



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**NOVEMBER 15, 2011**

**1:00 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 October 18, 2011** (pp. 1-5)
- (2) Academic and Student Affairs Update
- (3) **Proposed Amendment to Board Policy 3.36 Academic Programs**  
(**Second Reading**) (pp. 6-11)
- (4) **Mission Approval and Campus Profile: Northeast Higher Education District** (pp. 12-56)
  - **Hibbing Community College**
  - **Itasca Community College**
  - **Mesabi Range Community and Technical College**
  - **Rainy River Community College**
  - **Vermilion Community College**
- (5) Degree Credit Cap: Report to Legislature (pp. 57-73)
- (6) Students First Update (pp. 74-76)

**Academic and Student Affairs Committee**

Christine Rice, Chair

Duane Benson, Vice Chair

Jacob Englund

Alfredo Oliveira

Thomas Renier

Louise Sundin

James Van Houten

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
OCTOBER 18, 2011**

---

**Academic and Student Affairs Committee Members Present:** Chair Christine Rice; Trustees Duane Benson, Jacob Englund, Alfredo Oliveira, Thomas Renier, Louise Sundin and James Van Houten.

**Other Board Members Present:** Trustees Brett Anderson, Cheryl Dickson, Phil Krinkie, Dan McElroy, Scott Thiss and Michael Vekich.

**Leadership Council Committee Co-Chairs Present:** Senior Associate Vice Chancellor Leslie Mercer and Presidents Anne Temte and Edna Szymanski.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 18, 2011 at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Chair Rice called the meeting to order at 2:10 pm.

**1. Minutes of July 19, 2011**

*The minutes from July 19, 2011 Academic and Student Affairs Committee were approved as written.*

**2. Academic and Student Affairs Update – Senior Associate Vice Chancellor Leslie Mercer**

- Senior Associate Vice Chancellor Mercer said work on the Academic and Student Affairs annual workplan has begun. The plan will conform to the Chancellor’s strategic framework. More details on the plan will be offered at a future meeting.
- The Academic and Student Affairs Division is hosting an annual meeting of chief academic officers, chief student affairs officers and deans Oct. 26-28, 2011. Over 200 people are expected to attend the three-day conference, which offers opportunities for networking and the sharing of best practices. Chancellor Rosenstone will be offering a keynote address and Steven Spanghel, Vice President for Accreditation Relations at the Higher Learning Commission, also will speak.
- Associate Vice Chancellor Mike López said National College Application Week in Minnesota is set for Nov. 14-18, 2011. The focus of the event

will be to provide high school students, particularly under-represented students, assistance in completing and submitting college applications.

There are 17 high schools throughout the state, including ones in both the urban and rural areas, that we will be participating in this pilot effort, Associate Vice Chancellor López said. System colleges and universities are being asked to provide leadership and assistance to students at these high schools who are filling out the applications. System schools are also being asked to waive application fees during this time, if possible.

Trustee Benson asked if there is some way the System can do a better job on making students aware of the net price of attending a college or university.

Senior Associate Vice Chancellor Mercer said a net price calculator tool has been developed and now will be displayed on System college and university websites. President Temte said she expects this tool will help inform students about the cost of their education, as well as options for financial aid.

Trustee Benson asked what the Board can do to get students interested in programs that offer the best chance for employment after graduation.

Chancellor Rosenstone said he has already started a discussion with Department of Education Commissioner Cassellius regarding this topic. The system can recognize workforce needs and offer programs that meet those needs, but these efforts will be in vain if students don't enroll in them. He said there needs to be a greater effort to help students match their passion and skills with careers that align with workforce needs.

### **3. Proposed Amendment to Policy 3.36 – Academic Programs (First Reading)**

Education priorities for the Board of Trustees were established in 2011 Session Law and college and university presidents were informed about this legislative language in a September memo from Chancellor Rosenstone. A proposed amendment of Policy 3.36 Academic Programs was reviewed by Trustees.

The amendment states that to meet Minnesota's educational needs, the System will:

1. Ensure quality and excellence that is competitive on a national and international level in meeting the needs of students for occupational, general, undergraduate and graduate education;
2. Facilitate ease of transfer among schools and programs, integrate course credit and coordinate degree programs;
3. Give highest priority to meeting the needs of Minnesota employers for a highly skilled and adaptable workforce;

4. Enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; and
5. Eliminate unnecessary duplication and achieve efficient and streamlined operations.

Trustee Van Houten said the session law explicitly states that highest priority be given to meeting the needs of employers for a highly skilled and adaptable workforce. Putting this directive in the middle of this list doesn't give it enough prominence, he said.

Trustee Dickson said she doesn't interpret the list of priorities in the proposed amendment as being ranked in order of importance.

The priorities listed compliment each other and are all essential in the production of a highly-skilled workforce, Trustee Benson pointed out.

Senior Associate Vice Chancellor Mercer said the order of the priorities could be changed, but all five directives listed come directly from state statute.

Members of the Committee also discussed a friendly amendment proposed by Trustee Sundin regarding the approval of academic programs. Language in this amendment proposes that an annual report to the Board on the status of the inventory include data and analysis of programs measured against program goals established by the Chancellor. The goals should be based on aligning program offerings to workforce needs statewide, regionally and locally in collaboration with the Department of Employment and Economic Development and the Governor's Workforce Development Council, including data from the state demographer.

Trustee Sundin said she is concerned that annual reports submitted to the Board on program approval in the past have not offered enough information on how decisions are made regarding the closing and opening of programs. She would like to see decisions be based on standards and goals established by the Chancellor. Trustees also need to be assured that decisions are based on statewide data to ensure highest priority is given to meeting the needs of the workforce.

Trustee Van Houten said he supports this idea. He said he believes the Legislature is asking that the Board be more involved in the front-end of approval decisions, not just reviewing an inventory report after decisions on new programs or closures have been made.

Trustee Benson asked what preparing this kind of report would mean to the workload of staff in Academic and Student Affairs.

Senior Associate Vice Chancellor Mercer said much of this information is already gathered and used by campuses and the system office during the program approval process. The process to approve programs and program view includes a

review of workforce needs, as well as other factors such as student interest and financial considerations, she said.

There is already collaboration underway with DEED to develop an easy-to-use tool which will help campuses gather labor market information. There may be an issue with the achievement of annual goals, she said. For example, it may take more than one year to realize workforce goals in some industries, such as health care.

Trustee Dickson said she found the discussion troubling. The stated priorities in the amendment are focused too much on producing “workers,” rather than producing well-rounded, educated citizens – the types of graduates employers repeatedly say they want to hire, she said.

President Szymanski said meeting the needs of the workforce is different today than it was five or ten years ago. For example, an employer may want to hire a person who is trained in business and technology or in health care and technology. Employers more and more are looking for adaptable graduates who are able to work across disciplines, she said.

Trustees Van Houten and Krinkie spoke of the need for well-educated people with liberal arts backgrounds. Trustee Krinkie said the system’s primary goal should be to graduate students who are highly skilled, adaptable and who can be successful, regardless of the vocation they choose.

Chancellor Rosenstone said he doesn’t interpret the term “workforce” in the proposed policy amendment to refer only to graduates of two-year colleges. Rather, he said he interprets the policy broadly and takes it to mean the System will continue to strive to prepare its students to be leaders in every sector of the state’s economy and all walks of life, whether it is in business, health care, the arts or technical trades.

Trustee Dickson said she appreciated the comments made by Trustees Krinkie and Van Houten, as well as from the Chancellor, in support of a liberal arts education. She said she would like to see a statement added to the policy’s purpose and applicability section that addresses the goal of graduating well-rounded, highly-educated, adaptable students who will become productive and engaged members of society.

Trustee Benson suggested that the term career be used instead of workforce.

Chancellor Rosenstone said he will work to revise the wording of the amendment to incorporate Trustee Dickson’s suggestion.

Trustee Rice said there will be a ceremony and reception at the November Board meeting to recognize students who have received awards at national career and technical education competitions, including SkillsUSA, Business Professional of

America (BPA), Delta Epsilon Chi and National Postsecondary Agricultural Student Association.

The meeting adjourned at 3:10 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:** November 15, 2011

**Agenda Item:** Proposed Amendment to Policy 3.36 Academic Programs

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

**Scheduled Presenter(s):**

Larry Litecky, Interim Vice Chancellor for Academic and Student Affairs

Mike López, Associate Vice Chancellor for Student Affairs

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

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

- 2011 session law establishes education priorities for the Board of Trustees.
- College and university presidents were informed about this legislative language in a September 1, 2011 memo from Chancellor Steven Rosenstone.
- Academic program policy, Part 1. while reflective of legislation, has not included foundational language that specifically reflects legislation found in State Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and Education Priorities.
- Academic program policy, Part 5. annual academic program status report to the Board will include data and analysis of programs measured against program goals established by the Chancellor.
- Standard policy revision processes were followed.

**Background Information:**

New language, Laws of Minnesota 2011, 1<sup>st</sup> Special Session, Art. 1, Ch. 5, Sec. 4, Subd. 5, establishes education priorities for the Board of Trustees. This new language reinforces and extends prior Minnesota statutes from chapters 135A and 136F.

135A.011 State Higher Education Objectives

135A.034 Budget Priorities

136F.06 Powers and Duties

136F.05 Missions

136F.30 Courses and Programs

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

Policy amendments require Board action.

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

**BOARD ACTION**

**Proposed Amendment to Policy 3.36 Academic Programs  
2<sup>nd</sup> Reading**

**INTRODUCTION**

State law, which was passed during the 2011 special legislative session, directs that:

***Subd. 5. Education Priorities***

*The Board of Trustees, in fulfilling the requirements of Minnesota Statutes, section 136F.06, by making reductions, approving programs of study, establishing requirements for completion of programs, and approving course offerings and requirements for credentials, must place the highest priority on meeting the needs of Minnesota employers for a skilled workforce. The board must focus on the efficient delivery of higher education, eliminate duplication throughout the system, and streamline the operation of the system to provide an education that prepares students for the workforce needs of Minnesota.*

Laws of Minnesota 2011, 1<sup>st</sup> Special Session, Art. 1, Ch. 5, Sec. 4, Subd. 5.

Initial responses to this law include a letter sent September 1, 2011 to college and university presidents and a proposal to modify Board of Trustee policy 3.36 – Academic Programs.

This agenda item proposes changes to policy 3.36 – Academic Programs Part 1. Purpose and Applicability and Part 5. Academic Program Approval. Academic program policy, while compliant with legislation, has not included language that reflects specific foundational legislation from several sections of Minnesota Statutes: State Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and Education Priorities.

Board of Trustees members, at the first reading of proposed policy amendments, requested additional changes to Parts 1 and 5. For the second reading in November, Board of Trustees members requested that Part 1 be amended to indicate desired characteristics for program graduates. For Part 5, Board of Trustee members reviewed amended language that requires goals to be set and adds detail to the content and preparation process for reports that are to be annually presented to the Board of Trustees.

**BACKGROUND**

The 2011 Minnesota law reinforces and extends language from Minnesota Statutes chapters 135A and 136F. Related sections are:

***135A.011 STATE HIGHER EDUCATION OBJECTIVES.***

*Minnesota's higher education investment is made in pursuit of the following objectives: (1) to ensure quality by providing a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields; (2) to foster student success by enabling and encouraging students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations; (3) to promote democratic values and enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; (4) to maintain access by providing an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and (5) to enhance the economy by assisting the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs.*



**135A.034 BUDGET PRIORITIES.**

*Subdivision 1. Operating budget.*

*The governing boards of the University of Minnesota, and the Minnesota State Colleges and Universities shall each develop, for legislative and executive branch acceptance, its highest budget priorities in accordance with statewide objectives for higher education under section 135A.011.*

**136F.06 POWERS AND DUTIES.**

*Subdivision 1. General authority.*

*The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions.*

**136F.05 MISSIONS.**

*The mission of the board is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the approval of the board, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study, so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. In carrying out the merger of the three separate systems, the board shall control administrative costs by eliminating duplicative administrative positions and course offerings.*

**136F.30 COURSES AND PROGRAMS.**

*The board shall review and approve or disapprove campus proposals for adding, deleting, or substantially changing programs of study, including graduate and undergraduate academic programs, training in professional, semiprofessional, and technical fields, and adult education. The board shall avoid duplicate program offerings. The board may initiate activities to close programs. The board shall place a high priority on ensuring the transferability of credit.*

**CONSULTATION**

Consultation for the proposed policy changes has occurred or will occur as follows:

- Reviewed at Academic & Student Affairs Policy Council – 9/22/2011, 11/10/2011
- Planned for review at Academic and Student Affairs Council –
- Reviewed at Academic and Student Affairs Leadership Council – 10/19/2011
- Review and comment mailing (30 day review period beginning on) – 10/4/2011
- Planned for review at the IFO Meet and Confer – 11/4/2011
- Planned for review at MSUAASF Meet and Confer – 11/28/2011
- Planned for review at MSCF Meet and Confer –

**RECOMMENDED COMMITTEE ACTION**

The Educational Policy Committee recommends that the Board of Trustees adopt the following motion:

**RECOMMENDED MOTION**

The Board of Trustees approves the amendment to Policy 3.36 Academic Programs.

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

**BOARD ACTION ITEM**

**PROPOSED AMENDMENT TO  
BOARD POLICY 3.36 ACADEMIC PROGRAMS**

**Policy 3.36 Academic Programs**

**Part 1. Purpose and Applicability.** The purpose of the Academic Programs policy is to direct ~~system~~ decision-making regarding the development, approval and management of credit-based academic programs.

The academic programs of the Minnesota State Colleges and Universities should prepare graduates for work, life, and citizenship. Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships. Graduates should be able to lead their professions and adapt to the multiple careers they will have over their lifetimes. Graduates should have the ability to think independently and critically; be able to resourcefully apply knowledge to new problems; proactively expect the unexpected, embrace change and be comfortable with ambiguity; and be able to communicate and work effectively across cultural and geographic boundaries.

In order to meet Minnesota's educational needs, the Minnesota State Colleges and Universities shall endeavor to:

1. Ensure quality and excellence that is competitive on a national and international level in meeting the needs of students for occupational, general, undergraduate, and graduate education;
2. Facilitate ease of transfer among schools and programs, integrate course credit, and coordinate degree programs;
3. Give highest priority to meeting the needs of Minnesota employers for a highly skilled and adaptable workforce;
4. Enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; and
5. Eliminate unnecessary duplication and achieve efficient and streamlined operations.

~~This policy applies to credit based academic programs of system colleges and universities.~~

**Part 2. Definitions.** The following definitions have the meanings indicated for all Board policies unless the text clearly indicates otherwise.

**Subpart A. Academic award.** Academic award means a certificate, diploma or degree.

1 **Subpart B. Academic program.** Academic program means a cohesive arrangement of college-  
2 level credit courses and experiences designed to accomplish predetermined objectives leading to  
3 the awarding of a degree, diploma, or certificate. Undergraduate degree programs shall include a  
4 general education component. The purpose of an academic program is to:

- 5 1. increase students' knowledge and understanding in a field of study or discipline,
- 6 2. qualify students for employment in an occupation or range of occupations, and/or
- 7 3. prepare students for advanced study.

8  
9 **Subpart C. Academic program inventory.** Academic program inventory means the official list  
10 of academic programs offered by system colleges and universities.

11  
12 **Subpart D. Credit.** Credit means a quantitative measure of instructional time assigned to a  
13 course or an equivalent learning experience such as class time per week over an academic term.

14  
15 **Subpart E. General education.** General education means a cohesive curriculum defined by  
16 faculty through system college or university procedures to develop reasoning ability and breadth  
17 of knowledge through an integration of learning experiences in the liberal arts and sciences.

### 18 19 **Part 3. Authorized Academic Awards.**

20  
21 **Subpart A. System college and university award authority.** System colleges and universities  
22 have authority to confer academic awards only as specified below.

- 23  
24 1. **Community colleges.** Community colleges have the authority to confer undergraduate  
25 certificates, diplomas, associate in arts, associate in fine arts, associate in science, and  
26 associate in applied science degrees.
- 27  
28 2. **Consolidated colleges.** Consolidated colleges have the authority to confer undergraduate  
29 certificates, diplomas, associate in arts, associate in fine arts, associate in science, and  
30 associate in applied science degrees.
- 31  
32 3. **Technical colleges.** Technical colleges have the authority to confer undergraduate  
33 certificates, diplomas, associate in science, and associate in applied science degrees.
- 34  
35 4. **Universities.** Universities have the authority to confer undergraduate and graduate  
36 certificates and associate in arts, associate in fine arts, associate in science, baccalaureate,  
37 and graduate degrees.

38  
39 Approval by the Board of Trustees is required for a system college or university to confer an  
40 academic award type for which specific authority is not granted in this policy.

41 **Subpart B. Academic award characteristics.** The chancellor shall specify the characteristics  
42 of academic awards.

43  
44 **Subpart C. Academic program credit length limits.** Academic programs that lead to an  
45 associate degree shall be limited to 60 credits and academic programs that lead to a baccalaureate  
46 degree shall be limited to 120 credits unless the chancellor grants a waiver based on industry or  
47 professional accreditation standards that require a greater number of credits.

48  
49 The chancellor shall set program credit length requirements and waiver criteria for undergraduate  
50 certificates, diplomas and graduate level awards.

51  
52 **Part 4. Authority to Establish Academic Program Locations.** Approval of the chancellor is required  
53 for establishment of a location at which an academic program may be offered.

1 **Part 5. Academic Program Approval.** Approval of the chancellor is required for new academic  
2 programs, changes to existing academic programs, suspension of academic programs, and closure of  
3 academic programs at system colleges and universities.  
4

5 An approved academic program shall include curricular requirements for earning an academic award,  
6 such as credits in general education, a major and/or minor, and all prerequisite courses. The chancellor  
7 shall maintain the academic program inventory and annually report to the Board of Trustees on the status  
8 of the inventory. The annual report to the Board will include data and analysis of programs measured  
9 against program goals established by the Chancellor. The goals will be based on aligning program  
10 offerings to workforce needs statewide, regionally and locally in collaboration with the Department of  
11 Employment and Economic Development and the Governor’s Workforce Development Council  
12 (GWDC), and including data from the State Demographer. Only academic programs approved by the  
13 chancellor as recorded in the academic program inventory may be offered by system colleges and  
14 universities.  
15

16 **Part 6. Student Options when Academic Programs are Suspended, Closed, or Changed.** A system  
17 college or university shall provide a student admitted to an academic program an opportunity, consistent  
18 with system college or university policy, to complete the academic program when it is suspended or  
19 closed or when the requirements have changed.  
20

21 **Part 7. Academic Review.** Each system college and university shall regularly review its academic  
22 programs for the purpose of academic planning and improvement.  
23

24 Each system college and university shall submit an annual summary of its academic program review  
25 activity to the chancellor.  
26

27 The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs or  
28 program clusters, report findings to the Board of Trustees and, when necessary, impose conditions on  
29 academic programs.

---

*POLICY CONTENT FORMAT:*

*Single underlining represents proposed new language.*

*Strikeouts represent existing language proposed to be eliminated.*

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

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs      **Date of Meeting:** November 15, 2011

**Agenda Item:** Mission Approval and Campus Profile - Northeast Higher Education District  
Hibbing Community College  
Itasca Community College  
Mesabi Range Community and Technical College  
Rainy River Community College  
Vermilion 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):**

Sue Collins, President, Northeast Higher Education District  
Kenneth Simberg, Provost, Hibbing Community College and Rainy River Community College  
Mike Johnson, Provost, Itasca Community College  
Kathy Burlingame, Interim Provost, Mesabi Range Community and Technical College  
Shawn Bina, Provost, Vermilion Community College

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

The vision, mission and purposes presented by each institution in the Northeast Higher Education District meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The recent change in Board policy to have missions approved every five years prompted the decision to combine this process with the strategic profiles presented by institutions. The combined mission approval and campus profile process will provide additional context for Board approval.



# NHED

## NORTHEAST HIGHER EDUCATION DISTRICT

*Member of Minnesota State Colleges and Universities*

**President:**

Dr. Sue Collins

**Vice President of**

**Finance:**

Ms. Karen Kedrowski

**Hibbing Community College**

Hibbing

Provost: Dr. Ken Simberg

Founded: 1916

Enrollment: 2,210

**Itasca Community College**

Grand Rapids

Provost: Dr. Michael G. Johnson

Founded: 1922

Enrollment: 1,615

**Mesabi Range Community  
and Technical College**

Eveleth and Virginia

Provost: Dr. Tina Royer

Interim Provost: Ms. Kathy  
Burlingame

Founded: 1918 and 1921

Enrollment: 2,334

**Rainy River Community  
College**

International Falls

Provost: Dr. Ken Simberg

Founded: 1967

Enrollment: 460

**Vermilion Community  
College**

Ely

Provost: Mr. Shawn Bina

Founded: 1922

Enrollment: 961

**MISSION**

The Northeast Higher Education District will provide quality, higher education to the communities throughout northeastern Minnesota by developing a regional structure that will preserve college autonomy and align programs and services to better prepare residents for learning, employment, citizenship and life.

**VISION**

The NHED will enhance student access and learning options throughout the region and will focus on each member college's connection to the community.

**PURPOSE**

The NHED creates an environment that

- Increases access and improved learning opportunities for students;
- Focuses presidential leadership, at both the regional and institutional community levels;
- Increases coordination and joint planning among colleges;
- Improves alignment with regional business, industries, organizations and education providers;
- Ensures full, independent Higher Learning Commission accreditation for each of the member colleges.

**PRINCIPLES**

The NHED is built on the following principles:

- Student and community needs drive planning and institutional structures;
- A unique blend of regional collaboration and local decision-making results in collective resource use, coordination and planning for Northeastern Minnesota;
- Long-term institutional stability is a prerequisite for effective institutional planning, decision-making and educational program implementation;
- Benchmarking, assessment and on-going refinement of programs and services are vital to institutional effectiveness and success.

**INTRODUCTION**

The following document provides an institutional profile of the Northeast Higher Education District (NHED/District). The document introduces the Northeast Higher Education District, its distinguishing features, key descriptive elements, the District's current and future planning, and its resource deployment. Following the introduction, the document provides individual profiles on each NHED college.

*“When we look back, we want to know that we have made a difference in the region by positively impacting the lives of our learners and the prosperity of our communities.”*

*Dr. Sue Collins*  
NHED President

## **HISTORY: The Northeast Higher Education District**

The Board of Trustees of Minnesota State Colleges and Universities approved the creation of the Northeast Higher Education District in 1999. Under this new organizational model, the District would serve as governance structure for five independently accredited colleges in rural northeast Minnesota – Hibbing Community College in Hibbing; Itasca Community College in Grand Rapids; Mesabi Range Community and Technical College in Virginia and Eveleth; Rainy River Community College in International Falls; and Vermilion Community College in Ely. Each of the colleges provides a wide range of educational programs and services to students, as well as focusing on its own unique areas of academic distinction. The District serves more than 4,600 full-year equivalent learners and covers approximately 13,000 square miles of geography consisting of seven counties and many small, isolated communities.

Students enrolling in NHED colleges experience robust, independent colleges that are strengthened through their sharing of resources and programs, connections to communities, and participation in the economic development of the entire Northeast region.

The NHED President, in partnership with the college Provosts, leads the colleges, invests resources to strengthen instruction, creates an alignment of programs, expands workforce development, and achieves true ‘Centers of Distinction’ across northeastern Minnesota. In this way students and communities benefit from well-rounded education opportunities. They are continuously assured of access to excellence through NHED’s investment of resources and the colleges’ collective commitment to meet the needs of northeastern Minnesota.

## **REGIONAL DISTINCTIVENESS: Serving our Constituencies**

**Who We Are:** The Iron Range of Minnesota is home to an historically diverse population representing many ethnic identities, people who brought a strong work ethic and appreciation for education to the region. Immigrants from 43 ethnic groups helped build a regional economy driven by its natural resources that has resulted in three areas of economic prosperity: mining, timber, and tourism. Mines flourished in Babbitt, Mountain Iron, Virginia, Eveleth, and Hibbing. Cliffs Natural Resources (United Taconite, Hibbing Taconite, and Northshore Mining), United States Steel, ArcelorMittal, and others have evolved from the mining operations of the early 1900s. Timber operations spanned from the northern borders of NE Minnesota across the region with major industry partners settling in International Falls (Boise), Grand Rapids (UPM Kymenne – Blandin Paper Company), Sappi (Cloquet), New Page (Duluth) and others. Across the region, the natural environment draws thousands of tourists throughout the year who come to enjoy the recreation of our lakes, forests, and trail systems.

This rich tradition of culture and heritage plays an important role in defining and maintaining the tenets of autonomy and independence that characterize the alignment of District colleges.

Geographically, the rural region consists of seven contiguous counties in northeast Minnesota that serve an estimated population of 328,320. Compared to other regions of the state, the District serves an economically disadvantaged population with poverty rates well above state averages. For this reason, the District’s commitment to access remains a hallmark strategic goal. In addition, for the small communities the District serves, the colleges are viewed as important “cultural centers” that provide facilities and resources for theatre, music, historical museums, and art-related activities.

**Governance Structure:** The District structure consists of five independently accredited colleges under the leadership of one President. The District’s Administrative office houses the President, the Vice President of finance, and one administrative Assistant. Each college hosts a Provost who reports to the president. The President holds monthly cabinet meetings with Provosts through which the business of the District is managed. This structure provides unique opportunities to share resources while maintaining institutional autonomy in academic mission.

Since its founding, the District colleges have focused on sharing resources to improve efficiencies and create opportunities. Shared services include Human Resources, Information Technology, Business Services, and Customized Training. In addition, the District has been diligent about creating shared instructional programming across the five colleges to improve the efficiency of instruction and better position the District colleges in the allocation framework.

**Leading Edge Academic Programming and Services for**

**Students:** With a mission to provide quality higher education to the communities it serves, the Northeast Higher Education District embraces a learner-centered philosophy, fostering critical thinking, developing information and communication skills, expanding the breadth and application of knowledge, and promoting community and global awareness. To help students achieve their goals, the colleges collectively offer residential student housing in addition to learning support services, liberal arts transfer courses, and career and technical programs leading to certificates, diplomas, and associate degrees. The colleges of NHED are actively engaged in creating and redesigning world class technical education programming. Since 2005, enrollment in technical education across the five colleges has grown 75%. In addition, Customized Training and Continuing Education departments offer learners the opportunity to renew and expand their learning experiences through noncredit vocational, basic skills, life skills, and enrichment classes.

Each college boasts signature programs considered “Centers of Distinction.” Where possible, the Chief Academic Officers collaborate in resource sharing and in preventing program duplication.

**Centers of Distinction by college include:**

- Electrical Maintenance, Law Enforcement, and Nursing at Hibbing Community College
- Engineering, Natural Resources, Applied Psychology, and Education at Itasca Community College
- Industrial Mechanical Technology, Welding, and Process Automation at Mesabi Range Community and Technical College
- Industrial Technology Maintenance and Nursing at Rainy River Community College
- Wilderness Management; Fisheries and Wildlife Management; Natural Resource Technology Forestry/Wildlife; and Wildland Wildlife Law Enforcement at Vermilion Community College

**Innovation in Action / Points of Pride:** Beyond the distinctiveness of the District’s governance structure, and the programs of distinction, the District boasts an impressive track record of innovation. A few specific examples include:

- **Applied Learning Institute (ALI)** – In 2007, with a legislative appropriation of \$1 million, the District colleges partnered with 17 charter member school districts and 26 high schools in launching the Applied Learning Institute to renew career and technical education programming focused on the economic drivers of the region. Since its inception,

**Academic Offerings  
Majors of Graduates by Program  
Area for FY 2010**

MAJOR CATEGORIES:	MAJORS	%
Liberal Arts and Sciences	436	30.5%
Health Professions	425	29.7%
Industrial/ Energy Technologies	160	11.2%
Natural Resources/ Conservation	128	8.9%
Engineering	60	4.2%
Law Enforcement Protective Services	50	3.5%
Business and Management	48	3.4%
Construction	40	2.8%
Maintenance and Repair	38	2.7%
Information Technology	22	1.5%
Food Industry /Culinary Arts	13	0.9%
Education	11	0.8%
<b>Total Awards</b>	<b>1431</b>	<b>100%</b>

Source: MnSCU Student Academic Awards (Hyperion) Fiscal Year 2010

*“The goal is world-class technical education programs.”*

*General Program Advisory Council*



*“Applied Learning Institute has become the process where students, parents, teachers, community colleges, and the mining industry come together to deliver an education that prepares today’s student for the careers of their future.”*

*Craig Pagel, President, Iron Mining Association of Minnesota*

ALI has funded more than \$3 million to member school districts and colleges for programming and equipment. Enrollment (400 students in the program’s pilot year) has grown to more than 1,400 students.

- **A founding member of Minnesota Center for Excellence in Manufacturing and Engineering (MnCEME)** – A consortium of academic institutions, MnCEME serves industry as a first-contact resource for continuing education, emerging technology, and workforce development. MnCEME supported the expansion of Science, Technology, Engineering, and Math (STEM) camps and the purchase of highly specialized equipment. High schools in Itasca County adopted the Project Lead the Way curriculum, and most notably, a new engineering education model – Iron Range Engineering – was established. This Minnesota State University–Mankato program partners with the District colleges, business, and industry to offer the third and fourth year of engineering with unique hands-on learning experiences

- **TRIO / Student Success:** The colleges of the District work collaboratively to secure federal TRIO funding to better serve underrepresented students throughout the region. This grant funding – over \$2.67 million annually – provides support for “promising practices,” including the Summer Bridge Programs, intrusive advising, and first-year experience curricula. NHED TRIO Student Support Services serves more than 1,800 students each year across all five community colleges. Over the last 23 years, more than 15,000 low-income, potential first-generation college graduates of the NHED have benefited from the TRIO programs. Programs presently include Upward Bound (high school), Talent Search (middle school) and Upward Bound Math/Science programming (one of two in the State).

**Customized Training and Continuing Education:** The District colleges host a significant enterprise in customized training and continuing education (CT/CE). NHED colleges provide training through customized or continuing education to approximately 30,000 individuals (duplicated headcount) during FY 2011. Collectively, the colleges generate approximately \$3 million annually in CT/CE revenue. In addition, custom training representatives have forged valuable training relationships through the Minnesota Job Skills Partnership grant program, workforce development grants from Iron Range Resource and Rehabilitation Board, and other external funding sources for custom training activities.

**Partnerships and Collaborative Efforts:** Aside from partnerships involving the development and delivery of courses and programs, shared services and NHED’s central institutional research office, additional collaborations serve to enhance and expand the opportunities to learners and increase effectiveness.

- **Arrowhead University** – Since 1989, Arrowhead University (AU), a legislatively commissioned entity, has partnered for over 20 years with Bemidji State University, College of St. Scholastica, and University of Minnesota–Duluth to deliver Bachelor’s and Master’s level programming in business, education, psychology, nursing, criminal justice, engineering, and management across the region. AU has graduated more than 1,200 students.

In 2009, Arrowhead University unveiled Iron Range Engineering (IRE), a professional four-year engineering degree hosted by Mesabi Range Community & Technical College that builds upon the two-year pre-engineering program at Itasca Community College. Students successfully completing the course work earn an engineering degree from Minnesota State University–Mankato. Described as “education-based economic development,” IRE’s unique



## RESOURCE DEPLOYMENT

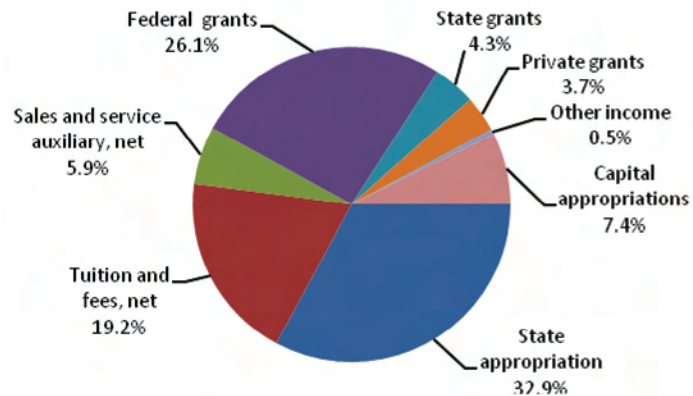
The leadership team of the Northeast Higher Education District acts responsibly, ethically, effectively, efficiently, and in an accountable manner to maximize its fiscal and human resources.

**Fiscal Resources** The Northeast Higher Education District's strategy is to ensure future financial sustainability by maintaining structurally balanced budgets and allocating resources to the highest priorities. A significant area of focus is improving overall operating efficiencies in order to stay current with revenue resources. An efficient operating budget is of critical importance with the expected decline in public revenue and the need to ensure affordability and accessibility for our students.

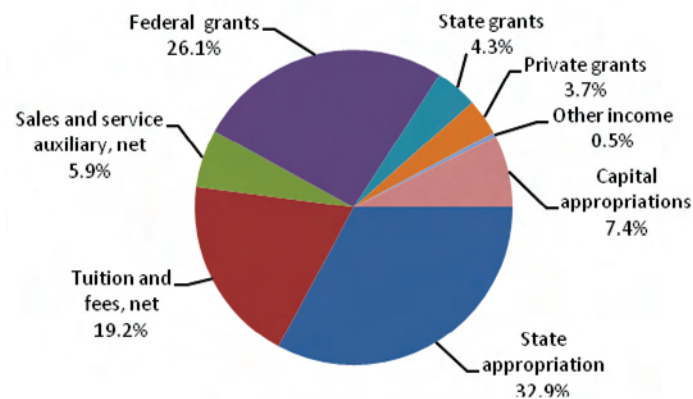
The District's total revenues in fiscal year 2010 were \$63 million and expenses of \$59 million.

### External Resource Development

The District has been very successful in obtaining external resources to support instruction, student services, research, and workforce development activities. Annually the District colleges receive \$1 million in private grants from partnerships with Blandin, Itasca County, Minnesota Power, Bremer, and Center for Rural Development; \$3 million in federal grants for TRIO programs, mine safety and health training, and Perkins for career technical programs; and \$2 million in state operating grants from IRRRB, Minnesota Job Skills Partnership, and Minnesota Pollution Control Agency.



Revenues in Fiscal Year 2010



Expenses in Fiscal Year 2010

project-based curriculum is a first of its kind in Minnesota and one of few such educational opportunities in the nation. Iron Range Engineering was recognized by the Minnesota State Colleges and Universities and awarded the Excellence in Curriculum Programming Award in 2010 and the MnSCU Board of Trustees Chair Celebration of Innovation Award in 2011.

- **Iron Range Resources and Rehabilitation Board (IRRRB)** – The District’s relationship with Iron Range Resources and Rehabilitation Board has flourished with the addition of a shared Regional Workforce Development Director. Collaboration between the IRRRB and NHED assists in aligning educational programs at all five colleges with the workforce needs of regional industries.

- **Alignment with Business and Industry** – The Board and Chancellor Emeritus McCormick’s “Leadership Reaches Out to Business” initiative has provided impetus to expanded relationships with CEOs of the major industry drivers of the regional economy. In 2009, representatives from companies were invited to come together around an ‘academic planning table’ to create “a comprehensive plan for providing post secondary, upper division, and graduate education in northeastern Minnesota.” The District’s General Program Advisory Committee was formed to advise the President on matters that strengthen business and industry alignment and relationships and keep curriculum offerings on the path to world-class status. Five specialized technical programs including Process Automation, Industrial Systems Technology, Chemical Technology, Industrial Construction, and Executive Office Management have been developed in response to industry’s input.

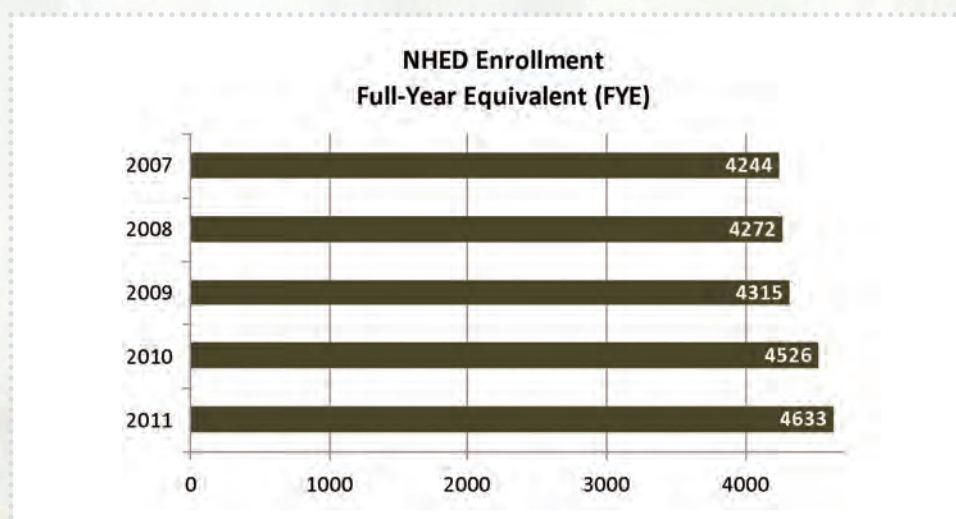
## DATA PROFILE

### Enrollment and Student Demographics

Over the past five years, enrollment in the District has seen a growth of 9% in Full-Year Equivalent (FYE) – an increase of 389 students. Students served by the District are primarily traditional aged students (65% under 25) of Caucasian descent (88%), with a fairly equal representation of men and women.

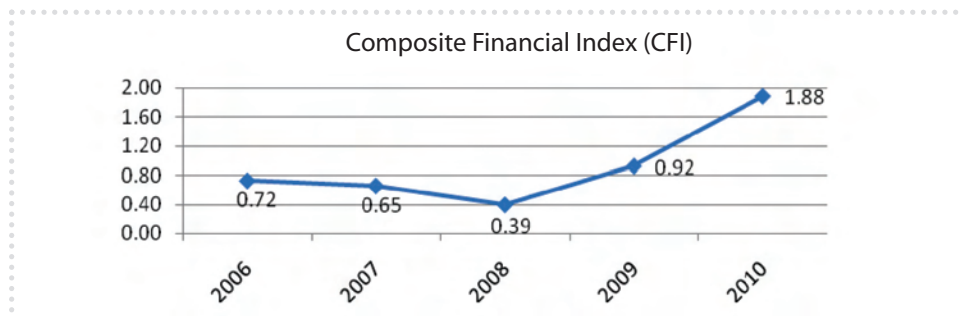
Student Enrollment Characteristics	Persistence & Completion
Credit Headcount – 7,405	<b>73.3%</b>
Underrepresented - 79%	<b>69.0%</b>
First Generation (Federal/TRIO) -74%	<b>68.9%</b>
Pell Eligible - 69%	<b>65.6%</b>
Students of Color - 12%	<b>66.5%</b>

Source: Office of the Chancellor Research, Planning and Effectiveness; NHED Institution Profile



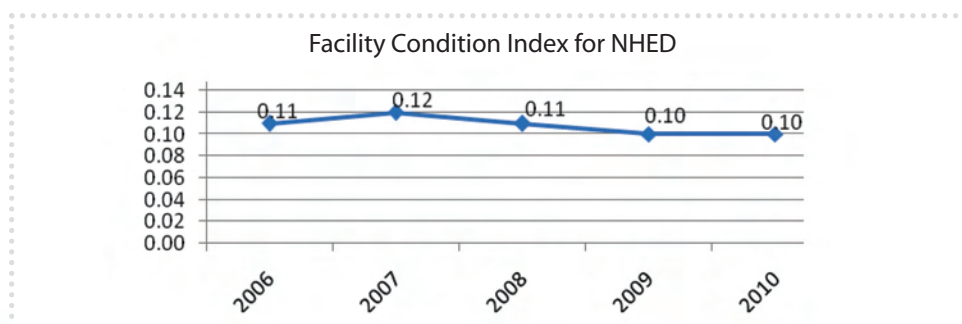
Source: Office of the Chancellor Research, Planning and Effectiveness; NHED Institution Profile

Effort has been put forth to improve the financial health of the District. Reserves are between 6 and 7 percent of the general fund operating revenues and the Composite Financial Index (CFI) has shown significant improvement.



With a focus on instructional cost management, the District has made significant financial improvements. Financial metrics are a key component of the academic program review process. Attention to cost analyses of class size and faculty/student ratios has resulted in decreased cost per student. Between fiscal years 2008 and 2010, the District cost reduction resulted in a significant positive shift in the allocation framework [-\$2,100,000 to -\$570,000]. The District will continue its efforts in the area of instructional cost management.

The District operates in excess of 1,000,000 square feet of facility space and is committed to showing good stewardship of facilities by decreasing deferred maintenance. The decrease in the facilities condition index, which is a measure of effective stewardship, is evidence of the District's commitment.



**Human Resources** NHED strengths are found in the exceptional capability and performance of its people. Working together, NHED's 654 employees provide instruction and services to create high-achieving learning environments.

**Fiscal Year 2011 NHED Employee Headcount and Full-time Equivalent (FTE)**

	Count	% of Total Count	FTE	% of Total FTE
<b>Total FTE</b>	<b>654</b>	<b>100%</b>	<b>506.6</b>	<b>100%</b>
Faculty	370	56.6%	275.9	54.5%
Service & Support	148	22.6%	104.3	20.6%
Professionals	106	16.2%	94.3	18.6%
Managers/Admin	30	4.6%	32.1	6.3%

*“I would say the colleges that make up the Northeast Higher Education District are one of the leading groups that have its pulse on what industry needs. It’s refreshing to work with them.”*

*Jeff Brown,  
Rockwell International*

#### The District will:

- Provide high-quality academic programs
- Provide students with the newest instructional technology
- Provide professional development opportunities for faculty and staff
- Maintain structurally-balanced budgets
- Designate 6-7% reserve to general operating revenue ratio
- Generate positive operating margins
- Increase net assets
- Seek external funding sources through strong business and industry partnerships
- Expand shared business operations
- Engage in right-sizing of facilities

**Accountability** The Northeast Higher Education District is committed to continuous excellence and quality assurance. An alignment of institutional, District, and MnSCU goals fosters and advances a culture of accountability – the unifying thread which laces together the processes and systems contributing to the overall development and success of the District.

Quality assurance mechanisms, monitoring, and evaluations become part of all processes and systems. Performance indicators of selected key measures, as depicted in the MnSCU Accountability Dashboard below, are linked to MnSCU priorities and goals; allow students, legislators, business leaders, and other stakeholders to view progress toward these goals; and serve as a powerful tool for performance improvement.

**Integrated Planning** In 2009, driven by a sense of urgency created by a struggling state economy, the District initiated a strategic planning process entitled “Creating a New Reality for the Northeast Higher Education District.” A steering committee, comprised of key regional and internal stakeholders, was convened to structure the planning process, identify key regional issues that would frame the planning conversation, and make recommendations regarding strategic planning team membership. The team utilized the Board of Trustees “Strategic Actions” document as well as existing District planning documents to ensure that relevant past, present and future actions would be designed for the 2010-2015 timeframe.

**The following strategic actions were identified by the team as critical to the future success of the District and its colleges:**

#### **Strategy 1: Affirm and Strengthen District Alliance**

- Demonstrate that the NHED model of interdependent, autonomous colleges produces quality educational outcomes for the region
- Champion and promote cross-college communication to increase a shared understanding of the organization and deepen the ability of students, staff and communities to leverage District relationships
- Align resources and priorities that drive cross-college improvements and increased efficiencies
- Advocate for NHED learners, communities and institutions in regional economic development and other policy-setting deliberations

#### **Strategy 2: Strengthen the Quality of District Programs**

- Accelerate cultures of academic and service excellence through continuous quality improvement of NHED’s academic and support programs
- Advance efforts to market and recruit students to NHED colleges and sustain their commitment to the region after graduation
- Actively listen and respond to current and emerging needs of regional employers
- Develop and advance strategies for ongoing external financial support, including college foundation fundraising
- Share and implement the District’s promising practices to ensure student engagement and success

### **Strategy 3: Expand Public/Private Partnerships**

- Develop and execute a coordinated, cross-college plan to support appropriate regional, state, national, and international public/private partnerships
- Engage P-16 partners in developing a more integrated education system for northeast Minnesota
- Position the District colleges to be the “providers of choice” for regional business/industry seeking ongoing training opportunities
- Promote mutual accountability among NHED colleges, communities and employers in the region

### **Strategy 4: Innovate for a Changing World**

- Expand advanced offerings that meet the needs of NHED learners and support regional economic development opportunities
- Share resources to capitalize on economies of scale using the principle of “interdependent service organizations”
- Target emerging technologies and optimize utilization and coordination across NHED
- Advance technology-based communication

In addition to this Strategic Action Plan for 2010-2015, the integrated planning framework for the District includes the Diversity Plan (developed in 2009-2010), a “Communications and Marketing Plan” (under development), and individual college strategic, facilities and academic master plans. A significant addition to this integrated planning framework will be the addition of NHED Master Finance and Facilities plan currently being developed.

### **Futures Planning: 2020**

The tenets of access and equity in opportunity to pursue higher education, the very tenets at the heart of the community college movement in the United States, remain the foundation for current and future planning within the District. While the Northeast Higher Education District colleges are keenly aware of a sense of urgency for change, they are also cognizant of the strengths, opportunities, and innovations that can position them for sustainability and vitality in light of ever-changing external environments.

A significant step to planning for the long-term future of the NHED colleges lies in the development of a District Master Finance and Facility Plan that will serve as a comprehensive compilation of forecast and analysis data. Many factors will be included in this plan, such as enrollment projections, revenue and expense trends, factors influencing financial health for District colleges, facility conditions, utilization and debt analysis, current and projected staffing levels, and revenue and expense forecasts for auxiliary enterprises, custom training, etc. This compilation will inform all future planning efforts of the District and serve as a useful tool as we endeavor to lead with innovation, collaboration, and accountability.

*“The colleges in Northeast Minnesota are fantastic partners to business and industry. We have many success stories working with them. And I can’t say enough about the training and the workforce in Northeast Minnesota. Not only do we have people who are very committed and hard-working, but they are willing to update their skills.”*

*Inez Wildwood*

*Allete*



**Hibbing Community College**  
A TECHNICAL AND COMMUNITY COLLEGE



### Provost

Dr. Ken Simberg

### Mission

Hibbing Community College provides life-changing educational opportunities in a dynamic learning environment.

### Vision

Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

### Guiding Principle

To provide quality educational, cultural, economic, environmental and technological leadership.

### Goals

In order to fulfill its Mission, HCC provides:

#### **A Student Centered Environment**

– Experiences, services and opportunities to enhance self-development, physical well-being, cultural appreciation, and good citizenship in a changing multicultural world.

**Career Education** – Career oriented programs emphasizing knowledge, decision making, and technical skills needed to enter and advance in professional, technical and service careers.

**Transfer Education** – Liberal arts transfer programs equating to the first two years of baccalaureate education at a four-year college or university.

**Life Long Learning** – Customized Training & Continuing Education emphasizing job training, retraining, partnerships with business and industry, personal growth and enrichment.

## HIBBING COMMUNITY COLLEGE

Hibbing, Minn., was one of the first cities in the nation to expand educational opportunities by opening a two-year college in 1916, establishing Hibbing Community College (HCC) as one of the country's oldest two-year colleges.

HCC serves a diverse population of learners with more than 2,200 students in credit courses each year, in addition to more than 14,000 registered students (enrollments) in customized training and continuing education annually. As a relatively small college, HCC prides itself in the responsive and personal attention devoted to students and learners and a welcoming learning environment to compliment its expanse of excellent academic offerings.

HCC places emphasis on three primary goals to best serve its community:

- **Technical Programs** – More than 20 technical programs, accounting for 55% of enrolled students, provide students with direct pathways for entry into the workforce. Two of HCC's distinguished programs are Law Enforcement, a program ranked in the top 7% of all colleges and steeped in over 30 years of tradition; and Nursing, known for nearly 50 years of successful training of registered nurses. The Nursing program is currently in candidacy status for voluntary accreditation by the National League for Nursing Accrediting Commission. HCC Nursing students report a 97.3% pass rate on the National Council Licensure Examination, compared to a national average of 86%. Also noteworthy is HCC's long history of bringing the Nursing program to distance sites in Northeastern Minnesota.
- **Liberal Arts** – Transferable courses, offered face-to-face, online, day and evening, leading to an Associate Degree. A wide variety of online educational offerings are available, with 17% of HCC credits available online, including the Associate of Arts Degree.
- **Customized Training for Workforce Development** – A proven leader in training for workforce development, HCC provides over 123,000 hours of MSHA, OSHA, EMS training annually to more than 600 businesses, and generates more than \$1.5 million in annual revenue.

In addition, HCC enjoys numerous and varied partnerships, creating opportunity and building support for programs and departments.

- HCC provides space to Arrowhead University, a group of colleges and universities including Bemidji State University, The College of St. Scholastica, the University of Minnesota-Duluth, committed to providing bachelor's and master's degrees on location to the communities of Northeast Minnesota.

- HCC's Law Enforcement program provides skills training to more than 600 law enforcement officers in NE Minnesota's Arrowhead Region through Arrowhead Region Law Enforcement Training (ARLET).
- The University of Minnesota (U of M) dental clinic, housed on the HCC campus, offers dental services to community members who may be underinsured. Through this unique partnership, enhanced teaching and learning opportunities benefit U of M dental students and HCC dental assisting students alike, as well as their clientele.
- HCC's membership in the Applied Learning Institute (ALI) brings K-12 and college faculty together to design, enhance, deliver and revitalize career and technical curricula to area high schools, often sharing facilities and instruction. This educational partnership creates enhanced learning opportunities for students, actively responds to the evolving indicators driving our future, and fills the need for a well-educated workforce.

HCC's central geographic location within the NHED colleges, and demographic composition of the area presents challenges to recruitment efforts, enrollment numbers, and diversity of staff and students. The City of Hibbing is significantly dependent on the economic well-being of the local taconite mining industry, which historically enjoys as well as endures a 'boom and bust' economy and has a direct and indisputable impact on the college. This has led to a decrease in the number of local high school graduates and an increase in the average age of HCC students, which is currently 26. The community's blue-collar economy is reflected in HCC's mix of liberal arts/transfer courses plus well-established and recently added technical and career programs.

HCC's integrated and future planning is based on the fundamental goals of its founding fathers, the NHED and the Office of the Chancellor. HCC promotes and fosters open access and opportunity to higher education. Academic priorities and institutional planning are linked to support the function and operations of the college; fiscal sustainability; comprehensive student services; a well-maintained, safe and accessible facility; continuous quality improvement; and effective utilization of human resources. This is evidenced in HCC's recent update of the Strategic Plan, Enrollment Management Plan, and Master Facilities Plan.

To effectively sustain current and future resources, HCC balances the effective utilization of talents and contributions of each employee and its portfolio of program offerings and student services with fiscal efficiency. A three-member administrative team supervises and works collaboratively with more than 190 employees. HCC enjoys a high level of employee loyalty: 53% of employees have been at HCC for more than 10 years.

Working together, HCC effectively provides access to a dynamic learning environment that fosters excellence, opportunity, responsiveness and innovation in meeting the diverse educational and career goals of our students and community.

## Commitments

HCC is committed to:

- excellence in teaching and learning;
- a supportive learning environment for students of diverse ages, abilities, ethnicities, interests, and backgrounds;
- a regional center for social and cultural interaction;
- support for economic development of the community and region;
- high academic standards;
- student development and success;
- open-door admissions;
- faculty and staff development;
- academic freedom and diversity of thought;
- modern learning facilities, equipment and technology;
- collaborative partnerships with higher education, secondary education, business, industry and governmental agencies;
- promoting economic growth, industry, personal growth and enrichment.







**Provost**

Dr. Michael G. Johnson

**Mission**

Itasca Community College is committed to providing accessible, high-quality education that empowers our learners to pursue meaningful lives and productive careers.

**Vision**

Best in engaged learning...best in community partnerships...best in empowering people!

**Values**

ICC dedicates itself to the following values and will use these values to continually evaluate its mission, vision and goals:

**Integrity** – ICC will put its principles into action.

**Focus on Learners and Learning** – ICC believes that public higher education is key to the success of the people and communities it serves.

**Collaboration** – ICC values engagement within the institution and the community in working toward shared goals and the common good.

**Responsiveness** – ICC values accessibility, flexibility, and the agility to anticipate and respond to learner and community needs.

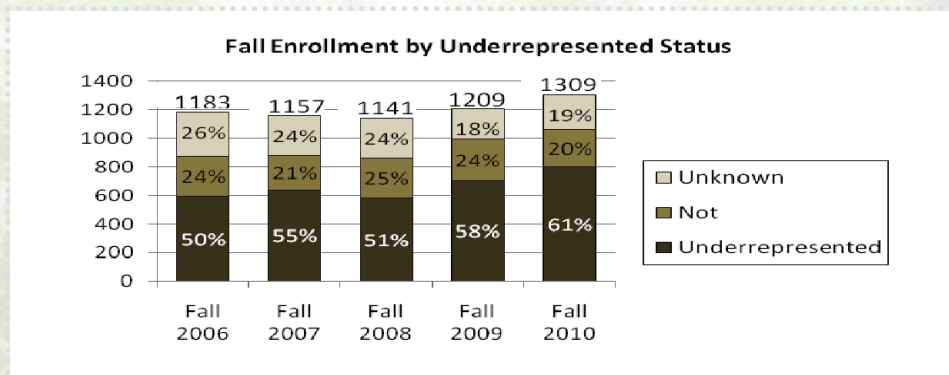
**Access** – ICC embraces diversity and values service to all learners.

## ITASCA COMMUNITY COLLEGE

Itasca Community College is a comprehensive two-year “learning community” college established in 1922. ICC’s distinguishing mission and vision speak to a strong sense of place, engaging and empowering learners, excellence in teaching and learning, and partnerships within our community and region.

Approximately half of Itasca’s students come from Itasca County and three-quarters from northeastern Minnesota. Seventy percent of Itasca’s approximately 1,000 students are traditional age. ICC serves a large number of underrepresented students (61%) many of whom are low income (53% Pell eligible), first generation students (63%). ICC’s enrollment of students of color has grown from 10% to 14% in the past 5 years. Even as regional high school graduating classes have declined, enrollment has held steady or grown slightly in the past decade through expanded recruiting efforts and the development of innovative programs. New offerings have addressed the training needs of the region’s major industries – paper, mining, energy, and healthcare. In addition, ICC has focused on increasing the number of non-traditional students served, particularly those affected by high unemployment and poverty rates within Itasca County.

The College’s success at serving students and the community is demonstrated by students’ persistence and completion rates (73.8%) and graduate’s related employment rate (80.6%).



ICC offers transfer preparation and career programs in a supportive learning community model that fosters retention and success. Its largest program is the Associate in Arts program (40%). The college’s Engineering program is a center of distinction, nationally recognized for fostering student success in a residential living and learning community. ICC’s engineering retention rates exceed 70% at the two-year level; the Bachelor of Science completion rate greatly exceeds national averages. Other distinguishing learning community programs include the long-standing Natural Resource program, the unique online/on-ground LPN program, the college’s successful FastTrac START

program targeting underemployed adult learners, the Class Act teaching preparation program, the Applied Psychology program and others. Responding to the workforce development needs, ICC's enrollment in technical programs such as Nursing, Power Generation, Natural Resources, and Pulp and Paper Technology is reflected in the 75% increase in students in the NHED colleges between 2005 and 2010.

ICC has a long and strong history of partnerships with local and regional industries and educational entities. Examples include industry partnerships with MN Power which has resulted in a highly successful Power Generation program and our long standing relationship with UPM/Kymenne-Blandin Paper Company, which now requires incumbent workers to obtain ICC's Pulp and Paper Diploma as a condition of employment. These partnerships have garnered national recognition for the region. ICC's Applied Psychology program provides undergraduate research opportunities for its students, many of whom have participated in national studies and presented at national conferences. ICC is a charter member in the Itasca Area Schools Collaborative, made up of seven area school districts and ICC. This unique partnership has allowed for career pathway development, joint articulations and unique opportunities for high school students, such as Project Lead the Way.

For 2010, ICC's institutional profile boasts "gold" ratings student engagement (60.5%) and student enrollment (+4.6%), which the college attributes to its learning community philosophy and commitment to first year students. Moving into the future, ICC will continue to build on its strong relationships with its K-12 partners and four-year transfer institutions, capitalizing on its strengths and commitment to "place", engagement, and success. We expect to expand our borders in terms of recruiting, focus on increasing completion rates through strategic partnerships. Workforce needs of our region will drive program development and outreach.

ICC has completed a comprehensive planning process that links facilities, technology, academic needs, and student services priorities. ICC plans to resize its campus and has a projected bonding project for a state of the art teaching and learning facility. In 2009 the College redesigned its student services into a "One Stop Model" focused on improved efficiencies and student access to services. We anticipate the need for expansion of technology services to meet the evolving learning and social needs of our students, providing a place where students thrive. The ICC Foundation is spearheading a capital campaign to modernize the campus titled "ICC 2022".

Moving forward, Itasca will focus on expanding partnerships, seeking external funding and collaborating to increase efficiencies as we realize the impact of limited resources. Our attention will be on improving quality, delivering what we do well, and seeking new educational opportunities that will serve our students and community.

*"ICC is a warm, welcoming and beautiful college where I feel very comfortable as I begin my college career. It is very evident that faculty and staff put students first, and students feel that attitude as soon as we arrive on campus."*

*- Maria Peluso, first year student*

#### **Points of Pride:**

- Itasca Community College was ranked 5th community college in the nation in 2009 - *Washington Monthly Magazine based on the Community College Survey of Student Engagement (CCSSE)*
- ICC serves as the Midwest Regional Leader under the National Center for Pulp and Paper Technology and Training.
- ICC's Engineering Program, nationally recognized for its innovative project-based teaching and learning model, serves as the premier entry point for students pursuing their four-year degrees through the Iron Range Engineering Program.
- ICC is a national model for learning communities on a small college campus. Our outstanding retention rates and high student satisfaction are due to the learning community philosophy that empowers our students to engage and succeed.





### Provost

Dr. Tina Royer

### Interim Provost

Ms. Kathy Burlingame

### Mission

Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

### Vision

Mesabi Range Community & Technical College will lead north-eastern Minnesota in accessible, innovative, and high quality learning and educational opportunities.

### Strategic Foundation

Mesabi Range College's strategic foundation identifies four areas:

- Learner Focused
- Customer Service Oriented
- Leader and Innovator in Technology and Learning Tools
- Focused on Integrity through Community and Environmental Stewardship

### Strategic Goals

- Enhance communication within the college and with stakeholders
- Create and encourage leadership opportunities for employees and learners
- Develop a comprehensive student engagement and enrichment plan for the college
- Be an active participant and leader in regional and global engagement

## MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Located in the heart of the Iron Range of Minnesota, 120 miles south of the Canadian border, Mesabi Range Community & Technical College (MRCTC) is a comprehensive two-year college with distinctive transfer curriculum courses and occupational programs. Two co-located campuses at Eveleth and Virginia serve approximately 1185 full-time enrolled (FTE) students. The virtual campus offers 25% of the college's courses to learners. In addition, the College partners with regional high schools to offer dual enrollment courses through its Concurrent Enrollment and Applied Learning Institute (ALI) programs.

Mesabi Range Community & Technical College's mission states its commitment to two core constituencies: its learners and its communities. The College's vision statement further identifies learners—their needs, challenges, and successes—as the focal point for the College. Subsequently, the "community" acknowledged in the mission statement includes not only those cities and towns within the College service region, but also the community of learners who desire a transfer or technical education.

**College Programs.** Mesabi Range College offers transfer curricula, career programs, and developmental courses. Students can earn two-year Associate in Arts (A.A.) or Associate in Science (A.S.) transfer degrees. The programs consist of lower division requirements for a variety of major fields. Thirty-eight percent of MRCTC students graduate with an Associate in Arts degree.

Career programs are designed to prepare students for immediate employment in a career by providing technical skills that can be acquired in one-year Certificate, two-year Diploma, or two year Associate in Applied Science (A.A.S) programs. The largest technical programs include Industrial Mechanical Technology (IMT/Millwright), Nursing, and Welding.

For over 40 years, the IMT program has led students into the mining and other related industries. The program is currently boasting the highest enrollment MRCTC has seen: 140 students in the diploma program and 16 students in the A.A.S. degree. The program moved into its new 5.4 million dollar addition to the Eveleth campus this fall.

MRCTC has also designed new programs during the past three years to attract nontraditional unemployed and underemployed residents. Retirement trends in local industries have given MRCTC opportunities to attract learners to newly designed and redesigned programs, particularly in the mining, project management, and wind energy sectors. MRCTC's most recent program additions include Executive Office Management,

Mobile Equipment System Technician, Wind Energy Technician, and Process Automation Systems (third year).

**Regional Connections.** The College seeks to serve the region and state through the use of its educational practices, resources, and training opportunities. An active College Advisory Council provides feedback and ideas regarding the strategic plan and anticipated challenges for the College and community. The College also collaborates with regional K-12 schools, Housing and Redevelopment Authority, City of Virginia, Adult Basic Education, Student Veteran's Assistance Center, College for Kids, STEM camp, and Mesabi Musical Theatre.

The College offers several programs with area high schools which provide college credit to students. The programs include Concurrent Enrollment (CEP) and the Applied Learning Institute (ALI). Areas of study in ALI include Medical Fields, Welding, Building Trades, Graphic Arts, CAD, and Industrial Mechanical Technology. In 2010, MRCTC provided technical education opportunities to 17 high schools with 694 ALI registrations and 300 Concurrent Enrollment registrations. The College partners with seven high schools to offer courses in Trigonometry, College Algebra, Economics, College Writing, Chemistry, Physics, and Human Biology. MRCTC is certified by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment courses and programs.

**The Center for Ideation and Innovation (CE/CT).** In accordance with its mission, Mesabi Range Community & Technical College seeks to engage actively with multiple and overlapping communities. The Customized Training division offers four main programs based on the region's largest industry and organizations: Business & Industry; Emergency Medical Services (EMS); Fire, and Health & Safety. The program also engages PK-12 education, social and civic sectors, and non-profit organizations. In 2010-2011, this department served 8,449 students which equates to 881 classes; 738 credits; 148,097 CEU's; and 39,081 hours of hourly customized training classes. Additionally, the eFolio program reached a milestone of 10,000 students trained in the use of eFolio.

**Strategic Foundation and Goals.** Mesabi Range Community & Technical College has planned for continuing social and economic changes, demonstrating that the College anticipates the challenges of the next decade through its strategic planning process and proactive outreach. The College recognizes the value of organizational strategic planning at all levels: operational, instructional, and financial. As a result, the College operates under a strategic plan that reflects needs and goals identified through College-wide meetings and community involvement. This plan influences College programs, processes, and future direction. With the College's strategic goals, it continues to create rich, meaningful, and transformational learning and college experiences.

**Grants.** Careful planning and a strategic focus allows the College to make investments to support its financial and community resource base, while maintaining and growing its educational programs and services. Grant resources have been instrumental in investing in new programs, staff development, and K-12 connections and outreach.

### **Futures Planning Goals**

- To provide access to information resources and services that support the educational programs of the college, by fostering academic excellence through the freedom of inquiry and the pursuit of knowledge
- To be responsive to the changing needs of educational progress as new technologies emerge and evolve, creating new efficiencies and new challenges
- To process everything through the lens of assessment, which translates into a focus on student learning, the value of measurable outcomes, and the importance of timely and appropriate measures of effectiveness
- To provide a mix of programs to meet the differing needs of students spanning both developmental and college levels as well as those who are career bound
- Explore and expand the use of innovative teaching and learning methods to engage students in the classroom and beyond by providing the resources, leadership, technical support, and training.





### **Provost**

Dr. Ken Simberg

### **Mission**

Rainy River Community College serves its communities by guiding learners to achieve their educational, career, personal, and civic goals.

### **Vision**

Rainy River Community College will inspire learners and their communities to achieve their full potential.

### **Guiding Principles**

**Learner-Focus:** We will focus on learners as the primary reason why the College exists. We will continually make decisions from the perspective of “what is best for learners?”

**Teaching and Learning:** We will embrace teaching and learning in all forms as the primary way the College serves students.

**Shared Leadership:** We will share responsibility with learners and the community to lead and manage the College.

**Cultural Diversity:** We will recognize the diverse experiences, cultural / ethnic backgrounds, opinions, beliefs, and world views of different peoples.

**Continuous Improvement:** We, along with learners and the community, will use the Academic Quality Improvement Project (AQIP) framework to evaluate and continuously improve the College’s programs, services, and processes.

**Stewardship:** We will oversee and demonstrate openly the wise and efficient use of the College’s resources.

## **RAINY RIVER COMMUNITY COLLEGE**

Rainy River Community College is located in International Falls (pop. 6,703) just minutes from the Canadian border and Voyageur’s National Park. Founded in 1967 by a group of dedicated individuals, Rainy River Community College offers post-secondary education opportunities to this rural, geographically remote area, where the next closest college campus is 100 miles away.

The College, originally designed to serve its rural regional communities and local economy, continues to provide quality higher education and services to its constituents. The service market area for Rainy River Community College encompasses a geographic circle with a radius of about 50 miles, half of which is in Canada. There are seven small, rural high schools within the market circle. This small size is unique to Rainy River, guaranteeing students the individual attention they deserve, and the hands-on learning they desire.

The College has risen to the challenge of more responsibilities with fewer resources, and employees have made an art of multitasking and teamwork. This culture of working together for the betterment of the college and value to the community allow the college to thrive during difficult economic times.

The diversity of Rainy River Community College’s student body provides the campus a wide variety of intercultural experiences. This diversity exceeds that of the local community, and is greater than the average MnSCU campuses.

RRCC’s Mission, Vision, and Guiding Principles emphasize three primary goals: postsecondary education, economic development, and community enrichment.

The largest academic programs include Liberal Arts and Practical Nursing. Programs unique to RRCC include Green and Sustainable Construction and Industrial Technology (Maintenance). An exciting new initiative in the academic area is the Science and Math Education Program. In response to the need for more STEM educators, this initiative focuses on recruitment and retention of students preparing to become science and math educators.

RRCC, in partnership with Hibbing Community College, serves area business and industry with customized training opportunities. RRCC’s apprenticeship program at Boise (the area’s largest employer), provides incumbent workers with skill training preparing them for promotional opportunities. This apprenticeship program is linked to, and supplements, our Industrial Technology Diploma program.

Various events and activities offered to the local community range from the Fit for Life classes (for our senior-citizen population) to College for Kids; and various faculty-led, thought provoking presentations (e.g. historical and sociological perspectives of the Holocaust; the Pacific Theater of World War II as told through history and art).

Due to RRCC's geographic isolation and small size, planning processes, organizational strategies, and action plans are coordinated and aligned using representatives from each level in the organization. All processes, strategies, and action plans must align with the overall Mission of the College as well as address the immediate challenges and opportunities the College is facing.

Rainy River Community College is committed to ensuring student success and to the goals of all Minnesota community colleges: postsecondary education, economic development, and community enrichment.

Over the next 5-10 years, specific improvements will result from:

- a strategic planning process that is constrained by tight budgets and demographic predictions of an aging and declining population
- the challenge to develop a strong reputation for technical offerings
- finding opportunities in existing collaborative relationships:
  - within NHED and the NE college alliance
  - with local school districts to provide a world-class model for P-14 collaboration in education
- a positive institutional climate that maximizes the potential of employees, fosters learning and student success, and encourages creativity and innovation.

Rainy River Community College's strategies for resource deployment align with the goals of recruiting and retaining the students best served by the College, and providing relevant post-secondary opportunities to our students and community.

Collaborative efforts include strong relationships with the City of International Falls, the Koochiching Economic Development Authority, the Northeastern Minnesota Office of Job Training, Falls High School, Voyageurs National Park (ties with the college through Rainy River Community College's Water Resources Center and science offerings), and the Applied Learning Institute (ALI).

Grant opportunities with the Blandin Foundation, the Bremer Foundation, ALI, and others ensure that RRCC's curriculum, technology, and equipment is current, relevant, and responsive to the needs of students, our community, and regional business and industry.

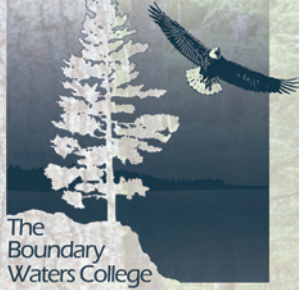
## Goals

The goals complete the phrase, "Rainy River Community College will..."

- Recruit and retain the students best served by the College.
- Review and develop academic and technical programs that best serve the College's students and communities.
- Pursue collaboration with community, government, business, and educational organizations to continually improve teaching and learning and enhance community vitality.
- Encourage and empower faculty, staff, students, and community members to guide the College.



# Vermilion



## Provost

Mr. Shawn Bina

## Mission

Vermilion Community College educates people from all walks of life to become well-rounded, ethical citizens prepared to work, live, and learn in a changing world, especially the natural world that surrounds us.

## Vision

Vermilion Community College will be recognized as a vital two-year residential college that serves the changing needs of its communities by providing a high quality comprehensive learning environment.

## Points of Pride:

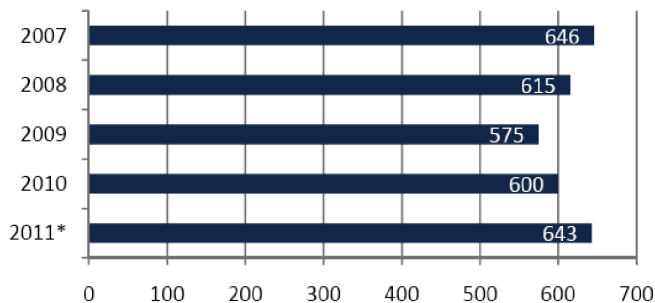
- Vermilion's student body consisted of graduates from over 220 different Minnesota high schools in 2010.
- In 2010, Vermilion was one of only nine colleges in the country certified to offer Seasonal Park Law Enforcement Ranger Training. In partnership with the National Park Service VCC trains Seasonal Park Rangers, a critical initial career step to be coming a full time Federal Park Ranger. The college also holds specialized national accreditation in Forestry, Wildlife Management, and Wildlife Ecology.
- Vermilion earned one of the top 50 spots in the nation for community college student engagement in 2010.

## VERMILION COMMUNITY COLLEGE

Vermilion Community College (VCC), perched on the very edge of the Boundary Waters Canoe Area Wilderness, offers over a million acres of unspoiled natural laboratory in which to experience our many unique degree programs. It's a one-of-a-kind setting for the liberal arts students looking to complete the first two years of their college education.

VCC was founded in 1922 as Ely Junior College, a liberal arts college providing children of miners and loggers an opportunity to pursue higher education. Over the decades, Vermilion has capitalized on its unique location and the area's abundance of natural resources and evolved into a residential two-year college, offering a variety of educational programming and degrees, focusing on niche areas of natural resource use and natural resource protection. Vermilion's unique mission and residential college status draws students from all over Minnesota and beyond. Overall college enrollment has increased in recent years, reflecting learners' desire to pursue careers in natural resource and outdoor related fields, as well as societal needs for workers in the environmental arena. The majority of VCC's students are full-time traditionally-aged learners, with 74% carrying full-time status and 88% age 24 years or younger.

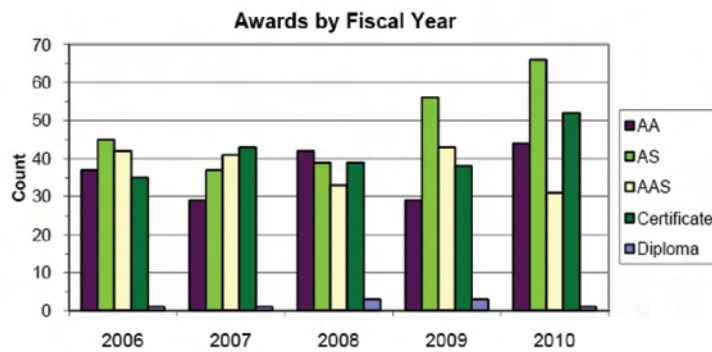
Vermilion Enrollment - Full-Year Equivalent (FYE)



\*FY 2011 FYE as of 7/29/11

Source: Office of the Chancellor Research, Planning and Effectiveness; Vermilion Institution Profile

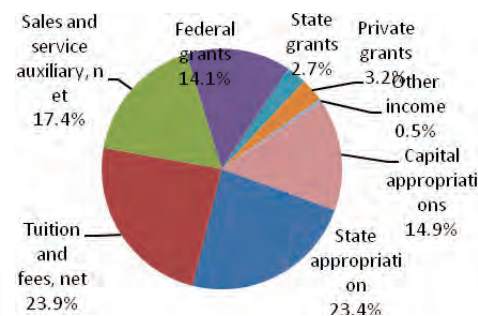
VCC's curriculum offers an Associate of Arts degree; a unique mix of programming leading to Associate of Science and Associate of Applied Science degrees; as well as numerous specialized certificates and diplomas. VCC's programs are nationally accredited within their niche wherever applicable.



Source: MnSCU ISRS Operational Data; ITS Management Reports, Student Awards

With substantial investments in on-campus housing, VCC's overall operating budget is \$9,615,000. Shrinking state appropriations have recently been eclipsed by tuition as our major source of revenue and ongoing reductions are posing a greater budget challenge each year.

### 2010 Revenue



Vermilion's vision over the next five years is to further increase its distinction as a vital provider of education programming and career preparation in the natural resource and environmental arenas.

The college's healthy enrollment growth will soon be challenged as a result of student housing constraints. Vermilion plans to meet this housing challenge after

2013 through the construction of the new dormitory space, as highlighted in our Master Facilities Plan.

VCC's first priority of offering exceptional and affordable education programming is made ever more complex due to the current fiscal environment, and additional funding sources are being pursued in order to mitigate the consequences of diminishing State revenue. In addition, Vermilion will increase collaboration with regional industry and K-12 education partners to offer clear and affordable pathways to higher education and gainful employment.

VCC's budgeting strategies focus on the college's priorities and mission fulfillment. The college will continue with its extensive program review from academic programs to auxiliary enterprises in order to evaluate and realign college initiatives with institutional goals and priorities. These actions have focused resource deployment in the following areas:

- Provide the highest quality academic programming possible
- Maintain a balanced budget while building institutional reserves
- Expand programming initiatives through grant funding
- Secure new housing to facilitate continued enrollment growth
- Maintain nationally recognized student engagement results
- Meet the educational demands of our state and federal partners (Department of Natural Resources, National Park Service, United States Geological Survey, etc.)

### Goals

- **Student Focus.** To provide high-quality programs and support services to meet the educational, cultural, social, and personal needs of our diverse students.
- **Commitment to Faculty and Staff.** To provide faculty and staff with the resources they need to be effective in an atmosphere of open communication, mutual respect, and accountability.
- **Programs and Services.** To provide innovative and comprehensive programs and services that meet the learning and occupational needs of students, employers, and society.
- **Leadership.** To develop and support leadership among students, faculty, and staff to achieve our full potential.
- **Resource Development.** To develop financial, human, and other resources to effectively support our students, faculty, staff, and programs.
- **Collaboration.** To develop and provide high-quality education and services through collaboration with educational institutions, business, government, and our communities.





*The Northeast Higher Education District is located in Northeastern Minnesota  
– A great place to live, learn, work and grow.*

**NHED**

---

NORTHEAST HIGHER EDUCATION DISTRICT

---

*Member of Minnesota State Colleges and Universities*



**Northeast Minnesota Higher Education District | 1001 Chestnut Street West | Virginia, MN 55792**

The Northeast Higher Education District is an equal opportunity educator and employer.

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

**MISSION REAFFIRMATION:  
HIBBING COMMUNITY COLLEGE**

**EXECUTIVE SUMMARY**

The vision, mission and purposes of Hibbing Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in May, 2009) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

**Hibbing Community College’s vision, mission, purposes, and awards are:**

**Vision**

Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

**Mission**

Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.

**Goals and Associated Purposes:**

**Strategic Goal 1:** Hibbing Community College will employ intentional enrollment management strategies to include recruitment, enrollment, retention, and completion. Hibbing Community College is committed to:

- Student success
- Inclusion of diversity
- Open-door admissions

**Strategic Goal 2:** Hibbing Community College will provide quality, innovative and flexible education to meet the needs of students and employers. Hibbing Community College is committed to:

- Advancement of knowledge
- Collaboration to advance innovation
- Excellence in teaching and learning
- High academic standards
- Academic freedom and diversity of thought

1 **Strategic Goal 3:** Hibbing Community College will support economic development through  
2 education & provide cultural opportunities by bringing the World to Us. Hibbing Community  
3 College is committed to:

- 4 • Promotion of economic growth
- 5 • Enrichment of cultural understanding

6  
7 **Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically  
8 equipped facilities while being responsible to the environment. Hibbing Community College is  
9 committed to:

- 10 • Sustainability of the environment
- 11 • Modern learning facilities, equipment and technology

12  
13 **Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial,  
14 alternative funding, and technological resources to meet the current and future operational needs  
15 of the college. Hibbing Community College is committed to:

- 16 • Development of faculty and staff

#### 17 18 **Awards**

19 Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees,  
20 Associate in Fine Arts degrees, Certificates and Diplomas

## 21 22 **BACKGROUND**

23  
24 The college is requesting reaffirmation of its mission in compliance with the Board policy  
25 requirement that an institution have its mission approved at least once every five years.

## 26 27 **OVERVIEW OF MISSION, VISION AND PURPOSES**

28  
29 The proposed vision, mission, and purposes of Hibbing Community College meet the criteria  
30 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and  
31 Approval of College and University Mission and Vision Statements. As required by procedure,  
32 the institution must:

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

42 Additionally, the institution's mission must be compliant with statute, policy, and regional  
43 accreditation requirements.

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

3  
4 **The mission, vision, and purposes respond to the system procedure.** Hibbing 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.  
8

9 The *Mission* of Hibbing Community College is to “provide life-changing educational  
10 opportunities in a dynamic learning environment” and the associated purposes support the  
11 System mission in meeting students’ personal and career goals and enhancing the quality of life  
12 for Minnesotans.  
13

14 Hibbing Community College’s mission and the associated purposes focus the institution on being  
15 an open access institution for a wide range of learners committed to excellence in teaching and  
16 learning in a dynamic and innovative learning environment to meet the needs of the Hibbing  
17 community and larger region that it serves. The college exists to provide quality, innovative and  
18 flexible education to meet the needs of students and employers.  
19

20 The *Vision* for Hibbing Community College states “Opportunity without limits, learning without  
21 end, and achievement beyond expectation.”  
22

23 Hibbing Community College envisions a future in which the college will be recognized for its  
24 innovation and related ability to lead in economic development and community vitality. In five  
25 years, the college will be more directly tied to the evolving economy due, in part, to its  
26 innovative means of meeting student and employer needs. The college’s distinction in  
27 Northeastern Minnesota comes from its depth and breadth of educational offerings. It is a college  
28 with strength in both liberal arts and technical education curriculum plus a significant presence in  
29 customized training; thereby, serving a vast array of educational needs in the area. Hibbing  
30 Community College’s vision supports the System vision in providing education that supports the  
31 success of our communities. Hibbing Community College’s mission, vision and purposes  
32 provide a basis for evaluation, accountability, and regional accreditation.  
33

34 The *Goals and associated Purposes* of Hibbing Community College include the following four  
35 goals, supporting the mission and strategic directions of the Minnesota State Colleges and  
36 Universities system. The institution’s goals support the system strategic plan in the following  
37 ways:  
38

39 **Strategic Goal 1:** Hibbing Community College will employ intentional enrollment management  
40 strategies to include recruitment, enrollment, retention, and completion. Hibbing Community  
41 College is committed to:

- 42 • Student success
- 43 • Inclusion of diversity
- 44 • Open-door admissions

1 **Strategic Goal 2:** Hibbing Community College will provide quality, innovative and flexible  
2 education to meet the needs of students and employers. Hibbing Community College is  
3 committed to:

- 4 • Advancement of knowledge
- 5 • Collaboration to advance innovation
- 6 • Excellence in teaching and learning
- 7 • High academic standards
- 8 • Academic freedom and diversity of thought

9  
10 **Strategic Goal 3:** Hibbing Community College will support economic development through  
11 education & provide cultural opportunities by bringing the World to Us. Hibbing Community  
12 College is committed to:

- 13 • Promotion of economic growth
- 14 • Enrichment of cultural understanding

15  
16 **Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically  
17 equipped facilities while being responsible to the environment. Hibbing Community College is  
18 committed to:

- 19 • Sustainability of the environment
- 20 • Modern learning facilities, equipment and technology

21  
22 **Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial,  
23 alternative funding, and technological resources to meet the current and future operational needs  
24 of the college. Hibbing Community College is committed to:

- 25 • Development of faculty and staff

26  
27 The *awards* offered by Hibbing Community College include Associate in Science degrees,  
28 Associate in Applied Science degrees, Associate in Arts degrees, Associate in Fine Arts degrees,  
29 Certificates and Diplomas.

### 30 31 **RECOMMENDED COMMITTEE MOTION**

32  
33 The Academic and Student Affairs Committee recommends that the Board of Trustees approve  
34 the request by Hibbing Community College to reaffirm its vision, mission, purposes, and awards  
35 as listed in the executive summary.

### 36 37 **RECOMMENDED MOTION**

38  
39 The Board of Trustees approves the request by Hibbing Community College to reaffirm its  
40 vision, mission, purposes, and awards as listed in the executive summary.

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

**MISSION APPROVAL:  
ITASCA COMMUNITY COLLEGE**

1 **EXECUTIVE SUMMARY**  
2

3 The vision, mission and purposes of Itasca 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 **Itasca Community College’s proposed vision, mission, purposes, and awards are:**  
10

11 **Vision**

12 Best in engaged learning...best in community partnerships...best in empowering people!  
13

14 **Mission**

15 Itasca Community College is committed to providing accessible, high-quality education that  
16 empowers our learners to pursue meaningful lives and productive careers.  
17

18 **Purposes and Associated FY12 Goals**

19 **Strategic Direction 1:** Increase access, opportunity and success. FY12 Goals include:

- 20 1) Advance K-12 partnerships to increase the number of college-ready students and develop  
21 pathways for academic success.  
22 2) Create and implement an intrusive advising methodology, an early semester  
23 evaluation/student feedback process enabling faculty to better understand barriers to  
24 student success and identify solutions.  
25

26 **Strategic Direction 2:** Achieve high quality learning through a commitment to academic  
27 excellence and accountability. FY12 Goals include:

- 28 1) Expand efforts in assessing and improving student learning through assessment at the  
29 program level; adopt TracDat and implement college-wide assessment and evaluation  
30 tool to track data for continuous quality improvement.  
31 2) Increase/expand faculty development opportunities related to teaching today’s students -  
32 promising and best practices in engaged/deep learning.  
33 3) Develop fiscal plan to upgrade physical plant, lab spaces and natural environment to  
34 improve overall learning experience.

1 **Strategic Direction 3:** Provide learning opportunities, programs and services to enhance the  
2 global economic competitiveness of the state, its regions and its people. FY12 Goals include:

- 3 1) Develop learning opportunities and campus action plans around cultural diversity, to  
4 improve understanding of global issues and better prepare our students for a diverse  
5 world.
- 6 2) Expand customized training programs that speak to improving competitive advantage of  
7 our service region.

8  
9 **Strategic Direction 4:** Innovate to meet current and future educational needs. FY12 Goals  
10 include:

- 11 1) Determine three to four attainable goals in partnership with education, business and  
12 industry partners that meet training and educational needs and advance the area's  
13 economy.
- 14 2) Evaluate and identify educational gaps and needs of current students and adopt campus-  
15 wide initiatives to address these needs.

16  
17 **Strategic Direction 5:** Sustain financial viability during changing economic and market  
18 conditions. FY12 Goals include:

- 19 1) Explore alternative ways to tell our story and market ICC (improve website).
- 20 2) Explore and encourage sustainable behaviors such as conservation of electricity, supplies,  
21 etc; conduct a comprehensive study on lighting and heating efficiencies on campus.

22  
23 **Awards** Associate in Science degrees, Associate in Applied Science degrees, Associate in  
24 Arts degrees, Certificates and Diplomas

## 25 26 **OVERVIEW OF MISSION, VISION AND PURPOSES**

27  
28 The proposed vision, mission, and purposes of Itasca Community College meet the criteria  
29 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and  
30 Approval of College and University Mission and Vision Statements. As required by procedure,  
31 the institution must:

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

41 Additionally, the institution's mission must be compliant with statute, policy, and regional  
42 accreditation requirements.

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

3  
4 **The mission, vision, and purposes respond to the system procedure.** Itasca 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.  
8

9 The proposed *Mission* of Itasca Community College is “Itasca Community College is committed  
10 to providing accessible, high-quality education that empowers our learners to pursue meaningful  
11 lives and productive careers.”  
12

13 The current mission is “Itasca Community College provides accessible academic and career-  
14 related education which contributes to the social and economic health of the region, empowers  
15 learners to meet or exceed their expectations, and fosters critical thinking and civic and global  
16 engagement.”  
17

18 ICC’s updated mission encompasses the concepts of the old mission in many ways. However, the  
19 new mission is more actively focused on the concepts of empowering learners to be productive  
20 citizens and to pursue academic and career avenues that will be meaningful and fulfilling to them  
21 and the communities they serve.  
22

23 Itasca Community College serves a broad and diverse population of students, many of whom are  
24 first generation learners. As a comprehensive community college, students interested in transfer  
25 and/or programs leading to employment can begin their careers at ICC. The majority of students  
26 attending ICC come from the seven surrounding district K-12 schools. In addition, ICC attracts  
27 students from the region, bordering states, as well as other areas of the United States.  
28

29 ICC prepares students for successful transfer and for successful careers in the work place. ICC  
30 students will be lifelong learners who are well-prepared to meet their goals and exceed their own  
31 expectations. They will be productive citizens who will strive to make a difference in the world  
32 by applying their gained knowledge, critical thinking skills and learned abilities.  
33

34 The college exists to provide learners with high quality educational experiences so that they  
35 might lead successful and fulfilling lives, and become productive citizens who positively impact  
36 the communities they serve.  
37

38 Itasca Community College’s mission aligns well with the system’s mission and strategic  
39 directions. ICC provides accessible, high quality education with the intent to empower learners  
40 to pursue meaningful lives and productive careers. ICC accomplishes this mission by:  
41

- 42  Meeting the personal and career goals of its students.
- 43  Providing inclusive, safe, learning communities that support all students.
- 44  Fostering engagement, active learning, collaboration, and best practices in academic  
45 excellence.



1   □ Reaching out and collaborating with partners, providing career and community experiences,  
2       enhancing the quality of students’ lives and the life of the community at large.

3  
4   The proposed **Vision** for Itasca Community College states “Best in engaged learning...best in  
5   community partnerships...best in empowering people!”

6  
7   ICC notes that the college will be recognized as a national model for a learning community of  
8   engaged students, faculty and staff. Putting students first in the college’s critical decision  
9   making processes, the college’s efforts will focus on the recruitment and retention and successful  
10   completion of our students’ intended goals. The college will fully engage with its current and  
11   potential partners with the purpose of growing relationships beneficial to healthy communities  
12   and a vibrant economic environment.

13  
14   ICC will strategically focus on expanding its “learning community” framework to increase  
15   student success (retention, matriculation) and on advancing opportunities for innovative  
16   programming and collaborative ventures. This model will allow the college to react to changing  
17   times and excel in the expected competitive environment of declining financial resources.

18  
19   ICC’s distinctive characteristic is its “sense of place” and its conceptual framework as a learning  
20   community college. The college takes pride in building strong relationships that result in high  
21   success rates for our students.

22  
23   The **Purposes/Goals** of Itasca Community College focus on 1-3 goals in each of the system  
24   strategic directions for the Minnesota State Colleges and Universities system. As such, the goals  
25   for each fiscal year emanate from and directly align with the system strategic goals.

26  
27   **Strategic Direction 1:** Increase access, opportunity and success.

28   *FY12 Goals:*

- 29       1) Advance K-12 partnerships to increase the number of college-ready students and develop  
30           pathways for academic success.  
31       2) Create and implement an intrusive advising methodology, an early semester  
32           evaluation/student feedback process enabling faculty to better understand barriers to  
33           student success and identify solutions.

34  
35   **Strategic Direction 2:** Achieve high quality learning through a commitment to academic  
36   excellence and accountability.

37   *FY12 Goals:*

- 38       1) Expand efforts in assessing and improving student learning through assessment at the  
39           program level; adopt TracDat and implement college-wide assessment and evaluation  
40           tool to track data for continuous quality improvement.  
41       2) Increase/expand faculty development opportunities related to teaching today’s students -  
42           promising and best practices in engaged/deep learning.  
43       3) Develop fiscal plan to upgrade physical plant, lab spaces and natural environment to  
44           improve overall learning experience.

1 **Strategic Direction 3:** Provide learning opportunities, programs and services to enhance the  
2 global economic competitiveness of the state, its regions and its people.

3 *FY12 Goals:*

- 4 1) Develop learning opportunities and campus action plans around cultural diversity, to  
5 improve understanding of global issues and better prepare our students for a diverse  
6 world.
- 7 2) Expand customized training programs that speak to improving competitive advantage of  
8 our service region.

9  
10 **Strategic Direction 4:** Innovate to meet current and future educational needs.

11 *FY12 Goals:*

- 12 1) Determine three to four attainable goals in partnership with education, business and  
13 industry partners that meet training and educational needs and advance the area's  
14 economy.
- 15 2) Evaluate and identify educational gaps and needs of current students and adopt campus-  
16 wide initiatives to address these needs.

17  
18 **Strategic Direction 5:** Sustain financial viability during changing economic and market  
19 conditions.

20 *FY12 Goals:*

- 21 1) Explore alternative ways to tell our story and market ICC.
- 22 2) Explore and encourage sustainable behaviors such as conservation of electricity, supplies,  
23 etc; conduct a comprehensive study on lighting and heating efficiencies on campus.

24  
25 The *awards* offered by Itasca Community College include Associate in Science degrees,  
26 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

### 27 **Consultation with faculty, students, employers and other essential stakeholders**

28 Itasca Community College's strategic planning process involved wide participation from faculty,  
29 students, staff and other essential stakeholders over a period of two years. In FY10, the Provost  
30 led a series of strategic planning sessions with constituents. The format included 1) college-wide  
31 meetings in reviewing the past mission and vision of the college on fall and spring duty days; 2)  
32 informational meetings with ICC's Foundation Board and ICC's Advisory Council (including  
33 community leaders), and 3) sharing of the vision, mission and strategic plan drafts with union  
34 representation. In FY11, all input from constituents was compiled and ranked. Technology  
35 enabled all stakeholders to provide timely and valuable feedback throughout the process. A  
36 revised mission and vision statement was derived and approved by the campus community. The  
37 college then adopted MnSCU's five strategic directions and working in teams, developed annual  
38 measurable goals.  
39

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve  
4 the proposed vision, mission, purposes and awards of Itasca Community College as listed in the  
5 executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the proposed vision, mission, purposes and awards of Itasca  
10 Community College as listed in the executive summary.

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

**MISSION REAFFIRMATION:  
MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE**

**EXECUTIVE SUMMARY**

The vision, mission and purposes of Mesabi Range Community and Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in January, 2001) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

**Mesabi Range Community and Technical College’s vision, mission, purposes, and awards are:**

**Vision**

Mesabi Range Community & Technical College will lead Northeastern Minnesota in accessible, innovative, and high quality learning and educational opportunities.

**Mission**

Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

**Purposes**

**Purpose 1** To provide access to information resources and services that support the educational programs of the college, by fostering academic excellence through the freedom of inquiry and the pursuit of knowledge.

**Purpose 2** To be responsive to the changing needs of educational progress as new technologies emerge and evolve, creating new efficiencies and new challenges.

**Purpose 3** To process everything we do through the lens of assessment, which translates into a focus on student learning, the value of measurable outcomes, and the importance of timely and appropriate measures of effectiveness.

**Purpose 4** To provide a mix of programs to meet the differing needs of students spanning both developmental and college levels as well as those who are career bound.

**Purpose 5** Explore and expand the use of innovative teaching and learning methods to engage students in the classroom and beyond by providing the resources, leadership, technical support, and training necessary to that end.

1 **Awards**

2 Associate in Applied Science degrees, Associate in Science degrees, Associate in Arts degrees,  
3 Certificates and Diplomas

4  
5 **BACKGROUND**

6  
7 The college is requesting reaffirmation of its mission in compliance with the Board policy  
8 requirement that an institution have its mission approved at least once every five years.

9  
10 **OVERVIEW OF MISSION, VISION AND PURPOSES**

11  
12 The proposed vision, mission, and purposes of Mesabi Range Community and Technical College  
13 meet the criteria identified in Board Policy 3.24 System and College and University Missions,  
14 Part 4: Review and Approval of College and University Mission and Vision Statements. As  
15 required by procedure, the institution must:

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

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

27  
28 **REVIEW OF MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE’S**  
29 **MISSION, VISION AND PURPOSES/GOALS**

30  
31 **The mission, vision, and purposes respond to the system procedure.** Mesabi Range  
32 Community and Technical College’s vision, mission, and purposes are consistent with statute,  
33 policy, and regional accreditation requirements. The College mission, vision, and purposes  
34 demonstrate alignment with the system mission and vision.

35  
36 The *Mission* as stated by the institution is “Mesabi Range Community & Technical College  
37 provides high quality education resulting in rewarding employment, lifelong learning, and the  
38 enriched lives of our students and community.”

39  
40 Mesabi Range College’s mission language states its commitment to its two core constituencies:  
41 its students and its communities. The “community” includes not only those cities and towns  
42 within the college service region, but also the community of learners who desire a transfer  
43 education and learners who seek a technical education. Community extends beyond even those  
44 boundaries to encompass the community of businesses and industries in the region, the  
45 community of those who crave lifelong learning opportunities, and those who are searching for

1 enrichment through education. Mesabi Range College views itself as a vital member of the  
2 community it serves with education, training, and lifelong enrichment.

3 The college strives for the following outcomes for its students:

- 4 • Students leave with skills and knowledge to assist businesses and industries in a competing  
5 world economy
- 6 • Students develop into well-rounded citizens with a sense of student and civic responsibility
- 7 • Students become more creative and flexible with a good work ethic

8  
9 When Mesabi Range College drafted its mission statement, consideration was given to alignment  
10 with the mission of the Minnesota State Colleges and Universities system in the following areas:

- 11 • Commit to quality learning that links the Minnesota State Colleges and Universities and  
12 Mesabi Range College’s mission statements.
- 13 • Acknowledge that the future will be marked by continued growth and competition.
- 14 • Find ways to expand potential student markets to include the incumbent workforce and  
15 develop an institutional niche.
- 16 • Focus on lifelong learning, employment preparation, citizenship, and appreciation for life  
17 in all its dimensions.
- 18 • Engage in partnerships with business and industry, with the regional and state economy  
19 receiving the benefits of an educated workforce.

20  
21 The *Vision* notes that “Mesabi Range Community & Technical College will lead Northeastern  
22 Minnesota in accessible, innovative, and high quality learning and educational opportunities.”

23  
24 Mesabi Range College’s vision statement echoes the mission statement in its emphasis of the  
25 college as accessible and innovative, providing high quality learning and educational  
26 opportunities. The word “innovative” thrusts Mesabi Range College into a leadership role that  
27 requires it to anticipate and embrace technological change and entrepreneurial efforts, while  
28 remaining vigilant and responsive to the community it serves. The college notes the following  
29 activities to achieve the vision:

- 30  
31 • Mesabi Range College will find ways to expand potential student markets to include the  
32 incumbent workforce and will develop institutional niches.
- 33 • The College’s focus will be on lifelong learning, employment preparation, citizenship, and  
34 appreciation for life in all its dimensions.
- 35 • By engaging in partnerships with business and industry, the regional and state economy will  
36 receive the benefit of an educated workforce, while truly anchored to its community.
- 37 • Mesabi Range plays a pivotal role in training current and future employees of some of the  
38 largest mining and manufacturing of the region while still providing high quality opportunities  
39 for those who are four year college or university bound.
- 40 • Mesabi Range is also a leader in developmental education, promoting innovation to better  
41 serve the increasing number of students who are inadequately prepared for college.
- 42 • Mesabi Range has the only NACEP accredited concurrent enrollment program in the region.

43  
44 Mesabi Range College’s vision supports the vision of Minnesota State Colleges and Universities  
45 in the following areas:

- 1 • Echo Minnesota State Colleges and Universities mission statement in its emphasis as a  
2 community resource and service.
- 3 • Embrace innovation that requires a college to anticipate technological change and  
4 entrepreneurial efforts.
- 5 • Increase accessibility to educational opportunities by offering online, hybrid, and onsite  
6 classes in a way that reduces barriers for students wishing to pursue college education.
- 7 • Remain an affordable option for students compared to the costs of moving while still  
8 providing an education that is second to none.

9  
10 The *Purposes* of Mesabi Range Community and Technical College include:

11 **Purpose 1**

12 To provide access to information resources and services that support the educational programs of  
13 the college, by fostering academic excellence through the freedom of inquiry and the pursuit of  
14 knowledge.

15  
16 **Purpose 2**

17 To be responsive to the changing needs of educational progress as new technologies emerge and  
18 evolve, creating new efficiencies and new challenges.

19  
20 **Purpose 3**

21 To process everything we do through the lens of assessment, which translates into a focus on  
22 student learning, the value of measurable outcomes, and the importance of timely and  
23 appropriate measures of effectiveness.

24  
25 **Purpose 4**

26 To provide a mix of programs to meet the differing needs of students spanning both  
27 developmental and college levels as well as those who are career bound.

28  
29 **Purpose 5**

30 Explore and expand the use of innovative teaching and learning methods to engage students in  
31 the classroom and beyond by providing the resources, leadership, technical support, and training  
32 necessary to that end.

33  
34 Mesabi Range College's purposes support the strategic directions of the Minnesota State  
35 Colleges and Universities in the following areas:

- 36 • Offer comprehensive resources and experiences to promote personal growth and global  
37 citizenship through the multicultural studies travel abroad program, affordable tuition,  
38 developmental education learning communities, and intrusive advising.
- 39 • Process everything through the lens of assessment, with a focus on student learning,  
40 measurable outcomes, and timely and appropriate measures of effectiveness.
- 41 • Respond to college stakeholders by meeting the needs of various constituency groups  
42 from K-12 school districts through the Applied Learning Institute (ALI) and community  
43 based nonprofit organizations to business and industry.
- 44 • Use data and environmental scanning to examine societal and economic trends in  
45 planning for the future.

- 1 • Commit to hiring the best faculty, design timely curriculum, and provide learning  
2 environments conducive to success, securing the support for faculty and staff to grow  
3 professionally.
- 4 • Sustain financial viability and fiscal accountability with guidance by examining strategic  
5 priorities, program review, assessment, and the instructional cost study.
- 6 • Provide financial planning as a participatory process with feedback from all college  
7 employees.

8  
9 The *awards* offered by Mesabi Range Community and Technical College include Associate in  
10 Applied Science degrees, Associate in Science degrees, Associate in Arts degrees, Certificates  
11 and Diplomas.

12  
13 **RECOMMENDED COMMITTEE MOTION**

14  
15 The Academic and Student Affairs Committee recommends that the Board of Trustees approve  
16 the request by Mesabi Range Community and Technical College to reaffirm its vision, mission,  
17 purposes, and awards as listed in the executive summary.

18  
19 **RECOMMENDED MOTION**

20  
21 The Board of Trustees approves the request by Mesabi Range Community and Technical College  
22 to reaffirm its vision, mission, purposes, and awards as listed in the executive summary.



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

**MISSION APPROVAL:  
RAINY RIVER COMMUNITY COLLEGE**

**EXECUTIVE SUMMARY**

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

**Rainy River Community College’s proposed vision, mission, purposes, and awards are:**

**Vision**

Rainy River Community college will inspire learners and their communities to achieve their full potential.

**Mission**

Rainy River Community College serves its communities by guiding learners to achieve their educational, career, personal, and civic goals.

**Purposes**

**Purpose 1** Recruit and retain the students best served by the College

**Purpose 2** Review and develop academic and technical programs that best serve the College’s students and communities

**Purpose 3** Pursue collaboration with community, government, business, and educational organizations to continually improve teaching and learning and enhance community vitality

**Purpose 4** Encourage and empower faculty, staff, students, and community members to guide the College

**Awards**

Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees, Certificates, and Diplomas

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

The proposed vision, mission, and purposes of Rainy River Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and

1 Approval of College and University Mission and Vision Statements. As required by procedure,  
2 the institution must:

- 3 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 4 B. Articulate how the college or university will meet expectations of law, how it relates to  
5 other institutions of higher education, and how its mission, vision, and purposes  
6 support fulfillment of the system mission and vision;
- 7 C. Describe the array of awards it offers;
- 8 D. Include a statement that the college or university mission is compliant with statute,  
9 policy, and regional accreditation requirements; and
- 10 E. Describe consultation with faculty and staff, students, employers and other essential  
11 stakeholders.

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

## 14 15 **REVIEW OF RAINY RIVER COMMUNITY COLLEGE’S MISSION, VISION AND** 16 **PURPOSES/GOALS**

17  
18 **The mission, vision, and purposes respond to the system procedure.** Rainy River Community  
19 College’s vision, mission, and purposes are consistent with statute, policy, and regional  
20 accreditation requirements. The College mission, vision, and purposes demonstrate alignment  
21 with the system mission and vision.

22  
23 The proposed *Mission* is “Rainy River Community College serves its communities by guiding  
24 learners to achieve their educational, career, personal, and civic goals.”

25  
26 The current mission is “Rainy River Community College provides an accessible, student-  
27 centered learning environment, and promotes academic achievement, personal development,  
28 employment opportunities, and community involvement.”

29  
30 Rainy River Community College’s proposed mission simplifies the current mission, and  
31 succinctly addresses the critical functions of a public, open door, community-centered institution  
32 of higher education.

33  
34 The college serves a broad range of learners including local and regional communities, post-  
35 secondary options learners, traditional- and non-traditional age learners, and lifelong learners and  
36 community members. The college strives for outcomes that include graduates of our academic  
37 programs, learners that attend RRCC and successfully transfer to another post-secondary  
38 institution, community members that are served with lifelong learning and civic engagement  
39 opportunities, and area businesses and industry that are served with customized training  
40 opportunities.

41  
42 The college exists to provide high-quality, affordable, and accessible post-secondary education  
43 to our learners and communities, lifelong learning opportunities, customized training, civic  
44 engagement opportunities, and continuing education to our communities.

1 Rainy River Community College’s mission aligns well with the system’s mission by providing  
2 accessible education in a geographically isolated region, high quality transfer and career  
3 programs, and programming for all ages, from pre-school (College for Kids) through senior  
4 citizens (Fit for Life).

5  
6 The ***Vision*** is “Rainy River Community college will inspire learners and their communities to  
7 achieve their full potential.”

8  
9 Rainy River CC envisions a future that includes a strong transfer program with clearly articulated  
10 transfer options for learners, expanded opportunities to earn bachelors and graduate degrees  
11 locally, stronger collaboration within the Northeast Higher Education District to provide  
12 additional and enhanced learning opportunities for learners, and enhanced lifelong learning and  
13 civic engagement opportunities for members of local communities.

14  
15 The college notes expected differences in the learning experience including enhanced math and  
16 science educator opportunities, enhanced and expanded nursing and allied health education  
17 opportunities, a larger Native American student population, and enhanced online and alternative  
18 learning opportunities.

19  
20 Among the distinctive elements of the institution is its geographic location, 100 miles from the  
21 closest college and proximity to the Canadian border, as well as its small size that enhances  
22 learning opportunities for students through small class sizes, individual attention, intrusive  
23 advising, and small learning communities.

24  
25 The RRCC vision supports the system vision by providing accessible education in a  
26 geographically isolated region, high quality, low cost educational programming, and  
27 opportunities for all to begin, continue, and enrich their education, training, and civic  
28 engagement goals.

29  
30 The ***Purposes*** of Rainy River Community College include:

31  
32 **Purpose 1** Recruit and retain the students best served by the College

33  
34 **Purpose 2** Review and develop academic and technical programs that best serve the College’s  
35 students and communities

36  
37 **Purpose 3** Pursue collaboration with community, government, business, and educational  
38 organizations to continually improve teaching and learning and enhance community vitality

39  
40 **Purpose 4** Encourage and empower faculty, staff, students, and community members to guide  
41 the College

42  
43 The RRCC purposes support the system strategic plan in the following ways:

1 Strategic Direction 1 Increase access and opportunity.

- 2 • RRCC’s geographic isolation and distance from the next closest post-secondary institution
- 3 ensure that learners in International Falls and the surrounding communities have access to
- 4 high quality, affordable educational opportunities
- 5 • RRCC and ISD 361 are pursuing opportunities to partner to provide a world-class model of
- 6 P-14 education and collaboration to our communities

7  
8 Strategic Direction 2 Promote and measure high-quality learning programs and services.

- 9 • Collaboration with community, government, business, and educational organizations
- 10 provides the College with an accountability framework to ensure delivery of expected results
- 11 to our partners
- 12 • Reviewing and developing academic and technical programs that best serve the College’s
- 13 learners and their communities ensure the College will produce graduates that have strong
- 14 knowledge and skills in high-demand fields
- 15 • As stated in the Guiding Principles, the college uses the AQIP framework for measuring
- 16 high-quality programs and services

17  
18 Strategic Direction 3 Provide programs and services that enhance the economic competitiveness

- 19 of the state and its regions.
- 20 • Collaboration with area business and industry ensure we provide programming appropriate to
- 21 the needs of our area employers
- 22 • We provide civic engagement opportunities at the College to support the areas artistic and
- 23 cultural opportunities

24  
25 Strategic Direction 4 Innovate to meet current and future educational needs

- 26 • Developing a strong, articulated Science and Math Education (SME) degree will allow
- 27 RRCC to fill the anticipated teaching shortfall at the middle- and high-school levels, in the
- 28 areas of science and math

29  
30 Strategic Direction 5 Sustain financial viability during changing economic and market conditions

- 31 • A strong collaboration within the NHED district (and the NE colleges) ensures the College is
- 32 able to efficiently expand our capacity for current and future educational needs

33  
34 The *awards* offered by Rainy River Community College include Associate in Science degrees,

35 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

36  
37 **Consultation with faculty, students, employers and other essential stakeholders.**

38 Rainy River Community College’s new mission was refined through a strategic planning process

39 involving faculty, staff, students, and other stakeholders. The new mission statement is a

40 simplified edition of our current mission.

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve  
4 the vision, mission, purposes, and awards of Rainy River Community College as listed in the  
5 executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the vision, mission, purposes and awards of Rainy River  
10 Community College as listed in the executive summary.

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

**MISSION REAFFIRMATION:  
VERMILION COMMUNITY COLLEGE**

**EXECUTIVE SUMMARY**

The vision, mission and purposes of Vermilion Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in April, 2001) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

**Vermilion Community College’s vision, mission, purposes, and awards are:**

**Vision**

Vermilion Community College will be recognized as a vital two year residential college that serves the changing needs of its communities by providing a high quality comprehensive learning environment.

**Mission**

Vermilion Community College educates people from all walks of life to become well-rounded, ethical citizens prepared to work, live, and learn in a changing world, especially the natural world that surrounds us.

**Purposes**

**Purpose 1** Student Focus. To provide high-quality programs and support services to meet the educational, cultural, social, and personal needs of our diverse students.

**Purpose 2** Commitment to Faculty and Staff. To provide faculty and staff with the resources they need to be effective in an atmosphere of open communication, mutual respect, and accountability.

**Purpose 3** Programs and Services. To provide innovative and comprehensive programs and services that meet the learning and occupational needs of students, employers, and society.

**Purpose 4** Leadership. To develop and support leadership among students, faculty, and staff to achieve our full potential.

**Purpose 5** Resource Development. To develop financial, human, and other resources to effectively support our students, faculty, staff, and programs.

1 **Purpose 6** Collaboration. To develop and provide high-quality education and services through  
2 collaboration with educational institutions, business, government, and our communities.

3  
4 **Awards**

5 Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees,  
6 and Certificates and Diplomas

7  
8 **BACKGROUND**

9  
10 The college is requesting reaffirmation of its mission in compliance with the Board policy  
11 requirement that an institution have its mission approved at least once every five years.

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

14  
15 The proposed vision, mission, and purposes of Vermilion Community College meet the criteria  
16 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and  
17 Approval of College and University Mission and Vision Statements. As required by procedure,  
18 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 VERMILION COMMUNITY COLLEGE’S MISSION, VISION AND**  
32 **PURPOSES**

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

38  
39 The *Mission* states that “Vermilion Community College educates people from all walks of life to  
40 become well-rounded, ethical citizens prepared to work, live, and learn in a changing world,  
41 especially the natural world that surrounds us.”

42  
43 Students with varied backgrounds and experiences come to Vermilion in order to prepare to live  
44 and work in a rapidly changing world. A majority of the College’s students have a desire to  
45 advance their knowledge and/or prepare for careers in areas focusing on some aspect of natural  
46 resource use and /or resource protection. The College strives for well-prepared lifelong learners

1 with an appreciation and understanding of the importance of our natural world and the critical  
2 role it plays in our citizenship, careers, and fulfillment in our lives and graduates that are well-  
3 rounded, ethical citizens who work, live, and learn in the natural world that surrounds us.

4  
5 Vermilion Community College’s mission aligns with and supports the mission of the Minnesota  
6 State Colleges and Universities system by providing high quality future-oriented, technical and  
7 pre-baccalaureate transfer educational opportunities. The college accomplishes this by excelling  
8 in the following arenas.

- 9 • High quality educational experiences
- 10 • Strong student engagement
- 11 • Access and opportunity for all students
- 12 • Learning and research opportunities within our million acre federal wilderness laboratory
- 13 • Relevant articulation agreements with partner institutions
- 14 • Excellent job placement in our niche career fields

15  
16 Vermilion Community College is one of the system’s most unique colleges offering a variety of  
17 niche educational programming, relating to our natural world, while meeting the employment  
18 needs of our regional economy and the state’s economy in a two-year residential college setting.

19  
20 The *Vision* states “Vermilion Community College will be recognized as a vital two year  
21 residential college that serves the changing needs of its communities by providing a high quality  
22 comprehensive learning environment.”

23  
24 Vermilion Community College envisions a future that includes increased residential capacity to  
25 continue providing a high quality comprehensive learning environment for the growing number  
26 of learners with aspirations to study and work within fields pertaining to our natural world. The  
27 college will also increase its state and national recognition as a leader in resource use and  
28 protection education.

29  
30 The college will continuously adapt programs and program mix to meet the changing needs of  
31 the communities and constituencies it serves. Natural resource based programming continually  
32 evolves with the rapidly changing focus of state and national priorities, as they pertain to new  
33 environmental and resource demand developments.

34  
35 The distinctive elements of the institution include offering a comprehensive residence life  
36 program meeting the educational needs of students from all over Minnesota and beyond,  
37 including serving graduates from over 250 distinct Minnesota high schools in any given year.

38  
39 The college vision advances the system vision to enable our constituents to succeed in Minnesota  
40 and beyond by providing accessible and high value education that meets the needs of the nation.

41  
42 The *Purposes* of Vermilion Community College include:

43 **Purpose 1** Student Focus. To provide high-quality programs and support services to meet the  
44 educational, cultural, social, and personal needs of our diverse students.



1 **Purpose 2** Commitment to Faculty and Staff. To provide faculty and staff with the resources  
2 they need to be effective in an atmosphere of open communication, mutual respect, and  
3 accountability.

4  
5 **Purpose 3** Programs and Services. To provide innovative and comprehensive programs and  
6 services that meet the learning and occupational needs of students, employers, and society.

7  
8 **Purpose 4** Leadership. To develop and support leadership among students, faculty, and staff to  
9 achieve our full potential.

10  
11 **Purpose 5** Resource Development. To develop financial, human, and other resources to  
12 effectively support our students, faculty, staff, and programs.

13  
14 **Purpose 6** Collaboration. To develop and provide high-quality education and services through  
15 collaboration with educational institutions, business, government, and our communities.

16  
17 Each of Vermilion Community College’s purposes directly supports one or more of the strategic  
18 directions of the Minnesota State Colleges and Universities and the associated goals.

- 19 • Increase access, opportunity, and success (Purposes 1,2,3,4,5,6)
- 20 • Achieve high-quality learning through a commitment to academic excellence and  
21 accountability (Purposes 1,2,3,6)
- 22 • Provide learning opportunities, programs, and services to enhance the global economic  
23 competitiveness of the state, its regions and its people (Purposes 1,2,3,6)
- 24 • Innovate to meet current and future educational needs (Purposes 4,5,6)
- 25 • Sustain financial viability during changing economic and market conditions (Purpose 5)

26  
27 The *awards* offered by Vermilion Community College include Associate in Science degrees,  
28 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

29  
30 **RECOMMENDED COMMITTEE MOTION**

31  
32 The Academic and Student Affairs Committee recommends that the Board of Trustees approve  
33 the request by Vermilion Community College to reaffirm its vision, mission, purposes, and  
34 awards as listed in the executive summary.

35  
36 **RECOMMENDED MOTION**

37  
38 The Board of Trustees approves the request by Vermilion Community College to reaffirm its  
39 vision, mission, purposes, and awards 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:** November 15, 2011

**Agenda Item:** Degree Credit Caps: Report to the Legislature

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring  
 Information

**Scheduled Presenter(s):**

Larry Litecky, Interim Vice Chancellor for Academic and Student Affairs

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

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

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

- 94% of the degree programs are now in compliance with Minnesota Statute and Chancellor's policy and procedure.
- Twenty-five waiver applications have been submitted. Twelve applications have been approved, one was withdrawn and twelve are under review.

**Background Information:**

The Board of Trustees receives the Degree Credit Caps: Report to the Legislature annually. The 2011 report provides information about the status of program credit length reductions, the disposition of waiver applications and upcoming deadlines.

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

**DEGREE CREDIT CAPS: REPORT TO THE LEGISLATURE**

**Background**

Session laws passed in 2007, 2008 and 2009 affect the credit length of selected degree programs. Session law in 2007<sup>1</sup> directs the Minnesota State Colleges and Universities Board of Trustees to set the maximum number of semester credits required for a baccalaureate degree at 120 credits, and for an associate degree at 60 credits. The law permits the Board of Trustees to grant waivers for specific degree programs in which industry or professional accreditation standards require a greater number of credits. In January 2009 the Board of Trustees adopted policy and the Chancellor approved procedure to guide the system's response to this legislation.

**Current Status of Academic Programs**

As of August 1, 2011, Minnesota State Colleges and Universities offered a total of 4,248 academic programs; 4,014 programs (94 percent) are within credit length limits set by either Chancellor's procedure or the legislated 60/120 credit limits. The remaining 234 system programs (6 percent) exceed credit length limits but will come into compliance by June 29, 2012.

Table 1. Programs In Compliance with Chancellor's Procedures and 60/120 Legislation.			
Programs		In Compliance (ahead of the 2012 deadline)	Working Toward Compliance (will reduce credits or be granted a waiver)
Colleges	3,146	3047 (97%)	99 (3%)
Universities	1,102	967 (88%)	135 (12%)
Total	4,248	4014 (94%)	234 (6%)

**Credit Length Waiver Applications**

Twenty-five waiver applications have been submitted over the past two years. Twelve waivers have been approved, one was subsequently withdrawn, and twelve are still under review.

The attached report is required in legislation and will be submitted to the Legislature following the November, 2011, meeting of the Board of Trustees.

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

# Degree Credit Caps:

## Report to the Legislature

Minnesota State Colleges & Universities

October, 2011



**Minnesota**  
STATE COLLEGES  
& UNIVERSITIES

## Report Summary

- 94 % of the degree programs in the System are now in compliance with Minnesota Statute and Chancellor's policy and procedures.
- Twenty-five waiver applications have been submitted over the past two years. Twelve applications have been approved, one was subsequently withdrawn, and twelve are still under review.

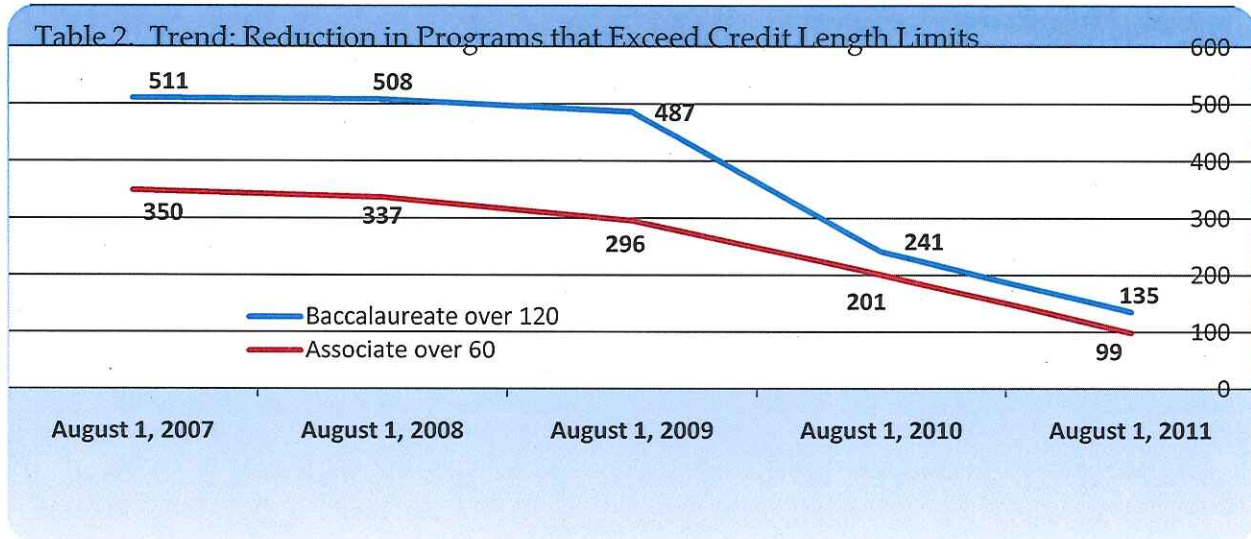
## Overview of System Academic Programs

Table 1 shows, as of August 1, 2011, Minnesota State Colleges and Universities offered a total of 4,248 academic programs. For the system, 4014 programs (94 percent) are within credit limits set by either Chancellor's procedure or the legislated 60/120 credit limits. The remaining 234 system programs (6 percent) exceed credit limits but will come into compliance by June 29, 2012.

Table 1. Programs In Compliance with Chancellor's Procedures and 60/120 Legislation.			
Programs		In Compliance (ahead of the 2012 deadline)	Working Toward Compliance (will reduce credits or be granted a waiver by FY 2013)
Colleges	3,146	3047 (97%)	99 (3%)
Universities	1,102	967 (88%)	135 (12%)
Total	4,248	4014 (94%)	234 (6%)

## Academic Program Trends

Trend data indicate a significant reduction in the number of programs that exceed the 60/120 credit length limit. Table 2. below, summarizes the changes in the number of programs by type of award and credit length over time. From August, 2007 (when 60/120 legislation became effective), through August, 2011, the number of associate degree programs over 60 credits has been reduced to 99; baccalaureate degree programs over 120 credits have been reduced to 135. All programs over the limit will be in compliance by June 29, 2012, unless granted a waiver to exceed the degree credit cap.



### Credit Length Waiver Applications

In order to exceed legislated credit limits, colleges and universities must submit single or group waiver applications. Single waiver applications are appropriate for programs that are “one of a kind” within the Minnesota State Colleges and Universities system. Group waiver applications are appropriate when two or more colleges or universities offer programs with similar learning outcomes. Waiver applications must document the need to exceed the 60/120 credit length limits based on industry or professional standards.

Six single waiver applications were submitted to the Office of the Chancellor in FY 2010. As shown in Table 3, Winona State University submitted an application for the Composite Engineering program. Minnesota State University – Mankato submitted applications for Civil Engineering, Automotive Engineering Technology, Computer Engineering Technology, Electrical Engineering Technology, and Manufacturing Engineering Technology.

The applications were reviewed for completeness by the Office of the Chancellor staff prior to being posted to the Waiver Listserv<sup>1</sup> for a 30-day review and comment period. No objections to the engineering program waivers were submitted and the applications were subsequently approved. Waiver application files are available for review upon request.

Table 3 also lists the nineteen Single waiver applications and six Group waiver applications submitted in 2011. MSU, Mankato and St. Cloud State University submitted Group Waiver applications for Computer Engineering, Electrical Engineering and Mechanical Engineering. MSU, Mankato submitted a Single Waiver application along with a new program application for General Engineering. St. Cloud State University submitted a Single Waiver application for their Manufacturing Engineering program.

<sup>1</sup> Presidents, Chief Academic Officers, Student and Faculty Associations

Table 3. Disposition of Waiver Applications

**FY 2010 Single Applications**

College/University	Program	Disposition
Winona	BS, Composite Engineering	Granted waiver - 128 credits
Mankato	BS, Civil Engineering	Granted waiver - 128 credits
Mankato	BS, Automotive Engineering Technology	Granted waiver - 128 credits
Mankato	BS, Computer Engineering Technology	Granted waiver - 128 credits
Mankato	BS, Electrical Engineering Technology	Granted waiver - 128 credits
Mankato	BS, Manufacturing Engineering Technology	Granted waiver - 128 credits
North Hennepin Community College	AS, Graphic Design	Reduced to 60 credits.

Table 3 cont.

**FY 2011 Single and Group Applications**

College/University	Program	Credits	Disposition
Normandale CC	Dental Hygiene	90	Considering request for reduction of Gen Ed from 38 to 30 credits.
MSU, Mankato St. Cloud State U	BS, Computer Engineering	128	Granted waiver - 128 credits
MSU, Mankato St. Cloud State U	BS, Electrical Engineering	128	Granted waiver - 128 credits
MSU, Mankato	BS, General Engineering	New	Granted waiver - 128 credits
MSU, Mankato St. Cloud State U	BS, Mechanical Engineering	128	Granted waiver - 128 credits
St. Cloud State U	BS, Manufacturing Engineering	128	Granted waiver - 128 credits
Winona State U	BS, Physical Science/Chemistry Teaching	128	Granted waiver - 128 credits

**Pending Applications**

Minneapolis Community & Technical College	Addiction Counseling	68	Under review
	Cinematography	64	Under review
	Directing and Producing	64	Under review
	Editing and Post Production	64	Under review
	Screenwriting	64	Under review
	Sound Arts	64	Under review
Inver Hills	Emergency Medical Services	65	Requested an extension until 10/31/11

MSU Moorhead	Elementary Inclusive Education	128	Under review
Group Application	Law Enforcement	64	Application is incomplete. Office of the Chancellor is working with the group.
Group Application	Music Education	136	Requested an extension until 11/11/11
Group Application	Nursing	64	Two separate applications were submitted. Office of the Chancellor is working with the group.

**2011-2012 Single Waiver Applications:**

Inver Hills Community College and Rochester Community and Technical College submitted a Group Waiver application for their Associate in Science (AS) Emergency Medical Services, Intensive Paramedic programs. Rochester subsequently made the decision to close their program. Inver Hills requested an extension until the end of October to prepare and submit a Single Waiver application for their Emergency Medical Services program.

Minneapolis Community and Technical College: MCTC submitted Single Waiver applications for the following programs: 1) Addiction Counseling; 2) Cinematography; 3) Directing and Producing; 4) Editing and Post Production; 5) Screenwriting; and 6) Sound Arts. They are also parties to two Group Waiver applications, Law Enforcement and Nursing.

Normandale Community College: There are five Associate in Applied Science Dental Hygiene degree programs in the System, but only one Associate in Science (AS) degree program at Normandale Community College. The Associate in Applied Science (AAS) programs range from 83 – 88 credits. Normandale submitted a Single Waiver application request to remain at 90 credits.

Winona State University: The University submitted a Single Waiver application for their Physical Science and Chemistry Teaching degree program. Graduates of the program can be credentialed in both Physical Science and Chemistry by the Board of Teaching.

**2011-2012 Group Waiver Applications:**

Law Enforcement: The Law Enforcement Group Waiver application is still under review. The group is working to resolve some inconsistencies across the System in how the programs are meeting the Peace Officer Standards and Training Board learning outcomes.

Music Education: The deadline for the Music Education Group Waiver application has been extended to November, 2011, to allow time for the remaining programs to join the application.

Nursing: The Nursing Group Waiver application is still under review. Two Nursing Group Waiver applications, one requesting a credit length waiver for 64 credits and the other requesting a credit length waiver for 73 credits were submitted. Additionally, there are three Associate in Science nursing programs that comply with the 60 credit cap mandated by the Legislature. In order to better understand the credit length needs of all system nursing



programs, an analysis of general education and technical credits in nursing programs is underway with the nursing program directors and the Minnesota Board of Nursing.

All waiver application decisions will be made by the end of December, 2011. If an application is not approved, the college or university may appeal the decision to the Vice Chancellor for Academic and Student Affairs.

#### **Plans for FY 2012**

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

1. Completing work on pending waiver applications; and
2. Redesigning programs to reduce the credit length to 60/120 by June 29, 2012.

## APPENDICES A – E

### APPENDIX A: LEGISLATION

Session laws in 2007, 2008 and 2009 affect the credit length of selected degree programs. Session law in 2007<sup>2</sup> directs the Minnesota State Colleges and Universities Board of Trustees to set the maximum number of semester credits required for a baccalaureate degree at 120 credits, and for an associate degree at 60 credits. The law permits the Board of Trustees to grant waivers for specific degree programs in which industry or professional accreditation standards require a greater number of credits. In January 2009 the Board of Trustees adopted policy and the Chancellor approved procedure to guide the system's response to this legislation.

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

#### MAXIMUM CREDIT FOR GRADUATION; WAIVER REPORTING.

*The board must annually by October 1 report to the chairs of the house of representatives and senate committees with primary jurisdiction over higher education policy on the board's current policy setting the maximum number of semester credits required for a baccalaureate and an associate of arts degree at 120 and 60 semester credits or their equivalent, respectively, as required by Laws 2007, chapter 144, article 1, section 4, subdivision 3, paragraph (b). The report must specifically identify requests in the previous academic year for waivers from the policy and the requests granted. The specific identification must include, among other things, the program and the campus for which a request was made and for which a waiver was granted. EFFECTIVE DATE. This section is effective January 1, 2009.<sup>3</sup>*

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

#### MINNESOTA STATE COLLEGES AND UNIVERSITIES DEGREE REQUIREMENTS.

*Until July 2, 2012, an associate of applied science degree offered by a college in the Minnesota State Colleges and Universities system is exempt from the 60-semester credit length limit for an associate degree specified in the Minnesota State Colleges and Universities Board Policy number 3.36, part 3, subpart C. The chancellor may consider criteria for waiving the credit length limits under this board policy for emerging or innovative programs. By January 2, 2012, the Minnesota State College Faculty and the Minnesota State College Student Association must present a joint report to the house of representatives and senate committees with jurisdiction over higher education policy on process for reviewing the credit requirements for an associate of applied science degree. EFFECTIVE DATE. This section is effective the day following final enactment and applies to associate of applied science degrees whether first offered before, on, or after that date.<sup>4</sup>*

---

<sup>2</sup> Minnesota Session Laws 2007 Chapter 144, article 1, section 4, subdivision 3, paragraph (b)

<sup>3</sup> Minnesota Statute, 136F.301

<sup>4</sup> Minnesota Session Laws 2009, Chapter 95, article 2, section 44

## APPENDIX B: BACKGROUND

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

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

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

### Statewide Taskforce

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

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

### Examples from Other States

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

In 1995 the state of Florida undertook a national survey of 75 universities regarding common practices in baccalaureate programs.<sup>6</sup> The study found that programs clustered in three groups: disciplines with low credit hour requirements, 120-124 credits; disciplines of moderate length, 124-126; and disciplines at 128 credits and a few exceeding 128. Florida subsequently reduced 506 of 614 baccalaureate programs to 120 credit hours.

---

<sup>5</sup> <http://www.academicaffairs.mnscu.edu/academicprograms/index.html>

<sup>6</sup> Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees, 1995.

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

**Revenues and Expenditures**

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

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

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

**Timeframe**

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

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

## **APPENDIX C: WAIVER APPLICATION CRITERIA AND PROCESS**

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

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

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

### **Waiver Criteria**

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

Proposed waiver criteria include:

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

### **Waiver Rationale and Evidence**

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

### **Program Analysis Guidelines**

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

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

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

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

### **Articulation Agreements**

Where applicable, articulation agreements must be revised and submitted as part of the waiver request. Colleges and universities complete an [articulation agreement table](#)<sup>7</sup> that is reviewed to confirm that all courses in the associate degree program transfer and count toward completion of a specific baccalaureate degree program.

### **Waiver Process**

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

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

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

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

All forms and instructions can be found at the [Academic Programs](#) website<sup>8</sup>.

#### ***STEP 2. Complete an appropriate application for each degree program***

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

---

<sup>7</sup> <http://www.academicaffairs.mnscu.edu/academicprograms/>

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

Office of the Chancellor will use the [Degree Credit Caps](#)<sup>9</sup> Web site to inform colleges and universities of programs that have been reduced to 60 or 120 credits.

— Or —

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

### ***STEP 3. Assess for Similarity and Complete a Waiver Application***

Prior to completing any waiver application, colleges and universities assess whether their program is similar to other programs in the state. Colleges and universities can begin the process of comparing programs by reviewing the system [program inventory](#)<sup>10</sup> and finding other programs that are grouped in the same CIP code<sup>11</sup>. A comparison of catalog descriptions of program requirements may also be helpful. Other comparisons might include data from national or state studies.

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

### ***STEP 4. Completed applications posted to listserv for comment***

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

---

<sup>9</sup> <http://www.programreview.project.mnscu.edu>

<sup>10</sup> <http://www.programreview.project.mnscu.edu>

<sup>11</sup> CIP is the acronym for the national Classification of Instructional Programs

***STEP 5. Accept or reject waiver application***

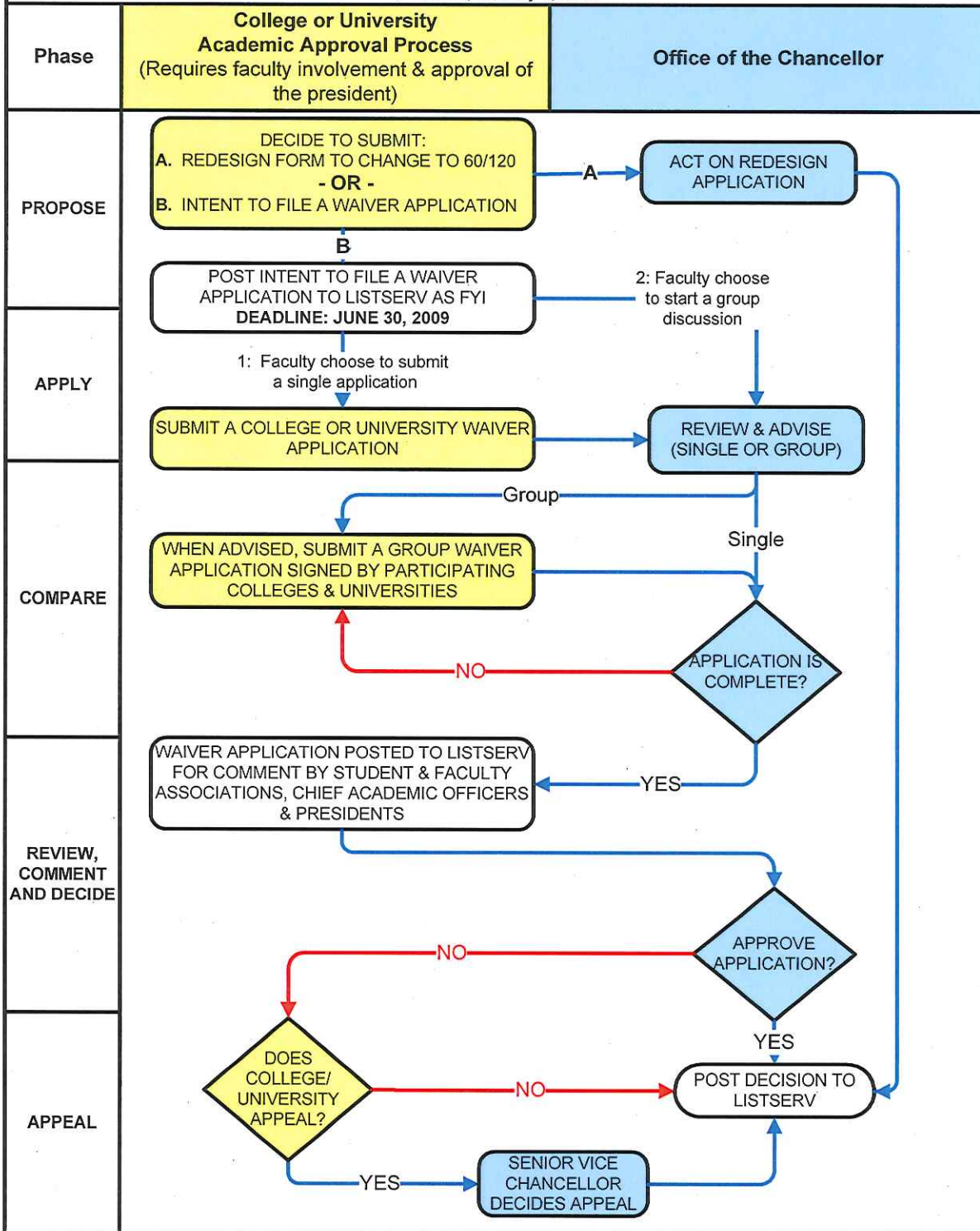
Decisions will be posted to the listserv. Program credit length will be changed in the official program inventory for single and group waiver applications that have been approved.

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



# 60/120 Degree Credit Length Review Process

Version 9, January 9, 2009



WELLS FARGO PLACE  
30 7<sup>TH</sup> ST. E., SUITE 350  
ST. PAUL, MN 55101-7804

ph 651.201.1684  
fx 651.296.3214  
[www.mnscu.edu](http://www.mnscu.edu)

ACADEMIC PROGRAMS  
OCTOBER, 2010

The Minnesota State Colleges and Universities System is an Equal Opportunity educator and employer.  
This document can be made available in alternate formats upon request.

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

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** November 15, 2011

**Agenda Item:** Students First Update

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

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

The Trustees have been monitoring progress on the Student First initiative.

**Scheduled Presenter(s):**

Larry Litecky, Interim Vice Chancellor for Academic & Student Affairs

Mike López, Associate Vice Chancellor for Student Affairs

Jonathan Eichten, Students First Director

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

Staff will provide an update to the Students First projects with one of the projects, Graduation Planner, reviewed in depth. Graduation Planner is intended to provide students with an easy-to-use online tool that enables them to plot out their academic program, make changes along the way, or try out “what if?” scenarios. The software piloted this summer does not fully meet this intent. As a result, staff have identified other products and approaches that they and campus users believe will provide students with better tools and outcomes.

**Background Information:**

Jonathan Eichten provided a comprehensive update on all of the Students First Projects to the Board of Trustees Technology Committee on July 19, 2011. Installation of the final component needed for the Graduation Planner project was completed in July. Pilot campuses assessed the tools.

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

<b>INFORMATION ITEM</b>
<b>STUDENTS FIRST UPDATE</b>

1 **BACKGROUND**

2  
3 Over the past few years, the system has been engaged in initiatives to improve students’  
4 experiences through the Students First initiative. Staff will provide an update to the Students  
5 First projects with one of the projects, Graduation Planner, reviewed in depth. Graduation  
6 Planner is intended to provide students with an easy-to-use online tool that enables them to plot  
7 out their academic program, make changes along the way, or try out “what if?” scenarios. The  
8 software piloted this summer does not fully meet this intent. As a result, staff have identified  
9 other products and approaches that they and campus users believe will provide students with  
10 better tools and outcomes.

11  
12 At the March, 2011 Board of Trustees meeting, staff reported that testing had stopped while  
13 waiting for a software upgrade with a projected delivery date of June 30, 2011. The assessment  
14 of the project at that time was “Due to a large number of unknowns, overall confidence is low.”  
15 University and college questions about the impact of the software on campus resources and  
16 advising structures prompted a full assessment of the software and a report to universities and  
17 colleges in response to the questions.

18  
19 The graduation planning tool software upgrade was received in early July and fully installed by  
20 the end of July. During the months of August and September the two pilot campuses assessed  
21 the upgrade. The assessment revealed that maintaining the tool would require additional staffing  
22 at a time when colleges and universities are cutting staff. In addition, the pilots demonstrated  
23 that the tool does not deal well with certain aspects of our college and university operations and  
24 student academic progression. Throughout the assessment process, the challenges the software  
25 will have in meeting the complex and diverse needs of Minnesota State Colleges and  
26 Universities became more clear. The system includes different types of institutions students,  
27 programs, and pathways – we are a complex customer. From individualized study programs to  
28 lockstep technical programs, our curriculum is very diverse and complex. Examples of the  
29 impact on our students’ abilities to effectively use the tool include:

- 30
- 31 • Many students enroll in one or more courses in developmental education. The software  
32 is able to handle very simplistic curriculum models of developmental education;  
33 however, our system has varied and very complex models of developmental education  
34 that the software is unable to support.
  - 35 • Many students pursue both a major and a minor or multiple programs. Students would be  
36 able to complete a single plan with the software; however, the software is unable to  
37 provide a singular audit against the student’s plan. Students would have to track multiple  
38 roadmaps – prone to error and contrary to the project goal of providing a clear path to

1 graduation.

- 2 • Many students have one or more exceptions made to their major or program. Examples  
3 include courses exempted due to military experience, credit for prior learning and the  
4 International Baccalaureate. The software is able to consider the exemptions in the  
5 student plan only if the student had the exception approved prior to creating the plan.  
6 The result is that a student may register for courses that he/she doesn't need.
- 7 • Students expect technology to be fast. For the pilot at Minnesota State University,  
8 Mankato, the system response time was on average three minutes when opening a  
9 roadmap. Given the scale of our system, overall performance was a great concern.

## 11 NEXT STEPS

12  
13 In October, the Graduation Planner Assessment Report was placed on the Students First website  
14 for review. Several groups, including the Students First Graduation Planner Working Group,  
15 Student Leaders, Students First Management Team, and the Leadership Council reviewed and  
16 discussed the report. The response has been consistent: in considering the capability of the  
17 software, along with the additional resources necessary to serve students, it is believed our  
18 students and system will not receive adequate return on our collective investment in this  
19 approach. Therefore, we have elected not to pursue further development of the Graduation  
20 Planner tool for use within Minnesota State Colleges and Universities. **However, we are still**  
21 **fully committed to the original goal of developing an academic planning tool for students**  
22 **that can respond to the diversity of needs in a dynamic environment.**

23  
24 Based upon this goal, the following possible solutions have been identified and will be further  
25 developed and explored with the Leadership Council and other stakeholders:

- 26  
27 • Enhance the Degree Audit & Reporting System (DARS/u.achieve) with planning tools to  
28 enable students to:
  - 29 o Explore “what if scenarios” with majors/programs
  - 30 o Enter planned courses into (DARS/u.achieve) so that students can create a  
31 customized academic plan
  - 32 o Run a report that reflects their customized academic plan and includes transfer  
33 courses, completed courses, and planned courses, by term
  - 34 o Explore how transfer options could lead to a university degree
- 35  
36 • Explore connections to GPS Lifeplan to support student advising.
- 37  
38 • Create an academic report that reflects students' future planned courses that can be used  
39 by faculty and administrators to improve curricular planning.
- 40  
41 • Build on the GradUate Initiative that encourages degree completion with an application  
42 that identifies former students who have not completed a degree, diploma or certificate  
43 and encourages their completion.