

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 15, 2011**

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, David Paskach, Thomas Renier, Louise Sundin and James Van Houten.

Academic and Student Affairs Committee Members Absent: Trustee Christopher Frederick.

Other Board Members Present: Trustees Cheryl Dickson, Jacob Englund and Alfredo Oliveira.

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 March 15, 2011, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 12:37 pm.

1. Minutes of January 19, 2011

Trustee Van Houten said on Page 2 of the minutes it states: “General Counsel Gail Olson said the Board has adopted a policy which delegates the responsibility for program approval to the Chancellor.” He asked if responsibility is the right word to use. The Board is accountable for the statutory responsibilities assigned to it by the Legislature, he said, adding he thinks the Board can delegate only authority, not responsibility.

General Counsel Olson said when the Board delegates authority for a task or activity, it also delegates responsibility for it. This does not mean that the Board rids itself of responsibility or authority; it means that the Board is sharing the responsibility, she said.

Trustee Van Houten said there is a difference between authority and responsibility. The Board can assign its authority, but it cannot assign its responsibility under fiduciary law. There is a line where the Board has to stay involved for governance purposes, he said.

Although the Board gives responsibility and authority to another individual to carry out a certain activity, it does not mean that the Board isn’t ultimately responsible for ensuring that it is being done properly, General Counsel Olson said.

Chair Rice said statute indicates the one thing the Board cannot delegate is the hiring of a chancellor. Policy allows the Board to delegate other tasks to the Chancellor. If the Board receives and reviews reports on these delegated activities, then it has fulfilled its fiduciary responsibility, she said.

Chair Rice told Trustee Van Houten if he is interested in changing policy, he should bring a proposal forward at a future meeting for discussion.

Trustee Van Houten said the Board does not always get feedback on activities delegated to the Chancellor. For example, he said the Board has not received a summary of program closures. This information is important to Trustees since institutions are facing tight budgets and are being forced to make decisions on which programs to close, he said.

Chair Rice said Interim Vice Chancellor Olson will be providing information on where to find a program closure report during his update.

The minutes from the January 19, 2011 Academic and Student Affairs Committee meeting were approved as written.

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

- Interim Vice Chancellor Olson said a listing of program closures can be found on the following website:
<http://www.academicaffairs.mnscu.edu/academicprograms/index.html>

Click on Program Inventory on the right side, then scroll down to the heading: “View report of 2007-2011 program closure activity.”

Interim Vice Chancellor Olson said the main reasons for program closure include:

- High cost. Campus officials often use the system’s cost study as a tool when determining if the cost of a program is financially viable;
- Low or declining enrollment;
- Program quality;
- Mission relevance;
- Needs of the state. Although a program could be high cost or have low enrollment, it may be saved from closure if it is deemed to be critical to the future needs of the state.

The system is rolling out a new regional process related to program closure, Interim Vice Chancellor Olson said.

In the past, many institutions suspended a program and then, after three years, the system automatically closed it if it wasn’t reinstated. Interim Vice Chancellor Olson said a new process requires institutions to submit a plan for reinstatement before a program is suspended. If there is no plan for reinstatement, the institution is asked to close the program.

- At the request of industry representatives, the Office of the Chancellor organized a summit in October 2010 to engage industry and system stakeholders in a discussion about the future of the Centers of Excellence in the state, especially in light of the current fiscal challenges. A report summarizing this summit has been received from the Wilder Foundation.

Highlights from the report include:

- There is strong support from industry representatives for the Centers. They agree that the work done by the Centers is important and effective.
 - There was a clear message from business and stakeholder groups about the importance of paying attention to the long-term sustainability of the Centers.
 - Centers fulfill several functions for the system that would be difficult to accomplish in their absence. These include cross-campus activity that helps to strengthen learning and expansion of pathways for communication among all partners.
- Chancellor McCormick hosted a conference call involving all college presidents to discuss interest in a statewide proposal to the U.S. Department of Labor for its Trade Adjustment Act Community College and Career Training Initiative. Twenty-two presidents showed interest in being part of a state-wide proposal.

Riverland Community College and its President, Terry Leas, will serve as the lead for the grant submission, which will focus on the MN FastTRAC initiative, the Lumina Foundation degree-completion initiative and regional workforce and industry needs.

Participation in the state-wide initiative does not preclude any other system college (except Riverland Community College) from serving as lead for a different proposal, so there may be some individual proposals and proposals from smaller consortiums submitted as well. Interim Vice Chancellor Olson said it has been suggested that an appendix be added to each grant proposal which crosswalks to the other system proposals and indicates how the proposals are complementary.

- The report to the Minnesota Legislature on Technical Education Program Certificate and Diploma Requirements, Educational Career Path, which was done with the Minnesota Chamber, has been completed.

Four technical education industry clusters were studied: Construction and architecture; manufacturing; information technology; and distribution, transportation and logistics. In addition, a survey was sent to Minnesota Chamber members and local union personnel to examine their views of technical education and career paths.

General findings in the report included:

- Seventy percent of the system's programs can be completed in two years or less;

- For all industry clusters, except construction, the number of graduates have increased in each of the past three years (in programs of two years or less);
 - Minnesota ranks sixth nationally for the percentage of long-term certificates (over one year) awarded by public institutions;
 - Seventy-two percent of employers and 58 percent of labor representatives surveyed agreed that system colleges offer programs that permit employees to pursue a career path.
- New regulations proposed by the Department of Education will affect the system's delivery of online education, Interim Vice Chancellor Olson said. An institution offering the online course to a student in another state now will have to meet that state's educational requirements.

This is a radical departure from past practice and has major implications, Interim Vice Chancellor Olson said. The system currently offers online coursework in all 50 states and state regulations vary considerably. Currently, there is no single list of the requirements across the states, although some higher education associations are compiling these.

The system's presidents, governmental affairs unit, as well as staff from Academic and Student Affairs, are aware of this regulation and are working on a response, Interim Vice Chancellor Olson said. There will be an effort made to involve the University of Minnesota, as well as the state's private colleges and for-profit institutions, in the response. Regional accreditation agencies are also working on this issue.

- Trustee Van Houten asked about the system's current contract with the Wilder Foundation pertaining to the evaluation of the Centers of Excellence.

Associate Vice Chancellor Leslie Mercer said the current contract is for two years at an annual cost of approximately \$90,000. Trustee Van Houten said when the contract ends, the system should consider having the internal audit department to take over the evaluation responsibilities. That may offer a cost savings, he said.

Associate Vice Chancellor Mercer agreed use of the internal audit department can be considered when the current contract with the Wilder Foundation expires.

3. Mission Approval: Winona State University

Presenters:

Judith Ramaley, President

Nancy Jannik, Associate Vice President for Research, Graduate Studies and Assessment

Nancy Peterson, Director of Grants and Sponsored Projects

Caitlin Stene, Student and vice chair of the state university student association.

President Ramaley said in addition to requesting approval of their mission and vision, their presentation would include a campus profile.

Winona State University (WSU) has more than 8,500 students and nearly 400 faculty in more than 80 discipline areas. In fall of 2010, 984 students were enrolled at the university's Rochester Campus, and 7,647 at the Winona Campus.

Students at WSU may choose to pursue studies in five colleges: Science and Engineering, Business, Education, Liberal Arts and Nursing and Health Sciences. The university offers 62 undergraduate degree programs, 10 pre-professional programs, 18 master's degree programs and a doctor of nursing practice degree.

Institutional Distinctions:

- WSU is a leader in technology-infused learning.
- The nursing and health-related sciences programs have high levels of success. Registered nursing students have achieved a 95 percent first-time state certification pass rate and graduate nurse practitioners have achieved a 99 percent pass rate.
- The College of Education prepares 250 teachers in 25 licensure areas. The college is undertaking a comprehensive redesign of teacher education program with the support of a teaching grant from the Bush Foundation. The program, which involves seven regional partners, will fundamentally change the way the university recruits, prepares and supports teachers for success in all types of learning environments.
- WSU has the only undergraduate program in the nation in Composite Materials Engineering (CME). The CME operates the Composite Materials Technology Center to foster interaction with industry and enhance engineering education. It is staffed by engineering students who work under the direction of faculty and staff.
- The National Child Protection Training Center at WSU annually trains more than 10,000 child protection professionals. In partnership, WSU created the first model undergraduate Child Advocacy Studies (CAST) curriculum. CAST trains students who will advocate for child abuse victims through careers in health care, criminal justice and social services.
- HealthForce Minnesota is one of four Centers of Excellence. It is a collaborative partnership of more than two dozen education, industry and community organizations dedicated to increasing the number and quality of health care workers throughout the state.
- The Integrated Wellness Complex (IWC) integrates multiple facets of wellness, including: expanded academic and research programs; classrooms; advanced health care technologies; fitness facilities; recreational sports and intercollegiate athletics; student health and wellness services; nutrition education; counseling services; and a public pharmacy.
- WSU was an early signatory to the American College and University Presidents Climate Commitment. The university has taken action to strengthen the "Sustain Winona" alliance, an organization of seven

community-based partner institutions focused on a wide range of sustainability goals.

Knowledge, Practice

WSU students' education is enriched with experiential learning opportunities outside the classroom. This may include career-related student work and hands-on internships. Members of the faculty encourage students to undertake independent research and creative projects, as well as collaborative community projects. Many students present at professional conference and local research symposia.

Integrated Planning

In 2010, WSU established an office of Institutional Planning, Assessment and Research, which conducts an annual Student Assessment Day and provides data and analysis to support informed decision-making. The hybrid office is part of a comprehensive Professional Resource Center that serves faculty and staff with a "hub" of services, support, resources and professional development opportunities.

In Rochester, the co-location of WSU and Rochester Community and Technical College has allowed the institutions to develop a "Path to Purple" which offers students a variety of pathways to successfully move from a two-year program into the pursuit of a baccalaureate degree in either Rochester or Winona. WSU and RCTC work collaboratively to enhance student support services and process improvements.

Futures Planning 2020 - Demographics

Current WSU enrollment strategy seeks to create a stable enrollment base and generate resources for future investments. The goals will be achieved by: targeting recruitment and follow-up; becoming more "transfer friendly; increasing student success and retention; and attracting more advanced students with a growing portfolio of graduate and professional programming.

To encourage more young people to pursue higher education, there are several programs offered, including: College for Kids, a summer enrichment program for children in grades 3-8; Scrubs Camp, a five-day summer experience allowing students to participate in hands-on healthcare workshops and learn about healthcare career opportunities; Hope Academy, a summer enrichment academy for high school students; and Grandparents University, an intergenerational learning for grandparents and their grandchildren ages 8-14.

The proposed mission statement for Winona State University is: The mission of Winona State University is to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve. We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest. We prepare our graduates to serve generously, lead responsibility and respond imaginatively and creatively to the

challenges of their work, their lives and their communities. Winona State University is a community of learners improving our world.

The proposed vision statement is: Winona State University aspires to be known for academic excellence, our commitment to promoting the health and well-being of our community and our success in making our university a model of environmental sustainability. We will be a wise steward of the distinctive environment in which we live, study and work and the resources entrusted to our use. Our graduates will be involved, well-educated, citizens who make a difference in the changing context of professional practice and community life.

A motion was made by Trustee Benson and seconded by Trustee Sundin that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the vision, mission and purposes and array of awards of Winona State University as listed in the Executive Summary. Motion carried.

4. Update on Remedial and Developmental Educational Discussion

The Academic and Student Affairs Committee adopted a goal of studying the pros and cons of moving responsibility for remedial or developmental education from state universities to state colleges. Chair Rice said after several months of study, the committee has decided to drop this approach.

A pressing issue is the fact that many incoming students are not prepared for college-level coursework, Chair Rice said. This results in students needing to enroll in developmental coursework before they can begin their program of study. She said the Board should focus on ways to ensure students are prepared for college once they leave the K-12 system.

Trustee Renier made a motion to suspend the rules in order to consider an issue not on the agenda as an action item. Trustee Benson seconded. Motion carried.

Trustee Benson said he is bringing forward the following motion: *The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 11 to participate in a uniform assessment identified by an appropriate entity determined at a later date to assess students' readiness for college-level math and English.*

The system, Trustee Benson said, has failed to engage students and their family in what is expected of students when they begin their post-secondary career. Often they don't find out that they are not prepared for college coursework until they are in the college setting and then it is too late to avoid remediation.

He said the motion proposes only an assessment of students' academic skill levels while in Grade 11. The students and parents then could use this assessment information to help make decisions about what courses the student should take during the final year of high school.

Chair Rice pointed out that Minnesota is one of only eight states in the nation that have not adopted common core standards. States across the country are recognizing that there is a need to ensure students are prepared academically for higher education once they leave high school.

Trustee Van Houten asked if this was a first reading of this motion and whether it can be passed with public notice that it was being considered or input from experts in this area.

General Counsel Gail Olson said polices require a first and second reading. This motion does not involve a policy, so it does not require two readings. If passed, the motion would be brought before the full Board of Trustees during its meeting on March 16.

Trustee Van Houten said mandatory use of ACT or SAT testing for all high school students has been discussed in many states but has not been adopted because of the costs associated with that testing.

Common core standards typically are not based on mandatory ACT or SAT testing, Chair Rice said. She said the K-12 and higher education systems in most states have come together to develop core standards in high school which, when completed, help prepare students for the rigors of college coursework.

Trustee Dickson said the uniform assessment would not prescribe what coursework a student needs to take. Rather, it would just inform students on the skills they may need to enhance if they are interested in going on to post-secondary education.

Trustee Paskach said he likes to make informed decisions and wasn't comfortable with the motion as presented since he is not sure of the process that led up to it. Grade 11 may already be too late for some students to improve their academic skills enough to avoid the need for remedial education in college, he said.

The Board can have endless discussions about the large number of students who aren't prepared for college, but that won't help reach a solution, Trustee Sundin said. This motion would promote interaction with students and their families when there is still time for students to improve their chances for a successful transition into higher education. The system could work with the University of Minnesota so this would become a collaborative effort.

Trustee Renier said collaboration between the K-12 system, MnSCU and the University of Minnesota would be powerful in terms of helping to make students more prepare for the academic challenges of college.

Trustee Oliveira said he supports this proposal. The costs of Accuplacer tests, which are typically done for placement at colleges, are minimal. It would be a

good investment for students who otherwise would have to spend much more money to take developmental coursework when they start college, he said.

Chancellor McCormick said there is a meeting of the Higher Education Advisory Council (HEAC) this week and the proposal could be brought up for discussion. HEAC includes the heads of education organizations in Minnesota, including the Minnesota Career College Association, the Minnesota Department of Education, the Minnesota Private College Council, Minnesota State Colleges and Universities, and the University of Minnesota.

Interim Vice Chancellor Olson said the proposal could also be brought up for discussion at the P-20 Council, which includes representatives from the Department of Education and the heads of higher education systems in the state.

Trustee Van Houten said he would recommend that the motion be tabled for a future meeting when people can be brought in to discuss the pros and cons of the proposal. He said Trustees do not have enough information available to make an informed decision.

Trustee Van Houten made a motion to table the motion. Trustee Paskach seconded. The motion to table the motion failed on a 2-4 vote, with Trustees Van Houten and Paskach voting in favor of tabling, and Trustees Rice, Benson, Renier and Sundin voting against tabling. A vote was taken on approving the motion: The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 11 to participate in a uniform assessment identified by an appropriate entity determined at a later date to assess students' readiness for college-level math and English. The motion passed on a 4-2 vote, with Trustees Rice, Benson, Renier and Sundin voting in favor and Trustees Van Houten and Paskach voting against.

Trustee Benson then asked the Committee to consider a second motion: *The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 12 to complete an application to a post-secondary institution.*

Trustee Benson said this motion is aimed at helping high school students know what is required to fill out an application for post-secondary education. Although there is no requirement that this application be submitted, just filling it out would help some students realize that post-secondary education is an option for them.

Trustee Dickson said she likes the idea, but wonders if Grade 12 is too late. Students may benefit by filling out post-secondary applications earlier in their high school career. That would give them more time to hone their skills or participate in activities which could enhance their applications.

Trustee Renier noted this proposal would not result in making students more academically prepared to enter college. Currently, the system's two-year colleges

have an open enrollment policy and anyone who submits an application is admitted.

Trustee Benson agreed, but said the objective is to get students who may not otherwise fill out an application realize the opportunities they have for a post-secondary education. It could be seen as a “teaser” in getting all students to think about their life after high school.

Trustee Van Houten spoke against the motion. He said it directs the Chancellor to lobby for a law that would directly affect the costs and behavior of the K-12 system. Since there was no data submitted to support this motion, he said he is not convinced this is the best action to take to achieve the results desired. He suggested the motion be tabled.

Trustee Sundin said innovation comes from ideas and this idea is good in that it works to get a message to students who might not otherwise think they would have the ability or opportunity to go to college. This is only the first step in the process and by the time any legislation would be ready for discussion at the Legislature, it would be more specific, she added.

Trustee Van Houten made a motion to table the motion. Trustee Paskach seconded. The motion to table the motion failed on a 2-4 vote, with Trustees Van Houten and Paskach voting in favor of tabling, and Trustees Rice, Benson, Renier and Sundin voting against tabling. A vote was then taken to approve the following motion: The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 12 to complete an application to a post-secondary institution. The motion passed on a 4-2 vote, with Trustees Rice, Benson, Renier and Sundin voting in favor and Trustees Van Houten and Paskach voting against.

5. 2012-2014 System Action Plan – First Reading

The System Action Plan focuses on key prominent issues in the current environment and provides opportunities for a shared and strategic agenda for the system.

In the past, the Board has developed a one-year System Action Plan which was usually approved in the summer. To make it more relevant for campuses, the board is looking to finalize the action plan by May, which will allow campuses time to incorporate action plan goals into their institutional plans for the upcoming academic year.

President Hammersmith said the Leadership Council has discussed and refined the system action plan’s focus areas and implementation strategies. The action areas are:

Action One: Develop a Student Success Agenda that advances Minnesota as the most educated state in the nation. Actions to achieve this goal include partnering to improve K-12 preparedness, serving under-represented students and meeting the needs of working adult learners.

Action Two: Advance a quality and fiscal sustainability agenda that draws on the collaborative and creative capacity of the system. The system will re-imagine higher education for Minnesota to align with the fiscal realities and future direction of higher education.

Trustee Van Houten said the length of the discussion on previous items was limiting time available to fully discuss this item. He suggested that the item be held over until the next meeting when there is more time for a quality discussion.

Chair Rice pointed out the Action Plan has been discussed by the Committee before and it was the topic of an hour-long study session in January.

Trustee Renier said since this was a first reading for this item, time could be reserved on the April agenda for an in-depth discussion.

6. Proposed Amendment to Policy 3.28 Charter School Sponsorship – First Reading

Associate Vice Chancellor Mike Lopez said language changes are being proposed to the Board's charter school sponsorship policy to bring it into compliance with statutory changes made during the 2009 and 2010 legislative session.

Trustee Sundin said there could be additional changes in charter school statutes following the current legislative session. Trustee Van Houten added law changes may affect the financial risk to system schools that sponsor charter schools.

Interim Vice Chancellor Olson said staff will make sure schools that sponsor charter schools are aware of any statutory changes.

The meeting adjourned at 2:19 pm
Respectfully submitted,
Margie Takash, Recorder