

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

**Agenda Item Summary Sheet**

**Committee:** Academic & Student Affairs      **Date of Meeting:** January 19, 2010

**Agenda Item:** Career & Technical Education Study with Minnesota Chamber of Commerce

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

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

Overview of a report on technical education and career pathways being prepared by the Office of the Chancellor. The report is due to the legislature by February 15, 2011.

**Scheduled Presenter(s):**

Scott Olson, Interim Vice Chancellor for Academic & Student Affairs

**Outline of Key Points/Policy Issues:**

As required by the legislation, the report is being prepared in collaboration with the Minnesota State Chamber of Commerce and labor leaders.

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

<b>INFORMATION ITEM</b>
Career & Technical Education Study with Minnesota Chamber of Commerce

**BACKGROUND**

The Office of the Chancellor is preparing a report in response to Session Law 2010, Chap. 34, Sec. 29. “STUDY OF CERTIFICATES AND DIPLOMAS; EDUCATIONAL CAREER PATHS.”

The Board of Trustees of Minnesota State Colleges and Universities, in conjunction with the Minnesota Chamber of Commerce, representatives of industry groups, and labor unions, shall study the program requirements for certificates and diplomas awarded by the Minnesota State Colleges and Universities to determine the feasibility of designing technical education programs to allow students to have more opportunities to earn credentials with lower credit requirements that could be combined into higher level certificates or diplomas. The study must consult with business and industry representatives as well as labor unions and faculty on the types of credentials that would be recognized for employment purposes. In addition, the study must address the feasibility of increasing the capacity to accumulate credentials in related programs into an educational career path leading to a diploma or degree. The study must also address the need for workers in other fields and take into account other job training programs provided by labor unions and business.

The board must report the study findings to the committees of the legislature with responsibility for postsecondary education finance by February 15, 2011.

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**Outline of the Report**

The report will analyze technical education programs and graduates in four “career clusters.” These clusters are identical to the organizing framework used by Minnesota’s Perkins program in the community and technical colleges. The four career clusters included in the study are:

- Construction and Architecture
- Information Technology
- Manufacturing

## Transportation, Distribution and Logistics

The legislative report will have four sections:

### **Section 1: Number of Programs**

To provide context, the Minnesota State Colleges and Universities offer over 4,250 programs. Of this total, 3,004 programs are in career and technical education or 70 percent of the total number of programs offered by the Minnesota State Colleges and Universities. Of the career and technical education programs, the four career clusters included in this study comprise: Manufacturing - 13 percent; Construction - 10 percent; Information Technology Services - 8 percent; and Logistics, Transportation and Distribution Services - 6 percent). The number of programs is shown in the chart below.

<b>Cluster Title</b>	<b>AAS</b>	<b>AS</b>	<b>Diploma</b>	<b>Certificate</b>
Construction and Architecture	93	6	116	100
Information Technology	55	24	28	127
Manufacturing	98	7	123	171
Transportation, Distribution and Logistics	51		59	59

The report will provide details on the names and variety of programs offered within a career cluster including the number of programs offered by each programs' pathway and 4-digit classification level by award.

### **Section 2: Number of Graduates**

The report will include information on the number of graduates in the four career pathways, how credentials are combined into higher degree awards and trends in the number of students who continue their education to attain higher degrees. Four data sets on graduates are included in the report:

1. Award Majors and Unduplicated Counts of Graduates in Career and Technical Education (CTE) Programs by Award and Career Cluster for the years 2008 – 2010.
2. Unduplicated Count of Graduates in Career and Technical Education (CTE Programs) who Indicated they are Continuing their Education
3. Educational Attainment at System Institutions within Two Years Following the FY of Graduation in a CTE Program
4. Unduplicated Counts of Graduates in Career and Technical Education (CTE) Programs by Cluster, Pathway and 4-Digit CIP Group

### **Section 3: Survey of Employers and Labor Leaders**

In the next week, an Internet survey of employers will be disseminated to members of the Minnesota State Chamber of Commerce in four industry areas:

Transportation/Warehousing (74 companies)  
Manufacturing (911 companies)  
Information Technology (73 companies)  
Construction (157 companies)

The survey will ask employers to identify the largest technical occupation group in the company for which preparation in a two year college is appropriate. Based on this technical occupation group, the employer will be asked the extent to which they agree that technical education programs:

- Have the appropriate skills and knowledge
- Provide opportunities for employees to progress along a career path
- Designed so that short-term training opportunities can be combined into higher credentials
- Should be redesigned so that students can progress more quickly
- Have duplicate or unnecessary content

In addition, employers will be asked about barriers to their employees seeking to return to college; in what ways employees have worked with college programs and curriculum; and how often they have used various kinds of training. A modified survey will also be administered to labor leaders.

Labor market information (supply and demand) for the four industry clusters will also be included in the report.

#### **Section 4: Model Career Pathways**

College chief academic officers were asked to identify model educational career paths within the career clusters of architecture and construction, manufacturing, transportation and information technology. Seven colleges provided examples of over 150 model career pathways.

Academic & Student Affairs staff: Mary Rothchild, JoAnn Simser, Ron Dreyer.