

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JULY 19, 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, David Paskach, and Scott Thiss.

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott Olson and President Sue Hammersmith.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on July 19, 2011 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 1:03 pm.

Chair Rice introduced Brett Anderson as the new member of the Board of Trustees. Trustee Anderson said he is a recent graduate of MSU, Mankato with a degree in nursing. He said he is pursuing a graduate certificate at the Edina campus of MSU, Mankato.

1. Minutes of June 21, 2011

The minutes from June 21, 2011 Academic and Student Affairs Committee were approved as written.

Trustee Van Houten noted that at the last meeting Trustee Sundin brought up concerns about the system's technical education programs and workforce training. He said that this topic is important and should be included in the committee's work plan to be brought back for further discussion.

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

- MGT of America, Inc., a national higher education research and planning firm, was hired to study the higher education needs of southwest Minnesota and suggest opportunities for alignment of programs and services of Southwest Minnesota State University and Minnesota West Community and Technical College.

Interim Vice Chancellor Olson said the study concluded that a full alignment of these two institutions at this time is not advisable. The study recommends that the system encourage academic collaboration between the institutions as an initial step. As progress is achieved in repositioning Southwest Minnesota State University as an institution that better serves regional needs and collaborates with Minnesota West, a transition to shared services could occur. Eventually the system could initiate an

administrative alignment, if and when it is deemed necessary and appropriate.

Trustee Van Houten said that he doesn't disagree with the study's conclusions, based on the data submitted, but it seems that important information is missing. For example, the survey to assess interest in higher education did not include data from potential students, he said. There is no insight on why or why not potential students choose to attend Southwest Minnesota State University.

Also missing is benchmark information on how rural regional universities in states such as South Dakota, Kansas, Nebraska and Idaho are handling issues similar to those facing Southwest Minnesota State University, he said.

There should be a sense of urgency in researching and resolving these issues before a plan of action is approved, Trustee Van Houten said.

Trustee Sundin said she agreed that additional information should be gathered. She said she would like to see information on marketing opportunities for the institutions.

Calling the study's conclusions vague, Trustee Krinkie said now is the time to forth a vigorous plan for the future of higher education in the region.

If additional information is needed, either staff would have to do it or a new contract with MGT would be needed, Interim Vice Chancellor Olson said.

Trustee Thiss said the new chancellor needs to be included in a discussion after August 1 when he begins his duties.

Trustee Paskach, who lives in the southwestern region of the state, said he agrees with the study's conclusions – at least at this time. He said an alignment might be a good idea in the future, but not now.

Accepting the study's recommendation does not mean that future alignment will never happen, Trustee Dickson said. It just means it should not happen at this time. Forcing an alignment between these institutions at this tumultuous time for higher education would not be a wise move, she said.

This is a serious issue for the system, Trustee Van Houten said, adding he does not feel the committee should forward a recommendation on the study's conclusions to the full Board of Trustees at this time. It would be more appropriate to report to the new chancellor that the committee would like additional research be done before a decision is made, he said.

- Interim Vice Chancellor Olson offered information on the funding of the four Centers of Excellence for Fiscal Year 2012. He said each Center received base operational funding and then received additional funds for meeting specified performance targets. The four Centers were also able to submit proposals and complete for a share of a pool of money. A panel of industry and system representatives reviewed proposals totaling \$1 million and \$680,000 for those proposals was allocated. Funding for the Centers of Excellence for 2013 and beyond is still open for discussion.
- An update on the Accountability Dashboard was offered by Interim Vice Chancellor Olson.

The two remaining proposed accountability dashboard measures to be added relate to student learning and transfer rates. While the preferred form of both measures can't be developed at this time, initial versions are proposed to be added to the dashboard. As measurement of learning evolves and a more comprehensive analysis of student transfer is completed, the preferred forms of these measures will replace the initial versions.

For now, an initial measure of student opinion on learning is proposed to complete the learner outcome dial on the dashboard.

This composite measure would be created with data from student responses to several survey questions regarding how well they believe they are learning. The student engagement surveys are administered every two years by each state college and university. Universities use the National Survey of Student Engagement (NSSE) and colleges use the Community College Survey of Student Engagement (CCSSE).

As for the transfer dial, the initial measure will be based on the number of credits accepted in transfer.

Trustee Sundin pointed out that it may be a good idea to collaborate with the K-12 system on learner outcome measurement since that system has experience with formulating and analyzing student learner data and making instructional adjustments based on the findings.

- Starting July 1, 2011, for each of the 1,470 Programs defined as “Gainful Employment Programs,” U.S. Education Department regulations require that colleges and universities disclose program costs, on-time graduation rates, job placement rates, median graduate loan debt and occupations.

Research, Planning and Effectiveness staff prepared the required reports for each college and university and distributed them along with instructions on how to post information on program web pages.

3. Proposed Amendment to Policy 3.4 – Undergraduate Admission (Second Reading)

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

In a response to a question posed by Trustee Sundin, Associate Vice Chancellor Mike López said students who have attended high school in countries other than the United States, especially where the language of instruction is not English, have to submit their credentials to an evaluation agency. The evaluation agency determines whether or not the high school curriculum is equivalent to a high school curriculum in the United States and then provides that information to the university or college for an admissions decision.

These provisions are found in Board procedure, not Board policy, he added.

Trustee Van Houten said it may be appropriate for the Committee to take a leading role in reviewing the relationship between the K-12 core curriculum and the Minnesota Transfer core curriculum.

A motion was made by Trustee Englund, seconded by Trustee Benson and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the following amended motion:

The Board of Trustees approves the amendment to Policy 3.4 Undergraduate Admissions.

4. Proposed Amendment to Policy 3.8 – Student Complaints and Grievances (Second Reading)

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

A motion was made by Trustee Van Houten, seconded by Trustee Benson and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the following amended motion:

The Board of Trustees approves the amendment to Policy 3.8 Student Complaints and Grievances.

5. Shakespeare with Power Tools and Beyond

Presenters:

Larry Litecky, Retired President of Century College

Donovan Schwichtenberg, Retired President of Saint Paul College

These two recently-retired, long-term college presidents were invited to share their insights about the role of the two-year college in preparing students for the future workforce.

Comments included:

- Asked if creating MnSCU, a system comprised of technical colleges, community colleges and state universities, was a good idea, President Litecky said yes. The system offers great opportunities for colleges and universities to learn from each other and work together to meet the state's higher education needs, he said. President Schwichtenberg agreed, saying he initially opposed the merger, but has since come to see the system as being a success and important to Minnesota.
- President Schwichtenberg said it is a misconception that liberal arts are not part of the curriculum at technical schools. Liberal arts courses are, and always have been, a part of technical education programs, he said.
- Technical education in America is not as robust as it is in many European countries, President Litecky said. It is common for colleges in Europe to offer stackable credentials, allowing students to obtain additional educational knowledge and ladder to other degrees.
- Partnering with business and industry is important, President Schwichtenberg said. Saint Paul College has a strong connection with business and industry and their input is used to develop curriculum. Colleges need to be connected with the business and industry representatives to ensure graduates are adequately prepared for today's workplace, he said.
- Both past presidents said program closure is difficult because it affects students, faculty and businesses that may want to hire program graduates. However, colleges have to prioritize their available funding to benefit the largest number of students. Closure happens when enrollments or student interest in a program drops, when graduates are not getting jobs or when industry changes so that it no longer needs people with those skills.
- In response to a question about the closure of technical programs rather than liberal arts programs, both President Schwichtenberg and Litecky said technical programs are started and maintained if enrollment is sustainable and the training results in good jobs for graduates. Because of the specialized equipment and dedicated space that is needed to offer a technical program, these programs do tend to cost more.

Trustee Sundin suggested the committee have a future discussion about the state of technical education, including information on changes in the Perkins grant, Post-Secondary Enrollment Option (PSEO) and collaborations with K-12 in the technical education field.

6. Statement on Board Committee Goals

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

- Study the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program;
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges.

Interim Vice Chancellor Olson presented a statement paper detailing the committee's study of the proposals and actions taken over the past year.

In terms of developmental education, Trustee Benson asked if the system is limiting its opportunities when it comes to PSEO. Instead of only marketing PSEO to the higher-achieving high school students, the system could look to use it to help students become more ready for higher education.

Trustee Dickson said it would be good to find out if PSEO is marketed to students who are interested in technical education, rather than just those interested in taking general education courses.

It would be interesting to invite some PSEO coordinators to a future meeting to talk about the program and potential marketing opportunities, Trustee Oliveira said.

Chair Rice said these suggestions are good and the topic could be included in the committee's work plan. She added Trustees may find it interesting to tour the Secondary Technical Education Program (STEP) at Anoka Technical College. STEP is a high school in a college setting where students explore hands-on careers, fulfill district academic requirements and have the opportunity to earn high school and college credit.

7. 2010-2011 Honorary Degree Report

Richard L. Knowlton was awarded an Honorary Doctor of Education degree from Riverland Community College in May 2011. Mr. Knowlton, who is the chair of The Hormel Foundation, was recognized for his work nationally and locally to help people, especially traditionally under-represented students, to obtain the education or training that will lead to living-wage employment.

The meeting adjourned at 2:58 pm
Respectfully submitted,
Margie Takash, Recorder