



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

OCTOBER 17, 2012

9:45 A.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 June 19, 2012 (pp.1-6)**
- (2) Proposed Amendments to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress (First Reading) (pp.7-10)

Academic and Student Affairs Committee

Duane Benson, Chair

Louise Sundin, Vice Chair

Margaret Anderson Kelliher

Alexander Cirillo

Cheryl Dickson

Dawn Erlandson

Maria Peluso

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JUNE 19, 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, Clarence Hightower and Scott Thiss.

Leadership Council Representatives Present: Chancellor Steven Rosenstone and Vice Chancellor Douglas Knowlton.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 19, 2012 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.

1. Minutes of May 15, 2012

The minutes from May 15, 2012 Academic and Student Affairs Committee were approved as written.

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

Vice Chancellor Knowlton highlighted several campus collaborations which have received grant funding:

- The Minnesota State Colleges and Universities 360° Manufacturing and Applied Engineering Center of Excellence has been awarded a National Science Foundation grant for nearly \$3 million to educate and train manufacturing technicians.

With the four-year grant, the center will: Work with K-12 schools to encourage more high school students to pursue manufacturing careers and prepare for rigorous manufacturing technician programs; refine industry-driven curricula so it better serves today's manufacturing industry and anticipates future needs; and assess student learning to drive ongoing program improvement and provide evidence of student achievement.

The center is a partnership of 10 institutions led by Bemidji State University. Partner institutions include Central Lakes College, Lake Superior College, Minneapolis Community and Technical College, Northland Community and Technical College, Northwest Technical College, Pine Technical College, Riverland Community College, Saint Paul College and St. Cloud Technical and Community College.

- Inver Hills Community College has received a \$200,000 grant from the National Science Foundation that will support a three-year effort to identify the interests and barriers in information technology careers among underrepresented students.

The grant, part of the NSF's Advanced Technological Education program, will fund a pilot program that involves surveying high school students in Burnsville and Inver Grove Heights, assembling focus groups with parents of high school students and providing workshops to high school teachers. It will be used to create, adapt and deploy tools to recruit a more diverse information technology student body, and to retain and support those students. Grant funds also will be used to provide teacher training and curriculum revisions at secondary schools and to leverage industry partnerships to create new opportunities for students.

- Metropolitan State University was awarded a \$1.25 million grant through the U.S. Department of Education's TRiO programs for its Upward Bound program, which helps low-income students graduate from high school and eventually attend college. This grant, disbursed in amounts of \$250,000 over five years, will allow the university's Upward Bound program to continue its collaborative partnership with Washington Technology Magnet School in St. Paul.

The Upward Bound program is designed to increase high school academic performance and graduation, proficiency on state assessments and college enrollment and completion rates of low-income students and students whose parents did not attend college. Metropolitan State University's program assists 56 high school students each year, allowing them to acquire the knowledge and skills they need to succeed in college.

- The spring meeting of Chief Academic Officers, Chief Student Affairs Officers and Deans was held in May at North Hennepin Community College. There was a variety of sessions that covered topics such as sexual violence against students and using analytics to support student success.

Academic and Student Affairs Awards were also given out during the conference:

Innovative Partnering and Collaboration Award

- Inver Hills Community College: Maps to Credentials: From Military and Industry Training to Accelerated Higher Education Attainment;
- Hennepin Technical College: West Metro Pathway to Health Careers – FastTrac;
- Minnesota West Community and Technical College: Wind Energy Mechanic.

Innovative Student Affairs Program Award

- Century College: Orientation, a 2-Day Program at a 2-Year College;
- St. Cloud State University: ClubRED;

Excellence in Curriculum Programming

- Minnesota State University, Mankato: Integrated Business Experience;
- Inver Hills Community College: Learning Communities: Innovative Structure and Integrative Learning;

Outstanding Academic and Student Affairs Administrator Award

- Kelly B. McCalla, Dean of Arts and Science at Central Lakes College.

Trustee Van Houten asked if the system is moving forward with the task of putting together course descriptions and outlines of common courses offered on each campus in order to see if they could be delivered on a system-wide basis. Chancellor Rosenstone said this is something to be discussed.

3. Mission Approval/Campus Profile: Saint Paul College

Presenters:

Rassoul Dastmozd, President

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 transferring to the University of Minnesota

Chair Rice 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.

Saint Paul College, which was founded in 1910, has 9,557 credit students and 1,700 non-credit students. Of those students, 54 percent are female. The college is one of the most diverse in Minnesota with 58 percent minority students enrolled.

It is one of the fastest-growing two-year colleges in the state, with enrollment increasing at a rate of 72 percent in the past decade. The college offers 44 associate degree programs and 71 career certificate and diploma programs.

The Power of YOU is a tuition-free program for underserved students, providing enhanced student support services and education through state and federal grants and private scholarships.

President Dastmozd said the college adds an estimated \$163 million per year in activity to the economy of the Twin Cities, according to the Wilder Foundation economic impact survey. It adds 2,152 jobs to local economy.

The college scored the highest in the nation on the 2011 Community College Survey of Student Engagement and was recognized as the top community college in the nation in 2010 by *Washington Monthly* magazine.

Phoua Kong, Student Senate President, said she decided to attend Saint Paul College because it was affordable and accessible. It has great faculty and staff and she has been able to become involved in campus organizations and associations.

Nadira Mohamed, a recent graduate of Saint Paul College, said she plans to transfer to the University of Minnesota and major in dentistry. Her courses in science have given her a good foundation for her future coursework and the academic support she received, including help with transfer, was outstanding, she said.

President Dastmozd was asked about his aspirations for Saint Paul College. He said conversations are beginning with community-based organizations and businesses to help map workforce training and give workers a clearer pathway into higher education. Maintaining strong relationships with business and industries will be important to ensure that programs meet workforce needs, he added.

He said he would like to add to the depth of the liberal arts program, possibly by adding music, drama and theater, as well as honors courses. This effort will be balanced with offering strong career and technical programming, which is at the core of their mission.

There are talks starting between Saint Paul College and Minneapolis Community and Technical College about sharing some technical education programs, he said. Students could take advantage of the light rail system to get between campuses.

Noting the high numbers of adult international students enrolled at Saint Paul College, Trustee Van Houten said it may be good idea to require students who have not had an American history course in secondary school to take one at the college. This would help make them more culturally aware and better prepared for life in this country, he said.

President Dastmozd said Saint Paul College is an open-access institution and required coursework for transfer degrees is specified in the Minnesota Transfer Curriculum. Requiring international students to take a U.S. history course is not something he could prescribe, he said, and he doesn't know of another college nationally which requires this.

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

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

Mission: 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.

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 Saint Paul College to reaffirm its vision, mission, purposes and awards as listed in the executive summary. Motion carried.

4. Academic and Student Affairs Committee Goal – Access to Success

Presenters:

Deidra Peaslee, Vice President of Academic and Student Affairs, Anoka-Ramsey Community College

Jennifer Liberty-Clark, faculty member, Anoka-Ramsey Community College

Kelly McCalla, Interim Vice President of Academic Affairs, Central Lakes College

A presentation was offered on two colleges' use of On Course, a student curriculum aimed at teaching students ways 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, and also the non-cognitive skills necessary in all aspects of their life.

Vice President Peaslee said that for various reasons, community college students have a lower fall-to-fall persistence rate than students at the state universities. The first-year experience programs that system universities offer help get students connected and engaged early in their academic careers and lead to a higher retention rate, she said.

Jennifer Liberty-Clark said incoming community college students often start college without a clear sense of expectations. They lack critical thinking skills and don't have the self-confidence to speak with instructors. They often don't realize how their choices can lead them to their desired outcome.

Vice President Peaslee said at Anoka-Ramsey Community College, On Course has been an elective course, often used as a "stop gap" strategy for students who are having academic difficulty. By that time, however, it may be too late for many students and they are at risk of dropping out. She said research shows it is important to connect with and engage students during the first three weeks of their student life.

Their first-year experience is going to become part of the college's transfer curriculum starting next year, Vice President Peaslee said.

Interim Chief Academic Officer Kelly McCalla said at Central Lakes College the On Course curriculum is making a difference in the lives of students. It gets at those elements of student readiness that are not academic, he said. Self-awareness and confidence ultimately may have more to do with a student's success than what kind of paper they write or what they score on a test.

Campus faculty and staff are striving to empower learners to make wise choices and be responsible, he said. On his campus, 50 staff members have been trained in the On Course principles to ensure that students are receiving a uniform message.

They have offered a series of On Course sessions to niche groups of students at Central Lakes College. For example, they have sections for students with special education needs, student athletes and students with military backgrounds.

Trustee Benson said he thinks the most successful students are the ones who are curious and show an interest in learning. He asked how college faculty can ignite a sense of curiosity in their students.

Working with students to make them more in control of their lives will have a positive effect, Ms. Liberty-Clark said. Students who are self-confident and don't feel like victims tend to be more academically curious and motivated, she said.

Trustee Van Houten said he is worried that incorporating On Course into the Minnesota Transfer Curriculum will reduce the vigor of the final degree. He said replacing three credit hours in a 120-credit degree with what he called a remedial program will water down the degree.

Trustee Renier said he likes Central Lakes College's approach of customizing the course for niche groups rather than designing a generic course for all students. Different students have different barriers and recognizing that is a key to success, he said.

The campus representatives were praised by Chair Rice for their work in this area. She said this is a promising strategy that elevates students to being the most important thing on campus.

The meeting adjourned at 2:28 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: October 17, 2012

Agenda Item: Proposed Amendment to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress (First Reading)

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

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

Policy amendments require Board action.

Scheduled Presenter(s):

Mike López

Outline of Key Points/Policy Issues:

The proposed amendment clarifies that certain aspects of each college and university Academic Standing Policy may differ from the Financial Aid Satisfactory Academic Progress Policy.

Background Information:

The Financial Aid Satisfactory Academic Progress Policy and the Academic Standing Policy at each college and university are required to have the same grade point average requirements and completion percentage requirements. This has led to questions about whether other aspects of the policies must be the same or may differ. The proposed amendment helps to resolve those questions.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO BOARD POLICY 2.9 ACADEMIC STANDING AND
FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS**

BACKGROUND

Federal financial aid regulations require that an institution's financial aid satisfactory academic progress policy be as strict as, or stricter than, its policy on academic standing. The Board took action in 2006 to require that the grade point average requirements and percentage of completion requirements be the same in each institution's policies. This has led to some questions about other aspects of the policies. The proposed amendment provides clarification by establishing that other elements of these policies may differ.

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

The Board of Trustees approves the proposed amendment to Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
Board Action Item

PROPOSED AMENDMENT TO POLICY 2.9
Academic Standing and Financial Aid Satisfactory Academic Progress

2.9 Academic Standing and Financial Aid Satisfactory Academic Progress

Measurement of student satisfactory academic progress toward achievement of an academic award is an important activity in higher education. Such measurement provides feedback to students and ensures responsible action by colleges and universities regarding effective use of state resources.

Student academic progress must also be monitored to ensure effective and responsible management of federal and state student financial aid. Students within the Minnesota State Colleges and Universities are often enrolled in more than one institution. Students also transfer frequently among colleges and universities. Therefore, institutional financial aid satisfactory academic progress policies shall be as uniform as possible, consistent with individual institutional missions.

Part 1. Academic Standing Policy. Each college and university shall develop a policy requiring students to maintain good academic standing and describing the academic performance standards students must meet to maintain good academic standing. This policy shall apply to all students, whether receiving financial aid or not. At each institution, the Financial Aid Satisfactory Academic Progress Policy and Academic Standing Policy shall have the same grade point average requirement and percentage of completion requirement. Institutional policies may provide for reinstatement to enroll in classes following academic suspension under conditions different from those required for financial aid reinstatement. Other aspects of the Academic Standing Policy and the Financial Aid Satisfactory Academic Policy including maximum timeframe, recognition of academic amnesty, and other elements, may vary; provided, that the Financial Aid Satisfactory Academic Progress Policy must be as strict as, or stricter than, the Academic Standing Policy.

Part 2. Satisfactory Academic Progress Policy. Each college and university shall develop an institutional satisfactory academic progress policy that shall apply to all students receiving federal or state financial aid. The Chancellor shall develop a system procedure for Board Policy 2.9 that shall contain required elements and parameters for these institutional policies, and each college and university satisfactory academic progress policy and procedure shall conform to the requirements of the system procedure.

Part 3. Annual Review and Report to the Board. The system office shall annually review each college and university financial aid satisfactory academic progress policy and procedure to ensure continued compliance with the system procedure. Significant exceptions shall be reported to the Board of Trustees.

Date of Adoption: 9/20/95,

Date of Implementation: 09/20/95,

Date and Subject of Revision:

11/16/11 - Effective 1/1/12, the Board of Trustees amends all board policies to change the term "Office of the Chancellor" to "system office," and to make necessary related grammatical changes.

05/17/06 - amended the title to include Academic Standing and added new part 1, Academic Standing Policy. Also repealed Carry Forward Community College Policies III.02.06 Academic Standards and IV.07.01 Academic Suspension.

03/17/04 - replaced almost all policy language.

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

~~Strikeouts~~ represent existing language proposed to be eliminated.