MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:** June 21, 2011

Agenda Item: 2011 Office of the Chancellor Performance Report-Academic and Student Affairs Division

| | Proposed Policy Change | | Approvals Required by Policy | | Other Approvals | | Monitoring |

| x | Information |

Cite policy requirement, or explain why item is on the Board agenda:
The Board of Trustees requested that this report be developed and presented annually in each of the Board's committees

Scheduled Presenter(s):
Interim Vice Chancellor Scott Olson

Outline of Key Points/Policy Issues:
The performance report includes four sections that provide information about the current and projected budget of the division; the functions performed by the division and how they differ or complement those of the institutions; a listing of major goals and accomplishments for FY 11and preliminary division goals for FY 12.

Background Information:
This report is part of a larger report on the performance of the Office of the Chancellor for FY 2011. It was developed in response to the Office of Legislative Audit recommendation in the 2010 Office of the Chancellor Evaluation that suggested greater Board oversight of the office.

This is the second annual report in this format; the first report was presented to the Academic and Student Affairs in June 2010

Office of the Chancellor Performance Report
Academic and Student Affairs Division

I. Multi-year Financial and Personnel Data

Cost Category/Financing	2010-2011 Biennium		2012-2013 Biennium	
	2010 Actual	**2011 Estimate**	**2012 Projected**	**2013 Projected**
Salaries and Benefits	8,864,131	8,850,877	7,627,157	7,627,157
Consulting Contracts	2,844,108	3,711,101	3,000,000	3,000,000
Other Administrative Costs	9,045,729	8,745,711	8,072,843	8,072,843
Total Administrative Costs	**20,753,968**	**21,307,689**	**18,700,000**	**18,700,000**
Less External (operating and pass through)*	(8,997,589)	(8,979,509)	(8,000,000)	(8,000,000)
Charged to GEN Fund	11,756,379	12,328,180	10,700,000	10,700,000
Distribution of General Fund Activities:				
Direct Services to Colleges/Universities	7,183,347	6,800,559	6,420,000	6,420,000
Systemwide Services	4,573,033	5,527,621	4,280,000	4,280,000

(1) Includes grants (Perkins, other federal, state and private sources) and partnerships funded at least in part by other agencies/entities; enterprise activities

II. Explain the structural distribution between the functional duties performed by the division and similar activities performed by the colleges and universities.

Academic and Student Affairs Functions	College and University Functions
Leadership and Operations	
Presidential evaluation: Vice chancellor works, in consultation with chancellor and vice chancellor for human resources, to assess presidents in the implementation of the academic and student affairs mission through policy compliance, supporting and implementing strategic system initiatives.	N/A
Policy leadership: Vice chancellor leads in providing research, developing and sustaining national leadership networks, and consults and serves as the primary architect for the current and future system academic and student affairs policy direction; these recommendations inform the Board of Trustees/chancellor strategic plans and actions plans.	Campus presidents generally advocate for their campuses. Often, the presidents can and will volunteer to support system positions.
Policy development: The division identifies and approves all academic and student affairs policies using Policy Development Process and approving taskforce/committee membership and charges;	Campus presidents/campus leadership are included and consulted in the development of policy/procedures as part of the overall process –advocate/recommend specific policy

gaining/advocating with statewide union leadership.	revisions; the senior vice chancellor makes final recommendations to Board of Trustees/chancellor for policy/procedure respectively.
Liaison to national organizations: Vice chancellor serves as the system wide leader in shaping/ developing and articulating the academic and student affairs vision and mission for the Minnesota State Colleges and Universities system at state, federal and international levels as circumstances require/permit.	N/A
Liaison to federal/state Legislature: The division supports the system's Government Relations division in advocating and supporting the annual and biennial budget work plan activities, developing/revising proposed legislation, deploying ASA staff to support legislative proposals and updating legislators and legislative staff on key academic and student affairs legislation/policies/ procedures.	Campuses are often called upon to assist in advocating for the system's academic and student affairs legislative agenda.
System and division operations: The vice chancellor serves as key resource in working with organization leadership in assessing/deciding on key operations issues including system wide budget strategies, staffing, etc. The division provides ongoing oversight on ASA division operations functions (budgets, staffing/personnel, travel, etc.)	Campuses may assist in providing additional information relating to system operations including budget process; they do not make final decisions.
Leadership/professional development opportunities: The division is responsible for providing leadership/networking opportunities for college/university academic and student affairs leadership to include convening to network and discuss key policies, procedures, strategic initiatives including providing opportunities to share "best/good" practices.	Campus leaders may inform ASA leadership activities/meetings through planning processes.
System constituent services: The division provides constituent services in support of Chancellor's Office/Board of Trustees, etc., which primarily relate to seeking and resolving issues raised by faculty, students, business/industry, legislators/ legislative staff and members of the general public.	Campus leaders conduct similar services but at the campus level; campus activities may inform system level resolutions/response but cannot replace system responsibilities.
Learning Technology & Programmatic Innovation	
Libraries & MnSCU/PALS: Oversee the administration of one electronic library management system serving all 32 institutions, state libraries and other academic libraries. Administer legislatively required textbook pilots.	Provide library services to patrons.

Credentialing: Work in collaboration with the Human resource Labor-Relations Division to develop and revise the system's minimum hiring qualifications for college faculty as specified in Board of Trustees Policy 3.32, staff the Joint Committee on Credential Fields as required by the MSCF labor contract, and function in collaboration with Human Resources and Labor Relations in resolving issues related to credentialing of two-year college faculty.	
MnOnline: Develop policies and procedures for effective system of online courses, coordinate and market the online courses, programs and services in the system.	Create and teach online courses.
International education: Work with colleges and universities to represent system with various international groups; periodically gather information about international programs on campuses.	Provide international and global experiences for students and faculty.
Intellectual property: Develop policies and provide training throughout the system on intellectual property.	Administer intellectual property policy.
Regional Accreditation: Serve as liaison to Higher Learning Commission for Office of Chancellor.	Meet HLC criteria and standards, conduct self studies and prepare for visits.
Graduate education: Work in collaboration with the universities to re-align the approach to development of policies, convene graduate deans and encourage development of joint applied doctorates.	Develop and teach graduate courses and programs.
Professional development/Center for Teaching and Learning: Provide leadership for state and regional faculty development opportunities in disciplinary workshops as provided in collective bargaining contracts.	Provide local faculty and staff development opportunities.
Program collaboration: Facilitate/coordinate collaborative approaches to the development of new/changed program needs among system colleges/universities, e.g., Broad Field Associate Degrees, regional program planning processes.	Campuses work to build and/or align programs, recognizing that faculty play a key role in developing programs and courses.
Program review & approval: Approve all new programs, program changes and closures. Conduct regional reviews of critical program areas. Maintain the official inventory of programs used by other government units.	Develop and propose new or revised academic programs.
Strategic Partnerships	
Continuing education/ customized training: **-** Coordinate allocation funding and establish and seek agreement to performance measures for continuing	Provide workforce training through continuing education and customized training. Manage business and industry relations on

education/customized training. - Coordinate a Business and Industry Outreach Council to provide system leadership and strategic initiatives.	behalf of the institution. Support community development through partnerships Support operations through grant development from private, state (Minnesota Jobs Skills Partnership), and federal sources.
Farm and small business management: Advocate for and coordinate the delivery of education for farmers and small businesses including statewide assessment of learning, curriculum development and grant support.	
Strategic partnerships/other: **-** Manage/coordinate regional, state or industry-wide proposals to federal agencies and private foundations as they relate to training and workforce development. - Represent system interests in the Minnesota Job Skills Partnership Program and Workforce Investment Act (WIA) program certification and the Governor's Workforce Development Council.	Lead and participate in the work of the Centers of Excellence. Work with local companies to submit proposals to Minnesota Jobs Skills Partnership. Seek WIA certification for short term training offerings.
Career and Technical Education: Serve as state entity to receive $19.4 million annually; administer and evaluate the CTE program activities, finances and accountability per the Carl D. Perkins CTE Act, 2006.	Participate in one of 26 consortia with secondary and industry partners for the planning, implementation and evaluation of CTE including programs of study, technical skills assessments and new strategies to improve career and technical education.
Career Services: In keeping with new board policies regarding providing better job market and career information to prospective and current students, make online career-related tools (ISEEK, (CareerOneStop, mySkills and MnCareers magazine) the preeminent resources for the system.	Familiarize admissions and career counseling staff with the depth of these resources and their regional equivalents.
iSEEK: Lead multi-organization collaborative that provides online program and career information for students, employees and employers. Provide online WIA certified training inventory and program performance measures (on ISEEK.org).	Market Minnesota-based, career, licensure and professional development resources to prospective and current students.
CareerOneStop: With DEED, lead a federal Department of Labor funded $6.5 million national initiative to provide online career, education, job information resources to displaced and dislocated workers, veterans, career changers, job seekers in all 50 states.	Market this federal resource to faculty, students and community partners.
Research, Planning and Effectiveness	

Office of the Chancellor Performance Report
Academic and Student Affairs Division

Education policy research & evaluation: Provide data and analysis on policy topics of interest i.e. transfer, access, opportunity and success, developmental education.	Provide raw data.
Institutional/system research/reporting: Gather, reconcile and report student and other data to Federal [IPEDS and WIA] and state [OHE] entities as required by law.	Provide raw data.
Ad hoc data requests: Respond to requests from the Board of Trustees, media, legislators, other Office of the Chancellor staff.	No action required.
Dashboard development: Create and maintain a series of online datasets that users can drill down for additional information.	Use dashboards.
Strategic and academic planning: Staff board strategic planning, facilitate and assist institutions and groups conducting regional academic or strategic planning.	Develop campus academic and strategic plans aligned with system plans.
Action plan development: Coordinate development of the system action plan.	Develop institutional action plans aligned with the system work plan.
P-16 collaboration: Participate in P-12 Council and monitor P-12 legislative committees. Oversee PSEO policy and practice. Serve in leadership roles in governance and data sharing to develop support (with MN Department of Education) the Statewide Longitudinal Education Data System (SLEDS).	Work with P-12 schools and staff.
Teacher education: Monitor federal and state legislation and Board of Teaching. Staff and convene the Council on Professional Education (COPE)	Provide teacher education programs approved by the Board of Teaching.
Action Analytics: Conceptualize and create a Student Success System, select and analyze a series of early indicators of success; create data systems for analysis by various users.	
Institution Mission Approval: Prepare templates and analysis for Board approval of institution mission statements or changes in institutional missions.	Develop institution mission statements.
Accountability: Develop and update the Board Accountability Dashboard; track and monitor the board-approved system and institutional targets.	Meet institutional targets and goals.
Student Affairs	
DARS/u.Select: Ensure availability of technology, provide training, monitor input of courses, provide technical assistance to campuses.	Input new or changed course data into the system. Determine course equivalencies.

Financial aid: Provide technical assistance to campuses, monitor compliance with Title IV regulations, work with IT to support ISRS developments, help to resolve audit issues, represent system at legislative hearings.	Determine eligibility for financial aid and award aid.
Student disabilities: Provide advice and assistance to campuses on a variety of issues related to services for students with disabilities.	Provide accommodations for students with disabilities.
Student life: Provide liaison with statewide student associations, ensure compliance with policies, especially policy on student consultation, help to resolve campus problems relating to student life.	Implement Student Life Policy.
Student services: Provide support for all campus student services functions, including admissions, registration, counseling and advising, TRiO programs. Work with IT to ensure that ISRS can handle the needs of campus staff, provide training and technical assistance as needed to comply with federal and state regulations, develop policies and monitor compliance with policies.	Implement student services functions, including admissions, registration, counseling and advising.
Transfer: Develop policies, monitor MnTransfer curriculum, provide training for campus transfer staff, handle student appeals, ensure campus compliance with transfer policies. Ensure implementation of the Smart Transfer Plan.	Comply with policies relating to transfer, provide information on transfer to students, conduct transfer evaluations for students, and award transfer credit as appropriate.
Developmental education: Develop policy related to assessment for course placement and monitor compliance with policy. Ensure that course placement scores are appropriate. Manage statewide contract for use of assessment instrument.	Conduct assessments of students for appropriate course placement, provide instruction.
Veterans Services: Support work of on-campus veteran service centers. Manage congressional earmark funding for development of veterans services, including technology-based credit for military experience, learning portfolio, and life/educational planning. Work with state National Guard to provide reintegration services for veterans returning from overseas deployment.	Provide on-campus services for veterans, including outreach, orientation, and counseling. Serve as advocates for veterans encountering difficulty.

III. Cite performance metrics and major accomplishments from the past year.

The following represents selected initiatives and outcomes of the ASA Division based on the interim vice chancellor's five major goals and underlying objectives prepared at the

beginning of FY11 as well as the FY11 division goals included in the FY10 Performance Report

1. Complete the Board Academic and Student Affairs Goals related to developmental education, the 3-year baccalaureate, and 12-month academic calendars within the prescribed timelines.

   The goal for remedial education has been changed, with the original goal in a sense being "concluded" by being rejected. The new goal was to explore best practices in developmental education. The Academic and Student Affairs Committee of the Board held two study sessions in January and April where trustees heard from campus practitioners. A study group was convened to review current practices nationally as well as within the system. The report was delivered to the Board in May.

   A study group comprised of faculty, administrators and students identified and reviewed several options related to both the three year baccalaureate and the 12-month calendar/ they identified the pros and cons of the various approaches and presented a report to the Board in May.

2. Align the Board's Action Plan timeline so it serves the campus planning cycle.

   A new multiyear Action Plan was approved by the Board at the April Board Meeting. It focuses on two broad actions that will include specific goals and measures to be developed by fall 2011. The actions are:

   - Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation.
   - Advance a *Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System.

3. Ensure progress toward and completion of Students First modules due for June 2011 delivery.

   The six project areas (Single Search, Single Application, Single Registration, Graduation Planner, Single Bill/Payment, and Back-office Shared Services) are supported by ASA division staff with five of six areas on track to be completed by June of 2011. The sixth, Graduation Planner, will not be completed as a result of a delay by the vendor in providing the necessary software.

4. Restructure the Academic and Student Affairs Division to make the budget reductions necessary to meet FY11 and FY12 targets.

Budget reduction targets have been met for FY11 and FY12 as they are currently known. The number of base funded positions was reduced by approximately 11 FTE employees (from 51.7 in FY11 to 40.6 at the start of FY12.) This is a reduction of 36% over the four years since FY 2008.

Leadership positions already reduced from six associate vice chancellors to four will be further reduced to three in FY12 with one of three being an interim position to allow a new vice chancellor the opportunity to develop a longer term staffing configuration.

Planning has progressed well to prepare for possible additional FY12 or future FY13 cuts. Through extensive consultation and analysis, all ASA functions have been identified as essential, important or not critical and staff assignments for FY12 will reflect those assessments.

5. Address all Office of Legislative Audit concerns related to Academic and Student Affairs areas.

   As a consequence of closing/reducing levels of service, there were significant reductions in staff in both functional areas as well as reassignment of select functions within the Office of the Chancellor. FY11 unit budgets reflect reductions to the Office of the Chancellor, including 11 departures/reductions in FY10 and 11 staff reductions in FY11.

   - Completed closure of the Center for Teaching and Learning and select parts of the Fire Center with assignment of fire center staff focused on safety and security to Finance and Facilities.
   - Identification of ASA Division "core functions" working in consultation with ASA Leadership, staff and ASA Leadership Council members. Core functions inform next steps of ASA reorganization recommendations for consideration by interim and/or new division Vice Chancellor.

6. Other Noteworthy Activities and Accomplishments

   In addition to the five priority actions identified by the Vice Chancellor, the following work plan activities were identified for action in FY11 in the FY10 Performance Report.

   Access, Opportunity, and Success: Continue to evaluate and identify effective practices in reaching underrepresented student populations. Due to system budget reductions, allocations to the three College Access and Opportunity Centers were reduced, while formula-based Access, Opportunity and Success allocations to the colleges and universities remained at fiscal year 2010 levels. Reports from colleges and universities

were received, indicating that in almost all cases they had attained the performance objectives contained in their fiscal year 2010 funding requests. Funding requests for fiscal year 2011 were required to indicate the adoption of at least one of the "promising practices" for student success.

Policy Development: Fourteen Board policies and their associated System procedures were reviewed by the Academic and Student Affairs Policy Council. Recommendations for amendments to four policies were taken to the Board for action. Amendments to six procedures were referred to the Leadership Council. Most notably, a new System Procedure on Course Syllabi and Course Outlines was developed, along with an amendment to the Board Policy on Course Syllabi.

Systemwide Academic and Student Affairs leadership activities: The interim vice chancellor, in consultation with the ASA leadership team and system constituents, will assess/plan systemwide meetings in support of the broader Board of Trustees and System Action Plans which may include meetings of the chief academic and student affairs officers, college and university deans and other special meetings.

- Develop and coordinate meeting agenda to support Chief Academic and Student Affairs Officers, College and University Dean's Meeting, October 2010. This meeting was attended by over 230 campus chief academic and student affairs officers and college and university deans. Nationally renowned speaker, Dr. Hunter Boylan addressed the issues of developmental education with campus leadership. Dr. Boylan was also able to meet with Board of Trustees ASA Board Committee Chair Christine Rice regarding good/best practices. Develop and coordinate systemwide joint meeting agenda with collective bargaining leadership together with Chief Academic Officers February 17, 2011; a new and innovative approach in providing a venue where leaders could meet and issues of mutual interest. Concurrent sessions relating to SmartTransfer, Board of Trustees' Goals, ASA Consultation and Committee Structures, Students First, among other topics, were held. Of particular interest was a general session about strategies to improve communication.
- Develop and Coordinate meeting agendas to support the Chief Academic and Student Affairs Officers, College and University Dean's Meeting, May 25-26, 2011. This year's meeting will be hosted by Inver Hills Community College and includes leadership development sessions relating to best practices in serving underrepresented students, Students First, Federal Online Program Compliance, Legal and Labor Relations updates, among other topics.
- **Academic and Student Affairs Annual Awards:** The Academic and Student Affairs Division will present its annual awards to honor outstanding administrators and recognize excellence and innovation in Academic and Student Affairs programming at its Spring Meeting scheduled for May 25th. Nominations are

solicited from all of our institutions and reviewed by a panel of institutional Academic and Student Affairs administrators. This year, there will be five award recipients in innovative partnering, student affairs innovation, and an outstanding administrator.

- **Centers of Excellence:** A Centers of Excellence Summit designed to engage the external business community was held in October, External evaluation and funding recommendations. The evaluation report from Wilder Research and staff recommendation for ongoing funding and evaluation were part of the discussion. The division initiated new funding model that supports base operations and competitive funding for initiatives that support goals in the system strategic/action plans.
- **Scaling of innovations:** As part of ongoing efforts to leverage, integrate and gain efficiencies in systemwide innovative strategies, the division undertook an assessment of /scaling e-folio in a time of budget limitations. Upon receipt of the contracted VentureQuest commercialization plan framework document, FY11 efforts focus on proposed revisions to the commercialization strategies regarding E-FolioMN and E-Folio World the learning portfolio product. Anticipate final recommendations by July, 2011. In addition, MnOnline currently undergoing review/scaling both in its operational structure and operations generally.
- **Transfer:** Complete smart transfer toolkit and initiate systemwide communication strategy to support student transfer decisions. The Smart Transfer Plan was completed and disseminated to the colleges and universities. The five components of the Plan correspond to requirements contained in Board policy and in legislation passed in 2010. A report on System improvements in transfer was provided to the Legislature in January of 2011.
- **MnOnline:** Continued implementation of the MnOnline Action Plan including expansion of Quality Matters rubric for course development and student support services. Monitored transition to more detailed reporting framework [course codes] for online course taking.
- **Veterans Reintegration:** The system will continue its "nation-leading" work as a major partner with the Minnesota National Guard and Minnesota Department of Veterans Affairs in developing a cohesive reintegration model for returning veterans, including tools to assist service members in receiving academic credit for military training; an enhanced GPS LifePlan for military/veterans; and a survey of the mental, physical, and behavioral health needs of students who are veterans or service members. The Veterans Education and Transfer System, which allows a veteran to determine how many credits a college will grant for his/her military education and training, was released and is now on the system website. The System Director in charge of this project has also presented a number of webinars on services for veterans, putting the system at the forefront of veteran-friendly institutions.

- **Continuing Education/Customized Training**: Continued implementation of strategies that extend the system's outreach to business and industry. Progress:
  - Negotiated contract for and managed implementation of the Lumens software for online registration and payment system-wide.
  - Leading the Technical Advisory Group to coordinate the integration of Fund 120 into the system's general allocation formula. Managed the development of the CE/CT Performance Measures report.
  - Developing the strategic planning process for CE/CT (in progress). Provided leadership for quarterly meetings of CE/CT administrators system-wide.
  - Completed new Web environment for system to promote continuing education and customized training.
- **FastTRAC**: Applied for Phase 2 Funding from Joyce Foundation to expand/continue project goals. Progress: The Joyce Foundation awarded Minnesota a $450,000 grant to implement FastTRAC through 2012. FastTRAC partners leveraged agency and ARRA funds to continue piloting aspects of the FastTRAC mode; cross-agency teams will recommend guidelines for FastTRAC programs; a data analysis plan will support tracking of learners/workers across education and work force services. Have been alerted informally by evaluators and Foundation staff that Minnesota is likely to receive additional funds as part of Shifting Gears 3.0.
- **iSEEK/CareerOneStop**
  - Partnered with Adult Basic Education to deliver a low-literacy career exploration web site and with Department of Corrections to develop a DVD for ex-offender. Both projects include the goal of improving the pipeline of entrants into higher education.
  - Created innovative online tools, including a Work-Based Learning clearinghouse, interactive training plan, employer profiles and online career fairs.
  - Partnered with HealthForce MN to create a Healthcare Career Web site, leveraging work performed on current national projects.
- **Farm Business Management:** Completed the work of the Farm Business Management Task Force in late April 2010; completed a request for expressions of interest in creating an institute for Agriculture, Food and Natural Resources, and shared results with 11 interested colleges and universities.
- **Career and technical education**: Successfully integrated Perkins program into system efforts and champion career and technical education statewide. A sample of accomplishments include:
  - Development of a Program Advisory Committee Handbook that includes guidelines for effective program advisory committee work. Conduct regional program advisory committee workshops for consortium coordinators, teachers and their partners.

- Continued development of Programs of Study/Career Pathways from high school to college (59 of possible 81 career pathways addressed). Statewide extension of Programs of Study electronic tool.
- Began work on Adult Pathway Programs of Study for adult learners.
- Developed process and identify core competencies and state approved technical skill assessments within five career pathways including therapeutic services (health), plant systems (agriculture), computer networking, law enforcement, and accounting.
- Coordinated statewide CTE conference for 225 coordinators, teachers, faculty, administrators on the best practices in pathways, programs of study and partnerships.
- Partnered with the Minnesota Chamber and industry and labor groups to assess feasibility of designing technical education programs that provide students with opportunities to earn credentials with lower credit requirements.

IV. Identify major ASA Division/Committee work plan activities for FY 2012.

The following represents FY12 ASA division goal areas and activities anticipated at this time. ASA Committee work plan activities will be based in oversight of some of the activities below, the system action plan, and discussions between the Interim Vice Chancellor and the Chair of the Board of Trustees ASA Committee.

The following represents selected initiatives and outcomes of the ASA Division based on internal discussions, consistent with building on the interim vice chancellor's FY11 goals and the goals and priorities of the Board of Trustees in FY11.

1. Implement the second stage of the Board's FY12-14 Action Plan.

   Draft preliminary goals and measures for Board Action Plan for discussion in fall 2011 in two areas of action:
   - Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation.
   - Advance a *Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System.

2. Continue the implementation of regionalized and horizontal coordination of academic program development.

   Conduct regional or program specific planning sessions.

   Foster greater communication and collaboration in program development, program closures and ongoing program delivery.

3. Implement innovative approaches in program delivery, including best practices in developmental education, new approaches for adult students, promising practices for student success and alternative structures (e.g., the 3 year baccalaureate and 12-month calendar.

   Address the recommendations for developmental education emerging from the June 2011 Board meeting.

   Expand the FastTRAC model to more sites and programs and continue to seek external support for it and similar programs designed for working adult learners.

   Continue to adopt and document the effectiveness of promising practices that increase student success from preparation and entry, to progress and completion.

   Address the recommendations on the 3-year-baccalaureate emerging from the June 2011 Board meeting.

   Address the recommendations on the 12-month calendar emerging from the June 2011 Board meeting.

4. Continue advancement of Students First modules delivered in June 2011.

   Continue primary responsibility for four the six project areas (Single Search, Single Application, Single Registration and Graduation Planner)

   Continue to support progress toward full implementation of Single Search, Single Application and Single Registration

   Assess progress on Graduation Planner in August 2011 and make adjustments needed to assure future implementation.

5. Implement the restructuring of the Academic and Student Affairs Division to make it more responsive and efficient in meeting system goals.

   Assess reduced leadership positions (from four to three associate vice chancellors) and related assignments, in collaboration with new vice chancellor, allowing her/him the opportunity to develop a longer term staffing configuration.

   Assess the effectiveness and responsiveness of the revised committee structure for the ASA consultation process.

Office of the Chancellor Performance Report
Academic and Student Affairs Division

Assess the role of supplementary functions within the ASA structure.