community and 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:

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board of Trustees at least once every five years.

Scheduled Presenter(s):

Anne Temte, President, Northland Community and Technical College

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Northland Community and Technical College reaffirm the vision, mission, and purposes approved by the Board of Trustees in 1999. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

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

BOARD ACTION

Mission Approvals: Northland Community and Technical College

EXECUTIVE SUMMARY

The vision, mission and goals of Northland Community and Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision under the new Board policy requirement that colleges and universities seek Board approval at least once every five years. The mission was last approved by the Board of Trustees in May 1999 with subsequent review of institution plans during the northwest region reconfiguration in 2003.

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

Vision: Northland Community and Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation and technology.

Mission: Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

Purposes:

Purpose/Goal 1: Inspire Student Success by increasing retention rates, graduation rates and transfer rates to baccalaureate institutions and by closing the achievement gap for underrepresented students.

Purpose / Goal 2: Cultivate quality programs, services, and employees through employing external standards, utilizing assessment measures throughout the college, developing and training employees, engaging in continuous improvement, and enhancing stakeholder satisfaction.

Purpose / Goal 3: Revolutionize growth strategies to sustain vibrant learning communities through increasing enrollment, increasing net annual revenue from entrepreneurial and philanthropic sources, and developing new programs and delivery methods to address needs of learners and regional economies.

1 **Array of Awards:** Northland Community and Technical College offers the Associate in Arts
2 degree, Associate in Science degree, Associate in Applied Science degree, Diplomas and
3 Undergraduate Certificates.
4

5 **BACKGROUND**

6 Northland Community & Technical College, as it exists today, is the outcome of many changes
7 in state governance structures that dictated mergers and dissolutions of educational institutions.
8 Since July 1, 2003, Northland has consisted of two major campuses in Thief River Falls and East
9 Grand Forks. Prior to this merger, the East Grand Forks Campus had been a part of Northwest
10 Technical College, a five campus college with its administrative center in Perham, MN. The
11 Thief River Campus was a separate college that was created through the merger of the Thief
12 River Falls campus of Northwest Technical College and Northland Community College in 1995.
13

14 Both the East Grand Forks campus and the technical college in Thief River Falls had their roots
15 as area vocational technical institutes (AVTIs) administered through local school districts.
16 Northland Community College was initially Thief River Falls Junior College and administered
17 by the local school district. These origins still engender deep-rooted community attachments to
18 the campuses. Each institution brought a long history of serving the needs of area students and
19 employers. With the advent of online education, the college has expanded its reach far beyond
20 the Red River Valley and northwestern Minnesota. Currently, Northland Community and
21 Technical College also maintains outreach educational sites in Roseau and Mahanomen.
22

23 The Higher Learning Commission approved a Request for Change in 2005 that recognized the
24 newly merged institution. Reaccreditation (under the PEAQ process) as a combined college was
25 scheduled for 2010. That evaluative visit occurred in April, 2010. The team has recommended
26 reaccreditation with the next full visit scheduled for the 2019-2020 cycle. The Commission will
27 take action on this recommendation in October, 2010.
28

29 **OVERVIEW OF MISSION, VISION AND PURPOSES**

30 The proposed vision, mission, and purposes of Northland Community and Technical College
31 meet the criteria identified in Board Policy 3.24 System and College and University Missions,
32 Part 4: Review and Approval of College and University Mission and Vision Statements.

33 As required by procedure, the institution must:

- 34 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 35 B. Articulate how the college or university will meet expectations of law, how it relates to
36 other institutions of higher education, and how its mission, vision, and purposes
37 support fulfillment of the system mission and vision;
- 38 C. Describe the array of awards it offers;
- 39 D. Include a statement that the college or university mission is compliant with statute,
40 policy, and regional accreditation requirements; and
- 41 E. Describe consultation with faculty and staff, students, employers and other essential
42 stakeholders.
43

44 **REVIEW OF NORTHLAND COMMUNITY AND TECHNICAL COLLEGE'S** 45 **MISSION, VISION AND PURPOSES/GOALS**

1 **The mission, vision, and purposes respond to the system procedure.** Northland Community
2 and Technical College’s vision, mission, and purposes are consistent with statute, policy, and
3 regional accreditation requirements. The college mission, vision, and purposes as articulated in
4 planning documents demonstrate alignment with the system mission and vision. The college
5 updated its strategic plan in 2009 upon broad consultation with students, faculty, staff,
6 community members, and business and industry.
7

8 The *mission* for the college is “Northland Community and Technical College is dedicated to
9 creating a quality learning environment for all learners through partnerships with students,
10 communities, businesses, and other educational institutions.” To advance this mission, the
11 college is committed to serving students, communities, businesses, and other educational
12 institutions through technical and liberal arts education provided in modalities and locations that
13 are relevant to constituents and partners. The institution has identified outcomes centered on
14 student success that are measured through enrollment, retention, completion, transfer, and
15 employment data and surveys of student engagement and employer satisfaction. Through the
16 Strategic Plan (2009-2014) the college also is committed to quality and growth with metrics
17 defined to measure these outcomes.
18

19 The Northland mission supports the system mission in the following ways:

- 20 • Northland Community and Technical College offers a diverse array of liberal arts and
21 technical academic offerings to meet the needs of diverse learners and prepares them for
22 future education or technical/professional careers.
- 23 • Northland Community and Technical College’s campuses in East Grand Forks and Thief
24 River Falls and sites in Roseau and Mahnommen are considered distinct assets in their
25 communities for personal development and community enhancement.
- 26 • Northland Community and Technical College contributes to the economic health and
27 development of its region through educational offerings that are relevant to existing
28 business and industry needs and innovative to meet evolving needs. Customized and
29 continuing education is offered through college’s Center for Outreach and Innovation.
30

31 The *vision* for the college is that “Northland Community and Technical College will be widely
32 recognized as a progressive leader in community and technical college education, responsive to
33 the needs of our learners through the use of partnerships, innovation, and technology.” This
34 vision aligns with the system vision to provide access to an array of educational offerings in the
35 college’s region and commits the college and its personnel to student success, quality, and
36 growth. The vision and accompanying planning documents support innovation and resource
37 cultivation to enable the college to provide its programs and services at reasonable cost and high
38 value to learners. Northland Community and Technical College envisions a future in which the
39 college will draw students to its quality programs from regional, national, and global audiences
40 and effectively utilize resources to address new and emerging economic conditions and
41 employment needs of individuals and businesses. The college also envisions significant progress
42 serving students of color based on efforts to close the achievement gap.
43

44 The college anticipates the following changes in the future:

- 45 • The Unmanned Aerial Systems (UAS) industry will have a profound impact on the
46 economy of northeast North Dakota and northwest Minnesota. Northland, with its UAS

1 maintenance technology program, will join the University of North Dakota and the Grand
2 Forks Air Force Base in addressing the needs of this emerging industry

- 3 • The region has in some respects “skipped” the recession with the economic strength of
4 the Upper Red River Valley region possibly leading to a reversal of the population losses
5 suffered over the past several decades.
- 6 • The college will have substantial revenues from partnerships, contracts, grants, and
7 appropriations to sustain innovation and invest in technology.

8
9 The *purposes* of Northland Community and Technical College are:

10 **Purpose/Goal 1: Inspire Student Success** by increasing retention rates, graduation rates, and
11 transfer rates to baccalaureate institutions and by closing the achievement gap for
12 underrepresented students.

13
14 **Purpose / Goal 2: Cultivate quality programs, services, and employees** through employing
15 external standards, utilizing assessment measures throughout the college, developing and training
16 employees, engaging in continuous improvement, and enhancing stakeholder satisfaction.

17
18 **Purpose / Goal 3: Revolutionize growth strategies** to sustain vibrant learning communities
19 through increasing enrollment, increasing net annual revenue from entrepreneurial and
20 philanthropic sources, and developing new programs and delivery methods to address needs of
21 learners and regional economies.

22
23 Northland Community and Technical College’s goals contribute to the mission and vision of the
24 Minnesota State Colleges and Universities system through:

- 25 • providing educational access and opportunity throughout northwest Minnesota and online,
- 26 • offering an array of technical and liberal arts programs and courses that prepare individuals
27 for careers and/or continuing education, enhance the quality of life, and contribute to the
28 economic health of our region,
- 29 • continuous improvement practices that assure high quality in programs and services and
30 assist students to succeed, and
- 31 • growing enrollment and revenue from entrepreneurial and philanthropic sources to assure
32 institutional fiscal health and program sustainability.

33
34 The *array of awards* offered by Northland Community and Technical College, validated by the
35 Higher Learning Commission, include Associate in Arts (AA), Associate in Applied Science
36 (AAS), Associate in Science (AS), Diplomas and Certificates.

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
4 the request by Northland Community and Technical College to reaffirm its vision, mission,
5 purposes, and array of awards as listed in the executive summary.

6

7 **RECOMMENDED MOTION**

8

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

11

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** September 14, 2010

Agenda Item: Mission Approvals: Minnesota State College - Southeast Technical

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

Cite policy requirement, or explain why item is on the Board agenda:
Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board of Trustees at least once every five years.

Scheduled Presenter(s):
Jim Johnson, President, Minnesota State College - Southeast Technical

Outline of Key Points/Policy Issues:
The vision, mission and purposes presented by Minnesota State College - Southeast Technical reaffirm the vision, mission, and purposes approved by the Board of Trustees in 2002. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

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

BOARD ACTION

Mission Approvals: Minnesota State College – Southeast Technical

EXECUTIVE SUMMARY

The vision, mission and goals of Minnesota State College – Southeast Technical meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in March, 2002) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Minnesota State College – Southeast Technical’s vision, mission, purposes and array of awards are:

Vision: Shaping the workforce by providing quality education for today and tomorrow.

Mission: Minnesota State College - Southeast Technical is dedicated to providing education for employment, skill enhancement, and retraining. The primary focus is to anticipate and meet the educational and training needs of students and employers.

Minnesota State College - Southeast Technical provides students with a strong foundation of general and technical educational opportunities for acquiring knowledge, skills and attitudes for a lifetime of learning. The college anticipates and responds to global, technological and social changes.

Minnesota State College- Southeast Technical provides equal opportunity and recognizes individual needs in its education, service and employment practices. Certificates, Diplomas, Associate in Science and Associate in Applied Science Degrees are awarded upon successful completion.

Purposes:

- Increase access and opportunity
- Promote and measure high quality programs and services
- Provide programs and services integral to state and regional economic needs
- Innovate to meet current and future educational needs efficiently

1 **Array of Awards:** Minnesota State College – Southeast Technical offers Associate in Applied
2 Science (AAS), Associate in Science (AS), Diplomas and Certificates.
3

4 **BACKGROUND**

5 Minnesota State College - Southeast Technical has been delivering technical and vocational
6 education for over 60 years. In 1949, the Winona campus was the second Minnesota vocational
7 institute to be established, and Red Wing Technical Institute was the last Minnesota technical
8 college to be established in 1972. The two campuses were merged in 1992 as Red Wing/Winona
9 Technical College. The College joined the Minnesota State College and Universities System in
10 1995. In 1999, the college adopted a new name: Minnesota State College-Southeast Technical.
11

12 The college's initial candidacy to the Higher Learning Commission (HLC) was in 1995. The
13 College was granted its first 10 year accreditation in 2000. In 2003, the College pursued the
14 newer accreditation process provided by HLC rooted in continuous improvement, titled
15 Academic Quality Improvement Program (AQIP). The College received a full 7 year
16 accreditation approval in April 2010. The next scheduled reaccreditation visit is in 2016-17.
17

18 **OVERVIEW OF MISSION, VISION AND PURPOSES**

19 The proposed vision, mission, and purposes of Minnesota State College - Southeast Technical
20 meet the criteria identified in Board Policy 3.24 System and College and University Missions,
21 Part 4: Review and Approval of College and University Mission and Vision Statements.
22

23 As required by procedure, the institution must:

- 24 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 25 B. Articulate how the college or university will meet expectations of law, how it relates to
26 other institutions of higher education, and how its mission, vision, and purposes
27 support fulfillment of the system mission and vision;
- 28 C. Describe the array of awards it offers;
- 29 D. Include a statement that the college or university mission is compliant with statute,
30 policy, and regional accreditation requirements; and
- 31 E. Describe consultation with faculty and staff, students, employers and other essential
32 stakeholders.
33

34 **REVIEW OF MINNESOTA STATE COLLEGE'S MISSION, VISION AND** 35 **PURPOSES/GOALS**

36
37 **The mission, vision, and purposes respond to the system procedure.** Minnesota State
38 College- Southeast Technical's vision, mission, and purposes are consistent with statute, policy,
39 and regional accreditation requirements. The college mission, vision, and purposes as articulated
40 in planning documents demonstrate alignment with the system mission and vision. Minnesota
41 State College - Southeast Technical aligned its mission, vision, and goals to the system strategic
42 plan during consideration of its strategic plan in 2007. The college engaged a broad range of
43 stakeholders in the strategic plan for 2007 – 2011, including state and civic leaders, business
44 partners, faculty, staff, and students.
45

1 The **mission** of Minnesota State College - Southeast Technical, “to anticipate and meet the
2 education and training needs of employers,” supports the system mission to provide “education
3 that meets the personal and career goals of a wide range of individual learners.” To advance this
4 mission, the college offers certificates, diplomas and degrees to provide career-focused, technical
5 education in specialized areas of study related to business, construction, manufacturing,
6 engineering, transportation, and health sciences that will prepare individuals for immediate
7 success and productivity in the workforce, or continuing their formal education and life-long
8 learning. The institution noted the following outcomes as further articulated in their strategic
9 plan.

- 10 • Provide quality academic and technical education, customized business and industry
11 services, and continuing education services that are responsive to the workforce needs of
12 citizens, businesses, and industries of southeast Minnesota
- 13 • Meet educational and training needs of students and employers
- 14 • Help students gain knowledge, skills and attitudes for a lifetime of learning
- 15 • Provide employment education for southern Minnesota region
- 16 • Meet the needs of the work force with ever changing economic times
- 17 • Provide students with knowledge, skills and attitudes necessary for living and earning in
18 diverse cultural.

19
20 The **vision** for Minnesota State College - Southeast Technical, “Shaping the workforce by
21 providing quality education for today and tomorrow,” aligns with the system vision of “providing
22 the most accessible, highest value education in the nation.” Minnesota State College envisions the
23 following future for the institution:

- 24 • A welcoming environment for a diverse student base
- 25 • Occupational programs that continue to be strong, vibrant, alluring and on the cutting
26 edge
- 27 • A quality and valuable education
- 28 • Graduates with a solid technological and liberal arts and sciences foundation necessary to
29 compete in a global market.
- 30 • Continuous change to meet the needs of industry, business and regional communities.
- 31 • Anticipation and quick response to employer needs

32
33 The college anticipates the following changes in the future:

- 34 • More hybrid courses
- 35 • More industry partnerships and internships
- 36 • Stronger K-16 partnerships through shared services, resources and facilities
- 37 • Expanded offerings and more physical space
- 38 • Growth in the Liberal Arts transfer areas
- 39 • A higher percentage of minority students than present in local region
- 40 • Traditional age students will exceed non-traditional
- 41 • Technology used in teaching, communication and social networking vehicles

42
43 The **purposes** of Minnesota State College - Southeast Technical draw directly from the strategic
44 directions articulated in the system strategic plan at the time of the college’s strategic planning
45 process in 2007:

1 **Purpose 1 Increase Access & Opportunity**

- 2 • meet the personal and career goals of a wide range of individual learners
3 • expand and enhance PK-16 partnerships to allow career pathways
4 • expand Associate in Arts offerings in collaboration with Winona State University
5

6 **Purpose 2 Promote and Measure High Quality Programs and Services**

- 7 • enhance the quality of life for all Minnesotans
8 • develop flexible scheduling and multiple delivery options within programs and services
9 • provide culture that allows faculty and staff to respond to stakeholder needs
10

11 **Purpose 3 Provide Programs and Services Integral to State and Regional Economic Needs**

- 12 • sustain vibrant economies throughout the state
13 • provide programming that ensures critical thinking and dynamic interactions
14 • initiate and develop programs and relationships with business and industry
15

16 **Purpose 4 Innovate to Meet Current and Future Educational Needs Efficiently**

- 17 • work with other distinct and collaborative institutions
18 • adopt a model of continuous improvement
19 • use technology to enhance teaching and learning
20

21 The *array of awards* offered by Minnesota State College-Southeast Technical, validated by the
22 Higher Learning Commission, include Associate in Applied Science (AAS), Associate in Science (AS),
23 Diplomas and Certificates. The college will build on its distinctiveness by pursuing the following
24 as part of its mission and vision:

- 25 • Unique program offerings
26 ○ Band Instrument Repair
27 ○ Guitar Repair and Building
28 ○ Violin Repair
29 ○ Jewelry Manufacturing and Repair
30 ○ Individualized Studies
31 ○ Biomedical technology
32 ○ Nanotechnology
33 ○ Scientific Glass Blowing
34 • Small size for individualized, student-centered, customer service
35 • Combination a technical/vocational focus with liberal studies support
36 • Continue to lead area in growth of students of color and underrepresented students
37 • Ability and understanding to adapt to regional and global needs
38 • Rapid response to needed workforce skill sets
39

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
4 the request by Minnesota State College – Southeast Technical to reaffirm its vision, mission,
5 purposes, and array of awards as listed in the executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the request by Minnesota State College – Southeast Technical to
10 reaffirm its vision, mission, purposes, and array of awards as listed in the executive summary.

11

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** September 14, 2010

Agenda Item: 2009-2010 Honorary Degrees Report

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

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

This report addresses the requirement of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees to provide reports twice a year.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor
Manuel López, Associate Vice Chancellor

Outline of Key Points/Policy Issues:

Two institutions awarded two honorary degrees

Background Information:

This report addresses the requirement of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees.

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

BOARD INFORMATION

2009–2010 Honorary Degrees Report

1 **INTRODUCTION**

2
3 The Office of the Chancellor is submitting a report on honorary doctorates awarded in fiscal year
4 2010.

5
6 **BACKGROUND**

7
8 Policy 3.18 was originally adopted in 1996. As a result of a routine five-year review of all board
9 policies, amendments were proposed and the Board of Trustees acted on the policy on January
10 21, 2009.

11
12 On second reading, the Board of Trustees amended the initial motion to add

13
14 *Part 7. Report to the Board. The Chancellor shall provide a report on honorary degrees*
15 *awarded to the Board in January and July of each year. The report shall include*
16 *information about the number of degrees awarded, names of recipients, and degree*
17 *designations.*

18
19 Pursuant to System Procedure 3.18.1 implementing Policy 3.18 and as part of campus procedure,
20 each candidate was recommended to the respective campus president for consideration of the
21 conferral of an honorary degree as specified in procedure. This report addresses the requirement
22 of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees.

23
24 **REPORT**

25
26 On July 29, 2010 Interim Vice Chancellor Scott Olson sent a memorandum to college and
27 university presidents requesting information on the honorary degrees awarded at all
28 commencements in academic year 2009-2010. Two institutions awarded two honorary degrees.
29 The awards, recipients and accomplishments are outlined below in the college and universities'
30 own words.

31
32 **St. Cloud State University**

33
34 The Office of the President at St. Cloud State University conveyed that following the
35 recommendation of faculty and staff members on the honorary doctorate committee, chaired by
36 Graduate Dean Dennis Nunes, St. Cloud State University presented an honorary Doctorate of
37 Business Administration to Gordon Viere (class of 1975), CEO of LarsonAllen, one of
38 America's 20 largest accounting and consulting firms, in recognition of achievement and

1 outstanding success in his professional and personal life. The conferral of the honorary degree
2 was at the spring semester commencement ceremony on Saturday, May 8, 2010.
3

4 **Winona State University**
5

6 Winona State University awarded an Honorary Doctorate of Humane Letters to Shigeo
7 Sasamori at the 2009 Fall Commencement ceremony on December 11, 2009. This award was
8 only the fifth honorary doctorate degree awarded by the university in its 152-year history.
9

10 In 2008 Winona State University hosted the Hiroshima Peace Exhibition featuring Ms. Sasamori,
11 a survivor of the Hiroshima bombing. She described the horrors and brutality of war and shared
12 her commitment to promoting worldwide peace and awareness, a world without war. Ms.
13 Sasamori was an inspiration and had a message for the entire university and greater community.
14 It was seen as appropriate to recognize Ms. Sasamori for her service to the world and her
15 commitment to protecting future generations.
16

17 Winona State University campus constituencies reviewed the nomination and support letters and
18 Ms. Sasamori's resume and supported her candidacy. President Ramaley provided a request and
19 supporting materials to the Chancellor in advance of the award.
20
21

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 14, 2010

Agenda Item: Discuss and Select Committee Goals

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

Cite policy requirement, or explain why item is on the Board agenda: Following committee discussion at the August meeting, the committee selected two topics for inclusion in the Board's Academic and Student Affairs FY2011 work plan.

Scheduled Presenter(s):

Chair Christine Rice and Interim Vice Chancellor Scott Olson will facilitate the discussion.

Outline of Key Points/Policy Issues:

The selected topics are:

- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and make a decision on implementation by June 21, 2011; and
- Study the pros and cons of implementing a 12-month academic calendar and a three-year baccalaureate program and make a decision on implementation by June 21, 2011.

Background Information:

The topics on the list were selected from a list generated by Trustees in one-on one conversations with the Board Chair Scott Thiss.

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

BOARD ACTION
Discuss and Select Committee Goals

1 **BACKGROUND**

2
3 Following his election as Chair of the Board of Trustees, Chair Thiss sought input from each
4 trustee concerning key issues or ideas that the Board might consider and discuss during FY11.
5 The Academic and Student Affairs Committee had an initial discussion of a list of more than 20
6 items.

7
8 The list was refined and sorted based on that discussion and feedback from the Leadership
9 Council was received. The committee considered the list at its August meeting and identified
10 two goals for inclusion in its work plan.
11

12 **RECOMMENDED MOTION**

13 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
14 the following goals that will be added to the committee's FY2011 work plan:
15

- 16 • Study the pros and cons of moving responsibility for remedial education from the
17 universities to the colleges and make a decision on implementation by June 21, 2011;
18 and
- 19 • Study the pros and cons of implementing a 12 month academic calendar and a three-
20 year baccalaureate program and make a decision on implementation by June 21, 2011.
21

22
23 Date of adoption: September 15, 2010

24 Date of implementation: September 15, 2010
25
26

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 14, 2010

Agenda Item: 60/120 Credit Length Legislative Report

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

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs

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

Effective January 1, 2009, Minnesota Statute, 136F.301 requires the Board of Trustees to report annually by October 1 to the chairs of the House of Representatives and Senate committees with primary jurisdiction over higher education policy on the Board of Trustees' current policy setting the maximum number of semester credits required for a baccalaureate and an associate of arts degree at 120 and 60 semester credits or their equivalent.

Outline of Key Points/Policy Issues:

- During FY 2010, 327 degree programs have reduced credit lengths to 60/120.
- 87% of the degree programs are now in compliance with MN Statute and Chancellor's policy and procedure.
- Seven waiver applications were submitted; six applications have been approved and one is in process.
- During FY 2011 and 2012, group waiver applications are expected in areas such as: engineering, law enforcement, health care and teaching programs.

Background Information:

The Board of Trustees receives the Degree Credit Caps: Report to the Legislature annually at the September meeting. The 2010 report provides information about the status of program credit length reductions, the disposition of waiver applications submitted during FY 2010, and upcoming deadlines.

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

INFORMATION ITEM
60/120 Credit Length Legislative Report

Background

Session laws passed in 2007, 2008 and 2009 affect the credit length of selected degree programs. Session law in 2007¹ directs the Minnesota State Colleges and Universities Board of Trustees to set the maximum number of semester credits required for a baccalaureate degree at 120 credits, and for an associate degree at 60 credits. The law permits the Board of Trustees to grant waivers for specific degree programs in which industry or professional accreditation standards require a greater number of credits. In January 2009, the Board of Trustees adopted policy and the Chancellor approved procedure to guide the system’s response to this legislation.

Current Status of Academic Programs

As of July, 2010, Minnesota State Colleges and Universities offered a total of 4,228 academic programs; 3,686 (87 percent) programs are within credit length limits set by either Chancellor’s procedure or the legislated 60/120 credit limits. Remaining System programs (542 or 13 percent) exceed credit length limits as permitted by Chancellor’s procedure. Program credit reductions and waiver applications must be completed on or before July 2, 2012.

Table 1: Programs Required to Comply with <u>both</u> Chancellor’s Procedures & 60/120 Legislation.			
Programs (August 1, 2010)		In Compliance (ahead of the 2012 deadline)	Working Toward Compliance (will reduce credits or be granted a waiver by 2012)
Colleges	3,155	2,861 (91%)	294 (9%)
Universities	1,073	825 (77%)	248 (23%)
Total	4,228	3,686 (87%)	542 (13%)

Credit Length Waiver Applications

In order to exceed program credit limits required by Chancellor’s procedures and 60/120 legislation, colleges and universities must submit a waiver application. In 2010, waiver applications for six engineering programs were submitted by Winona State University and Minnesota State University, Mankato. The applications were reviewed by the Office of the

¹ Minnesota Session Laws 2007 Chapter 144, article 1, section 4, subdivision 3, paragraph (b)

Chancellor, Presidents, Chief Academic Officers, and Student and Faculty Associations. Credit length waivers were approved for these six programs.

Plans for FY 2011 and FY 2012

Over the coming year and a half, colleges and universities with degree programs that do not comply with the 60/120 legislation or Chancellor's procedures will be: 1) working together with similar programs to complete and submit Group Waiver applications by December 31, 2011; or 2) redesigning programs to reduce the credit length to 60/120 by the end of the FY 2012 fiscal year.

Degree Credit Caps:

Report to the Legislature

Minnesota State Colleges & Universities

October, 2010



Minnesota
STATE COLLEGES
& UNIVERSITIES

Report Summary

- During FY 2010, 327 degree programs have reduced credit lengths to 60/120.
- 87% of the degree programs are now in compliance with MN Statute and Chancellor's policy and procedure.
- Seven waiver applications were submitted; six applications have been approved and one is in process.
- During FY 2011 and 2012 group waiver applications are expected in areas such as: engineering, law enforcement, health care and teaching programs.

Comprehensive Overview of System Academic Programs

Table 1 shows, as of August 1, 2010, Minnesota State Colleges and Universities offered a total of 4,228 academic programs. For the system, 3,686 programs (87 percent) are within credit limits set by either Chancellor's procedure or the legislated 60/120 credit limits. The remaining 542 system programs (13 percent) that exceed credit limits will be required to submit a waiver request by December 31, 2011 or reduce to 60/120 credits by June 29, 2012.

The total number of programs in compliance with either Chancellor's procedures or 60/120 legislation increased from 79 percent in 2009 to 87 percent in 2010. Similarly, the total number of programs that exceed either limits set in Chancellor's procedures or the legislated 60/120 credit length limits decreased from 21 percent in 2009 to 13 percent in 2010.

Table 1: Programs Required to Comply with <u>both</u> Chancellor's Procedures & 60/120 Legislation.			
Programs (August 1, 2010)		In Compliance (ahead of the 2012 deadline)	Working Toward Compliance (will reduce credits or be granted a waiver by 2012)
Colleges	3,155	2,861 (91%)	294 (9%)
Universities	1,073	825 (77%)	248 (23%)
Total	4,228	3,686 (87%)	542 (13%)

System colleges offer 3,155 programs; 2,861 (91 percent) conform to credit length limits as set by either Chancellor's procedures or the legislated 60 credit limit.¹ 294 college programs (9 percent) exceed credit length limits and will be required to submit a waiver request by December 31, 2011, or reduce to 60 credits by June 29, 2012.

System universities offer 1,073 programs; 825 (77 percent) are within credit length limits set by either Chancellor's procedures or the legislated 120 credit limit. 248 university programs (23 percent) exceed credit length limits and will be required to submit a waiver request by December 31, 2011, or reduce to 120 credits by June 29, 2012.

¹ Associate of Applied Science (AAS) are exempted from the degree credit cap (60 credits) until July 2, 2012.

Current Status of Academic Programs

Legislation sets the credit length of degree programs to 60 or 120 credits unless a waiver is granted according to specific criteria outlined by the Legislature. This affects all associate and baccalaureate degree programs, with the exception of associate in applied science degree programs, which were exempted until 2012.

For 2009 and 2010, Table 2 shows the number of programs in and out of compliance with 60/120 legislation. Unless otherwise noted, degree programs are counted at each location where they are offered to maintain consistency with standard practice.

Table 2: Only the Programs Required to Comply with 60/120 Legislation ²							
	Within Credit Limit		Exceed Credit Limit		Total		Waiver Applications 2010
	2009	2010	2009	2010	2009	2010	
COLLEGE AWARDS							
Associate (AA, AS, AES, AFA)	118	198	273	198	391	396	1
UNIVERSITY AWARDS							
Associate (AA, AS, AES, AFA)	4	14	13	3	17	17	0
Baccalaureate	207	441	483	241	690	682	6
Subtotal	211	455	496	244	707	699	
Total	329	653	769	442	1098	1095	7

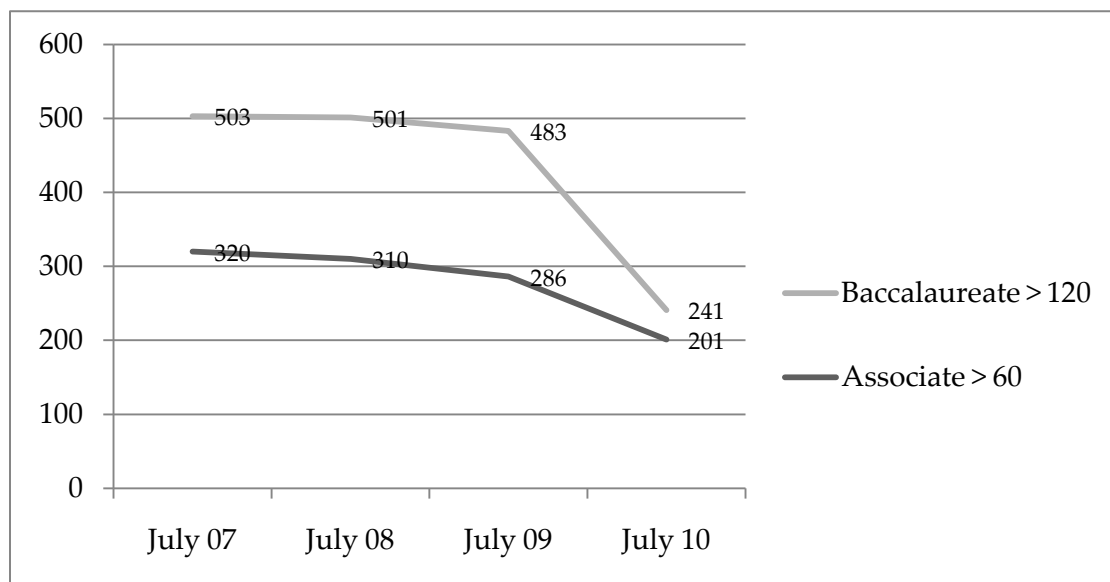
As of August 1, 2010, Minnesota State Colleges and Universities offered a total of 1095 programs that are required to comply with 60/120 legislation. Of these, 653 programs (60 percent) are within credit limits set by the 60/120 legislation and 442 (40 percent) exceed the legislated credit limits and will be required to submit a waiver request by December 31, 2011, or reduce to 60/120 credits by June 29, 2012.

Academic Program Trends

Trend data indicate that there has been a significant reduction in the number of programs that exceed the 60/120 credit length limit. Table 3, below, summarizes the changes in the number of programs by type of award and credit length over time. From July, 2007 (when 60/120 legislation became effective), through August 1, 2010, the number of associate degree programs over 60 credits has declined from 348 to 201 (42 percent). Baccalaureate degree programs over 120 credits have decreased from 503 to 241 (52 percent).

² Associate in Applied Science degrees are exempt from the 60/120 credit length requirement until July 2, 2012.

Table 3: Changes in Programs Credit Length Over Time



Credit Length Waiver Applications

In order to exceed legislated credit limits, colleges and universities must submit single or group waiver applications. Single waiver applications are appropriate for programs that are “one of a kind” within the Minnesota State Colleges and Universities system. Group waiver applications are appropriate when two or more colleges or universities offer programs with similar learning outcomes.

Waiver applications must document the need to exceed the 60/120 credit length limits based on industry or professional standards. A thorough program analysis is required when industry, professional or accreditation standards do not require a specific program length above 60 or 120 credits.

Single Waiver Applications were submitted to the Office of the Chancellor by December 31, 2009. As shown in Table 4, Winona State University submitted an application for the Composite Engineering program. Minnesota State University – Mankato submitted applications for Civil Engineering, Automotive Engineering Technology, Computer Engineering Technology, Electrical Engineering Technology, and Manufacturing Engineering Technology.

The applications were reviewed by the Office of the Chancellor staff prior to being posted to the Waiver Listserv³ for a 30-day review and comment period. Because no comments were submitted, Office of the Chancellor staff contacted each constituent group to make sure they had received the information and to answer any questions. There were no objections to the approval of the engineering program waivers.

³ Presidents, Chief Academic Officers, Student and Faculty Associations

Credit length waivers were approved for MSU-Mankato and Winona State University engineering programs. The applications were reviewed according to the following waiver criteria: 1) documented industry standards; 2) national specialized accreditation standards; 3) program curriculum analysis; and 4) comparison to other regional programs. Waiver application files are available for review upon request.

A single waiver application for an Associate in Science Graphic Design program was also submitted by North Hennepin Community College. The application is currently being reviewed for appropriateness as there may be similar programs within the system that could work with them to develop a group application.

College/University	Program	Credits	Disposition
Winona State U	BS, Composite Engineering	128	Granted waiver to remain at 128
MSU – Mankato	BS, Civil Engineering	128	Granted waiver to remain at 128
MSU – Mankato	BS, Automotive Engineering Technology	128	Granted waiver to remain at 128
MSU – Mankato	BS, Computer Engineering Technology	128	Granted waiver to remain at 128
MSU – Mankato	BS, Electrical Engineering Technology	128	Granted waiver to remain at 128
MSU – Mankato	BS, Manufacturing Engineering Technology	128	Granted waiver to remain at 128

Group Waiver Applications are to be submitted to the Office of the Chancellor on or before December 31, 2011; none have been submitted to date. Over the next year and a half, colleges and universities with similar programs seeking a waiver must come together to develop applications that meet the waiver criteria as set forth in Minnesota Session Law.⁴ All participants in the development of the group waiver application must agree on the number of credits required to achieve the desired outcome of the degree program. The industry standards, professional standards, national specialized accreditation standards, program curriculum analysis and comparison to other regional programs must be sufficiently documented in the waiver application. All participants must sign off on the joint Group Waiver application prior to submission to the Office of the Chancellor.

Plans for FY 2011 and FY 2012

Over the coming year and a half, colleges and universities with degree programs that do not comply with the 60/120 legislation or Chancellor's procedures will be:

1. Working together with similar programs to complete and submit Group Waiver applications by **December 31, 2011**, or
2. Working to redesign programs to reduce the credit length to 60/120 by **June 29, 2012**.

⁴ Minnesota Session Laws 2007, Chapter 144, article 1, section 4, subdivision 3, paragraph (b)

APPENDICES A – E

APPENDIX A: LEGISLATION

Session laws in 2007, 2008 and 2009 affect the credit length of selected degree programs. Session law in 2007⁵ directs the Minnesota State Colleges and Universities Board of Trustees to set the maximum number of semester credits required for a baccalaureate degree at 120 credits, and for an associate degree at 60 credits. The law permits the Board of Trustees to grant waivers for specific degree programs in which industry or professional accreditation standards require a greater number of credits. In January 2009 the Board of Trustees adopted policy and the Chancellor approved procedure to guide the system's response to this legislation.

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Legislation in 2008, below, requires the Board of Trustees to annually report to the house and senate higher education committees regarding waivers that have been requested and granted.

MAXIMUM CREDIT FOR GRADUATION; WAIVER REPORTING.

The board must annually by October 1 report to the chairs of the house of representatives and senate committees with primary jurisdiction over higher education policy on the board's current policy setting the maximum number of semester credits required for a baccalaureate and an associate of arts degree at 120 and 60 semester credits or their equivalent, respectively, as required by Laws 2007, chapter 144, article 1, section 4, subdivision 3, paragraph (b). The report must specifically identify requests in the previous academic year for waivers from the policy and the requests granted. The specific identification must include, among other things, the program and the campus for which a request was made and for which a waiver was granted. EFFECTIVE DATE. This section is effective January 1, 2009.⁶

Session law in 2009, below, modifies the 2007 legislation by (a) directing that, until July 2, 2012, associate of applied science degree programs be exempt from the 60 credit length limit set by Board of Trustees policy and (b) permitting additional waiver review criteria for emerging or innovative programs.

MINNESOTA STATE COLLEGES AND UNIVERSITIES DEGREE REQUIREMENTS.

Until July 2, 2012, an associate of applied science degree offered by a college in the Minnesota State Colleges and Universities system is exempt from the 60-semester credit length limit for an associate degree specified in the Minnesota State Colleges and Universities Board Policy number 3.36, part 3, subpart C. The chancellor may consider criteria for waiving the credit length limits under this board policy for emerging or innovative programs. By January 2, 2012, the Minnesota State College Faculty and the Minnesota State College Student Association must present a joint report to the house of representatives and senate committees with jurisdiction over higher education policy on process for reviewing the credit requirements for an associate of applied science degree. EFFECTIVE DATE. This section is effective the day following final enactment and applies to associate of applied science degrees whether first offered before, on, or after that date.⁷

⁵ Minnesota Session Laws 2007 Chapter 144, article 1, section 4, subdivision 3, paragraph (b)

⁶ Minnesota Statute, 136F.301

⁷ Minnesota Session Laws 2009, Chapter 95, article 2, section 44

APPENDIX B: BACKGROUND

Prior to January 2009, chancellor's procedure set academic program credit lengths with the following limits: associate degrees could range from 60 to 64 credits except for associate in applied science degrees that could be up to 72 credits and baccalaureate degrees could range from 120 to 128 credits. The procedures allowed individual academic programs to exceed these limits when criteria were met. (There was no expectation that similar programs at different colleges and universities would adopt a standard credit length.)

The motivation to set lower credit length limits for associate and baccalaureate degrees did not emanate from an academic policy initiative. Rather, the impetus came from student concern about debt load variations based on their observation that credit lengths of seemingly similar programs varied across colleges and universities.

Legislation, cited above, resulted in revised Board of Trustees policy and Chancellor's procedure. These revisions, which considered recommendations from a statewide taskforce, were approved in January 2009.

Statewide Taskforce

A taskforce on Degree Credit Caps was established in the fall of 2007 by the Senior Vice Chancellor for Academic and Student Affairs, with representatives from the Academic and Student Affairs Leadership Council, college and university academic administrators, Inter Faculty Organization (IFO), Minnesota State College Faculty (MSCF), Minnesota State College Student Association (MSCSA), Minnesota State University Student Association (MSUSA), Administrative and Service Faculty (ASF, formerly MSUAASF), and the Office of the Chancellor.

The taskforce charge was to recommend policy and procedure related to statutory requirements for credit limitations on associate and baccalaureate degree programs within the system. The final report included recommendations on (1) applicability to degree program categories, (2) program waiver processes, (3) program-length waiver criteria for all awards, (4) timelines, and (5) policy language. The [full report](#)⁸ is available on the Web.

Examples from Other States

Several other states have implemented credit length caps: Florida, Georgia, Ohio, Texas and Wisconsin. The CUNY system in New York and the California State University System have also implemented policies addressing credit length limits and degree program comparability.

In 1995 the state of Florida undertook a national survey of 75 universities regarding common practices in baccalaureate programs.⁹ The study found that programs clustered in three groups: disciplines with low credit hour requirements, 120-124 credits; disciplines of moderate length, 124-126; and disciplines at 128 credits and a few exceeding 128. Florida subsequently reduced 506 of 614 baccalaureate programs to 120 credit hours.

⁸ <http://www.academicaffairs.mnscu.edu/academicprograms/index.html>

⁹ Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees, 1995.

A California State University system report noted that “. . . three-fourths of the programs now require 120 total semester units. About 85% have lowered their total unit requirement.” At the College of DuPage (the largest community college in Illinois), most associate of applied science programs are 64 credits (consistent with the Illinois Community College System policy). Florida’s community college system has established a formal list of approved program credit lengths. Programs may not exceed the approved limits.

Revenues and Expenditures

Reducing the credit length of programs affects revenues and expenditures of colleges and universities. The impact on revenue is easier to estimate than it is for expenditures.

Revenue from student tuition, which accounts for approximately half of system revenue, will decline in proportion to the full year equivalent student enrollment eliminated as a result of course credits being dropped from academic programs. Some academic programs will be granted a waiver to exceed the 60 or 120 credit length limits, which would lessen revenue losses.

Colleges and universities have several options for reducing expenditures. Expenditures may be reduced when courses or course-sections in the major are no longer offered. Workloads may be adjusted and reductions in other budget categories may occur. Expenditures on new courses, sections or programs may lessen the impact of reduced tuition revenue.

Timeframe

Listed below are key dates and activities related to system response for the degree credit cap legislation. Overall, development and implementation processes will take about three and one-half years, that is, from January 2009 when policy and procedure were approved until July 2012. By the fall of 2012, degree programs should be reduced to 60 or 120 credits or be granted a waiver for a longer credit length.

Date	Activity
2007	Session law on degree credit caps.
2008 – March	Taskforce report completed
2008	Statute requires annual reporting
2008 – Nov	Proposed policy and procedure: First reading November 2008
2009 – Jan	Approved policy and procedure: Second reading January 2009
2009 – Jun	Deadline for notice of intent to file a waiver application
2009 – Oct	First report to the legislature
2009 to 2011	Development and submission of waiver applications
2011 – Dec	Waiver submission deadline
2012 – July	Implementation

APPENDIX C: WAIVER APPLICATION CRITERIA AND PROCESS

Program credit lengths may exceed limits set in procedure only with approval of the Office of Chancellor. Revised policy 3.36 and chancellor's procedures 3.36.1, approved in January of 2009, are being implemented.

Applications for program credit length waivers are initiated on college and university campuses using their agreed upon curriculum review processes. After systemwide review, waiver applications are confirmed by colleges and universities and then submitted to the office of the chancellor. Page | 9

Guidelines have been developed to assist with the preparation of a waiver requests.

Waiver Criteria

Credit length waivers may be granted when determined necessary to ensure that the degree provided meets industry or professional standards. Program advisory committee recommendations that support the standards may be submitted with the waiver request.

Proposed waiver criteria include:

1. Industry standards
 - a. National or international program certification
 - b. National or international standards, including skill standards
 - c. Standards recommended by a primary employer or from multiple employers within a program service area
2. Professional standards
 - a. National specialized program accreditation
 - b. State licensure requirements
 - c. National practices or standards

Waiver Rationale and Evidence

Colleges and universities must provide supportive documentation which demonstrates that the proposed program credit length is justified by externally established standards or guidelines. Documentation may include specific credit length requirements established by accrediting or certification bodies, evidence of state licensure requirements, research literature which supports industry skill standards or national practices, and letters of support from employers attesting to the need for specific skills requiring longer programs.

Program Analysis Guidelines

An in-depth program analysis is required for all programs seeking a waiver request, except when industry or professional standards set a specific minimum program credit length above 60/120 and the program meets those standards or is designed to be consistent with those standards.

A detailed program analysis must discuss how the program meets industry or professional standards and how it compares in credit length to similar programs within the system. A program analysis covering the following must be included in a group waiver application.

- a. Description (catalog description)
- b. Design (major, emphases, general education, etc.)
- c. Objectives or purposes
- d. Learning outcomes
- e. Curriculum (course listing with course number, name, description and credits)
- f. Comparison to other programs
- g. Other factors, e.g., task analysis

Programs determined to be similar will have the same program credit length. Program similarity is based on the extent to which there are similar program learning outcomes. Curriculum design and course requirements can be different.

Articulation Agreements

Where applicable, articulation agreements must be revised and submitted as part of the waiver request. Colleges and universities complete an [articulation agreement table](#)¹⁰ that is reviewed to confirm that all courses in the associate degree program transfer and count toward completion of a specific baccalaureate degree program.

Waiver Process

The process for requesting a waiver to exceed approved credit lengths is described below. The process, which begins on college and university campuses and follows the institution's academic curriculum approval process, has six steps. The quick steps are followed by a flowchart that graphically displays this six step sequence.

STEP 1. Decide to reduce program credit length OR seek a waiver

Faculty members initiate the decision-making through their college or university academic curriculum approval process.

A decision is made to A) reduce program credit lengths to 60 or 120 credits; or B) submit a Notice of Intent to file a waiver application.

All forms and instructions can be found at the [Academic Programs](#) website¹¹.

STEP 2. Complete an appropriate application for each degree program

- A. **Reduce to 60/120 Credits.** If the college or university decides to reduce credit lengths to 60 or 120 credits, complete the REDESIGN: Change Program and/or Emphasis Credit Length form and submit it to the Office of the Chancellor by December 31, 2011. No further action will be necessary unless the program becomes involved in a statewide group waiver application. The

¹⁰ <http://www.academicaffairs.mnscu.edu/academicprograms/>

¹¹ <http://www.academicaffairs.mnscu.edu/academicprograms/index.html>

Office of the Chancellor will use the [Degree Credit Caps](#)¹² Web site to inform colleges and universities of programs that have been reduced to 60 or 120 credits.

— Or —

B. Seek a Waiver. Complete a Notice of Intent: 60/120 Credit Waiver form and submit electronically (subject: WAIVER INTENT) to Margie.takash@so.mnscu.edu by June 30, 2009. The Office of the Chancellor will post the Notice of Intent to the Waiver Listserv as an information item. Notices of Intent will be used for statewide planning.

STEP 3. Assess for Similarity and Complete a Waiver Application

Prior to completing any waiver application, colleges and universities assess whether their program is similar to other programs in the state. Colleges and universities can begin the process of comparing programs by reviewing the system [program inventory](#)¹³ and finding other programs that are grouped in the same CIP code¹⁴. A comparison of catalog descriptions of program requirements may also be helpful. Other comparisons might include data from national or state studies.

- A. Single Waiver Application. If the program does not appear to be similar to other programs, consult with the Office of the Chancellor and then, if appropriate, complete the SINGLE: 60/120 CREDIT WAIVER application and submit it electronically (subject: SINGLE WAIVER) to Margie.takash@so.mnscu.edu by December 31, 2009. The Office of the Chancellor determines if a single application is appropriate or if the program should be considered as part of a group application.
- B. Group Waiver Application. If similarity is likely, faculty should begin communicating with faculty at other institutions. Consult with the Office of the Chancellor and then, if appropriate, complete the GROUP: 60/120 CREDIT WAIVER application and submit it electronically (subject: GROUP WAIVER) to Margie.takash@so.mnscu.edu by December 31, 2011. The Office of the Chancellor determines if the group application is appropriate.

STEP 4. Completed applications posted to listserv for comment

Applications will be posted to the Waiver Listserv for 30 business days. Members of the listserv (Presidents, Chief Academic Officers, Student and Faculty Associations) will have an opportunity to review the application and submit comments to the listserv. Comments posted to the listserv, including applicants' responses, will be considered by the Office of the Chancellor when reviewing the application.

¹² <http://www.programreview.project.mnscu.edu>

¹³ <http://www.programreview.project.mnscu.edu>

¹⁴ CIP is the acronym for the national Classification of Instructional Programs

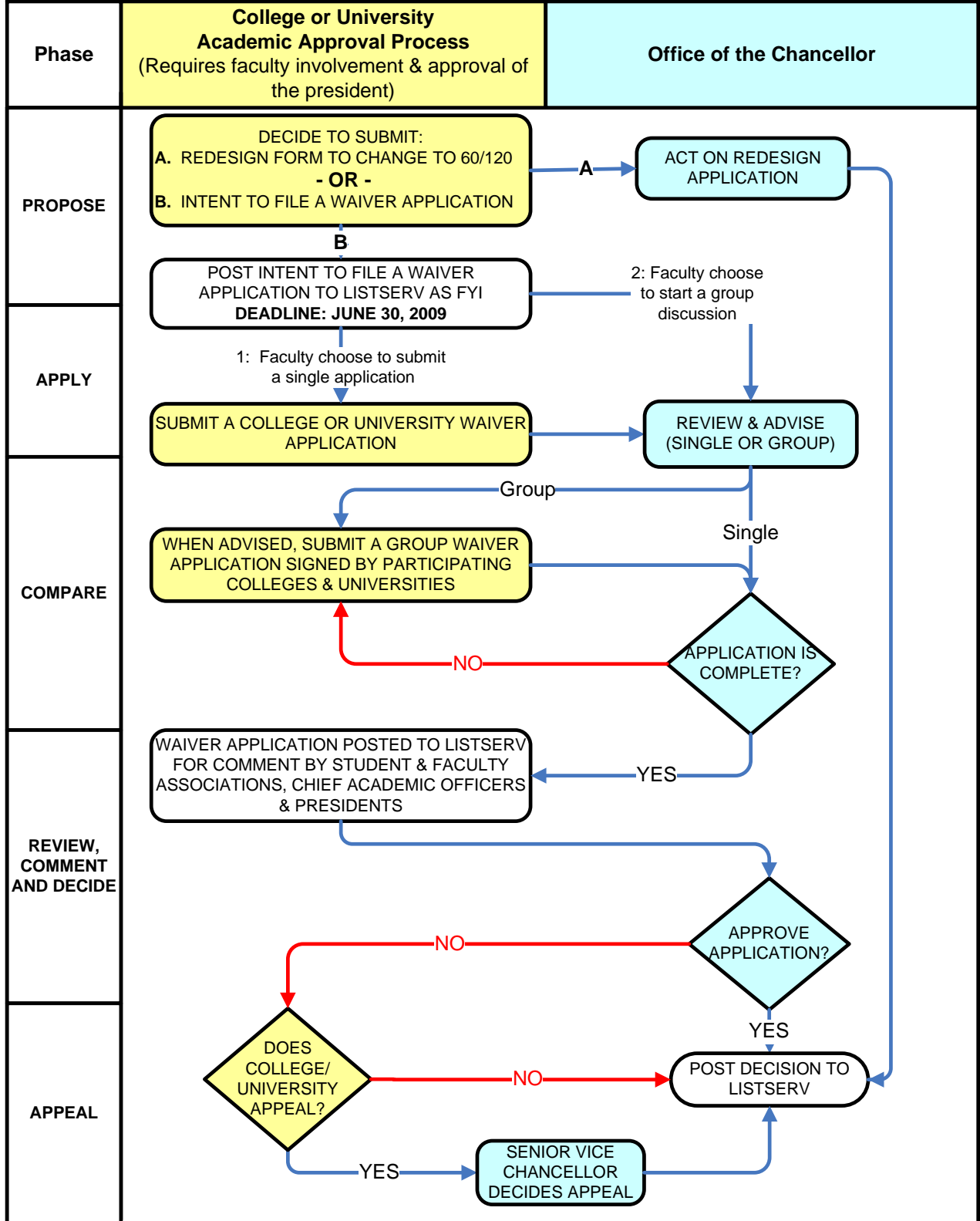
STEP 5. Accept or reject waiver application

Decisions will be posted to the listserv. Program credit length will be changed in the official program inventory for single and group waiver applications that have been approved.

STEP 6. Appeal Waiver requests that are not approved may be appealed to the Senior Vice Chancellor for Academic and Student Affairs. Submit appeals in writing within 30 business days to Margie.takash@so.mnscu.edu.

60/120 Degree Credit Length Review Process

Version 9, January 9, 2009



APPENDIX D: PRACTICES IN NEIGHBORING STATES¹⁵

Iowa: Iowa has three public four-year universities, 15 two-year college districts and 45 independent, not-for-profit institutions. The Iowa Board of Regents governs the University of Iowa, Iowa State University, and the University of Northern Iowa. Board of Regents policy does not set minimum or maximum credit lengths for programs.

The Iowa Association of Community College Trustees support and facilitate the mission of Iowa's 15 community colleges, which are governed by locally elected boards of directors. Each college district determines credit length requirements for its degrees. Colleges set minimum credit lengths for associate degrees that typically range from 60 to 64 credits.

North Dakota: The North Dakota University System is made up of eleven public colleges and universities governed by the State Board of Higher Education. The North Dakota University System is composed of two doctoral-granting institutions, two master's-granting institutions, two universities that offer baccalaureate degrees and five campuses that offer associate and trade/technical degrees.

State Board of Higher Education policy 409 – Degrees Offered, which applies to the North Dakota University System, sets minimum program credit lengths. Associate degree programs require a minimum of 60 credits and baccalaureate degree programs require a minimum of 120 credits.

South Dakota: In South Dakota six public universities are governed by a Board of Regents and four public technical institutes are governed by the Department of Education.

The Board of Regents has the constitutional responsibility for governing the Unified System of Public Higher Education in South Dakota that consists of six state universities and two special schools. Board of Regents policy does not specify a minimum or maximum number of credits for a degree program.

The Office of Curriculum, Career and Technical Education within the South Dakota Department of Education advocates for career and technical education programs, administers the Perkins program and works closely with the state's four technical institutes. The four technical institutes are governed by local school districts. The minimum and maximum number of credits for an associate degree program is not specified in policy.

Wisconsin: Higher education in Wisconsin is delivered through the University of Wisconsin System, technical colleges, and private colleges and universities. The University of Wisconsin System, governed by a Board of Regents, is made up of 13 four-year universities, 13 freshmen-

¹⁵ The Degree Credits Caps report describes practices in a few states. Board of Trustee members requested credit length policy information for states adjacent to Minnesota.

sophomore University of Wisconsin college campuses, and statewide University of Wisconsin Extension. The Board of Regents has not set minimum or maximum credit lengths for academic programs in its system regent policies. Each college/university in the University of Wisconsin System sets its own policy regarding the credit length of programs.

Wisconsin has 16 locally supported technical college districts governed by a 13 member Wisconsin Technical College System state board, appointed by the governor, that establishes statewide policy and standards for education program and services. By policy, associate degree occupational programs (associate degree in applied arts or applied sciences) require a minimum 60 credits and may exceed 70 credits with written approval. Transfer liberal arts programs (associate in arts and associate in science) require a minimum of 64 credits.

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