



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JUNE 19, 2012

1:00 P.M.

**30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) Minutes of May 15, 2012 (pp.1-7)**
- (2) Academic and Student Affairs Update
- (3) Mission Approval/Campus Profile: Saint Paul College (pp.8-17)**
- (4) Academic and Student Affairs Committee Goal – Access to Success: “On Course” (pp.18-19)

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
MAY 15, 2012**

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, David Paskach, Scott Thiss and Michael Vekich.

Leadership Council Committee Co-Chairs Present: Vice Chancellor Douglas Knowlton and Presidents Cecilia Cervantes and Earl Potter.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on May 15, 2012 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 10:12 am.

1. Minutes of March 21, 2012

The minutes from March 21, 2012 Academic and Student Affairs Committee were approved as written.

2. Academic and Student Affairs Update – Vice Chancellor Douglas Knowlton

Vice Chancellor Knowlton offered an update on recent and upcoming Academic and Student Affairs' events:

- There have been many positive comments following the Board of Trustees Educator of the Year Award for Excellence in Teaching luncheon on April 18, 2012, Vice Chancellor Knowlton said. He thanked Lynda Milne, System Director for Faculty and Instructional Development, for her work coordinating the event.
- There will be a joint meeting of the Chief Academic Officers, Chief Student Affairs Officers and Deans on May 23-24, 2012 at North Hennepin Community College. Two-hundred participants are expected. There will be keynote plenary sessions on combatting sexual violence and on increasing the use of analytics to support decision-making on campuses, as well as many breakout sessions. Presentations by developers of tools that support student success and developmental education activities will be offered. The Academic and Student Affairs Awards and Diversity and Equity Awards ceremony will take place on May 23.
- Vice Chancellor Knowlton gave the keynote address at the Minnesota State College Student Association General Assembly in Pequot Lakes.

- Associate Vice Chancellor Leslie Mercer, System Director Craig Schoenecker and Vice Chancellor Knowlton attended a conference in Washington, D.C. on the Access to Success Initiative. MnSCU is one of 22 public higher education systems working to increase access and success for low-income and under-represented students. Teams from MSU, Mankato, St. Cloud State University and Winona State University also attended the conference. Trustees will hear more about this initiative at future meetings, Vice Chancellor Knowlton said.
- The four new consultative councils associated with Academic and Student Affairs have begun to meet. They are in the areas of Student Affairs, Academic Affairs, Policy and Academic Technology.
- The Carnegie Foundation for the Advancement of Teaching was in Minnesota to present its new model for developmental math education at community colleges called Quantway/Statway. Seventeen campuses have indicated an initial interest in the initiative.

3. Proposed New Policy 3.39 – Transfer Rights and Responsibilities (Second Reading)

The proposed new policy contributes to the system office effort to promote transfer literacy among students by articulating steps students need to take for successful course credit transfer and by establishing reasonable expectations for colleges and universities in responding to the needs of students who plan to transfer.

A policy statement on student transfer rights and responsibilities is considered a way to promote effective credit transfer. The initial policy draft was developed by a team of student association representatives and system office staff and reviewed by the Academic and Student Affairs Policy Council. Representatives from the two student associations spoke in favor of the policy during the March committee meeting.

Trustee Benson asked about the ability of students to transfer credits to institutions outside of the system.

Associate Vice Chancellor López said the system already evaluates and accepts courses in transfer from public and private institutions across the nation. Course equivalencies from other institutions can be achieved in they choose to use the u.select software tool, Associate Vice Chancellor López said.

Vice Chancellor Knowlton said some institutions enter into partnerships, such as Tri-College in western Minnesota and North Dakota, and craft their own transfer agreements.

Trustee Van Houten said he was troubled by the wording of the policy – “Transfer Rights and Responsibilities.” He asked General Counsel Gail Olson if using “rights” in the title implies that the policy is a contract, or a guarantee of transfer success to students.

This system's duties to students are generally contractual in nature, General Counsel Olson said. Using the word "rights" may give more vivid attention to the issue, but the system has the same responsibilities to students whether or not that word is used, she said.

Trustee Anderson said the transfer policy focuses on a high-level process and requires comparable treatment. It states clear expectations for each group. He said he doesn't see it as offering a guarantee that course credits will always be accepted for transfer.

No other trustee indicated a concern with the wording of the policy title.

Trustee Englund said that he wants the system to work to ensure the transfer process is less cumbersome for students. The process should become as streamlined and automated as possible. He added he would like to see the system develop course and graduation planner tools similar to ones that other institutions offer to students.

Associate Vice Chancellor López said the system hopes to enhance DARS and u.select, along with some components of GPS LifePlan, as a way to provide a graduation planner tool for students.

Vice Chancellor Knowlton agreed that ways to make transfer easier for students will continue to be a priority.

A motion was made by Trustee Benson and seconded by Trustee Englund that the Academic and Student Affairs Committee recommends that the Board of Trustees approves the new policy 3.39 Transfer Rights and Responsibilities. The motion passed with Trustees Rice, Benson, Englund, Oliveira, Renier and Sundin voting in favor. Trustee Van Houten voted against the motion.

4. Mission Approval/Campus Profile: Rochester Community and Technical College

Presenters:

Don Supalla, President, Rochester Community and Technical College

Dave Weber, Chief Student Affairs and Strategic Operations Officer, Rochester Community and Technical College

John Wade, President, Rochester Area Chamber of Commerce

Vice Chancellor Knowlton said Board policy requires institutions to have their missions approved by the Board at least once every five years. Institutions also are asked to present a campus profile at this time.

Rochester Community and Technical College (RCTC) is the oldest public two-year college in Minnesota and one of the nation's oldest original community colleges. It was founded in 1915 and the first classes were offered in a downtown

building. The college moved to its current campus during the summer of 1968 and a year later the vocational technical institute was created, offering 15 programs.

President Supalla said about one-third of the college's 6,000 students transfer regularly. Some of the largest programs at RCTC are the Nursing, Health Information Technology, Business and Law Enforcement. There are also a variety of unique programs, such as dental hygiene, equine science, horticulture technology, occupational skills, surgical technology and veterinary technology.

Over 30 percent of the credits sold at the college this past fiscal year were online credits and, of that amount, 24 percent were students who were enrolled totally online. Nineteen awards can be earned through online programming, including Administrative Assistant, Healthcare Informatics, Interaction Design, Liberal Arts and Software Application Specialist.

Through the college's Continuing Education and Customized Training Department, an online course for home health care workers was developed 10 years ago. This has expanded to 19 states and now tens of thousands of students have been enrolled across the county, according to President Supalla. The program has been endorsed by the national Home Health Care Association and continues to expand.

RCTC offers a comprehensive student life program. There are over 30 student clubs and the college has had a Student Senate since 1921. Students can participate in a variety of performing and fine arts activities, such as theatre, band and choir. There are 10 NJCAA Division III sports offered at RCTC, with over 175 All-Americans in its legacy of championship athletes and teams.

President Supalla said the college has excellent faculty, evidenced by the fact that six have been recognized as Educators of the Year. RCTC is also one of very few community colleges in the country to have had several Fulbright Scholars.

Dave Weber said RCTC strives to be innovative to ensure continued quality and excellence. The college has received the Achievement Award from the Minnesota Quality Council. RCTC has been recognized nationally for integrated planning process and has been given the Alfred P. Sloan Award for Business Excellence in Workplace Flexibility in 2009 and 2011.

RCTC is one of only eight schools, and the only school from Minnesota, invited to participate in an AQIP Systems/Baldrige pilot program, he said.

The college is a tremendous partner in the community, John Wade of the Rochester Chamber of Commerce said. The city and region expect to grow 10,000 jobs in next 10 years and it will be critical to maintain a strong partnership with RCTC to meet the workforce needs.

The college is recognized as the educational, recreational, social and cultural hub for the community, Mr. Wade said. Several campus athletic facilities were co-developed with the city's park and recreation department and now are used not only by college teams, but also by many public school and community sports teams.

In addition to collaborating with the chamber in many initiatives, the college also partners with Rochester and other regional public schools, with Winona State in the "Path to Purple" program and with other community groups and businesses, such as the Mayo Clinic.

The city of Rochester continues to invest in the college through a local option sales tax which has contributed \$16.71 million for campus development. Another \$12.5 million being proposed, Mr. Wade said.

Chair Rice commended RCTC for being visionary when it comes to partnerships. These partnerships are especially important in times of declining state funding, she said.

Trustee Paskach asked how the college is working with the new University of Minnesota-Rochester campus. President Supalla said he has a good working relationship with the campus administration and he expects the university will be offering transfer opportunities to RCTC students in the future.

The college will continue its strong relationship with Winona State University, as well as connections with other higher education institutions in the region for transfer opportunities. This includes St. Mary's University and Augsburg College, which both have offices at the Campus University Center. Fifty percent of the students in the Augsburg College Bachelor of Science-Nursing program are RCTC graduates, he said.

The college's vision and mission states were considered for approval.

Vision:

Rochester Community and Technical College will be a universal gateway to world class learning.

Mission:

Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.

A motion was made by Trustee Benson and seconded by Trustee Englund that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Rochester Community and Technical College to reaffirm its vision, mission, purposes and awards as listed in the executive summary. Motion carried.

5. Academic and Student Affairs Committee Goal – Student Success

Presenters:

Nicole Dose, Director of the First Year Experience, Minnesota State University, Mankato

Kathy Matel, Student Success Coordinator, Century College

Ron Anderson, President, Century College

Associate Vice Chancellor López said First Year Experience programs have been demonstrated to be an effective strategy to promote the retention and academic success of students who are making the transition from high school to college. Presenters will highlight how First Year Experience programs are implemented at a state university, as well as at a two-year college.

Ms. Dose said the First Year Experience Office at MSU, Mankato was opened in 1991 to address the issue of first-year to sophomore-year retention rate.

The office offers a freshmen orientation program that is required of all new students, including transfer and online students. The office also oversees the common read program, learning communities, academic advising for undecided student at risk for dropping out of school and the early-alert system for struggling students. PSEO and concurrent program responsibilities were added to the office in 2010 and soon the office will have a family program coordinator to enhance communication with parents and families.

Students are able to take an optional first-year seminar that aims to help students with academic and social transitions. About one-third of incoming freshmen elect to take this seminar, which is a one-credit course that can be applied toward general education.

There are 13 learning communities enrolling about 25 students in each. They are offered in academic areas, such as dental hygiene, engineering, health, arts and humanities, among others.

The learning communities offer study groups, as well opportunities for peer interaction. Students who participate in learning communities have been found to have more positive, strengthening academic experiences and tend to have a stronger commitment to their academic career. Retention rates for students in learning communities are better than for those who are not in one.

Century College President Ron Anderson said The First Year Experience is a piece of the college's larger effort with Achieving the Dream and Bridge to Success Program. Both are aimed at improving student retention and success.

Student Success Coordinator Kathy Matel said Century College also has created learning communities to help incoming students be more successful. The college

will have 84 learning communities serving approximately 2,000 students next year.

Tutors-Linked-to-Classes is a program in which tutors attend the same classes as students and study with them outside of class. This has proven to be a successful initiative with participants showing increased retention rates and grades. This year 7,600 Century College students participated in Tutors-Linked-To-Classes.

Read Right is a reading improvement program also offered to incoming students. The program focuses on changing the reading process by re-training the brain. Preliminary data shows the program has been a huge success, often resulting in a three to five grade-level improvement in reading skills.

The New Student Seminar at Century College is a three-credit program designed to assist first-time students, as well as those returning to college, build the skills necessary to be successful. The teacher of the seminar also serves as the student's advisor for that semester. Seminar topics include career exploration and career planning; financing your education and creating a budget; study skills; note taking; and creating an eFolio electronic record. Teachers often help students connect with campus resources or assist them in meeting personal needs, such as getting a bus pass.

The seminar continues to expand and next year it is expected to serve 1,450 students.

Trustee Oliveira said all students in First Year Experiences should be encouraged to set up an eFolio portfolio account. eFolio is a web-based tool that records a student's academic, career and personal achievements.

The meeting adjourned at 11:46 am
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: June 19, 2012

Agenda Item: Mission Approval/Campus Profile: Saint Paul 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):

Rassoul Dastmozd, President, Saint Paul College-A Community and Technical College
Marilyn Krasowski, Senior Interim Vice President of Academic and Student Affairs
Margie Tomsic, Dean of Research, Planning and Effectiveness
Phoua Kong, Student Senate President
Nadira Mohamed, Student Graduate and transferring to the University of Minnesota.

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Saint Paul College reaffirm the institutional mission approved by the Board of Trustees in December 2000. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. Saint Paul College will provide a combined mission reaffirmation and campus profile presentation to provide additional context for Board approval.

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

**MISSION APPROVAL/CAMPUS PROFILE:
SAINT PAUL COLLEGE - A COMMUNITY AND TECHNICAL COLLEGE**

EXECUTIVE SUMMARY

The vision, mission and purposes of Saint Paul 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 December, 2000) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Saint Paul College’s vision, mission, purposes, and awards are:

Vision

Saint Paul College will be a leader in providing comprehensive lifelong learning through innovative and quality focused strategies and services.

Mission

The mission of Saint Paul College is to provide *Education for Employment, Education for Life!* Saint Paul College offers comprehensive learning opportunities in career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population including students, business/industry/labor and the community.

Purposes

Purpose 1: Maximize comprehensive, high-quality learning, programs and services.

Purpose 2: Escalate organizational innovation and development.

Purpose 3: Expand access, service, opportunity and success.

Purpose 4: Strengthen organizational, community and international partnerships to enhance economic competitiveness.

Purpose 5: Sustain financial viability during changing economic and market conditions.

Awards

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

BACKGROUND

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

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

2 The proposed vision, mission, and purposes of Saint Paul College meet the criteria identified in
3 Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of
4 College and University Mission and Vision Statements. As required by procedure, the institution
5 must:

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

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

17
18 **REVIEW OF SAINT PAUL COLLEGE’S MISSION, VISION AND PURPOSES**

19 **The mission, vision, and purposes respond to the system procedure.** Saint Paul College’s
20 vision, mission, and purposes are consistent with statute, policy, and regional accreditation
21 requirements. The College mission, vision, and purposes demonstrate alignment with the system
22 mission and vision.

23
24 The *Mission* of Saint Paul College is to provide *Education for Employment, Education for*
25 *Life!* Saint Paul College offers comprehensive learning opportunities in career and transfer
26 education to enhance personal knowledge and advance economic opportunity for the benefit of a
27 diverse population including students, business/industry/labor and the community. For over a
28 century, Saint Paul College has provided lifelong learning opportunities for our constituencies,
29 which has been a catalyst for economic development and key contributor for the prosperity of
30 our region. Saint Paul College is an open access, public two-year comprehensive community
31 college. The College remains a higher education destination of choice for all students throughout
32 the Twin Cities Metropolitan area with a campus climate that reflects an engaging, healthy and
33 welcoming place for students, faculty, staff and administrators. The College places special
34 emphasis on serving disenfranchised, underrepresented, ethnically diverse populations to foster
35 their success and economic vitality. Such advocacy can only lead to a productive, engaged
36 citizenry that benefits society.

37
38 The College offers comprehensive learning opportunities in career and technical education and
39 transfer education to enhance personal knowledge and to advance the economic opportunities of
40 the communities it serves. As a member of the Academic Quality Improvement Program (AQIP)
41 accreditation pathway of the Higher Learning Commission (HLC), all outcomes capitalize on its
42 continuous quality improvement focus of:

- 43 a) valuing students by positioning them at the heart of everything we do,
- 44 b) fostering an intentional campus culture of inclusiveness, collaboration and engagement, and
- 45 c) promoting partnerships, alliances and relationships with four-year colleges and universities,
46 legislators, businesses and industries to better serve the mission of all Minnesota State Colleges
47 and Universities, local and state communities and leaders, as well as all citizens in the State.

1 In line with the mission of the System, namely, to satisfy the “personal and career goals of a
2 wide range of individual learners, enhance the quality of life for all Minnesotans and sustain
3 vibrant economies throughout the State,” Saint Paul College, as an open access institution, is
4 poised to provide “career and technical education and transfer education to advance the
5 economic prosperity of diverse populations of learners.”
6

7 The *Vision* for the college states that “Saint Paul College will be a leader in providing comprehensive
8 lifelong learning through innovative and quality focused strategies and services.” In light of shrinking
9 state support, Saint Paul College envisions a future that will require embracing innovation and
10 remaining current in the latest methods to deliver innovative strategies and services in order to
11 remain a viable partner of choice for the community it serves. The College recognizes that the
12 strategies and services used to provide comprehensive lifelong learning will change based on
13 new technologies and the needs of its ever changing diverse internal and external stakeholders.
14 The College’s distinctiveness will continue to be in striving to meet the educational demands of
15 an emerging, diverse population. The Saint Paul College Vision supports the MnSCU Vision by:

- 16 • Offering a high value education through the use of innovative, quality-focused strategies and
17 services;
- 18 • Providing greater access by serving as a leader in providing lifelong learning;
- 19 • Being the gateway to higher education opportunity for a populace who otherwise might not
20 be afforded the opportunity to pursue higher education.

21
22 The *Purposes* of Saint Paul College and their alignment with the strategic priorities of the
23 System are as follows:

1. Ensure access to an extraordinary education for all Minnesotans.

Purpose 1. Maximize comprehensive, high-quality learning, programs, and services.

Saint Paul College is committed to excellence in teaching and learning, and offers a wide spectrum of learning opportunities in career and transfer education to meet learner needs.

- Provide seamless, comprehensive learning opportunities for diverse learners.
- Apply technology to enhance teaching and learning and to maximize effectiveness.
- Assess academic/student achievement and instructional accountability.
- Pursue new and continuing regional and professional accreditation.
- Expand learning and financial opportunity through scholarship and grant activities.

Purpose 3. Expand access, service, opportunity and success.

Saint Paul College is dedicated to an integrated service philosophy that focuses on learner needs.

- Enhance the learner-centered success model to improve student performance in key indicators.
- Work with secondary educational institutions to promote college readiness and student success.
- Collaborate with other higher educational institutions to increase options for student learning.

2. Be the partner of choice to meet Minnesota’s workforce and community needs.

Purpose 4. Strengthen organizational, community and international partnerships to enhance economic competitiveness.

Saint Paul College is committed to apply systems to improve learning, communication and productivity.

- Promote the College as a key provider of high quality life-long learning for employment and/or transfer.
- Provide continuing education and short-term training to meet workforce and community needs.
- Build strong relationships/partnerships with alumni, local, state, regional, national and international constituents.
- Develop and expand outreach services and partnerships to support regional vitality.

3. Deliver to students, employers, communities and taxpayers the highest value/most affordable option.

Purpose 2. Escalate organizational innovation and development.

Saint Paul College strives to ensure the successful future of the College through creative thinking and the implementation of quality principles to more efficiently and effectively utilize resources and improve learning and operations.

- Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.
- Maximize human resources to potential.
- Maximize the use of physical resources.
- Utilize all resources to enhance effectiveness and to increase efficiencies.
- Apply technology to improve communication and productivity.

Purpose 5. Sustain financial viability during changing economic and market conditions.

Sustain financial viability during changing economic and market conditions.

- Make budget decisions that reflect priorities in core mission and fiscal stewardship.
- Pursue new ways to reduce unnecessary costs.
- Pursue new avenues to generate new sources of revenue.

1 The *awards* offered by Saint Paul College include Associate in Arts degrees, Associate in
2 Science degrees, Associate in Applied Science degrees, Certificates, and Diplomas.

3

4 In Fall of 2011, the College developed a *consultative process* to reaffirm the mission, vision,
5 values and purposes. This began with a ten-member Steering Task Force comprised of the Dean
6 of Research/Planning, an academic dean, two staff members, a member of the General Advisory
7 Committee (GAC), three faculty members, one Cabinet member and a representative from the
8 Student Senate. The task force developed an electronic survey distributed twice through
9 broadcast emails, committee and email announcements to current faculty, staff, GAC, advisory
10 committee members and representatives from the Friends of Saint Paul College Foundation.
11 Results were summarized using qualitative and quantitative analyses and shared with internal
12 and external stakeholders with an Executive Summary made available on the website.

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
4 the request by Saint Paul College to reaffirm its vision, mission, purposes, and awards as listed in
5 the executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the request by Saint Paul College to reaffirm its vision, mission,
10 purposes, and awards as listed in the executive summary.

Distinctive Characteristics

QUALITY HIGHLIGHTS AT SAINT PAUL COLLEGE: A RECIPE FOR SUSTAINING EXCELLENCE

This document highlights the quality journey of Saint Paul College since receiving its 2009 Systems Appraisal from the Higher Learning Commission in February 2010. Quality highlights for Saint Paul College culminated with an excellent Quality Checkup Report in spring 2012 from the AQIP Site Team who conducted the College's Quality Checkup Visit from April 18 through April 20. The synopsis underscores features from the Quality Report and expands on its continuous quality improvement focus of: a) valuing students by positioning them at the heart of everything we do, b) fostering an intentional campus culture of inclusiveness, collaboration and engagement, and c) promoting partnerships, alliances and relationships with four-year colleges and universities, legislators, businesses and industries to better serve the mission of all Minnesota State Colleges and Universities, local and state communities and leaders, as well as all citizens in the State.

The Quality Checkup Team encountered a new College President that brings forth a collaborative, transparent leadership style with "*a clear vision, high levels of energy and a strong commitment to the quality journey*"(Quality Checkup Report, p.6.) This leadership serves as an institutional catalyst to generate much needed synergy that capitalizes on the talents of many innovative, knowledgeable and passionate individuals throughout the College. A college-wide culture of transparency, ensuring that all budgets, strategic plans and new initiatives are shared across stakeholder groups, fosters a more intentional campus culture that requires greater involvement from faculty, staff and students in College planning and decision making. Therefore, at the helm of the institution, continuous quality improvement is synonymous with a need for greater transparency which, in turn, leads to additional buy-in by faculty and staff. This increased buy-in sets the stage for sustainable changes.

The College demonstrates that it "*values its students and makes a strong commitment to meeting their needs*" (Quality Checkup Report, p.4.) At the opening reception of the Quality Checkup Visit, student testimonials and poignant life stories reaffirmed the notion that regardless of who they are, where they come from or how they got here, students from all walks of life can truly "Start at Saint Paul College and Go Anywhere." As the only two-year, metropolitan public institution which experienced enrollment growth in fiscal year 2012, Saint Paul College remains a higher education destination of choice for underrepresented students throughout the Twin Cities Metropolitan area with a campus climate that reflects an engaging, healthy and welcoming place for students, faculty, staff and administrators.

Based on the College's high completion rates in combination with its outstanding scores on the Community College Survey of Student Engagement (CCSSE), Saint Paul College was ranked number one by the *Washington Monthly* in 2010 as a destination of choice.

Additional results from the Survey of Entering Student Engagement (SENSE) aides to better align campus services to the needs of various student cohort groups. Examples of several initiatives to address student concerns include a Semester Start Group which examines the beginning of each semester from the students' perspective of various units (bursar, admissions, registrar, financial aid, bookstore) along with how improvements might be instituted to reduce student frustrations and barriers to success.

An intentional campus culture of inclusiveness, collaboration and engagement promotes a favorable campus work environment as reflected by consistently high longitudinal ratings on the Personal Assessment of the College Environment (PACE) survey. Fulltime faculty and various other stakeholders appear to thrive in this new environment and seem to flourish in an atmosphere of constant change and uncertainty. Through the efforts of a culture of campus-wide engagement, the College reaffirmed its mission, vision, goals and purposes, developed a program review and enhancement process, created action plans, and produced a set of faculty driven college-wide core competencies. A systematic budget planning process further involves the participation of stakeholders to critically assess the need for expenditures and where the College should decrease funding through a transparent, collaborative process.

The College has made great strides on making the quality process an inherent part of its institutional culture. As indicated by the Quality Checkup Report, "*quality focus is clearly part of the President's cultural expectations and appears to be reinforced by all levels of the institution*" (Quality Checkup Report, p.4.) As a result of new campus initiatives, the College continues to expand its partnerships, consortiums and relationships, enabling students to complete a four-year university degree with state universities which includes a recently developed articulation agreement in engineering with the Minnesota State University, Mankato.

Under new leadership, College representatives regularly meet with various community stakeholders as indicated previously including members of community based organizations, public schools superintendents, city, chamber or municipality leaders and leaders of the union trades. Ongoing discussions with State commissions that advocate for minority and underserved populations affords this minority majority institution with a voice to provide greater access and opportunity for disenfranchised, underrepresented, ethnically diverse populations to foster their success and economic vitality. Such advocacy can only lead to a productive, engaged citizenry to benefit society.

As a result of these action projects and other campus initiatives, continuous quality improvement has therefore become embedded in all we do at the college in decision-making, so that we recognize, appreciate and like who we are and what we do and have a realistic view of where we are going. We further attained a greater awareness of our strengths and weaknesses and can therefore capitalize on our strengths in the future. Ultimately, the AQIP Quality Checkup Visit affirmed the accuracy of our online Systems Portfolio, establishing that at the College that "we do what we say."

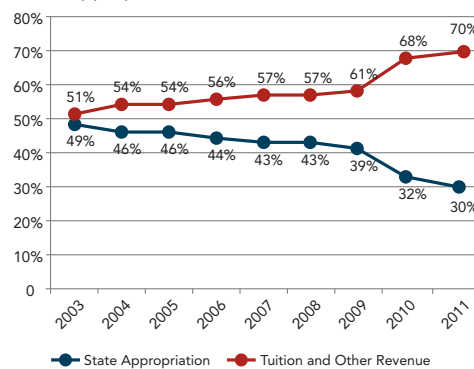
distinctive characteristics

- The College was established in 1910.
- The College was recognized as the No. 1 Community College in the nation in 2010 by *Washington Monthly* magazine.
- The College scored the highest in the nation on the 2011 Community College Survey of Student Engagement.
- Saint Paul College promotes a healthy work environment, as reflected in its performance on the 2011 Personal Assessment of the College Environment (PACE) which was significantly higher on leadership and climate scales compared to a comparative norm group of sixty other colleges.
- The College is one of the most diverse in Minnesota—with 58% minority enrolled students.
- The College is one of the fastest growing two-year colleges in Minnesota, increasing at a rate of 72 percent in the past decade.
- The College adds an estimated \$163 million per year in activity to the economy of the Twin Cities according to a Wilder Foundation economic impact survey.

priority investments

- Program innovation and quality instruction
- Student retention through academic support and career services
- The Power of YOU, a tuition free program for underserved students, providing enhanced student support services and education through state and federal grants and private scholarships to close the achievement gap
- Career Pathways Academy, providing area high school students access to educational opportunities and the ability to earn college credit through concurrent enrollment
- Student completion, job placement and transfer to universities

State Appropriation/Tuition Ratios 2003–2011



at a glance 2010–2011 academic year

Student Population

9,557 credit students
1,714 non-credit students
4,590 full-year equivalent students (FYE)

Student Demographics

54% female students, **58%** minority students
29 average age

Degrees

44 Associate's Degree Programs
71 Career, Certificate and Diploma Programs
425 Associate's Degrees Awarded
806 Certificates and Diplomas Awarded

Financial Aid

5,820 State and Federal Financial Aid Recipients
4,128 students received loans averaging **\$6,630** per student
4,949 students received grants averaging **\$3,220** per student

Other Highlights

800+ businesses in the community, state and nation employ Saint Paul College students who graduated from 2008 to 2011

800+ students began their education at Saint Paul College and transferred to a four-year university since 2008

282 students were enrolled in the Power of YOU program

229 students from Saint Paul Public Schools served by the Saint Paul College Career Pathways Academy

\$44.1 million operating expenses in fiscal year 2011

498 Saint Paul College employees:
124 full-time faculty, **206** part-time faculty
154 staff, **14** administration

520,000 square foot campus on 30-acres



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 Saint Paul, MN 55102

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4/25/12

the student is...

...the most important person on the campus. Without students there would be no need for the institution.

...not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.

...not someone to be tolerated so that we can do our thing. They **are** our thing.

...not dependent on us. Rather, we are dependent on them.

...not an interruption of our work, but the purpose of it. We are not doing them a favor by seeing them. They are doing us a favor by giving us the opportunity to do so.

–Anonymous

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: June 19, 2012

Agenda Item: Academic and Student Affairs Committee Goal- Access to Success: “On Course”

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

The Academic and Student Affairs Committee has stated an intention to explore, discuss and advocate for research-based best practices in promoting student success. This presentation will highlight an approach that has been demonstrated to be very effective in promoting student success both in and out of school.

Scheduled Presenter(s):

Deidra Peaslee, Anoka-Ramsey Community College
Jennifer Liberty-Clark, Anoka-Ramsey Community College
Kelly McCalla, Central Lakes College

Outline of Key Points/Policy Issues:

On Course represents a comprehensive approach to teaching students to be successful both in the classroom and in their communities. Research has demonstrated the success of this approach in increasing both students’ academic skills necessary for college, but also the non-cognitive skills necessary in all aspects of life.

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

INFORMATION ITEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE GOAL- ACCESS TO SUCCESS: "ON COURSE"

BACKGROUND

On Course encompasses a comprehensive hands-on approach to teaching and learning essential life and study skills. The book, *On Course: Strategies for Creating Success in College and in Life* is used as a text in student success courses, first-year experience programs, and inward-looking courses that promote student growth and self-awareness. Because of the unique journaling component, this text is also used in developmental and freshman composition courses and Writing Across the Curriculum initiatives. Representatives from two colleges will describe how they use *On Course* with their students.