



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JUNE 21, 2011

2:00 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 May 17, 2011 (pp. 1-8)**
- (2) Academic and Student Affairs Update
- (3) 2011 Office of the Chancellor Performance Report –
Academic and Student Affairs Division (pp. 9-22)
- (4) **Board Committee Goals (pp. 23-63)**
- (5) **Mission Approval: North Hennepin Community College (pp. 64-68)**
- (6) **Mission Approval: Inver Hills Community College (pp. 69-74)**
- (7) Proposed Amendment to Policy 3.4 - Undergraduate Admission (First Reading)
(Pp.75-79)
- (8) Proposed Amendment to Policy 3.8 - Student Complaints and Grievances (First Reading)
(pp. 80-82)
- (9) Charter School Report (pp. 83-90)

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
MAY 17, 2011**

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

Other Board Members Present: Trustees Scott Thiss, Cheryl Dickson, Phil Krinkie 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 May 17, 2011 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 2:47 pm.

1. Minutes of the April 13, 2011 Study Session

The minutes from the April 13, 2011 Academic and Student Affairs Committee Study Session were approved as written.

2. Minutes of the April 20, 2011 Joint Academic and Student Affairs and Diversity and Multiculturalism Committee Meeting

The minutes from the April 20, 2011 Joint Academic and Student Affairs and Diversity and Multiculturalism Committee meeting were approved as written.

3. Minutes of April 20, 2011 Meeting

The minutes from the April 20, 2011 Academic and Student Affairs Committee meeting were approved as written.

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

- In May, the system will be co-hosting an event called “Work Green! Finding the Green in Minnesota’s Economy,” with the Department of Employment and Economic Development (DEED) and iSeek Solutions.

Featured speaker Jeremy Kalin, a state and national leader in clean energy, will connect local and state data to national and global perspectives and then will describe directions for the state’s energy future.

- There is a conference being presented at Minneapolis Community and Technical College featuring Dr. William Symonds, project director of the Pathways to Prosperity Project at the Harvard Graduate School of Education.

Dr. Symonds will be discussing the policies and practices recommended in the “*Pathways to Prosperity*” report on how to enable people of all ages to make more successful transitions to working life.

Chancellor McCormick said Dr. Symonds’ message promotes the pivotal role technical education will play in developing the workforce of the future. Higher education will need to forge partnerships with businesses and industry in order to better connect graduating students with work opportunities.

- Bemidji State University faculty member Dr. Anton Treuer was one of five people given a Saint Paul Foundation Facing Race Ambassador Award. Dr. Treuer, a professor of Ojibwe at BSU, was recognized as being a leader in promoting anti-racism and cultural tolerance.
- System Director for Transfer Louise Hoxworth was invited to speak about system’s Transfer practices during a meeting of the Intercollege Relations Commission (ICRC) of Washington state in April. She was invited to speak about successful transfer and articulation initiatives in Minnesota.
- Twenty-four system colleges were part of a statewide \$2.8 million grant proposal to the U.S. Department of Labor for its Trade Adjustment Act Community College and Career Training Initiative. The grant would focus on the MN FastTRAC initiative, the Lumina Foundation degree-completion initiative and regional workforce and industry needs. The collaborative grant is under the leadership of Riverland Community College President Terry Leas.

In addition to this grant, there were seven grant proposals by colleges on more focused topics:

- Northland Community and Technical College submitted a grant on imagery analyst training;
- Minnesota West Community and Technical College submitted one pertaining to renewable energy and agricultural initiatives;
- Northeast Higher Education District submitted one on 21st Century job skills;
- Central Lakes College submitted an advanced manufacturing collaboration grant proposal;
- St. Cloud Technical and Community College submitted a seamless career pathways proposal;
- MSC - SE Technical submitted a proposal focused on a national entrepreneurship workforce consortium;

- Dakota County Technical College submitted a proposal on rail, truck and maritime initiatives.

The system is also part of five multi-state consortiums, Interim Vice Chancellor Olson said. Notification on award recipients should be made soon.

- Interim Vice Chancellor Olson offered an update on new regulations proposed by the Department of Education which would affect the system's delivery of online education. An institution offering an online course to a student in another state would have to meet the state's educational requirements in order to be able to offer that course online.

General Counsel Gail Olson said they have been first contacting neighboring states about their educational regulations, since most non-resident online students come from the Upper Midwest.

The legal staff will be presenting information during a statewide conference for Chief Academic Officers and Chief Student Affairs Officers in late May. They will offer information on this regulation, as well as others which may impact colleges and universities.

Trustee Dickson asked if reciprocal agreements could be reached with states in the Upper Midwest pertaining to online education.

General Counsel Olson said that could be possible, but it could take years to develop such agreements.

- Trustee Van Houten said language in the higher education conference committee report may have implications for the Board of Trustees. The language would require the Board to place the highest priority on meeting the needs of employers for a skilled workforce when making reductions, approving programs of study, establishing requirements for completion of programs, approving course offerings and requirements for credentials. The Board would also be required to focus on the efficient delivery of higher education and reduce duplication.

The Board of Trustees should be ahead of the curve and be ready to address these issues, Trustee Van Houten said. For example, the Board would need to develop a clear definition of duplication.

Trustees Rice and Thiss said it would be best to wait until the legislation is signed before determining a plan of action.

5. Board Committee Goals:

- Three Year Baccalaureate**
- 12 month Academic Calendar**

Presenters:

Manuel Lopez, Associate Vice Chancellor for Learning, Technology and Programmatic Innovations;

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Effectiveness;

Dr. Wanda Overland, Vice President for Student Life and Development, St. Cloud State University.

The Academic and Student Affairs Committee has been studying the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program.

Interim Vice Chancellor Olson said a report on these options would be presented today and if the Trustees are satisfied with the report, discussion about possible implementation of these two initiatives could take place at the June committee meeting.

The 12-month calendar and three-year baccalaureate degree modes were included in discussions with the presidents, chief academic officers and faculty representatives. In addition, the Office of the Chancellor convened a committee of student representatives, academic and student affairs leaders and faculty organizations representatives to help provide information for the report.

Dr. Overland presented an overview of the report.

Three-year baccalaureate degree

Three-year bachelor's degree programs in the United States are designed to enable students to complete the same requirements as students in conventional baccalaureate degree programs, but to do so within 36 months rather than 45 months. With rare exceptions, programs require the same number of credits and most programs require the same courses be completed. Some three-year baccalaureate degree programs rely on students earning credits over one or more summers.

Several strategies are often used, along or in combination, to accelerate student learning. They include:

- PSEO/Concurrent Enrollment: Students earning college credits in high school through Postsecondary Enrollment Options, concurrent enrollment, Advanced Placement or International Baccalaureate courses.
- Assessment of prior learning: Faculty assessments of work and learning experiences can result in credits that are applied to shorten the time to earn a baccalaureate degree.

- Accelerated course loads: Three-year degree plans usually require students to take a heavier than normal course load during the academic year.

There could be other ways to achieve a three-year baccalaureate. For example, Dr. Robert Zemsky is suggesting a reduced degree credit requirement which would allow students to complete their degrees in 90 credits. This would require extensive curriculum resign.

A three-year polytechnic degree would not be a bachelor's degree, but a new 90 credit degree built on an additional 30 hours earned beyond a two year AS or AAS degrees. These degrees could provide advanced credentialing in technical education fields.

The system does not now offer a defined path to a bachelor's degree in three years. However, there have been a small group of students who have graduated in three or less years, often by earning college credit while in high school.

Potential benefits of a three-year baccalaureate degree:

- Motivated students can qualify for jobs or graduate school a year or more early. They can save on college living costs and can start earning a career salary a year earlier.
- Students may not pay as much in tuition and fees if he or she can come in with credits. By taking advanced placement credits, these students also are more likely to be prepared for college or university coursework.
- Three-year degree programs can improve the university's on-time graduation rates;

Potential disadvantages of a three-year baccalaureate degree:

- Many students, including older students, cannot handle an accelerated schedule because of family and other obligations. By reducing the amount of time a student can work, three-year degree programs can result in additional student borrowing.
- Most three- year baccalaureate require students to identify their major at an early stage and eliminate exploration of different fields of study.
- Students who graduate in three years will have less time for personal development, travel or other activities which contribute to their personal growth.
- Attending school in summer term requires students to forego opportunities for summer internships and work that can contribute to their employability after graduation.
- Resources to support students could be reduced. For example, priority registration for a three-year degree student could limit access to courses for other students not in the program.
- Reallocating resources to benefit the few students who will take advantage of them may be difficult to justify when institutions need to invest in

timely completing, eliminating achievement gaps and other goals that affect the majority of students.

- A three year degree may be seen by public and employers as less rigorous than a traditional degree.

Two universities, Bemidji State University and Minnesota State University, Mankato, are discussing initiatives to offer an accelerated path to a bachelor's degree in a few selected majors.

Trustee Van Houten noted that a person who takes a three year degree would have an extra year of earning at the end of his or her work life, probably at the highest pay level.

Interim Vice Chancellor Olson said a key factor when considering a three-year option is student choice. Different students need different pathways. Some students would do well on an accelerated pathway, but many would not. The Board should not consider making the three-year baccalaureate a mandate, but rather an option that would best meet the needs of selected students.

Trustee Benson noted that higher education will need to be in a position where it reacts to the needs and desires of the marketplace. Adopting a three-year baccalaureate degree will be demand-driven, not supply driven, he said.

12-month calendar

The Board asked for an analysis of the opportunities and impacts of implementing a year-round calendar that could accelerate student program and improve efficiency in using facilities. Right now, programs are designed to fit into an academic year of two 14-17 week semesters and a summer term of no more than 39 days at the colleges with limited course offerings.

Potential Benefits of a 12-month calendar:

- All students would have added flexibility to enroll and complete their programs by enrolling in terms that are convenient for them.
- Highly motivated students could accelerate their programs, graduate and qualify for jobs earlier than attending only during the academic year.
- The same course designs could be taught each term because the terms would be of equal lengths.
- There would be a greater ability for students to begin their studies in the spring or summer.
- A longer summer term would permit greater depth of learning.

Disadvantages of a 12-month calendar:

- Learning in many disciplines require time to absorb and reflect. Students enrolling year round have less time for personal development, travel and other activities which contribute to their personal growth.
- Many students cannot attend year round because of family and other obligations.

- Many traditional students count on summer jobs to finance their education. They might have to increase their reliance on student loans.
- Financial aid policies can suppress the potential for year-round attendance. Until a law change in 2010, students could not receive Federal Pell Grants for summer-term enrollment if they were enrolled during the fall and spring. Because of federal budget reductions, the restriction may return.
- Faculty association contracts are designed around a traditional two semester academic year with options to teach during summer session. Faculty often use their summers to update their skills. Going to a 12-month calendar might require the system to use more adjunct instructors.
- College and universities now schedule heavy maintenance and capital projects during summer when few students are around.
- Many enrichment programs and community partnership programs also are scheduled during the summer months and a full academic schedule could hinder them.

North Hennepin Community College (NHCC) is considering piloting an alternate 12-month calendar for three years. The college would implement a three-semester model, with each semester lasting 15 weeks and equal breaks between the terms.

Trustee Sundin said she would be supportive of the NHCC pilot of the 12-month calendar. The system, in addition to the college, should evaluate the arrangement if this pilot is launched, she said.

Trustee Benson said as with the three-year baccalaureate, the decision to move ahead with a 12-month calendar will be driven by the marketplace.

Trustee Frederick said he would like to hear more from the faculty unions pertaining to the advantages and disadvantages of the 12-month calendar.

Trustee Benson made a motion, seconded by Trustee Frederick, that the Academic and Student Affairs Committee recommends that the Board of Trustees accept the report on the pros, cons and recommendations for implementing 12-month calendars and three-year baccalaureate degree programs in Minnesota State Colleges and Universities. Motion carried.

General Counsel Olson said the vote on the recommendation was not necessary. Typically, the Board does not have to vote to accept a report since the report is received by virtue of it being presented. However, accepting the report does not mean that the Board has to accept every point made in the report, she said.

Chair Rice said the topic of a 12-month calendar and three-year baccalaureate will be on the June agenda for further discussion and action.

**6. Board Committee Goal:
- Developmental Education**

One of the goals the Academic and Student Affairs Committee adopted was to study the pros and cons of moving responsibility for remedial education from state universities to state colleges.

During a study session in December, the Committee reviewed a considerable amount of research in developmental education and concluded that there were sound reasons for maintaining a limited amount of remedial education offerings at the state universities.

Trustee Sundin said the Committee should focus on how to encourage or incent promising practices for developmental education that are working in the system. These practices were presented during a study session in April and are highlighted in the report presented to the Committee.

7. Proposed Amendment to Board Policy 3.22 Course Syllabi (Second Reading)

Second reading of this policy amendment which is intended to facilitate transfer by drawing a clear distinction between course syllabi and course outlines and establishing that the course outline is the document to be used in determining course equivalencies.

During the May meeting, representatives from the university and college student associations, as well as from the university faculty association, spoke in favor of the amendment.

*A motion was made by Trustee Paskach and seconded by Trustee Benson that the Board of Trustees approves the amendment to Policy 3.22 Course Syllabi.
Motion carried.*

The meeting adjourned at 4:00 pm
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: 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

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 11 and 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

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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.

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<p>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.</p>	
<p>MnOnline: Develop policies and procedures for effective system of online courses, coordinate and market the online courses, programs and services in the system.</p>	<p>Create and teach online courses.</p>
<p>International education: Work with colleges and universities to represent system with various international groups; periodically gather information about international programs on campuses.</p>	<p>Provide international and global experiences for students and faculty.</p>
<p>Intellectual property: Develop policies and provide training throughout the system on intellectual property.</p>	<p>Administer intellectual property policy.</p>
<p>Regional Accreditation: Serve as liaison to Higher Learning Commission for Office of Chancellor.</p>	<p>Meet HLC criteria and standards, conduct self studies and prepare for visits.</p>
<p>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.</p>	<p>Develop and teach graduate courses and programs.</p>
<p>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.</p>	<p>Provide local faculty and staff development opportunities.</p>
<p>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.</p>	<p>Campuses work to build and/or align programs, recognizing that faculty play a key role in developing programs and courses.</p>
<p>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.</p>	<p>Develop and propose new or revised academic programs.</p>
<p>Strategic Partnerships</p>	
<p>Continuing education/ customized training: - Coordinate allocation funding and establish and seek agreement to performance measures for continuing</p>	<p>Provide workforce training through continuing education and customized training. Manage business and industry relations on</p>

Office of the Chancellor Performance Report
Academic and Student Affairs Division

<p>education/customized training. - Coordinate a Business and Industry Outreach Council to provide system leadership and strategic initiatives.</p>	<p>behalf of the institution. Support community development through partnerships</p> <p>Support operations through grant development from private, state (Minnesota Jobs Skills Partnership), and federal sources.</p>
<p>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.</p>	
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>Familiarize admissions and career counseling staff with the depth of these resources and their regional equivalents.</p>
<p>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).</p>	<p>Market Minnesota-based, career, licensure and professional development resources to prospective and current students.</p>
<p>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.</p>	<p>Market this federal resource to faculty, students and community partners.</p>
<p>Research, Planning and Effectiveness</p>	

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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.

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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

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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.

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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

Office of the Chancellor Performance Report Academic and Student Affairs Division

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

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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.

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- **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.

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- 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.

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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.

**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: Board 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:

The FY2011 work plan of the Academic and Student Affairs Committee includes goals to study and take action on two sets of issues:

- Three-year baccalaureate degree programs and 12-month calendars and
- Developmental education.

Recommendations for committee actions on these topics are proposed.

Scheduled Presenter(s):

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

- Both 12-month calendars and three-year baccalaureate degree programs can enable students to accelerate completion of their degrees.
- Developmental education is a significant, necessary and important part of the system's instructional program.

Background Information:

In May, 2011, the committee reviewed final reports on each of the study topics in its work plan.

- The report on three-year baccalaureate programs and 12-month calendars presented pros and cons for these options. One college is considering an alternative 12-month calendar. Two universities are developing structured three-year baccalaureate degree programs.
- The report on developmental education highlighted five promising practices in use in system. There is no single method of delivering developmental education that will be effective at all institutions for all students in all circumstances.

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

ACTION ITEM
BOARD COMMITTEE GOALS

BACKGROUND

With approval of the Board of Trustees, the Academic and Student Affairs Committee adopted the following two goals as its FY2011 workplan:

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

In the initial stages of studying remedial (or developmental) education, the committee held a study session in November, 2010, that provided an overview of the national literature and system enrollments in developmental courses. Following that session, the committee determined that it was not desirable to assign all responsibility for developmental education to the colleges. In place of the original goal, the committee directed that a study of best practices in developmental education be prepared for the committee’s review.

STUDY REPORTS

Ad hoc committees with representation from colleges and universities were convened to assist with both studies. Reports addressing the study topics were presented to the committee in May, 2011 and included below as Attachment 1 (three-year baccalaureate degrees and 12-month calendars) and Attachment 2 (developmental education).

The report on three-year baccalaureate degrees and 12-month calendars noted that all system colleges and universities operate year round by offering one or more summer terms. Summer term course offerings and enrollments vary, but on every campus, summer terms are shorter and enroll fewer students than fall and spring semesters. North Hennepin Community College is exploring an alternate 12 month calendar which would consist of three equal-length terms over a year. If implementation issues can be resolved, the pilot would be evaluated after three years.

Although the state universities do not now have formal three-year baccalaureate degree programs, about 140 university students a year earn a bachelor’s degree within three years. The most common acceleration strategies are to transfer in credits earned while in high school and to take heavier than normal course loads. Bemidji State University and Minnesota State University, Mankato are planning to develop structured three-year degree programs in selected majors.

Pros and cons for each option are listed in the report.

The report on developmental education describes five promising best practices and how they are currently deployed in the system:

- Learning communities,
- First Year Experience/Student Success Courses,
- Intrusive advising,
- Supplemental instruction/tutoring, and
- Re-design of developmental education.

Each of these practices can improve student outcomes and efficiency, but no one practice is universally appropriate. Conclusions for advancing the effectiveness of developmental education in Minnesota State Colleges and Universities are identified in the report.

RECOMMENDED COMMITTEE MOTIONS

Recommended Motion on Three-Year Baccalaureate Degree Programs and 12-Month Calendars

The Academic and Student Affairs Committee recommends that the Board of Trustees of Minnesota State Colleges and Universities promote innovative practices which enable multiple ways for students to reach their goals including increasing year-round use of facilities and making it possible for students to accelerate progress toward their degrees.

The Board encourages the colleges and universities to promote opportunities for students to accelerate progress toward graduation by taking summer term online and/or classroom classes.

The Board endorses development of structured opportunities for students to complete a baccalaureate degree in three years at a university's option.

The Board encourages all colleges and universities to reach out to high school students to inform them about early graduation opportunities made possible by earning college credits while attending high school.

Recommended Motion on Developmental Education

The Academic and Student Affairs Committee recognizes that a significant number of students who are admitted to our system institutions lack adequate preparation to successfully undertake courses requiring college-level writing, reading or mathematics skills.

The Academic and Student Affairs Committee therefore recommends that the Board of Trustees of Minnesota State Colleges and Universities affirm the need at the present time for our colleges and universities to provide developmental coursework to these students, while at the same time working with their PreK-12 partners and others to improve the college readiness and preparation of all students so that they may enter college fully prepared for the rigor of college-level coursework.

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

ACTION ITEM
BOARD COMMITTEE GOALS: THREE-YEAR BACCALAUREATE AND 12-MONTH CALENDAR

BACKGROUND

In September, 2010, the Board of Trustees approved the following goal in the FY2011 work plan of the Academic and Student Affairs Committee:

- Study the pros and cons of implementing a 12 month calendar and a three-year baccalaureate program and make a decision on implementation by June 21, 2011.

This report presents information on both 12 month calendars and three-year baccalaureate degree programs, including the pros and cons of expanding each initiative in Minnesota State Colleges and Universities.

A 12 month calendar and three-year baccalaureate degree programs are related, but separate issues. Both options can potentially assist students in earning their baccalaureate degrees in a timely and efficient manner.

Consultation

Implications of 12 month calendar and three-year baccalaureate degree models were identified in discussions in meetings of the presidents, chief academic officers and faculty representatives. In addition, the Office of the Chancellor convened a committee of student representatives, academic and student affairs leaders, and faculty organizations that contributed to the findings in this report. Members are listed in the attachment.

12 MONTH CALENDARS

The traditional academic year is nine months long. The board has asked for an analysis of the opportunity and impacts of implementing a year round calendar that could accelerate student progress and improve efficiency in using facilities.

12Month Calendar Models

There are a variety of calendar models that could be employed to operate colleges and universities on a year round basis.

Traditional Semesters and a Shorter, Optional Summer Term

Programs are designed to fit into an academic year of two 14-17 week semesters and a summer term with limited course offerings. This model is the dominant practice in Minnesota State Colleges and Universities and higher education in general. Some faculty and students find that a full semester is too long—fatigue sets in or they prefer a condensed schedule to fit their work and personal obligations. On the other hand, summer sessions can be too short for high quality learning; faculty have found that it is not possible to deliver some semester-long courses during a short summer session.

Trimesters

The college or university operates three terms of equal length over a 12 month period and students attend one, two or three terms a year at their option. Student demand dictates whether enrollment levels become relatively equal over the three terms or whether the third (summer) term includes fewer courses and smaller enrollment. For faculty, this model allows the same course designs to be employed whenever the course is offered.

Year Round Attendance

Regardless of term format, students are required to enroll year round, including summers. Minnesota State Colleges and Universities offer a limited number of programs that require summer enrollment. Examples include clinical programs with summer internships and certain disciplines, such as horticulture which requires field experience during the growing season.

No Fixed Calendar

Programs can be designed to start and stop at any date depending on curriculum and student needs. Some online courses in Minnesota State Colleges and Universities have open start and end dates. While flexible for students, as a uniform practice, this model is difficult to manage to achieve minimum course enrollments that colleges and universities require for financial sustainability.

Current Practice in Minnesota State Colleges and Universities

Minnesota State Colleges and Universities currently operate year round in the sense that all institutions offer one or more summer terms in addition to fall and spring semesters. Summer term dates and the extent of courses offered during the summer differ across the colleges and universities.

Colleges and universities with more resources and larger student populations are able to offer more summer term courses. Summer enrollments range from 12 to 54 percent of fall headcount enrollments, and summer FYE ranges from 2 to 16 percent of annual FYE. Summer term enrollments and course offerings, however, are never as large or extensive as in fall and summer terms.

In comparison to fall and spring semesters, summer terms serve a slightly older student population on average and offer more upper division and graduate courses.

Summer Term Headcount and Full-Year Equivalent (FYE) Enrollments			
	System	Largest College/University Summer Term	Smallest College/University Summer Term
Summer term headcount	66,044	5,851	73
Ratio summer headcount/ fall headcount	33%	54%	12%
Summer term FYE	12,069	1,266	13
Percent of FYE enrolled in summer	8%	16%	2%

Potential Benefits of 12 Month Calendars

As discussed above, all Minnesota State Colleges and Universities operate during the summer as well as during fall and spring semesters. The availability of summer courses benefits the system's students:

- All students have added flexibility to enroll and complete their programs by enrolling in terms that are convenient for them.
- Highly motivated students can accelerate their progress, graduate and qualify for jobs earlier than attending only during the academic year.
- Part-time students can still graduate on schedule by enrolling year round.
- Students who take advantage of summer terms to accelerate their progress will avoid paying future tuition and fee increases.
- Students who qualify for employer reimbursement of their tuition charges may be able to increase the amount reimbursed if their employer applies a maximum reimbursement available each term.

Colleges and universities offer summer terms to achieve the following objectives:

- Their mission to be accessible to Minnesotans is supported by offering courses on a flexible schedule for students.
- Added flexibility and access to an accelerated schedule may increase both the numbers of students who graduate and their on-time graduation rates.
- Facilities and equipment can accommodate more students, improving facility utilization and delaying investments that must be made to accommodate growing enrollments.

- Colleges that compete with system institutions offer opportunities for accelerated, year round study, and this option helps in recruiting and retaining enrollments.

Potential Disadvantages of 12 Month Calendars

Unless they are required to attend all year, students are not potentially harmed by 12 month calendars. Reasons why students do not choose to enroll 12 months out of the year—and colleges and universities do not press them to do so—include both educational and financial challenges:

- Learning in many disciplines requires time to absorb and reflect. Faculty know from their experiences that a faster pace does not always allow for the deeper understanding of concepts that they seek for their students.
- Students enrolling year round have less time for personal development, travel and other activities which contribute to their personal growth than students who follow a traditional schedule.
- Many students, including many underrepresented and adult students, cannot attend year round because of family and other obligations.
- Most traditional students count on summer jobs for financing their educations. Students would likely increase their reliance on student loans if summer earnings are reduced or not available. For residential campuses, in particular, students' summer jobs are often in their home towns, not where their college or university is located. Online courses are one way in which colleges and universities can enable students to enroll during the summer while still holding their summer jobs.
- Financial aid policies can suppress the potential for year round attendance. Until 2010, students could not receive federal Pell Grants for summer term enrollment if they were also enrolled during the fall and spring. While this policy changed a year ago, it is expected to revert to the previous policy as part of federal budget reductions. Students can receive Minnesota State Grants for fall, spring, and summer terms, but summer term State Grants do not make up for lack of Pell Grant eligibility during the summer.

Minnesota State Colleges and Universities are following tradition by offering a smaller number of courses in the summer than in fall and spring semesters. Making a change to a calendar that would have more uniformity in course offerings across the 12 months of the year, would have the following challenges:

- Student demand is a major factor in determining the number and variety of summer course offerings. Enrollments may not support an extensive summer program in all majors. If the intent is to deliver a year round program in all fields, colleges and universities could be required to offer courses with low enrollments during the summer.

- To manage their budgets, some colleges and universities expect each summer course to be financed entirely by student tuition and fees. While all courses required for graduation will be offered during the academic year, lower enrollment courses will not be offered during the summer session when this practice is followed. This constraint especially affects state university upper division courses.
- Faculty association contracts are designed around a traditional two semester academic year with options to teach during summer session. Faculty use their summers to update their skills and have many other reasons to prefer teaching during the academic year. To deliver full programs over a 12 month calendar, colleges and universities might have to turn to greater use of adjunct instructors. Under the MSCF contract, summer terms are limited to 39 days or less, shorter than a traditional semester.
- Colleges and universities now schedule heavy maintenance and capital projects during the summer when few students are around.
- Colleges and universities also schedule many enrichment programs and community partnership programs during the summer months, and a full academic schedule could hinder these programs/partnerships.
- Not all facilities are air conditioned or built for use in very warm weather.
- Depending on their design, alternate calendars can require an exception to Board Policy 3.34 that requires fall and spring semesters to adhere to systemwide common start dates. Exceptions to the policy may be granted by the Chancellor after reviewing a recommendation by the Senior Vice Chancellor for Academic and Student Affairs.
- Compliance with other system policies and procedures can be affected by deviations from the traditional calendar. Some changes, such as changes to technology, can require additional investment to accommodate non-standard practices.

Proposed Pilot for an Alternative 12 Month Calendar

North Hennepin Community College is exploring an alternate 12 month calendar which it would pilot for three years. In place of the two semester calendar used throughout the system, NHCC would implement a three semester, or trimester, model, starting in Fall 2012. Each term would be 15 weeks long with equal breaks between the terms. As a normal load, faculty would teach two out of the three terms a year. Students could enroll in one, two or three terms; students who enter in the spring or attend three terms a year would be able to complete their degrees sooner than usually possible under the current course schedule.

NHCC's reasons for suggesting this pilot mirror the advantages of 12 month calendars for students and colleges listed above. The calendar could provide added flexibility for both students and faculty. But it is a change from traditional practice, and there are questions about whether the

benefits will outweigh the challenges. The college plans to evaluate the pilot, including its impacts on enrollments, student learning, program completion and staffing.

The pilot would be designed to maintain the existing faculty workload. However, contractual issues with the Minnesota State College Faculty association raised in changing the calendar will need to be negotiated at the state level. They include:

- Faculty assignments to teach fall, spring and summer terms,
- Insurance and other employee benefits,
- Shared governance structures, and
- A provision in the contract that limits summer sessions and courses to a maximum of 39 days.

North Hennepin Community College: Proposed Trimester Pilot	
Rationale/Potential Benefits	Barriers/Potential Disadvantages
Minnesota State Colleges and Universities is committed to innovating new ways to meet educational needs	Could reduce enrollments if alternative calendar is less attractive to students than current calendar
Three-year pilot will allow experimentation and learning that could inform other colleges and universities in the system	Availability of faculty and staff to work in summer may not match student enrollments
Shorter fall and spring semesters will reduce end-of-term fatigue by students and faculty	Will require exemption from Board Policy 3.34 on academic semester start dates
Longer summer term will permit greater depth of learning	<ul style="list-style-type: none"> • Inconsistent with Students First goal to improve student services through a single systemwide registration and billing date
Enrollments may increase if students prefer trimester calendar	<ul style="list-style-type: none"> • Students attending other institutions and part-time/adjunct faculty teaching at other institutions will be on different calendars
Three rather than two major start dates each year—greater ability for students to begin their studies in the spring or summer	<ul style="list-style-type: none"> • Increases complexity of technical support
Improved ability for students to accelerate progress by attending year round	Will require separate agreement with the Minnesota State College Faculty affecting multiple provisions in the Master Agreement
Same course designs can be taught each term because terms will be of equal length	State payroll requirements complicate paying faculty over 12 months for a non-consecutive two-semester teaching load
Faculty and staff can choose to work summer term in place of fall or spring terms	Potential implications for employee insurance coverage and other benefits during the summer
Fall term start date can be aligned with local schools	Could reduce participation in shared governance when faculty are not all on same two semester teaching schedule
More intensive use of facilities during the summer	

In addition, if the pilot is to proceed, the Chancellor will need to grant an exception to the system's common start dates for fall and spring semesters that are required under Board Policy 3.34.

State payroll procedures are another issue that will require attention by the college.

Conclusions

All Minnesota State Colleges and Universities operate year round, but the demand for summer courses varies by location and program. A limited number of students appear able and willing to attend higher education on a year round schedule.

Each college and university needs to balance resources it devotes to fall, spring and summer sessions. At a time of diminished state support, it becomes more difficult to maintain course offerings each term throughout the year.

If implemented, the proposed pilot project at North Hennepin Community College will provide useful information to all institutions on an alternative to the traditional calendar in Minnesota State Colleges and Universities. It is important to note that the college is located in the Twin Cities metropolitan area and faces robust population growth and high enrollments that could possibly sustain offering more courses during the summer.

Alternative calendars must resolve administrative and contractual issues that will require modifications to existing practices. Furthermore, they challenge the system's balance between a system of coordinated institutions following standard processes and individual institutions seeking their own distinctiveness and service to their communities.

THREE-YEAR BACCALAUREATE DEGREES

While many students take a longer time to finish, a bachelor's degree is sometimes referred to as a "four year degree." With growing financial pressures on students, ways to accelerate student progress toward a degree are receiving more attention across the U. S. Three-year baccalaureate degrees are not new in higher education, but more colleges and universities have been implementing programs in recent years.

Three-Year Baccalaureate Degree Models in the U.S.

Three-year bachelor's degree programs in the United States are designed to enable students to complete the same requirements as students in a conventional baccalaureate degree program but to do so within 36 months rather than 45 months. With rare exceptions, programs require the same number of credits and most programs require the same courses to be completed. Some three-year baccalaureate degree programs rely on students to earn credits over one or more summers, but many do not.

Although students can now complete a degree in three years on their own at most institutions, three-year degree plans are structured and require students to apply and be admitted to a three-year cohort. Because course registration must be carefully planned to enable completion in three years, not all majors may be eligible. Three-year degree plans may provide students with extra assistance, including special advising and access to priority registration.

Several strategies are typically used, alone or in combination, to accelerate student progress:

IB/AP/PSEO/Concurrent Enrollment

Students earn college credits in high school through Postsecondary Enrollment Options (PSEO), concurrent enrollment, Advanced Placement[®] or International Baccalaureate[®] courses. These options allow students to get a head start on college and possibly graduate ahead of schedule. They encourage colleges and universities to coordinate with K-12 schools and are leading to new K-14 models.

Assessment of Prior Learning

Faculty assessments of work and other learning experiences result in credits that are applied to shorten the time to earn a baccalaureate degree. This strategy is most often used to assist adults who are returning to higher education with learning acquired on the job or in other settings. Most assessment is faculty-intensive work. The College-Level Examination Program (CLEP) is another way in which prior learning is evaluated for credit.

Accelerated Course Loads

Three-year degree plans usually require students take heavier than normal course loads during the academic year.

Required Summer Sessions

Three-year degree plans may also require students to earn credits in one or more summer sessions.

Features of 20 U. S. Three-Year Baccalaureate Degree Programs

Available in selected majors only	15
Requires attendance during one or more summers	11
Provides special advising for students in the three-year program	10
Limited to students who meet academic achievement requirements	7
Provides priority registration	5
Requires/expects AP/IB/other college credits earned in high school	4

Combined Bachelor's and Master's Degree Programs (3 + 1 or 3 + 2)

In these programs, students earn both a bachelor's degree and a master's degree in a four or five year combined program. Programs require a curriculum design so that the student begins to take graduate level courses that will apply to both degrees by the fourth year. These programs are not

true three-year baccalaureate programs because the student is usually not awarded the baccalaureate degree after three years, partly to retain eligibility for undergraduate financial aid in the fourth year.

Proposals for Other Three-Year Degree Models

At least two other three-year degree models have been proposed, but never implemented in the U.S.

Reduced Degree Credit Requirements

Under one concept, championed by Dr. Robert Zemsky and others, institutions would critically examine the course requirements for a bachelor's degree and streamline required courses so that students could complete their degrees in 90 credits (or other shortened length). The complexity of this change is seen by its advocates as a benefit since it would require a massive curriculum redesign that would stimulate conversations about all bachelor's degree requirements.

The argument for this approach rests on a premise that institutions now require redundant or unnecessary requirements for a bachelor's degree. So far, this assumption has not been proven to the point where any institution has chosen to take on the challenge of trying to develop a design that could be implemented. The value of such a degree is unknown. Would potential students, employers and the public view it as truly equivalent in learning outcomes to other baccalaureate degrees?

Furthermore, accreditation issues have not been addressed and would be a significant barrier to pioneering a shortened degree. Under pressure from accreditation critics, the Higher Learning Commission recently strengthened its statements about credits needed for a bachelor's degree. Institutions are required to conform to "commonly accepted minimum program lengths," including 120 semester credits for bachelor's degrees unless a deviation can be justified.

Three-Year Polytechnic Degrees

As envisioned, a three-year polytechnic degree is not a bachelor's degree, but a new 90 credit degree that would be built on an additional 30 hours earned beyond a two-year A.S. or A.A.S. degree. These degrees could provide advanced credentialing in technical education fields. While not offered in the U. S., the higher education systems in numerous other countries include this type of degree.

Current Practice in Minnesota State Colleges and Universities

Minnesota State Colleges and Universities do not now offer defined paths to a bachelor's degree in three years, although two universities are exploring potential initiatives (see below).

A small number of students who enroll in the state universities now complete their degrees within three years. A total of 146 state university students who enrolled in higher education for the first time in Fall 2005 completed a bachelor's degree at the university where they started by the end of the summer term three years after entry; 135 students in the Fall 2006 entering cohort

graduated in three years. Three-year graduates attended all seven of the state universities and represent 1.7 percent of the first time degree-seeking students who enrolled those years. There probably are a few additional university and college students who graduated in three years after transferring to a state university that awarded the degree.

Compared to other state university students, students who had completed a bachelor's degree in three years were much more likely to have transferred in credits. On average, they also took heavier course loads and were somewhat older. Three-year graduates, however, did not enroll in summer terms more frequently than other students.

Characteristics of Three-Year Graduates and Other State University Students		
	Did Not Earn Bachelor's Degree in Three Years	Earned a Bachelor's Degree by End of Third Summer
Number of first-time students who entered state universities in Fall 2005 and Fall 2006	16,474	281 146 Fall 2005 cohort 135 Fall 2006 cohort
Number of credits earned before enrollment		
None	68%	25%
1-15	23%	18%
16-30	6%	22%
31-45	2%	12%
45 or more	1%	23%
At end of third summer term:		
Average number of terms enrolled	7.2	7.2
Average number of credits earned	93	108
Average credits/term	12.8	14.9
Age		
< 20 years	94%	87%
20 – 24 years	4%	9%
25 and over	2%	5%

Credits earned before entering higher education as a first-time student were a key strategy for early graduation.

- Thirty-five percent of the three-year graduates transferred in a year or more of credits when they enrolled.
- Only 71 three-year graduates from the Fall 2005 and Fall 2006 entering cohorts did not transfer in credits upon enrollment.

Since these students entered as first-time higher education students, most of the credits were probably earned in PSEO, concurrent enrollment, AP[®] or International Baccalaureate[®] courses taken in high school. Other credits that could have been earned include CLEP and credits for military training.

Several existing Board policies and related procedures support students who want to accelerate their progress:

- **3.5 Post-Secondary Enrollment Options (PSEO) Program**-commits the system to provide opportunities for high school students to participate in the Post-Secondary Enrollment Options and concurrent enrollment programs; defines admission, faculty qualifications and other standards.
- **3.15 - Advanced Placement Credit**-stipulates that credits will be granted for qualifying scores on Advanced Placement exams; specifies how credits will be determined.
- **3.16 International Baccalaureate Credit**-stipulates that credits will be granted for qualifying scores on International Baccalaureate exams and completion of an IB diploma; establishes consistent policy for determining credits.
- **3.33 College-Level Examination Program (CLEP Credit)**-stipulates that credits will be granted for qualifying scores on CLEP exams; specifies how credits will be determined.
- **3.35 Credit for Prior Learning**-requires opportunities for students to demonstrate learning gained in non-credit or experiential settings; establishes consistent practices for evaluating and granting undergraduate credits.

Potential Benefits of Three-Year Baccalaureate Degree Programs

The description which follows applies to three-year baccalaureate degrees that retain the same learning outcomes and number of credits required for normal completion of the degree.

Pros and cons refer to formal three-year degree programs developed and promoted by institutions, not individual decisions to accelerate degree completion. Most three-year baccalaureate degree programs utilize the same courses and calendar as the institution as a whole, but alternative course designs and calendars are also found in a few institutions across the U.S.

For students, many advantages of accelerating progress toward a degree are similar to the advantages listed for acceleration by attending summer terms:

- Motivated students can qualify for jobs or graduate school a year or more earlier than other students. Early graduates save on college living costs and can start earning a career salary a year earlier.

- Students may not pay as much in tuition and fees as a four to six year graduation plan requires. Future increases in tuition and fees are avoided. In universities with banded tuition, students can enroll in the higher course loads needed for early graduation without paying more than students carrying a normal full-time load.

In addition, certain features of a formal three-year degree program can benefit students educationally:

- When programs reach into the high schools to get students started on a three-year path, students will be well-prepared for academic work in higher education.
- Three-year degree cohorts can provide peer support for students once they are in a three-year program.
- Students frequently have access to extra advising services when they are enrolled in three-year degree programs.

Colleges and universities can benefit from offering three-year degree plans in the following ways:

- An option to earn a bachelor's degree in three years serves the university's mission to enable students to succeed and reach their goals.
- Three-year degree programs are attractive to highly motivated students. They can elevate the university's reputation for quality, affordable education and increase recruitment of talented undergraduates.
- Three-year degree graduates improve the university's on-time graduation rates (which allow for a four to six year window).
- Implementing a three-year degree program can stimulate the institution to strengthen honors programming and advising services.
- When summer term enrollment is required as part of a three-year degree plan, campus facilities are used to a greater extent over the summer.

Potential Disadvantages of Three-Year Baccalaureate Degree Programs

Even when formal three-year options are available, they have not been suitable or attractive to most students. While there are financial benefits to early graduation, there are also financial barriers to participation:

- A primary disadvantage is that many students, including many older students, cannot handle an accelerated schedule because of family and other obligations.
- Programs are usually not accessible to students who need to work to cover a significant portion of their educational expenses and or to support family members. By reducing the time students can work, three-year degree programs can result in additional student borrowing.

Besides financial considerations, three-year degree programs raise additional issues concerning students' education and personal growth:

- Faculty observe that accelerated programs do not recognize the reality that deep learning requires time for reflection. While factual knowledge and technical skills may often be taught at an accelerated pace, unless they have exceptional abilities, students will not have enough time to acquire the critical thinking skills, ability to apply concepts to new situations and advanced understanding that employers and graduate programs expect of bachelor's degree graduates.
- Most three-year baccalaureate degree programs require students to identify their major at an early stage. They eliminate exploration of different fields of study that is a valued part of the college experience for many students.
- Students who graduate in three years will have less time for personal development, travel and other activities which contribute to their personal growth.
- When summer term attendance is required, students forego opportunities for summer internships and work that contribute to their employability after graduation.
- Students forego another year or two to mature before entering the job market.
- Some students find that they face added stress and emotional issues by trying to finish their degrees in three years.
- Students must carefully consider their ability to handle heavier course loads. While early graduation can speed entry into graduate and professional education, this benefit must be weighed against the desire to demonstrate academic excellence needed for admission to competitive graduate and professional programs.

Three-year degree programs have the potential to impact the majority of students who follow a traditional path to a degree in negative ways. To the extent that institutions shift advising, curriculum development or other resources to the three-year program, resources to support students in general are reduced. Priority registration, which is offered by some three-year degree programs, can limit access to courses for other students not in the program.

For colleges and universities, three-year degrees present the following cautions:

- The effects on student learning listed above are of deep concern to institutions considering development of an accelerated path to a baccalaureate degree.
- When institutions promote accelerated completion of degrees, they can appear to diminish important educational goals, reducing it to a quick credential for employment.
- Delivering a three-year degree program requires the faculty and institution to commit in advance to a class schedule that supports a three-year plan. Arrangements can add complexity and cost to scheduling courses.
- Reallocating resources to benefit the few students who will take advantage of a three-year option is difficult to justify when institutions need to invest in timely completion, eliminating achievement gaps and other goals that affect the majority of students.
- While a three-year degree program would be designed to result in the same learning outcomes, it may be seen by the public and employers as less rigorous than a traditional degree.

Planned Three-Year Degree Programs

Although a few students complete bachelor's degree within three years on their own, Minnesota state universities do not now offer formal three-year degree programs. Two universities are, however, discussing initiatives to offer an accelerated path to a bachelor's degree. Both universities have banded tuition rates that benefit students who take accelerated course loads.

Bemidji State University is exploring the offering of three-year degree programs in a few selected majors on a campus-based model or a partial on-line model. One model would focus on allowing students to take advantage of the university's tuition band, if they so desire, by taking a very heavy course load during the fall and spring semesters. The second model would allow students to take normal academic loads in the fall and spring semesters and attend campus-based summer school or take on-line summer school classes.

Students admitted into the programs would have to obtain higher scores on the ACT than regular students. Students would be admitted and advised by cohort; in addition, students would receive preferential treatment in registration to insure timely graduation.

It is estimated that academic programs would require additional resources to implement the three-year degree program. Although not currently under consideration, programs at the university maybe open to collaborative transfer programs with community colleges.

Minnesota State University, Mankato is exploring development of formal three-year degree paths in a few selected majors. To build pipelines to three-year degrees, the university has been consulting with high schools on ways to encourage high ability students to take advantage of

PSEO, Advanced Placement and other high school options that would connect with the newly designed accelerated degrees. The university is also working with the Council for Adult and Experiential Learning (CAEL) to determine ways in which returning adults could receive credit for prior learning. Summer enrollment may be included in the course of study needed to graduate in three years.

Conclusions

Across the U.S., institutions that have offered formal three-year degree programs find that they attract very few students, and a number of programs have been discontinued over the years. With increased attention to the escalating costs of higher education, however, these programs are receiving renewed interest.

Minnesota State Colleges and Universities is committed to maintaining an “affordable and competitive cost of attendance.” Along with restraining tuition and fee charges, the ability to earn a bachelor’s degree in three years can be part of the system’s answer to students who are looking for ways to reduce their cost of education.

Students can now complete many bachelor’s degrees in three years if they plan carefully. College, university, and system communications should do more to let students know that they can consider an accelerated path to a degree even if a formal program is not created. For most students, the path to early graduation will begin in high school by earning credits through PSEO, concurrent enrollment, AP, IB or CLEP. In addition, enrolled students can be encouraged to think about taking heavier course loads and enrolling during the summer in order to finish their degrees in less than four years.

Implementation of formal three-year options in several state universities will help clarify issues within the system. Nationally, all but a few three-year degree programs operate within a single baccalaureate degree-granting institution. Partnerships between state universities and colleges could lead to new models of three-year baccalaureate degrees.

A three-year degree path is most suitable for highly motivated, well-prepared students without heavy work or family obligations. Most Minnesota State Colleges and Universities students do not fit this description. Only 49 percent of the system’s entering full-time state university students now earn an bachelor’s degree within six years. Several system initiatives are designed to increase the number of students who complete degrees, even if it takes longer for them to do so.

Each university should determine whether it will devote resources to developing formal three-year degree paths that will benefit relatively few of its students when other challenges, including strengthening educational quality and reducing achievement gaps, must be addressed with diminishing state appropriations. While universities can promote early graduation through three-year degree programs, reduced funding will have the opposite effect of limiting course availability and delaying graduation for some students.

RECOMMENDATIONS

Based on the pros and cons identified above, the following practices are recommended to guide implementation of 12 month calendars and three-year baccalaureate programs in Minnesota State Colleges and Universities:

With respect to 12 month calendars:

1. Colleges and universities should continue to have authority over their practices in selecting and scheduling summer term courses.
2. Colleges and universities that offer programs on a 12 month calendar should inform students whenever summer enrollment is required.
3. Colleges and universities should promote opportunities for students to accelerate their progress toward graduation by taking summer term online and/or classroom courses.
4. Before approving an exception from the Board Policy 3.34 on academic semester start dates or other calendar alternatives proposed by a college or university, the Office of the Chancellor should evaluate implications on operations elsewhere in the system.
5. If a college or university proposes to implement an alternate 12 month calendar, it must submit a plan for a pilot period to the Vice Chancellor for Academic and Student Affairs for review and approval. The plan should be endorsed by the president and identify any exemptions or changes needed to Board policies and system procedures, labor agreements, technology or system business practices. Necessary changes to a labor agreement must be negotiated with the bargaining unit representative prior to submitting the plan. The Vice Chancellor for Academic and Student Affairs should consult with other divisions in the Office of the Chancellor, including Finance, Information Technology, and Human Resources, before approving the pilot.
6. An approved pilot for an alternate 12 month calendar must evaluate its effectiveness in achieving goals and addressing implementation issues. The Vice Chancellor for Academic and Student Affairs should brief the Board of Trustees on 12 month calendar approved pilot plans and evaluation findings at the conclusion of the pilot period.

With respect to three-year baccalaureate degree programs:

1. Universities should continue to have the option to develop structured opportunities for students to complete a baccalaureate degree in three years.
2. Three-year baccalaureate degree programs must meet system procedure 3.36.1–Academic Programs, which establishes degree credit lengths, and be designed to achieve learning outcomes equivalent to the same program offered on a traditional graduation plan.

3. Colleges and universities should reach out to high school students to inform them about early graduation opportunities made possible by earning college credits while attending high school.
4. College, university, and system communications should promote early and timely graduation as a way to cut higher education costs for students.

RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees accept the report on the pros, cons and recommendations for implementing 12 month calendars and three-year baccalaureate degree programs in Minnesota State Colleges and Universities.

RECOMMENDED BOARD MOTION

The Board of Trustees accepts the report on the pros, cons and recommendations for implementing 12 month calendars and three-year baccalaureate degree programs in Minnesota State Colleges and Universities.

**Ad Hoc Advisory Committee
Studies on Three-Year Baccalaureate Program and 12 Month Calendar**

Tom Fauchald Bemidji State University	Inter Faculty Organization
Catarina Fritz Minnesota State University, Mankato	Inter Faculty Organization
Nancy Genelin South Central College	Administrator, Academic Affairs
Travis Johnson/ Jessica Medearis	Minnesota State College Student Association
Kevin Lindstrom	Minnesota State College Faculty
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Shannah Moore Mulvihill	Minnesota State University Student Association
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**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

ACTION ITEM
REPORT OF THE AD HOC ADVISORY COMMITTEE ON DEVELOPMENTAL EDUCATION

BACKGROUND

The Academic and Student Affairs Committee of the Board of Trustees established as one of its goals for this year to “Study the pros and cons of moving responsibility for remedial education from the state universities to the state colleges.” During a study session in December, the Committee reviewed a considerable amount of research in developmental education, and concluded that there were sound reasons for maintaining a limited amount of remedial education offerings at the state universities. The Committee then turned its attention to promising practices for providing developmental education efficiently and effectively. The Committee requested that a study of these promising practices be conducted and that a report and recommendations be provided to the Committee

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

The Board of Trustees accepts the report of the Ad Hoc Advisory Committee on Developmental Education.

**Report of the Ad Hoc Developmental Education Advisory Committee
Submitted to the Academic and Student Affairs Committee of the Board of Trustees
May, 2011**

I. Background

The Academic and Student Affairs Committee of the Board of Trustees established as one its goals for fiscal year 2011 to “Study the pros and cons of moving responsibility for remedial education from the state universities to the state colleges.” In order to better understand issues related to remedial education, the committee held a study session in November of 2010. The committee was provided a variety of background readings related to remedial and developmental education research. A presentation on students taking developmental education in Minnesota State Colleges and Universities was also provided.

Developmental instruction in Minnesota State Colleges and Universities is a significant aspect of the total instructional program. In recent years, about 48% of the Minnesota high school graduates who enrolled in a Minnesota State College or University within two years after graduation were required to take at least one developmental course, as shown in Table 1. Thirty-two percent of those who enrolled in a state college took two or more developmental courses. The majority of these courses were in developmental mathematics. Ninety percent of the developmental credits required to be taken by students at state universities were in mathematics courses. The number of students taking developmental courses is significant. In fiscal year 2010 the system enrolled 50,688 students in developmental courses, representing a full-year equivalent enrollment of 10,121 students. The system’s direct expenditures for developmental education in fiscal year 2009 were \$29.5 million, representing 4.7% of the system’s total direct expenditures. In addition, students spend millions of dollars in tuition each year on developmental education.

Perhaps not surprisingly, students who come from family backgrounds with limited higher education experience are more likely to enroll in developmental courses than other students. Fifty-six percent of students classified as underrepresented who enrolled as first-time full time students in Fall of 2008 took at least one developmental course, compared to about 40% of students who were not classified as underrepresented. Forty-four percent of White students took developmental courses compared to 77% of African American students, 71% of Asian students, and 63% of Hispanic students. However, the data also indicate that students of color who take developmental courses have higher persistence and completion rates at both state colleges and state universities than students of color who do not take developmental courses.

The data provided to the committee indicated that only about 5% of the total system FYE enrollment in developmental education was being provided at the state universities, and that almost of all of it was in mathematics. Ninety percent of the developmental courses taken at the state universities were in mathematics, three percent in writing, and seven percent in reading and other subject areas. The readings reviewed by the committee provided substantial and compelling arguments for the appropriateness of maintaining some developmental education offerings at the state universities.

The committee turned its attention to studying developmental education models and methods of delivery. The extensive literature in this area and the variety of readings provided to the committee clearly indicated that, while there were a number of “promising practices” in developmental education, there was no “silver bullet,” no one method or model that could be pointed to as being the solution to the developmental education conundrum. Accordingly, the committee directed that a study of best practices in developmental education be conducted and that findings and recommendations be provided to the committee. The Interim Vice Chancellor for Academic and Student Affairs charged an ad hoc advisory committee with this task, led by the Associate Vice Chancellor for Student Affairs.

II. Promising Practices in Developmental Education

The Ad Hoc Advisory Committee was comprised of representatives from the faculty bargaining units as well as student representatives and administrators from the state colleges and universities. A list of committee members is provided at the end of this report. The committee reviewed the same materials that had been provided to the Academic and Student Affairs Committee for the study session. Based on this extensive review of the developmental education literature, along with work done in preparation for a grant proposal by a team of state college Presidents led by Larry Litecky, five “promising practices” were identified as being worthy of additional research and exploration by the Ad Hoc Advisory Committee. These practices are as follows:

A. Learning communities

Learning Communities involve a common cohort of students taking classes that are linked or clustered during an academic term, often around an interdisciplinary theme. A variety of approaches are used to build these learning communities, with all intended to restructure the students’ time, credit, and learning experiences to build engagement among students, between students and their teachers, and among faculty members and disciplines.

Learning communities can be structured as programs in which a small cohort of students enrolls in larger classes that faculty do not coordinate. In this instance, intellectual connections and community–building often take place in an additional integrative seminar. Learning communities may also involve two or more classes linked thematically or by content which a cohort of students takes together. In this instance, the faculty do plan the program collaboratively. Finally, learning communities may involve coursework that faculty members team teach. The course work is embedded in an integrated program of study. Across the varying models of learning communities (which may also involve a residential component) there is a consistent finding of greater retention and academic success for students involved in learning communities compared to students who are not (Taylor et.al., 2003).

Learning communities may be characterized as a robust intervention because participation in a learning community is associated with improved retention and better academic

performance across a variety of settings and with a great diversity of students (Bloom and Sommo, 2005; Shapiro and Levine, 1999).

B. First Year Experience/Student Success Courses

First-Year Experience programs also help students in making the transition to college, and especially in helping new students develop an engagement with the college. "Getting students started right on the path through the institution to graduation begins with anticipating and meeting their transition and adjustment needs when they enter. Freshmen need a prevention plan. Intrusive, proactive strategies must be used to reach freshmen before the students have an opportunity to experience feelings of failure, disappointment, and confusion" (Levitz, Noel, and Richter, 1999).

The effectiveness of these extended structured seminar orientation programs has been amply demonstrated. In a longitudinal study examining the effects of a first-year seminar program on graduation rates, Schnell and Doetkott (2003) found that first-year students who participated in the seminar graduated at a higher rate than a matched group of students who did not. They also found that among those participants who were admitted to postsecondary institutions with low ACT Assessment scores and HS GPAs, graduation rates were also better than those of matched nonparticipants. Research conducted at the University of South Carolina (Gardner, 1986; Upcraft, Gardner, and Barefoot, 2005) has shown many positive effects of first-year experience programs, including a finding that high-risk students may benefit more from participation in these programs than other students.

Overall the research suggests that a student's entering characteristics play an important role in persistence to graduation, but potential for success can be increased with the addition of a first-year experience program. (Lotkowski, Robbins and Noeth, 1999). However, research has also indicated that in-depth orientation programs, even if they are not strictly a first-year experience seminar, can be effective in increasing the academic success and retention of students (Purnell, et.al., 2004).

C. Intrusive advising

Intrusive Advising differs from the more traditional prescriptive and developmental models of advising because advisors are not only helpful and encouraging of students, but they proactively make the initial contact with students, rather than waiting in their offices for students to schedule an appointment. Most students know they have an advisor but may be unaware of how and when they are able to contact the advisor or what the advisor can help them accomplish. Heisserer and Parette (2002) observe that "the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community. Thus the advisor is often the person best suited to form a significant relationship with the student."

Although intrusive advising has been demonstrated to be effective with students across the board, underrepresented students, in particular, may benefit greatly from the intrusive

approach because they may not have the background experience to know how to respond when unexpected situations arise (Backhus, 1989; Earl, 1988). Contacted by the intrusive advisor, the student has the opportunity to discuss emerging problem situations and be referred to the appropriate resources to address the problems (López, et. al., 1988). Thus intrusive advising goes beyond dealing with academic issues that impact student retention, but addresses other social and cultural issues as well.

D. Supplemental instruction/Tutoring

Supplemental Instruction (SI) is a very different form of academic intervention, in that it targets high-risk courses (those that historically have a high percentage of D, F and W grades) instead of high-risk students. The focus of the intervention is to help students to learn the course content while at the same time acquiring study skills and strategies pertaining to the course discipline (Ramirez, 1997). Supplemental Instruction sessions are structured to maximize student involvement with the course material. Learning and study strategies, such as note-taking, graphic organization, questioning techniques, vocabulary acquisition, and test prediction and preparation are integrated into the course content. Students learn to verbalize what they do understand and clarify what they do not understand. The SI leader is a model student who provides an example of how successful students think about and process the course content. The leader facilitates study sessions, but does not re-lecture or introduce new material (Lotkowski, Robbins and Noeth, 2004).

SI may be described as a particularly robust intervention, because it has been found that SI participants consistently do better in the target courses than their non-SI peers regardless of the type of institution, discipline of the SI course, prior preparation levels of the students, and across ethnic groups (Hensen & Shelley, 2003; Ogden, Thompson, & Russell, 2003; Ramirez, 1997).

E. Re-Design of Developmental Education

The usual delivery strategy for developmental courses offers a gradation of “basic remedial,” “basic developmental,” and “intermediate developmental” and does not afford an opportunity for students to quickly get up to performance level in one stage so that they can move to the next stage sooner. Students are required to take an entire course even though they may only be deficient in a portion of the topics. Restated, even if someone is marginally below the standard for freshman-level College Algebra, they are still placed into a 16-week course in Intermediate Developmental Algebra that requires them to sit through the full course to satisfy one or two limited or missing competencies. The developmental course structure can present a significant obstacle to students’ ability to realize their educational goals. Many students who begin a developmental course withdraw due to work, family or health issues. Students who withdraw and return the following semester must begin the same course from the beginning, even though they may have demonstrated mastery of some portion of the material prior to their withdrawal. Weaker students may be required to complete up to three full semesters of coursework prior to advancing into regular college-level courses. Many students are delayed in applying for admission to specific academic and professional programs. Others give up and drop

out completely. Typical drop-failure-withdrawal rates in these courses of 40% to 50% further compound the problem. In response to these issues, redesign of developmental education has been identified as a promising practice. Redesign may take any of several forms.

Modularization involves arranging developmental courses into shorter modules as opposed to semester-long offerings. According to this method, students requiring minimal developmental education can complete their modules quickly and advance to college-level courses. Moreover, modularization allows courses to be individually tailored to address students' respective weaknesses. One college that implemented this approach, Jackson State Community College, has produced excellent results. The College has seen a 21 percent improvement in student learning, a 45 percent increase in student pass rates, and a 12 percent increase in student retention. Further, the program created a cost-per-student savings of more than 20 percent (Zachry and Schneider, 2010). A number of different online programs exist that modularize developmental work as well, which can allow students to work independently and provide a less expensive option to students than the cost of tuition.

Acceleration involves the compression of a course into a briefer period of time, or the combination of the content of two related or sequential courses into one course. Mountain Empire college, for example, took two math courses with high enrollments and compacted them into much shorter classes to allow students to complete more developmental coursework in a shorter timeframe. While Math 2 is traditionally taught over a 10 week period in the summer and offered as a three credit course, the fast-track Math 2 class is taught in one week and students receive one hour of credit. Similarly, Math 3 is traditionally taught over 10 weeks for five credits. The fast-track Math 3 class, however, is only two weeks in length and students receive two hours of credit upon completion. Success rates for these fast-track courses have been exemplary. Compared to the 44 to 68 percent completion rate of traditional developmental math courses in the past, the fast-track courses have seen success rates between 89 and 92 percent at the College. Further, students in the fast-track Math 2 course have a final exam average of 93 percent, compared to the 75 percent average of students in the traditional course (Zachry and Schneider, 2008).

Summer bridge programs, designed to provide graduating high school seniors with the academic and college-readiness skills needed to be successful in postsecondary education, have emerged as a promising intervention. Typically running four-to-six weeks during the summer months, summer bridge programs offer an integrated approach with intensive coursework that may be accompanied by tutoring, additional labs, stipends, and student support services designed to facilitate students' transition to college and help them prepare for credit-bearing courses in their first semester of college. Although the evidence for the effectiveness of these programs is not as strong as for other interventions, they do show promise. In Texas, for example, early research findings suggest that summer bridge programs did not have an impact on college enrollment rates or persistence. However, the research points to a shift in the average course load taken by students who completed the programs, with students taking fewer developmental education credits and more college-level credits. In addition, students enrolled in summer bridge programs were more likely to meet state standards in reading, writing, and math. Although the

effects were not large, the results are statistically significant (Wathington, Pretlow, and Mitchell, 2011).

Other redesign models involve providing assessment test preparation for students, which may serve as a “refresher” for math concepts and techniques, resulting in fewer students being required to take developmental courses. The use of math or writing labs, often in an “emporium” is another promising model. Finally, in a contextualized developmental education model, developmental education content is linked to a specific content course, often in a short-term program designed to provide employable skills to students with relatively low reading, writing, and math skills (Zachary and Schneider, 2010).

III. Promising Practices Exemplars within MnSCU

The Ad Hoc Advisory Committee on Developmental Education began meeting in January of 2011. Following their review of the developmental education literature that had previously been presented to the Academic and Student Affairs Committee of the Board, the committee turned to reviewing and sharing information among themselves about promising practices as they were being implemented at their own and other campuses across the system. It soon became apparent that within Minnesota State Colleges and Universities there is a large, and largely untapped, source of experience and expertise in developmental education. The committee proceeded to seek out additional examples of promising practices across the system.

Committee members contacted colleagues across the system for information about promising practices being implemented at their colleges and universities. In addition, individuals who had made presentations during the Promising Practices in Student Success Faculty Forum were contacted for information about their presentations. The following are a few examples of how the promising practices are being implemented at colleges and universities within the system:

A. Learning communities

The learning community initiative at **Century College** involved the intentional pairing of two courses to create a community of learners (both faculty and students) who work and learn together across disciplinary lines. Faculty teaching within one of the learning communities collaborated on defining complementary instructional strategies and assignments, interweaving and connecting learning across the courses. Students collaborated with the faculty and one another throughout both courses, exploring connections across discipline lines, sharing a common instructional experience, and building a community within the larger College.

During the 2009-2010 academic year, a total of 34 learning communities were offered (23 in fall 2009, and 11 in spring 2010). While 6 of these communities consisted of pairings of college-level courses, the majority (19) combined a developmental-level course with a college-level course. The remaining 9 learning communities consisted of pairings of two developmental-level courses. Students enrolled in these learning communities through both self-selection and on the advice of faculty counselors and advisors.

Academic performance outcomes for learning communities are encouraging. The percentage of underrepresented students earning a “C” or above in the paired courses was 60%. The average term cumulative GPA achieved by underrepresented students in the paired courses was 2.36. The average number of credits attempted per underrepresented student was 11.6 credits per term. The average number of completed credits per underrepresented student was 7.2 credits per term. Cumulative term completion rates (completed credits/attempted credits) for underrepresented students in the paired courses was 62%. The withdrawal rate of underrepresented students in the paired courses was 25%. The percentage of underrepresented students in the paired courses retained to the following semester was 76% for fall participants retained to spring, and 42% for spring participants registered for the following fall. These results indicate that participation in learning communities, while beneficial to most students, may be especially helpful for students from underrepresented backgrounds.

Inver Hills Community College began implementation of its learning communities retention initiative in 2006, with a goal of recruiting 100 students to participate in a learning communities program. This program has been extraordinarily successful and has now expanded to twenty learning communities offered during the 2009-10 academic year, enrolling over 200 students. Students participating in these learning communities were academically successful, with 73% earning a Fall term GPA of 2.0 or above, and with an 84% Fall to Spring retention rate.

B. First Year Experience/Student Success Courses

Building upon its successful pilot phase in FY08, **Inver Hills Community College** incorporated *On Course*, a customized first-year experience course, into learning communities. *On Course* is a one-credit, eight-week course that focuses on developing attitudes and skills that lead to success in college and in life. The *On Course* component is led by a faculty counselor with advanced *On Course* training, and the classes are taught by both faculty and master’s-degreed staff who attend annual training and periodic workshops. *On Course* instructors provide out-of-class activities that meet underrepresented students’ identified needs, such as Financial and Budget Planning workshops during Student Success Day. As part of the *On Course* curriculum, students use multiple academic support services.

Students taking *On Course* demonstrate high levels of persistence and retention. Seventy percent of underrepresented students in the Fall, 2009 *On Course* earned a term GPA of 2.0 or higher, and 82% of the fall 2008 cohort were retained to spring of 2009.

At **St. Cloud State University** students admitted to the university into the Division of General Studies Program are required to take COLL 110, Reading and Study Strategies, and complete it with a minimum grade of C in their first year. The Learning and Study Strategies Inventory (LASSI) is used as a pre- and post-test. The LASSI is an assessment of students’ awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The focus is on behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. Research has

repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning and study skills courses. The LASSI provides standardized scores and national norms for ten different scales relating to the learning strategies and behaviors. A score at the 50th percentile or above is predictive of student success. The average score for students who took the pre-test during fall of 2009 was below the 50th percentile on all ten scales and below the 40th percentile on six scales.. The average post-test scores for these students following the course were above the 50th percentile on eight of the 10 scales, and above the 40th percentile on the other two scales. Clearly the course has improved these students' chances of success in their university studies.

C. Intrusive advising

St. Cloud Technical and Community College has used intrusive advising techniques such as calling students by phone, contacting them through e-mail and approaching them on campus. These techniques have been used to contact students who had received academic progress reports, exhibited a drop in attendance, failed to meet certain Accuplacer test score requirements or were identified by instructors as struggling in their classes. Occasionally, students are also contacted when they failed to register for classes and did not speak with an advisor. Intrusive advising techniques are also used to encourage students to fill out scholarship applications and financial aid applications. Appointments were made to help those students who required assistance to complete these applications. Student outcomes support the effectiveness of these techniques, as students who received intrusive advising services had a fall to fall retention rate of 56%.

Century College has also implemented the intentional pairing of new entering students with a faculty advisor throughout their first term of enrollment at the college. Central to this advising relationship is the establishment of academic goals and concrete program plans which form the basis for future advising. Faculty use tools such as the GPS LifePlan to assist students to develop and document goals and monitor progress toward goal completion. Results from the Fall, 2010 cohort were an average GPA of 2.38 for students in the intrusive advising cohort, with 64% of grades being C or higher, and a fall to spring retention rate of 66%. The college will use this early experience to improve the advising progress in subsequent years.

D. Supplemental instruction/Tutoring

In order to improve the chances of success for students in the new Transfer ASAP program, and to provide additional services to students enrolled in 5 gateway courses, **North Hennepin Community College** developed a new Supplemental Instruction Study Group/Tutoring program. The program followed most of the guidelines of the University of Missouri- Kansas City model, although it was not officially sanctioned by the UMKC Supplemental Instruction organization. The program coordinator recruited and trained peer tutors to be study group facilitators and scheduled study groups and tutoring appointments. The college identified five gateway courses in which students are most at risk of getting a D, F, or W (Intro to Sociology, Intro to Psychology, College Algebra, First Year Comp, and Intro to Biology) and enhanced services to students by embedding tutorial assistance in and out of class.

The results of the program were very promising, as 449 students participated in 411 hours of SI study groups and tutoring in the five college-level subject areas. There was an improved course completion rate in each of the five subjects. There was also a decreased rate of D, F and W grades in all of the subject areas except Sociology.

Winona State University has provided Supplemental Instruction to students since 2005. It should be noted that these courses are not developmental in nature; however, the success of the students in these courses provides a strong indication that the method would also lead to success in developmental courses. During the 2009-10 academic year, for example, the university provided SI in thirteen sections of eight different courses. Students attending the SI sessions had an average course grade that was .72 higher than the average grade of non-attendees, and the rate of D, W, and F grades was lower for SI attendees than for non-attendees. Looking more closely at the Anatomy and Physiology course offered during Spring of 2010, the average grade for SI attendees was 2.7, compared to 1.7 for non-attendees. Moreover, the D, W and F rate for attendees was 39% lower for attendees. In addition, there was a strong correlation between the number of SI sessions attended by students and their final grades. Students who attended 18 or more sessions had an average GPA of 3.42, those who attended 10 to 13 sessions had an average GPA of 3.0, and those who attended only 2 to 5 sessions had an average GPA of 2.30.

E. Re-Design of Developmental Education

Fond du Lac Tribal and Community College has redesigned two of its developmental English classes and its developmental mathematics classes. Three years ago, the English department determined that the Refresher English class that was offered at the time did not adequately meet the needs of the wide range of student abilities that placed into this course. The department made the decision to restructure the class, eliminating the semester-long, 3 credit Refresher English course and creating two 8-week courses titled College Prep English I and College Prep English II. Each class is worth two credits. The Accuplacer placement scores were also adjusted for more specific placement into one of the two courses.

Students who place into College Prep I work on sentence to paragraph-level skills, while students placing into College Prep II focus on paragraph to essay-level skills. Students needing to start at College Prep I can complete the course in the first eight weeks and then move into College Prep II for the second eight weeks. Early results indicate that more students have completed the two-course sequence (College Prep I and College Prep II) and with a higher GPA than with the previous single "catch-all" course. Those students who place into College Prep I are especially more likely to complete.

In a redesign going in the opposite direction from the English redesign model, in Fall of 2010 the FDLTCC math department combined two classes, Beginning Algebra and Higher Algebra, into a single one-semester. Each class went from meeting three days a week to meeting five days a week. Results are encouraging, as 26 of 31 students completed Beginning Algebra with an 84% pass rate and seven of those students went on to the Higher Algebra component with an 88% pass rate. With this accelerated course sequence approach, students are able to reduce the need for an additional semester of developmental math coursework.

Similar redesign efforts are being undertaken by **North Hennepin Community College** and by **Minnesota State Community and Technical College**. North Hennepin is modularizing its reading and learning skills curriculum into 2-credit modules to allow students to stop in and out of college as their life circumstances require without losing credit for what they've already completed. Some students may accelerate their progress through the 8-credit developmental reading curriculum, completing the entire curriculum in one semester. Minnesota State is currently piloting the modularized, computer-assisted delivery of basic mathematics. Students meet with faculty in a classroom setting one hour per week and are required to come to a faculty-staffed math lab another three hours per week. Students complete the math modules at their own pace and have faculty available to answer questions or provide other assistance. Students who complete all six modules, the equivalent of the Math 0052 course, may begin the modules for the Introduction to Algebra course. Students who are not able to complete all of the modules receive an incomplete and must continue to work on the modules and attend the math lab in the subsequent semester. An evaluation of this pilot phase will be completed during the next academic year.

Minneapolis Community and Technical College has launched a redesign of developmental mathematics using ALEKS (Assessment and Learning in Knowledge Spaces), a web-based mathematics assessment and learning system. Two ALEKS courses cover content similar to what is now covered in three traditional math courses, but using a very different course format. Before beginning either course, the student takes an ALEKS assessment in that course. The ALEKS assessment results in the creation of an individual study plan for the student in the course. The content of each student's study plan also determines the number of credits the student registers for in the ALEKS courses. For example, if a student assesses as having previously mastered relatively little of the course content, the student may be required to register for the course at 5 credits. But if the student's assessment indicates that s/he has already mastered at least 60% of the course content, the student may be required to register for only 2 credits. It should be noted that ALEKS is not online instruction, but is self-directed instruction. In the classroom, each student learns math concepts using ALEKS as a learning tool along with the guidance of the instructor. This redesign effort was implemented during the 2010-11 academic year, and an evaluation of the initiative will be conducted during the next academic year.

IV. Conclusions and Recommendations

The Ad Hoc Advisory Committee, after reviewing the variety and extent of implementation of developmental education promising practices at the colleges and universities across the system, has come to the conclusion that the system is on the right track in addressing issues of developmental education. Clearly, the colleges and universities recognize the importance of bringing students' academic skills up to college level as quickly and efficiently as possible. They are addressing these issues by implementing one or more of the promising practices as appropriate to the needs of their students and the availability of resources at the individual institution. The colleges and universities know what works. What is needed is a

refinement of approaches and the tailoring of individual promising practices to specific institutions.

The caveat noted in the opening section of this report bears repeating: There is no “silver bullet,” no single approach that will be effective for all students at all institutions in all circumstances. Learning communities, for example, may be highly effective in a college or university that has a relatively large student population. However, a college with a smaller student enrollment may find it difficult to attract a “critical mass” of students to enroll in learning communities, and the initiative may fail. Similarly, intrusive advising may be effective in some settings, but because it is highly labor intensive it may be difficult to implement effectively in an institution that does not have a sufficiently large number of faculty or staff to serve as the advisors in this paradigm. Therefore, the committee is not recommending the adoption or promotion of any single one of the promising practices as being the preferred developmental education methodology within the system. Instead, the committee recommends that the “menu” of promising practices be presented as options for colleges and universities to select from, and to implement one or more of the promising practices that will be most effective with the students, faculty and staff at their specific campuses.

Committee members expressed concern that, following initial distribution and discussion of this report, developmental education would once again be placed on the “back burner” of system concerns. Therefore, the committee recommends that a report on developmental education outcomes of students be part of Presidential evaluations and/or be part of Presidential work plans. “Maintenance of effort” related to developmental education should be part of each institution’s budget and staffing plans. The committee also recommends that the Board be provided an annual report and update on developmental education that is separate from the “Getting Prepared” report for the legislature and focuses more on the implementation of the promising practices across the system and outcomes of students who take developmental education courses.

The members of the committee also recognize that scaling up, both within an institution as well as across the system will require that additional resources be dedicated to developmental education. Promising practices are effective, but not necessarily inexpensive. We recognize that in the current budgetary environment additional resources will not be available to the system. However, current funds may be reallocated or redirected more effectively in developmental education initiatives. For example, colleges and universities may choose to rethink their current uses of their Access, Opportunity and Success formula-based allocations. These funds are specifically for programs to recruit and retain underrepresented students. As noted in the opening paragraphs of this report, underrepresented students are overrepresented among students who take developmental education. It might therefore be appropriate for some institutions to dedicate a portion of their AOS funding to implement promising practices.

A. Scaling up Promising Practices Within an Institution and Across the System

A survey of system colleges that had been conducted in preparation for the Promising Practices in Student Success Faculty Forum that was held in February indicated that every state

college in the system had implemented one or more of the promising practices. (It should be noted that because of the wording of the survey instructions, there is some doubt as to whether supplemental instruction and intrusive advising were understood as being as described in section II of this report.) However, it is clear from discussions with administrators at the colleges that many of these implementations are in a pilot stage. In addition, members of the committee are aware of numerous instances where a college has implemented a pilot developmental education redesign, only to have the project fail and be abandoned after one or two semesters. Therefore, the results of the survey may present a somewhat optimistic picture of the extent to which the promising practices are actually being provided across the system.

In order for any promising practice to be successfully implemented in a college or university, several factors must be present. Chief among these factors are support and commitment from both faculty and administration. Examples of how these factors play into the scaling up of promising practices within an institution are provided by Inver Hills Community College and by Century College. At Inver Hills, the implementation of learning communities was initiated by a team of counselors, with the support of the administration and the participation of a few faculty members, who sought and received a grant to underwrite the initial development costs. The learning communities project was then “mainstreamed” by choosing it as one of the college’s AQIP Action Projects, to be grown and developed over a period of years. In this way, the initial participants were able to champion the initiative among their colleagues and secure additional support and participation by faculty and other staff. The results have been impressive, as the college went from four learning communities in the first year to the twenty that are currently offered at the college.

Similarly, at Century College, the support and encouragement of the President for the expansion of several promising practices for student success as part of the college’s overall planning process has been instrumental in scaling up. Engaging faculty and staff has been central to the success of this process. An example of this scaling up is provided by the learning communities offered by the college. In Fall of 2005, the college offered five learning communities enrolling a total of 96 students. By Fall of 2010, the college was providing 22 learning communities enrolling 527 students.

Scaling up of promising practices across the system is somewhat more difficult. The Office of the Chancellor has made a number of efforts to encourage the implementation of the promising practices by colleges and universities, most notably through the Access, Opportunity and Success allocations for programs to recruit and retain underrepresented students. Plans submitted by the colleges and universities for use of this funding must now include an effort to implement one or more of the promising practices. In addition, the annual Student Affairs/Diversity and Multiculturalism Conference sponsored by the Office of the Chancellor provides a venue where colleges and universities can showcase their programs and share their experiences in implementing promising practices. The Fall and Spring meetings of Chief Academic and Student Affairs Officers and Deans provide another opportunity for this type of information sharing and cross-system fertilization of ideas. However, these venues, because they rely on the voluntary submission of a program proposal and then the choice of attendees to go to one concurrent session versus another, are not ideal and do not reach all of the potential

audience. In addition, because the agendas at these meetings and conferences have several concurrent sessions during any one time, it is sometimes difficult for participants to attend all of the sessions they would like to in order to obtain information about the promising practices. The committee recommends that the Office of the Chancellor implement and maintain a website of presentations and other resources relating to promising practices so that these may be available to any interested faculty, staff or students on a 24/7 basis.

A more intentional information sharing and scaling up effort is being undertaken by Inver Hills Community College and Century College, as part of the dissemination efforts required by the grant funding provided to the Access and Opportunity Center of Excellence. The colleges will be sponsoring a two-day Learning Communities Institute, inviting teams of faculty and staff from several colleges across the system. The teams will learn about how to implement a learning communities program from the ground up, both from staff at Inver Hills and Century, as well as from staff members from Kingsborough Community College, which is often cited as the model for implementation of learning communities in the student retention literature. The hope is that this institute will lead to the successful scaling up and implementation of learning communities at more colleges across the system, and that the institute will serve as a model for other institutes focusing on the other promising practices: intrusive advising, supplemental instruction, student success courses, and especially redesigning developmental education.

B. Assessment and Mandatory Placement

The system's policy on assessment for course placement and mandatory placement into developmental courses was a major topic of conversation among the committee members. It was noted that the literature relating to assessment and placement had conflicting conclusions and recommendations relating to strict cut-off scores and mandatory placement into developmental courses. Several members noted that students were often successful in other courses requiring some writing even when they had not yet completed the developmental writing sequence. There was also discussion about the possibility of establishing the cut-off for placement into developmental courses as a range of scores on the Accuplacer, rather than a single score, and using additional indicators to place students into college-level or developmental courses. However, it was decided that these topics would take much more time to address appropriately than was available to the committee and that the topics were beyond the committee's charge. The committee therefore recommends that the Assessment for Course Placement Committee should be charged with considering alternatives to a strict policy of mandatory placement and should also consider the use of a score range for placement, using additional indicators to support a decision to place a student in college-level or developmental courses.

C. Professional Development for Faculty and Staff

Successful implementation of promising practices will require that faculty and staff members involved in these efforts have the training and expertise required by the specific methodologies being implemented. Participating in a learning community as a faculty member requires collaboration skills and the ability to develop curriculum that may not come easily to a faculty member with no previous experience in this area. The specific interactions involved in

intrusive advising are often different from the typical engagement between advisors and students. These are skills that must be learned. Professional development must therefore be a central aspect of individual college and system-wide implementation of promising practices in developmental education. In addition, appropriate recognition and support for faculty who choose to work in the implementation or delivery of promising practices in developmental education should be a part of the institutional plan. The committee believes it is important to raise the issue and highlight it so that it is not lost as colleges and the system move forward.

D. Providing Options to Students Based on Need

Successful implementation of promising practices also again relies on the earlier point that there is no “one size fits all” approach to developmental education. Instead, it is important to provide a variety of options/interventions to ensure that students’ developmental education needs are met, whether that means brushing up on a subject or beginning at a much earlier stage. Students have expressed interest in some of the options to redesign developmental education, particularly the module option, which would allow them to focus on any deficiencies they may have in a topic and become ready for college-level work at a faster pace and at a lesser expense than traditional developmental courses. In addition, providing students with options to work during the summer to become college ready by fall may help students progress faster into college-level work. To accomplish this, it is important that colleges and universities provide ways for students to get prepared outside of their campus area, which may include online options or evaluation of developmental course equivalencies so that students can take courses in another location and transfer them to the college or university with ease.

E. Counseling and Other Support Services

The promising practices in developmental education address the cognitive and academic aspects of educational preparation and progress. However, they do not necessarily address many of the other aspects of students’ lives that may impact their educational progress. Students who are required to take developmental courses may often feel marginalized or stigmatized. Counseling and other support services must be recognized as integral and necessary to the success of these students. Providing the educational interventions without the counseling and other services may be likened to providing students with only half a chance to succeed. It should be noted that many of the promising practices examples featured in the second section of this report intentionally included the provision of support services as part of their programs.

V. Recommendation to the Board

The committee has made several recommendations in the preceding section. However, the primary recommendation that the committee would like to make is that the Board should go on record as affirming the need for developmental education in our colleges and universities, while at the same time engaging in partnerships and collaborations with the K-12 system to improve college readiness and preparation of all students so that they may graduate from high school and enter our colleges and universities fully prepared to successfully undertake college-level study. The Board should provide encouragement and support to Presidents to implement

promising practices as appropriate on their campuses and should provide recognition to those that are doing exemplary work in this area. It is often said that anyone can teach the student with a 2400 SAT score or 36 ACT score. But it takes some special individuals to successfully teach those who come to our doors underprepared for college.

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Trish Schrom	Minnesota State Community and Technical College	Administrator

Table 1

**2008 Minnesota Public High School Graduates Who Enrolled in
Minnesota State Colleges and Universities Within Two Years and
Who Took Developmental Education**

	Percent of 2008 Graduates Enrolled in These Institutions	Percent of graduates Enrolled in These Institutions Who Took:		Percent of Developmental Credits Taken by Subject Area:		
		One or More (Any) Developmental Courses	Two or More Developmental Courses	Math	Writing	Reading and Other Subject Areas
Minnesota State Colleges & Universities ¹	45%	48%	26%	50%	23%	27%
Two-Year Colleges	35%	54%	32%	47%	24%	29%
State Universities	13%	22%	4%	90%	3%	7%

¹Students who attended both a two-year college and a four-year state university are counted only once in total percentage who enrolled in the Minnesota State Colleges and Universities system.

Source: Minnesota State Colleges and Universities, Research and Planning

**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: Mission Approval: North Hennepin Community 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 at least once every five years.

Scheduled Presenter(s):
John O'Brien, President, North Hennepin Community College

Outline of Key Points/Policy Issues:
The proposed mission, vision, and purposes presented by North Hennepin Community College were revised during a recent strategic planning process. The 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
ACTION ITEM**

**MISSION APPROVAL:
NORTH HENNEPIN COMMUNITY COLLEGE**

1 **EXECUTIVE SUMMARY**
2

3 The vision, mission and purposes of North Hennepin Community College meet the criteria
4 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
5 Approval of College and University Mission and Vision Statements. The college is requesting
6 approval of its new mission under the new Board policy requirement that colleges and
7 universities seek Board approval at least once every five years.
8

9 **North Hennepin Community College’s proposed vision, mission, purposes, and awards are:**
10

11 **Vision** Opportunity without limits, learning without end, and achievement beyond
12 expectation.
13

14 **Mission** Engaging Students, Changing Lives
15 North Hennepin Community College creates opportunities for students to reach their
16 academic goals, succeed in their chosen professions, and make a difference in the
17 world.
18

19 **Purposes** Goal 1: Access, Opportunity, and Success
20 Maintain academic standards and stable enrollments while increasing retention and
21 completion.
22

23 *Goal 2: Innovation and Relevance*

24 Maintain curriculum that is relevant and effective while developing innovative new
25 courses and programs.
26

27 *Goal 3: Culture of Commitment*

28 Develop a more rewarding, engaged, and inclusive college environment.
29

30 *Goal 4: Workforce and Community*

31 Expand effective partnerships within and beyond our community.
32

33 **Awards** Associate in Science degrees, Associate in Applied Science degrees, Associate in
34 Arts degrees, Associate in Fine Arts degrees, and Certificates
35
36
37
38

1 **BACKGROUND**

2
3 The college is requesting Board approval in order to include the new focus in college materials
4 for the FY2011-2012 academic year. The request also follows on the presidential transition at the
5 institution. NHCC has a diverse student population including 65% first-generation and 40% low-
6 income students. The college has a well-established focus on developmental education and
7 student success, and offers four-year degrees on our campus through partnerships with four-year
8 colleges and universities. The college advances an unapologetic mission of open access, and
9 notes its honors program and unprecedented undergraduate research activities that provide
10 advanced learning opportunities for students.
11

12
13 **OVERVIEW OF MISSION, VISION AND PURPOSES**

14
15 The proposed vision, mission, and purposes of North Hennepin Community College meet the
16 criteria identified in Board Policy 3.24 System and College and University Missions, Part 4:
17 Review and Approval of College and University Mission and Vision Statements. As required by
18 procedure, the institution must:

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

28 Additionally, the institution’s mission must be compliant with statute, policy, and regional
29 accreditation requirements.
30

31 **REVIEW OF NORTH HENNEPIN COMMUNITY COLLEGE’S MISSION, VISION**
32 **AND PURPOSES/GOALS**

33
34 **The mission, vision, and purposes respond to the system procedure.** North Hennepin
35 Community College’s vision, mission, and purposes are consistent with statute, policy, and
36 regional accreditation requirements. The College mission, vision, and purposes demonstrate
37 alignment with the system mission and vision.
38

39 The proposed *Mission* of North Hennepin Community College is “Engaging Students, Changing
40 Lives. North Hennepin Community College creates opportunities for students to reach their
41 academic goals, succeed in their chosen professions, and make a difference in the world.”
42

43 The college serves a broad range of credit and non-credit students, including traditional,
44 adult, underrepresented, career-changers, transfer, dislocated workers, corporate clients, and
45 other student populations. The college strives to achieve outcomes that expand learning
46 opportunities, promote success, and change students’ lives. As evident from the stated goals, at a

1 more detailed level, outcomes take the form of improved retention, success, and completion, as
2 well as measurable enhancements to the teaching and learning environment at NHCC. The
3 college engages students and changes lives through opportunities to reach academic goals,
4 succeed in chosen professions/workforce, and ultimately make a difference in the world.
5

6 The NHCC mission aligns with the system mission, using complementary language that speaks
7 to NHCC students, faculty and staff. The new mission reflects the system focus on student
8 success, workforce development, and completion of academic goals. In addition, the mission
9 captures the overarching importance of student engagement as a key to success and completion.
10

11 The proposed **Vision** for North Hennepin Community College states “Opportunity without
12 limits, learning without end, and achievement beyond expectation.”
13

14 To achieve this vision, the college will strive for a future where students will have opportunities
15 without financial barriers or limited offerings, and they will be encouraged to be lifelong learners
16 - continuously updating their knowledge and skills through both credit and non-credit offerings,
17 and will realize success in their chosen fields and achievement of their goals. The new vision
18 statement reflects the hope that NHCC will overcome fiscal constraints and other obstacles for
19 students and be a point of educational access that will allow students to realize and pursue their
20 individual unlimited potential.
21

22 The College’s vision shares with the System vision a fundamental commitment to academic
23 quality, access, completion, and student success.
24

25 The proposed **Purposes** of North Hennepin Community College include the following four
26 goals, supporting the mission and strategic directions and goals of the Minnesota State Colleges
27 and Universities system:
28

29 *Goal 1: Access, Opportunity, and Success*

30 *Maintain academic standards and stable enrollments while increasing retention and completion.*
31

32 Clearly aligned with the access and opportunity strategic focus on the system, this goal speaks to
33 high standards and retention/completion also links directly to the new system focus on student
34 success.
35

36 *Goal 2: Innovation and Relevance*

37 *Maintain curriculum that is relevant and effective while developing innovative new courses and
38 programs.*
39

40 This goal directly aligns with the strategic direction on innovation, as well as high quality
41 programs.
42

43 *Goal 3: Culture of Commitment*

44 *Develop a more rewarding, engaged, and inclusive college environment.*

1 This goal supports the strategic directions related to high quality and the stated focus on
2 “outstanding faculty and staff who bring current knowledge, professional skills and cultural
3 competence to educate students.”
4

5 *Goal 4: Workforce and Community*

6 *Expand effective partnerships within and beyond our community.*
7

8 This goal supports the strengthening of workforce and community relationships in strategic
9 direction 3.
10

11 The *awards* offered by North Hennepin Community College includes Associate in Science
12 degrees, Associate in Applied Science degrees, Associate in Arts degrees, Associate in Fine Arts
13 degrees, and Certificates.
14

15 **Consultation with faculty, students, employers and other essential stakeholders**

16 The college notes an extraordinary level of inclusiveness and transparency for the strategic
17 planning process. The Strategic Planning Team consisted of duly appointed representatives from
18 campus and community stakeholders and all meeting documents were posted for public review
19 on our campus SharePoint site. In addition, all Strategic Planning Team meetings were video-
20 streamed live to anyone on campus who wished to watch and listen in, and all meetings were
21 archived for viewing at a later date. Individual team members brought documents back to their
22 respective stakeholders at various points in the process for input and review.
23
24

25 **RECOMMENDED COMMITTEE MOTION**
26

27 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
28 the vision, mission, purposes and awards of North Hennepin Community College as listed in the
29 executive summary.
30
31

32 **RECOMMENDED MOTION**
33

34 The Board of Trustees approves the vision, mission, purposes and awards of North Hennepin
35 Community College as listed in the executive summary.

**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: Mission Approval: Inver Hills Community 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 at least once every five years.

Scheduled Presenter(s):

Tim Wynes, President, Inver Hills Community College

Outline of Key Points/Policy Issues:

The proposed mission, vision, and purposes presented by Inver Hills Community College were revised during a recent strategic planning process. The 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
ACTION ITEM**

**MISSION APPROVAL:
INVER HILLS COMMUNITY COLLEGE**

1 **EXECUTIVE SUMMARY**
2

3 The vision, mission and goals of Inver Hills Community College meet the criteria identified in
4 Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of
5 College and University Mission and Vision Statements. The college is requesting approval of its
6 new mission under the new Board policy requirement that colleges and universities seek Board
7 approval at least once every five years.
8

9 **Inver Hills Community College’s proposed vision, mission, purposes, and awards are:**
10

11 **Vision:** We will be an innovator in education, creating a vigorous intellectual environment for
12 emerging leaders, scholars, and professionals. Providing an affordable gateway into
13 the Minnesota State Colleges and Universities System, we will enrich individual lives
14 and support our diverse communities, locally and globally.
15

16 **Mission:** Dedicated to the power and promise of education, we inspire students, build careers
17 and strengthen communities.
18

19 **Purposes:**

- 20 • To further the knowledge and expertise of faculty and staff
- 21 • To ensure that students succeed and can continue their personal and professional
22 goals
- 23 • To provide an exceptional educational and community experience to students
- 24 • To serve our local communities and the citizens of Minnesota
- 25 • To develop and model best practices in teaching
- 26 • To provide a supportive, welcoming and intellectually stimulating environment for a
27 diverse group of students
28

29 **Awards:** Associate in Arts, Associate in Fine Arts, Associate in Applied Science, Associate in
30 Science, diplomas, and certificates
31

32 **BACKGROUND**
33

34 Inver Hills Community College just celebrated its fortieth year serving students and
35 communities. In 2010, 9,700 credit students (4,284 FYE) were enrolled at the college. Besides
36 providing career and transfer credit programming, the college has a strong outreach to local
37 business and a history of helping to develop professionals with 6,218 students participating in

1 non-credit professional education classes. The college is responsive to student needs, providing
2 flexible scheduling and services, including offering 24% of its credits online with additional
3 courses offered through hybrid delivery, scheduling courses evenings and Saturdays, and
4 offering accelerated courses. The college is sensitive to the diversity of its student body and
5 their unique learning styles and support needs. Twenty-one percent of the student body is first
6 generation students (neither parent attended any college) and 21% are students of color. The
7 college has focused on efforts geared toward reaching students who may have never considered
8 college. For example, as part of a \$1.2 million MnSCU Access and Opportunity grant, the
9 college is working with K-12 educators throughout the East Metro to help introduce students to
10 higher education.

11
12 Inver Hills is recognized regionally and nationally for its quality programming. Some examples
13 are: the college’s adult education programming was recognized for its innovative approaches to
14 prior learning assessment leading to the college being given a lead role in the MnSCU Lumina
15 RAPID grant and in the CAEL-led FIPSE grant; faculty and staff members published articles on
16 the college’s approach to Learning Communities as a retention and success strategy for students;
17 online instructors were recognized by the national Information Technology Council; and the
18 college is a partner in three MnSCU Centers of Excellence: Advance IT Minnesota, Access and
19 Opportunity, and HealthForce Minnesota.

20
21 Inver Hills is regionally accredited by the Higher Learning Commission of the North Central
22 Association. The college follows the Academic Quality Important Program (AQIP) pathway for
23 accreditation which requires the institution to remain in a state of continuous self-evaluation and
24 improvement. In addition, the college has a number of programs that are nationally
25 accredited/approved: Nursing by the National League for Nursing Accrediting (NLNA);
26 Emergency Medical Services by Commission on Accreditation of Allied Health Education
27 Programs (CAAHEP); Paralegal by the American Bar Association (ABA); and Business and
28 Accounting by the Accreditation Council for Business Schools and Programs (ACBSP).

29 30 **OVERVIEW OF MISSION, VISION AND PURPOSES**

31
32 The proposed vision, mission, and purposes of Inver Hills Community College meet the criteria
33 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
34 Approval of College and University Mission and Vision Statements. As required by procedure,
35 the institution must:

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

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

1 **REVIEW OF INVER HILLS COMMUNITY COLLEGE’S MISSION, VISION AND**
2 **PURPOSES/GOALS**

3
4 **The mission, vision, and purposes respond to the system procedure.** Inver Hills Community
5 College’s vision, mission, and purposes are consistent with statute, policy, and regional
6 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
7 with the system mission and vision. The mission, vision, and purposes meet the definitions
8 provided in Policy 3.24 by identifying the purpose of the college to “inspire students, build
9 careers and strengthen communities” and the constituents as students, communities, MnSCU,
10 and the people of Minnesota. The mission and vision also set inspirational goals of innovation, a
11 vigorous intellectual environment, and an accessible gateway to enriched lives and communities.

12
13 The proposed *Mission*, “Dedicated to the power and promise of education, we inspire students,
14 build careers and strengthen communities,” builds on the current mission statement of Inver Hills
15 as “a comprehensive community college committed to continuously improving student
16 understanding and capabilities that help students lead purposeful lives, contribute to a vital social
17 and economic community, and pursue lifelong learning.” The college notes that the new mission
18 statement mines the information into the essence of its existence. The current mission statement
19 contains language that is somewhat institutional and dated; the new statement is intended to be
20 inspirational, yet also reflect the impetus, goals and educational direction for the college.

21
22 The mission acknowledges that the college serves a diverse group of students who want to
23 benefit from the promise of education, build careers, and be productive community members
24 serving communities that will be stronger for the leadership that emerges out of the college. The
25 college strives for outcomes that include a strong graduation rate, student success, continuing
26 AQIP accreditation, and a vigorous presence in local communities. The college exists as a
27 gateway to system four-year institutions, to service to the community, and to the power of
28 education for all. The college recognizes its legislatively defined role as part of the Minnesota
29 State Colleges and Universities system as well as its role in preparing students for transfer and
30 for the workforce. Throughout its mission, vision, and purposes, the college acknowledges its
31 obligations and responsibilities to the people of Minnesota who provide funding.

32
33 Combined with the vision and purposes, the college’s mission articulates a commitment to the
34 higher education needs of the people of Minnesota. The college recognizes that as more students
35 are using community colleges as a path to four-year institutions, it will be an even more
36 important and effective partner in higher education in Minnesota with a goal to serve students as
37 creatively as possible.

38
39 The *Vision*, “We will be an innovator in education, creating a vigorous intellectual environment
40 for emerging leaders, scholars, and professionals. Providing an affordable gateway into the
41 Minnesota State Colleges and Universities System, we will enrich individual lives and support
42 our diverse communities, locally and globally,” acknowledges its role as a member of Minnesota
43 State Colleges and Universities system; the mission, vision, and purposes each articulate a
44 commitment to helping students fulfill their personal and professional goals; the vision
45 recognizes the college’s responsibility to support “our diverse communities;” the vision aspires
46 to “an affordable gateway;” the mission, vision, and goals each express commitment to students’

1 strong professional growth and strong and thriving communities; and the mission, vision, and
2 goals express the college’s dedication to providing innovation, promise, and “a vigorous
3 intellectual environment” for learning where all students are given support to succeed.
4

5 The **Purposes** of Inver Hills Community College are:

- 6 • To further the knowledge and expertise of faculty and staff
- 7 • To ensure that students succeed and can continue their personal and professional goals.
- 8 • To provide an exceptional educational and community experience to students
- 9 • To serve our local communities and the citizens of Minnesota
- 10 • To develop and model best practices in teaching
- 11 • To provide a supportive, welcoming and intellectually stimulating environment for a
12 diverse group of students

13
14 The mission, vision, and purposes directly acknowledge the college’s responsibilities to provide
15 access, opportunity, and success; quality programs and services; help for students to achieve
16 goals and to enrich communities for an economically competitive state; and education that is
17 accessible and affordable through institutional viability. This acknowledgement lays the
18 foundation for evaluation in each of these areas through the Board of Trustees Accountability
19 Dashboard and holds the institution accountable for meeting expected outcomes both at the
20 system and accrediting body level. As an AQIP institution, the college is particularly sensitive to
21 outcomes/results and measures. This awareness encourages the college to align its purposes and
22 goals with the strategic directions, goals, and Accountability Dashboard of the Minnesota State
23 Colleges and Universities system. The college also gauges its effectiveness by using comparative
24 data and targets. The college strives to be more fully equipped to serve students based on
25 empirical data. The college feels the new mission, vision, and purposes set stretch targets for its
26 growth and improvement and provide further motivation to be a “best practice” institution. The
27 quality of instruction, the participation in continuous quality improvement through AQIP, and
28 the ability to accommodate a widely diverse student population make it unique.
29

30 The mission, vision, and purposes provide a launching point for the college’s achievement of the
31 systems’s strategic directions and goals:

- 32 • ***Increase access, opportunity and success.***

33 First the college has focused the mission on its dedication to the “power and promise of
34 education.” This commitment drives the college to work at ways to “provide a supportive,
35 welcoming . . . environment” and to “ensure that students succeed.” Further, the college
36 recognizes both students and communities are diverse with diverse needs and learning styles.

- 37 • ***Achieve high-quality learning through a commitment to academic excellence and
38 accountability.***

39 Excellence in teaching and learning and the intellectual environment of the college are
40 threaded through the mission, vision, and purposes. The college strives to be an effective
41 “innovator,” to make the college a “vigorous intellectual environment,” to “provide an
42 exceptional educational and community experience,” and “model best practices in teaching.”
43 In addition, it sets high expectations for the work of students, faculty, and staff by having as
44 goals “inspired students,” “strengthen[ed] communities,” and “enrich[ed] individual lives.”

- 1 • ***Provide learning opportunities, programs and services to enhance the global economic***
 2 *competitiveness of the state, its regions and its people.*
 3 The college demonstrates its important role in enhancing the economic competitiveness of its
 4 constituents. The mission speaks to building careers, while the vision sees the college’s role
 5 in creating leaders and professionals, both locally and globally. The college as a community
 6 college is committed to serving local communities and the citizens of Minnesota.
- 7 • ***Innovate to meet current and future educational needs.***
 8 The vision statement highlights the college’s commitment to innovation. The furthering of
 9 the knowledge and expertise of faculty and staff and the assertion that the college will
 10 “develop and model best practices in teaching” underscores the college’s willingness to
 11 accept change to better meet needs of students and its community.
- 12 • ***Sustain financial viability during changing economic and market conditions.***
 13 The word “affordable” keeps the institution awake to the challenges of viability. The college
 14 is aware of the tension that exists between “an exceptional educational and community
 15 experience” and “affordable gateway.” The college meets this challenge through “best
 16 practices,” innovation, and its dedication “to the power and promise of education.”

17
 18 The ***awards*** offered by Inver Hills Community College include Associate in Arts, Associate in
 19 Fine Arts, Associate in Applied Science, Associate in Science, Diplomas, and Certificates
 20

21 **Consultation with faculty, students, employers and other essential stakeholders**

22 The college went through a year-long planning process, led by a team of students, faculty, staff,
 23 and administrators who serve on its Institutional Effectiveness Council. There was participation
 24 from all members of the college community and attention to stakeholders and community
 25 partners. Developing new Mission, Vision and Values statements required reflection on the
 26 college’s core functions, who the college serves, what an ideal institution should look like and
 27 which fundamental Values fuel the college’s efforts. The team leading this project did extensive
 28 research on mission and vision statements, ranging from an exploration of college statements to
 29 corporate and nonprofit mission and vision statements. Initially, the team began with longer
 30 statements but research showed that concise statements are the most memorable. Inver Hills’
 31 new Mission, Vision and Values statements went through dozens of drafts until the prose was
 32 pared to the college’s central functions and ideals. Once formed, the statements were sent to
 33 the entire college community for feedback. Several faculty and staff members offered further,
 34 helpful observations and ideas, allowing the team to refine the work one more time.
 35

36 **RECOMMENDED COMMITTEE MOTION**

37
 38 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
 39 the vision, mission, purposes and awards of Inver Hills Community College as listed in the
 40 executive summary.
 41

42 **RECOMMENDED MOTION**

43
 44 The Board of Trustees approves the vision, mission, purposes and awards of Inver Hills
 45 Community College as listed in the executive summary.

**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: Proposed Amendment to Board Policy 3.4 Undergraduate Admissions

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

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

Policy amendments require Board action.

Scheduled Presenter(s):

Scott Olson
Mike López

Outline of Key Points/Policy Issues:

The proposed amendment provides guidance for admission of students who do not have a high school diploma or GED to state colleges, and also adds high school grade point average as an admissions criterion to state universities when a class rank is not available.

Background Information:

The policy was reviewed in accordance with the five-year policy review cycle.

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

FIRST READING

PROPOSED AMENDMENT TO POLICY 3.4 UNDERGRADUATE ADMISSIONS

BACKGROUND

This policy was last reviewed and amended in 2006. The policy was reviewed at a system-wide meeting of Admissions Directors and then a smaller group of Directors met to draft specific language revisions. The draft was sent out for review and comment, and then reviewed and approved by the Academic and Student Affairs Policy Council.

The amendment provides specific guidance to state colleges on considering students for admission who do not have either a high school diploma or a GED. In addition, because increasing numbers of high schools are not computing class rankings of graduates, the amendment allows state universities to use the high school grade point average as an admission criterion when the class rank is not available.

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

FIRST READING

**PROPOSED AMENDMENT TO
BOARD POLICY 3.4 UNDERGRADUATE ADMISSIONS**

3.4 Undergraduate Admissions

Part 1. Definitions. The following definitions apply for purposes of this policy.

Admission: refers to a student's initial entrance into a Minnesota state college or university as a candidate for a certificate, diploma, or degree.

A college: is a Minnesota State Colleges and Universities (MnSCU) institution authorized to offer certificates, diplomas, and associate degrees.

A university: is a MnSCU institution authorized to offer degrees at the associate level and above.

An academic or career program: is a major, minor, concentration, or emphasis offered by the college or university.

An international student: is a student who is required to be registered under the Student and Exchange Visitor Information System (SEVIS).

Part 2. Admissions. Consistent with their specific missions, colleges and universities shall ~~admit~~ consider for admission students who are able to benefit from the educational offerings of an institution.

All institutions shall provide clear, accessible information to potential students regarding requirements as well as the appropriate level of academic preparation necessary for success in specific programs of study.

Admission to a college or university does not guarantee admission to a specific program.

Academic, fiscal and facilities considerations may limit admission to particular programs or institutions.

Part 3. State College Admission Requirements. Colleges are committed to open admissions with the following requirements:

1. The basic requirement is a high school diploma or GED certificate.
2. A person who has neither a high school diploma nor a GED certificate may be admitted if, at the discretion of the college, that person demonstrates potential for being a successful college student, based on a passing score on an approved Ability to Benefit Test.
3. Admission to a college does not guarantee admission to college-level courses as provided for in Board Policy 3.3 Assessment for College Readiness.

Part 4. State University Admission Requirements. Admission to universities in the system shall be based on the achievement of a high school diploma and preparation standards in specific subject areas as noted below.

Subpart A. New first year students. To be considered for admission to a university as a new first year student, students shall have completed courses determined to be college preparatory in the following pattern or which provide mastery of equivalent competencies in grades 9-12.

1. Required Academic Core consisting of:
 - a. 4 years of English (including composition, literature, and speech)
 - b. 3 years of mathematics (2 years of algebra, of which one is intermediate or advanced algebra, and 1 year of geometry)
 - c. 3 years of science (at least 1 year each of a biological and physical science, with all courses including significant laboratory experience)
 - d. 3 years of social studies (including 1 year each of geography and U.S. history)
 - e. 2 years of a single world language (including non-English native languages and American Sign Language)
 - f. One year of arts (visual arts and the performing arts of theater, music, dance and media arts)
2. Academic Performance Requirement. In addition to the preceding subject area requirement, new first year students shall have a rank in their high school graduating class in the top 50% or a composite score on the ~~Enhanced~~ ACT, the PSAT, or the SAT, at or above the 50th percentile on the national norms. If a student's high school does not rank graduates, an unweighted grade point average of at least 3.0 shall be deemed to meet the class rank requirement. Individual universities may set higher test score, grade point average, or class rank requirements.

Subpart B. Transfer students. Students transferring to a state university from any other college or university must have a level of academic achievement that is at least equal to the standard required for good academic standing at the transfer institution. In addition, students who did not complete the preparation requirements in high school may be admitted according to the following:

1. Students who have completed an Associate in Arts degree from a Minnesota community college and the world language requirement shall be judged to have met all preparation requirements.
2. Students who have completed the Minnesota Transfer Curriculum and the world language requirement shall be judged to have met all preparation requirements.
3. Students who wish to transfer from a two-year or four-year college or university shall have completed sufficient college or university credits that are judged by the receiving institutions to have satisfied all high school preparation deficiencies.
4. Students whose college or university credits were completed before implementation of the preparation requirements (1994) shall be reviewed individually at each university on the basis of university guidelines consistent with its mission.

Subpart C. Out of state students. The high school preparation requirements and exceptions shall apply to students who have graduated from high schools in states other than Minnesota.

Subpart D. Exceptions. Individual universities may make exceptions to the requirement set forth in subparts A and B above.

1. New first year students who are admitted with deficiencies shall be ~~required~~ advised to make up those deficiencies during their first year of enrollment ~~prior to classification as a sophomore.~~
2. Other students with deficiencies shall be required to make up the deficiency within the first year of enrollment. [Standard practice equates two years of high school world language instruction with one year of college-level world language instruction.]
3. Universities shall document the reasons for granting exceptions and maintain adequate records to determine the academic success of students admitted under these exceptions.

Part 5. Procedure. The Chancellor shall develop a system procedure to implement the provisions of Board Policy 3.4, including requirements for consistency in administering admissions processes.

Related Documents:

- [Procedure 3.4.1](#) Undergraduate Admissions

Policy History:

Date of Adoption: 1/18/95,

Date of Implementation: 7/01/95,

Date & Subject of Revisions:

4/19/06 - Policy title amended to “Undergraduate” Admissions. Part 1 amended to clarify Admissions definition, and an International Student definition was added. Part 3, number 3 was amended to refer back to Policy 3.3. Part 4, Subpart B was amended to clarify requirements for students transferring into a state university. Subpart D removes requirement annual exceptions report to the Board – requires documentation and records. Part 5 requires the Chancellor to develop a procedure and deletes Subparts A-H.

**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: Proposed Amendment to Policy 3.8 Student Complaints and Grievances

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Policy amendments require Board action.

Scheduled Presenter(s):

Scott Olson
Mike López

Outline of Key Points/Policy Issues:

The proposed amendment brings the system into compliance with recently passed federal regulations tied to Title IV program participation.

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

FIRST READING

**PROPOSED AMENDMENT TO
POLICY 3.8 STUDENT COMPLAINTS AND GRIEVANCES**

BACKGROUND

The United States Department of Education has adopted a new set of regulations, termed the “program integrity” rules, pertaining to participation in Title IV programs. Part of the new regulations require a state to have a “complaint process” that is independent of a particular institution and that allows students and parents to raise three substantive types of complaints: (1) violations of state consumer protection laws; (2) violations of state laws or rules relating to licensure of postsecondary institutions; and (3) complaints relating to the quality of education. According to the regulations the governing board or central office of a State-wide system of public institutions is sufficiently independent to provide successful oversight of complaints for the institutions in that system. The proposed amendment meets these requirements through existing Board Policy 3.8 (and a related amendment to System Procedure 3.8.1) as modified to address the required substantive elements of the process.

The proposed amendment has been sent out for system-wide review and comment and has been reviewed and approved by the Academic and Student Affairs Policy Council.

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

FIRST READING

**PROPOSED AMENDMENT TO
BOARD POLICY 3.8 STUDENT COMPLAINTS AND GRIEVANCES**

3.8 Student Complaints and Grievances

Part 1. General Statement of Policy. A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through a designated complaint or grievance procedure. Each college and university shall establish procedures, in consultation with student representatives and others, for handling complaints and grievances. These procedures shall not substitute for other grievance procedures specific in board, college, or university policies or procedures, regulations or negotiated agreements. This policy does not apply to academic grade disputes. Grade appeals must be handled under a separate college/university academic policy.

Part 2. Procedures. The chancellor shall establish procedures to implement this policy. The student grievance policy and procedures of colleges and universities shall comply with Policy 3.8 and Procedure 3.8.1.

Related Documents:

- [Procedure 3.8.1 Student Complaints and Grievances](#)

Policy History:

Date of Adoption: 6/20/95,

Date of Implementation: 7/01/95,

Date & Subject of Revisions:

12/7/05 - Amended title. Deleted part 1 Definitions, deleted part 3 Notification and Publication, deleted part 4 Complaints, deleted part 5 Grievances. Language was added to clarify that grade appeals are not to be handled through the grievance policy.

There is no additional HISTORY for policy 3.8.

**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: Charter School Report

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 3.28 Charter School Sponsorship requires completion of an annual report about all charter schools sponsored by colleges and universities within the Minnesota State Colleges and Universities system.

Scheduled Presenter: Vice Chancellor Scott Olson

Outline of Key Points/Policy Issues:

In Minnesota, the charter school landscape is changing because of statutory provisions enacted in 2009 that set the stage to change sponsors to authorizers and shift the responsibility for approval of charter schools from the Minnesota Department of Education to authorizers. Current sponsors are in the process of seeking approval as authorizers, a process which must be completed by 2012.

Background Information:

Currently, charter schools are in operation in thirty-nine states and the District of Columbia. There are currently more than 4,900 charter schools in the U.S. with a total enrollment of more than 1.4 million students. According to the Minnesota Association of Charter Schools, approximately 35,000 Minnesota students are currently enrolled in 149 charter schools. During the 2009-2010 academic year, three colleges within the Minnesota State Colleges and Universities system sponsored five charter schools.

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

INFORMATION ITEM
CHARTER SCHOOL REPORT

**Charter School Sponsorship/Authorizer Annual Report
Minnesota State Colleges and Universities
Academic and Student Affairs
June 2011**

Introduction

This report was prepared to meet the requirements of Board Policy 3.28 Charter School Sponsorship using information submitted by each institution within the Minnesota State Colleges and Universities system that is a sponsor/authorizer of one or more charter schools. It describes charter school activities and performance during the 2009-2010 school year.

Background

Charter schools are public schools established under Minnesota Statute 124D.10 as either a cooperative or a non-profit corporation. The first charter school in Minnesota, and in the nation, was approved in 1991 and became operational in 1992. Each charter school must have an elected board of directors, which is responsible for the school's education program, management, and administration, and an authorizer (previously sponsor), which can be a school district, a public or private postsecondary institution, or a nonprofit organization. Operating and reporting requirements for charter schools and the means by which an authorizer is approved by the Minnesota Department of Education and by which authorizers enter into and terminate contracts are articulated in MS 124D.10 and in rules and regulations promulgated by the Minnesota Department of Education. Authorizer/sponsorship contracts set forth responsibilities of and requirements for charter school boards and authorizers.

Trends and Issues

Currently, charter schools are in operation in 39 states and the District of Columbia. There are currently more than 4,900 charter schools in the U.S. enrolling more than 1.4 million students. According to the Minnesota Association of Charter Schools, there are currently 149 charter schools operating in Minnesota (2010-2011) with a total enrollment of approximately 35,000 (2009-2010). More than half of all Minnesota charter schools (57%) are now sponsored or authorized by non-profit organizations, with the remaining schools sponsored by colleges and universities (23%), school districts (17%), and the Minnesota Department of Education (3%). There are currently approximately 50 entities serving as sponsors/authorizers of Minnesota charter schools.

Nationally, research continues to assess the performance of charter schools relative to "regular" public schools. A report by the Thomas B. Fordham Institute that focused on "bad" schools found both traditional public schools and charter schools in Minnesota to be less successful than those in the other nine states analyzed at improving persistently low student performance.

According to the Fordham report, “Charter schools, despite having great operational autonomy, are no better at turnarounds than their district counterparts.”

In Minnesota, the charter school landscape is changing because of statutory provisions enacted in 2009 that shifted the responsibility for approval of charter schools from the Minnesota Department of Education (MDE) to authorizers. Authorizers must now be approved by MDE, and they in turn are responsible for approving charter schools. This change has proven to be a challenge; to date, few authorizers have been approved and others have decided not to seek approval as authorizers because of the ways in which the role has grown and intensified. This has left dozens of charter schools in an uncertain status for Fall 2011 and led the 2011 legislature to pass a bill, now signed into law by the Governor, extending the deadline by which existing sponsors must be approved as authorizers to July 1, 2012.

Another trend in Minnesota and across the nation is the growth of charter school management organizations (CSMOs), nonprofit entities whose sole mission is to start and manage charter schools. A national study of CSMOs is underway, conducted by Mathematica Policy Research and the Center on Reinventing Public Education and funded by the Gates and Walton Family Foundations. According to a preliminary report, CMOs are regionally concentrated; tend to emphasize students and school cultures; and are generally moderately to highly prescriptive in terms of curriculum, instructional techniques, human resource functions, and student behavior and support programs. Compared to traditional public schools, they tend to have longer school days and emphasize teacher accountability and performance-based rewards for teachers and principals. Challenges include meeting original growth targets; creating sufficient economies of scale to reduce reliance on philanthropic funders; and extending designs to serve high school students, retain their teachers, and collaborate effectively with school districts.

In Minnesota, there are only three approved authorizers identified as single purpose providers and thus precisely fitting the definition of charter school management organizations. However, the majority of the state’s charter schools are now sponsored/authorized by non-profit organizations, three of which sponsor large numbers of charter schools.

Charter Authorizers in the Minnesota State Colleges and Universities

During the 2009-2010 academic year, three colleges within the Minnesota State Colleges and Universities System – Alexandria Technical College, Century College, and Rochester Community and Technical College – continued their sponsorship of a total of five charter schools. In addition, Anoka Technical College explored the establishment of a new charter school building from the model of the Secondary Technical Education Program (STEP) co-located with ATC.

A primary challenge facing sponsors in the past year is the work required to be approved as authorizers, consistent with recent statutory changes. The process of applying for approval is long and time-consuming; combined with the increased and therefore time and resource-intensive expectations of authorizers, institutions have given careful consideration to their future as authorizers. After considering these demands, two current sponsors (Rochester Community and Technical College and Alexandria Technical and Community College) have decided to continue their roles and are in the process of seeking approval as authorizers. The third, Century College, has decided to end its role as a sponsor and has been working diligently with its three “partner” schools to help them make a smooth transition to a new authorizer. Anoka Technical College was recently approved as an authorizer and is working toward the possible opening of a

new charter school. A review of the timeline and feasibility are currently underway. It remains clear that a close and mutually beneficial working relationship between a college or university and the school it authorizes is critical, especially in light of the significant financial and academic pressures faced by charter schools and the greater role now defined for authorizers.

Institutional Report Summaries, 2009-2010

Sponsor: Alexandria Technical College

School: Lakes Area Charter School

Location: Osakis, MN

Status of Sponsorship: Continuing

Sponsor Comments: “With ongoing state withholding of allocated funds, it has been quite challenging for a small school such as LACS to keep the doors open. A substantial cut in the budget has, in part, negatively affected enrollment and caused the school to take on other debt load as its fund balance has been depleted. Staff positions have also been cut over the last few years, which has caused a high transfer rate and led to lower enrollment. To counteract this shift, LACS is in the process of applying for online certification which would provide a resource for additional enrollment and reinstatement of staff positions. ”

School Mission and Programs: It is the mission of the Lakes Area Charter School to provide quality education for the youth of the community for the purpose of accomplishing personal growth and academic excellence. The school program was designed to meet the needs of students who are not successful in the traditional setting. Program highlights include customized education designed to fit each student’s learning style and needs; Life Experiences designed to advance personal growth through cultural awareness activities and community involvement while introducing students to a variety of educational opportunities; access to Alexandria Technical College’s technology, library, and PSEO; and a degree program focused on helping students meet all required Minnesota Academic Standards and earn a high school diploma. LACS also has a credit recovery program that provides the opportunity for students who are behind to graduate on time and is researching project-based learning as a means to address the special needs of its student population.

Enrollment: In October 2009, enrollment was 61, which represented a decrease of 9 students compared to the previous year. Ninety-one percent of LACS students “open enrolled” from 13 surrounding school districts. Demographics are primarily white and male, but the gender distribution is becoming more equal. Thirty-six percent of the student population was enrolled in special education, an increase of six percent over the previous academic year. The school primarily serves students in grades 9-12 but is authorized to serve 7th and 8th grades and will do so beginning with the 2011-12 academic year. The addition of an online school, if approved, will provide access to students who find transportation difficult or who have physical or psychological limitations to formal attendance.

Staff: LACS employed seven licensed teachers and one administrator during 2009-10, as well as LeRoy Mackove, retired superintendent of Osakis High School, as a budgetary consultant.

Board of Directors: The elected board consists of three teachers and two parents/community members. A new policy of board election rotation will assure that there is always an experienced member on the board. LeRoy Mackove and Judi Anderson, ATCC authorizer representative, are ex-officio board members.

Academic Progress. Data used to evaluate student performance include graduation numbers, attendance data, and results of the state required tests in mathematics, written composition, and reading. This is problematic for LACS since the student population has not experienced

consistency in their academics and often arrive at LACS academically well below other comparably aged students in the state. AYP was achieved in reading proficiency but not in math, and the school was slightly below the state target of 90% for attendance. Overall student progress is measured using the standardized Test of Adult Basic Education (TABE), which is administered at the beginning of each school year and again in May at the end of the school year. All 31 students who took the TABE showed gains in their academic knowledge in at least one category. Lakes has an excellent graduation rate of 91.65%, which exceeds the state target of 80%.

Audit Summary: The audit report, prepared by Larson Allen, LLP, found that the financial statement represents fairly the financial status of the school. The only material weakness noted was a lack of segregation of duties, which the board works to address by reviewing and approving all expenditures at its monthly board meetings and making adjustments in accounting procedures and practices that limit the potential of material misstatements of annual financial statements. It was also recommended that the school retain all records for its scholarship fund in the future and set a limit on the number of years a scholarship can be claimed in order to free up the funds for other students who move on to higher education.

Sponsor: Century College

School: Twin Cities International Elementary School (TIES)

Location: 277 12th Avenue North, Minneapolis, MN

Status of Sponsorship: Ending in Summer 2011

Sponsor Comments: “During the 2010-2011 academic year, Century College has worked together with the boards and administrative leadership of TIES, MIMS and UBAH to transition the schools to a new authorizer. Our effort were necessarily delayed due to the need for the Minnesota Department of Education to develop its approved list of authorizers, but the three charter schools have now progressed to the point of submitting individual proposals to MDE in concert with their proposed new authorizer, Concordia University. These joint proposals are presently under review, and we anticipate that the Department will approve them prior to June 30. During this year of transition, Century staff (Dr. James Gross and Mr. Tom Black) have continued to participate in each school’s monthly board meetings and other school events. Century waived its usual fees for the 2010-2011 year.”

School Mission and Programs: The mission of TIES is to “provide a rigorous education in a culturally sensitive environment.” As such, it “seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.”

Enrollment: Enrollment at TIES in 2009-2010 was 561, down about one percent compared to the previous year.

Staff: The TIES staff in 2009-2010 included 43 licensed positions, four administrators, 34 support staff employees, and 6 contractual service providers in areas focused on special education and related needs.

Board of Directors: The board consists of eleven members, including five teachers, four community members (two of whom are parents), and two ex-officio members (the sponsor liaison and school director).

Academic Progress: TIES students made AYP in both math and reading in 2009-2010, and students with limited English proficiency showed solid performance on required language assessments. The school offers specialized instruction in reading, math, language arts, science, social studies, Arabic, and physical education, uses Success For All for reading interventions, and offers an after school program to build reading and math skills. English as a Second

Language is offered to meet student needs to learn English at an academic level. Students whose first language is not English or in whose homes English is not spoken are tested on entrance to assist in their placement. The school has also implemented SIOP (Sheltered Instruction Operational Protocol) to ensure that the majority LEP student population can make grade level progress in content area knowledge while developing academic English skills. The school achieved an AYP attendance rate of 95% in 2009-2010.

Audit Summary: The annual audit for 2009-2010 was unqualified but did include three findings which have been addressed with management: a lack of documentation for federal payroll expenditures; deficiency in collateral for deposits; and inconsistent documentation for federal payroll expenditures.

Sponsor: Century College

School: Minnesota International Middle School (MIMS)

Location: 277 12th Avenue North, Minneapolis, MN

Status of Sponsorship: See above

Sponsor Comments: See above

School Mission and Programs: See description for TIES above.

Enrollment: Enrollment at MIMS remained generally steady at 319 in 2009-2010.

Staff: In 2009-2010, MIMS employed twenty-six teachers, including four each in grades 5, 6, 7, and 8; nine licensed to teach grades; and one in-house substitute. In addition, the school employs two administrators and an array of support staff, including education assistants and special education staff.

Board of Directors: The board consists of thirteen members, including five teachers, four community members, and three ex-officio members (two sponsor liaisons and the school director).

Academic Progress: MIMS achieved AYP status in 2009-2010 in both reading and mathematics. Students also demonstrated solid performance on the instruments required by the state to measure the language skills of students identified as having Limited English Proficiency. Specifically, 41% tested proficient in reading, compared to a state average of 22%, and 39% tested proficient in writing, compared to a statewide average of 30%, on TEAE, and 70% tested proficient on SOLOM compared to a statewide average of 61%. The school is currently working towards better analyzing student data in order to set appropriate student goals, monitor their progress toward those goals, and select appropriate interventions for students in areas where improvement is needed. The school is also updating its media center, providing more resources to improve reading skills, building effective parent involvement, increasing professional development for teaching staff, and building strong, programmatic collaborations with the community.

Audit Summary: The school's 2009-2010 annual audit was unqualified and found that MIMS complied in all material respects with compliance requirements; it included a single finding regarding audit adjustments, noting that this is a common finding for small to mid-size organizations dealing with the complexities of government accounting rules.

Sponsor: Century College

School: Ubah Medical Academy (UMA)

Location: 277 12th Avenue North, Minneapolis, MN

Status of Sponsorship: See above

Sponsor Comments: See above

School Mission and Programs: The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in the community.

Enrollment: Enrollment in 2009-2010 was approximately 230, up slightly from 2008-2009. Nearly all of Ubah's students are black and East African and qualify for free and reduced lunch; fewer than half are identified as having Limited English Proficiency.

Staff: UMA had a staff of 19 teachers in 2009-2010, including three each in math and science and two each in language arts and social studies. The remaining teachers were in ESL (four) and special education (one).

Board of Directors: The board is made up of nine elected members, including four teachers, three community members, and two parents.

Academic Progress: Ubah made AYP in reading and mathematics in 2009-2010, though it did not meet its own ambitious AYP goals. Ubah's students also exceeded state targets on TEAE and SOLOM tests of language acquisition skills. In keeping with its focus on college preparation, the school is partnering with Admission Possible to help students with ACT preparation, college scholarships, and college applications; is offering several concurrent enrollment courses; and is participating with Century College's PACE program to provide students with a "head start" on college. Other learning opportunities provided to students include after school programs focused on academic, language, college prep, and computer applications; SIOP (Sheltered Instruction Observation Protocol); Accelerated Reading and Accelerated Math programs; and summer school. In 2009-2010, the school's graduation rate was 89% and its attendance rate was 95%.

Audit Summary: The school's annual audit for 2009-2010 was unqualified but did include two findings which are being addressed by the school: audit adjustments, which were noted as being common for small to mid-size entities, and inconsistent documentation for federal payroll expenditures.

Sponsor: Rochester Community and Technical College

School: Rochester Off Campus (ROC) Charter School

Location: Rochester, MN

Status of Sponsorship: Continuing

Sponsor Comments: "RCTC continues to enjoy and take pride in the mission and performance of ROC. ROC Charter High School assists young people in developing the life, work and academic skills necessary for transition to adulthood and the workplace. ROC satisfies its unique mission very well, and RCTC is more than pleased to assist in that mission."

School Mission and Programs: Rochester Off Campus was established "to assist young people in developing the life, work, and academic skills necessary for transition to adulthood and the workplace." It seeks to provide a safe and healthy learning community that nurtures educational rigor and engages students, parents, and the community in a partnership to that end.

Enrollment: Enrollment at ROC remained stable at 125 students in 2009-2010, enrolling students from 18 school districts. Of these students, 40% received special education services and 63% were eligible for free or reduced lunch. The school enjoys a strong gender balance, with an enrollment consisting of 49% female and 51% male students. Fifty-six percent of the school's 2010 graduates were enrolled in postsecondary institutions in 2010-2011, and 100 percent of students surveyed expect to graduate from high school.

Staff: The staff of ROC consisted of 12 licensed teachers, with 100% retention from 2008-2009 to 2009-2010.

Board of Directors: The school has a nine member board, made up of four teachers, four community members, and one parent, and a representative of Rochester Community and Technical College serves ex-officio.

Academic Progress: ROC focuses on three primary benchmarks – NWEA’s Measure of Academic Progress (MAP), the Minnesota Comprehensive Assessments (MCAs), and attendance. The MCA scores showed a decline over the past several years and ROC was placed on Intervention Level Two due to concerns over graduation rates. A Quality Review Report was coordinated by Ian Nelson of Cambridge Education for the Minnesota Department of Education, resulting in a favorable report and ROC’s removal from Intervention Level Two. The school is now pursuing new, specific goals for achievement and improvements. One goal is to increase individual student’s RIT scores in mathematics on NWEA/MAP. Scores did increase from Fall 2009 to Spring 2010 in reading (from 221.1 to 222.6) and math (from 228.2 to 233.6). On a second goal, to promote individual students’ awareness of scores, the meaning of scores, assets and deficits, staff convened goal setting sessions with students resulting in the completion and implementation of goal plans for each student. In addition, all students and staff participate in an “advisory” each morning and afternoon, and each student has a “student success plan” that provides a template for informally assessing and tracking each student’s impression or evaluation of their goals and values in six key categories. In regards to the attendance goal, ROC reported daily attendance at or above 83 percent, with an average of eight days missed per student that year compared to an average of 21 days per year per student during the last semester at the students’ previous schools.

Audit Summary: The school had a “clean” audit in 2009-2010, continued to maintain an exceptionally strong financial structure, and increased its fund balance despite unstable economic conditions.