



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**MAY 21, 2014**

**11:30 A.M.**

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

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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 Joint Meeting: Academic and Student Affairs and Diversity and Equity Committees of March 19, 2103 (pp.1-4)**
- (2) **Minutes of April 23, 2014 (pp.5-10)**
- (3) **Riverland Community College – Approval of College Mission Statement (pp.11-13)**
- (4) Annual Report on Program Inventory (pp.14-15)

**Academic and Student Affairs Committee**

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

Duane Benson

Cheryl Dickson

Dawn Erlandson

Alfredo Oliveira

Maria Peluso

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
JOINT ACADEMIC AND STUDENT AFFAIRS COMMITTEE AND  
DIVERSITY AND EQUITY COMMITTEE MEETING  
MARCH 19, 2014**

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**Academic and Student Affairs Committee Members Present:** Chair Margaret Anderson Kelliher, Trustees Cheryl Dickson, Alfredo Oliveira (on phone), Maria Peluso (on phone) and Louise Sundin.

**Academic and Student Affairs Committee Members Absent:** Trustees Duane Benson and Dawn Erlandson.

**Diversity and Equity Committee Members Present:** Chair Alexander Cirillo (on phone), Trustees Cheryl Dickson, Alfredo Oliveira (on phone), Maria Peluso (on phone) and Louise Sundin.

**Diversity and Equity Committee Members Absent:** Trustees Ann Anaya and Duane Benson

**Other Board Members Present:** Trustees Clarence Hightower, Michael Vekich, Philip Krinkie, and Thomas Renier.

**Leadership Council Representatives Present:** Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, President Scott Olson and President Sue Collins.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee and Diversity and Equity Committee held a joint meeting on March 19, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 8:03 am.

**1. Minutes of November 20, 2013**

*Trustee Oliveira moved that the minutes from the Nov. 20, 2013 meeting be approved as written. Trustee Dickson seconded and the motion carried.*

**2. Closing the Achievement Gap, Annual Update on Persistence and Completion**

**Presenters:**

Leon Rodrigues, Chief Diversity Officer  
John O'Brien, Senior Vice Chancellor of Academic and Student Affairs  
Craig Schoenecker, System Director of Research

This presentation was to review progress and discuss planned initiatives to reduce the achievement gap between students of color and white students.

The achievement gap refers to the disparity between the educational performance of groups and students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures, including standardized test scores, grade point average, participation, completion and persistence rates.

The system has ambitious goals pertaining to the achievement gap. In 5 years, by 2018, the system will:

- Eliminate the participation gap
- Reduce the persistence gap by one-half
- Reduce the completion gap by one-quarter

The goal is that in 10 years, by 2023, all gaps will be eliminated.

Metrics to be used to measure the success include the percent of students of color; success of students of color compared to white students on persistence and completion rates; and campus diversity climate, which is defined as the student opinion of the extent to which the college or university promotes contact with an understanding of diverse populations.

Goals for closing the achievement gap have been set for each college and university and progress made on these goals will be part of presidential evaluations.

Chief Diversity Office Rodrigues said there are several factors which affect the achievement gap:

- Academic preparedness of students at the time of admission
- Student financial resources
- Institutional resources to support high impact practices
- Diversity and cultural competency of employees
- Level of collaboration with communities of color to support the strategies.

Gaps start early, Rodrigues said. In the Minneapolis school district, for example, there are big differences in the readiness of white kindergarteners and those of different races. This trend persists through high school.

Minnesota's four-year high school graduation rates rank low nationally, as indicated in 2011 statistics:

- 84 percent of white students graduated, tied for 23<sup>rd</sup> nationally
- 49 percent of black students graduated, second to last in the nation
- 72 percent of Asian students graduated, last in the nation
- 51 percent of Hispanic students graduated, last in the nation
- 42 percent of American Indian students graduated, last in the nation.

These statistics are shocking and have tremendous implications for the work that must take place at the system's colleges and universities, Chief Diversity Officer Rodrigues said.

Chair Hightower said he's been on the Board for 12 years and during all that time the achievement gap has been an issue. The Board has put an emphasis on eliminating the gap, but success seems to be elusive, he said.

MnSCU serves more of the state's students of color than all other institutions combined. Trustee Renier noted that the increase in diverse students, who tend to need more services and support because of a lack of readiness, coincided with the time period when the system's state funding was cut.

Chancellor Rosenstone emphasized that the two major factors that account for the gaps in persistence and completion is the large number of students who lack college readiness and financial challenges. These factors are working against the system's ability to close these gaps.

New legislation aligns K-12 and higher education in significant ways which should help better prepare students for college, Senior Vice Chancellor O'Brien said.

All Minnesota eleventh graders are taking a nationally-normed college entrance exam. Students in 8<sup>th</sup> and 10<sup>th</sup> graders will be taking predictive exams aligned to college entrance exams. If a 10<sup>th</sup> grade student is not reaching the college readiness benchmark, he or she will take further diagnostic exams to identify what type of support they need to improve and become better prepared for college-level work after high school.

Starting in 9th grade, students will be developing a "plan" around seven key elements. This plan includes academic scheduling, career exploration, 21<sup>st</sup> century skills, community partnerships, college access, postsecondary training and experiential learning opportunities.

Trustee Sundin noted there is a shortage of counselors in K-12 system and asked who will be helping students develop these plans. Chancellor Rosenstone agreed that knowledgeable staff will be needed to implement this work and that will need to be part of future conversations.

Recent legislation is also helping to ease some financial burdens for students, Chief Diversity Officer Rodrigues said. More than 8,000 part-time students who were not previously eligible for financial aid can now get state grants for their schooling. A two-year tuition freeze is also helping.

Institutional resources can be used to support high-impact practices to ease the achievement gap. Trustees heard of several practices which are having positive results:

- President Earl Potter described MAP-Works, a web-based tool which works to connect faculty and staff to all students. Through the program's interface, student survey results are available to academic advisors, first-year seminar instructors, and residential life staff, so they may identify at-risk students who may need these services. Students gain immediate access to a customized, web-based report that identifies discrepancies between their expectations and the academic and social behaviors necessary to succeed. The program has had success in student retention rates, President Potter said.
- President Adenuga Atewologun described the "Be Your Best Summer Academy" and Cycles for Success Scholarships, which serve underrepresented students at his college. The eight-week summer college prep academy has served 162 students over seven years. The Hormel Foundation of Austin has invested \$1.2 million in Riverland Community College scholarships for underrepresented graduates of Austin and Pacelli High Schools since 2010.
- Normandale Community College's supplement instruction initiative had substantially increased student success rates
- Other best practices on college campuses which are bolstering student retention and success include learning communities, first-year experiences and intrusive advising.

Work to change the college environment for students must be coupled with efforts to improve the diversity of our campuses, Chief Diversity Officer Rodrigues said. The presence of diverse faculty and staff not only serve as role models for students, but also help the campus reflect the communities served. Diverse faculty offer perspectives that are essential to creating a culturally competent institution that can better prepare students to meet the needs of those students.

Employees of color comprise an increasingly large percentage of all employees and new hires. In 2012, 9.6 percent of all system employees and 12.9 percent of all new hires were employees of color.

Promoting diversity and closing the achievement gap are relevant to Charting the Future, Chancellor Rosenstone said, adding two of the first implementation teams which will begin work are the Student Success Team and the Diversity Team.

The meeting adjourned at 9:24 am  
Respectfully submitted,  
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
MARCH 19, 2014**

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**Academic and Student Affairs Committee Members Present:** Chair Margaret Anderson Kelliher, Trustees Cheryl Dickson, Alfredo Oliveira (on phone) and Louise Sundin.

**Academic and Student Affairs Committee Members Absent:** Trustees Duane Benson, Dawn Erlandson and Maria Peluso.

**Other Board Members Present:** Trustees Clarence Hightower, Philip Krinkie, Thomas Renier and Elise Ristau.

**Leadership Council Representatives Present:** Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, President Earl Potter and President Sue Collins.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on March 19, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 9:30 am.

**1. Minutes of the Meeting of January 22, 2014**

*Trustee Dickson moved and Vice Chair Sundin seconded that the minutes from the January 22, 2014 meeting be approved as written. Motion carried.*

**2. Proposed Amendment to Board Policy 2.2 State Residency (Second Reading)**

**Presenter:**

John O'Brien, Senior Vice Chancellor

Mike Lopez, Associate Vice Chancellor for Student Affairs

The Prosperity Act passed by the state legislature in 2013 provides that students who meet certain requirements shall be charged resident tuition at state colleges and universities. This legislation requires that current Board policy on resident tuition be amended to accommodate the additional students who qualify for resident tuition.

*Trustee Dickson moved and Vice Chair Sundin seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the changes to Board Policy 2.2 State Residency.*

*Motion carried.*

**3. Proposed Amendment to Board Policy 3.36 Academic Programs (Second Reading)**

**Presenter:**

John O'Brien, Senior Vice Chancellor

Mike Lopez, Associate Vice Chancellor for Student Affairs

This policy pertaining to Academic Programs was reviewed as part of the annual policy review cycle. Suggested revisions in this policy include:

- In Part 2, revise the definition of “credit.” A revision of the definition of “credit” would place less emphasis on instructional time and incorporate new language on student learning outcomes.
- In Part 7, delete language regarding annual academic program review summary reports to the chancellor. Deletion of this language would reduce the reporting burden on colleges and universities. A requirement for colleges and universities to regularly review programs would continue without change.

*Trustee Dickson moved and Trustee Sundin seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the changes to Board Policy 3.6 Academic Programs.*

*Motion carried.*

#### **4. Proposed New Policy 3.40 Recognition of Veteran Status (Second Reading)**

**Presenter:**

John O’Brien, Senior Vice Chancellor

Mike Lopez, Vice Chancellor for Student Affairs

The proposed new policy establishes a requirement that state universities establish local policies to recognize veteran status as a positive factor in the admission decisions made by graduate and professional programs. The policy also requires that universities maintain records on the number of veterans who apply and the number accepted to graduate and professional programs so that this information may be reported to the Legislature.

*Trustee Dickson moved and Trustee Sundin seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the changes to Board Policy 3.40 Recognition of Veteran Status.*

*Motion carried.*

#### **5. Innovative Instructional Technologies**

**Presenters:**

John O’Brien, Senior Vice Chancellor for Academic and Student Affairs

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Senior Vice Chancellor O’Brien said the presentation on innovative instructional technologies would focus on the educational technology aspirations mapped out in Charting the Future, which has this recommendation:

**Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.**

The approach to online courses and programs has evolved considerably since 1997. A key feature of the system’s online presence has been a comprehensive catalog of offerings,

allowing students to search for online courses or programs at any one of the colleges and universities. Recent integration of MnOnline into mnsu.edu has greatly increased the exposure of online programs and courses. This website receives 80,000 views a month.

Nearly 11,000 online courses are offered in the system and over 500 degree and credential programs can be fully completed online. This represents a steady, natural growth over the years, Senior Vice Chancellor O'Brien said. The large majority of students taking the online courses are existing students.

An important development in innovative technology is an intentional focus on quality of online programs, he said. One example of this focus is "Quality Matters," a faculty-driven national certification for high quality online courses which is being used on many campuses. There are 750 faculty trained in the Quality Matters review process and 92 faculty are certified peer reviewers. To date, the system has 135 Quality Matters certificated courses.

Technology has changed traditional classrooms. Blended courses, which involve online and classroom instruction, not only attract more students, but are also highly effective for student learning.

Another dynamic technological tool is lecture capture, which uses an in-room system to capture and stream lectures. This works well for students who miss class or for those who may need to listen to a lecture more than once because of language or other issues.

The use of simulations, both in online and classroom environments, is a powerful development in technology-enhanced learning. At Central Lakes College's Staples campus, for example, students use heavy equipment simulators before using the real thing. Nursing students throughout the system often complete rounds of practice with patient simulators before working with people.

Last year the system was able to purchase \$1.2 million worth of instructional technology and equipment like simulators that are now serving students at over a dozen colleges and universities, thanks in part to leveraged equipment funds from the governor and legislature. The \$475,000 in state funds was more than matched by funds from Minnesota businesses, vendors and foundations.

Collaboration is a focus of Charting the Future and innovative instructional technologies make it possible for institutions to collaborate across departmental and institutional boundaries. Experts in Bemidji and Rochester, as well as from Massachusetts and Germany, can take part in a virtual field trip of Dusseldorf Germany and Bemidji, for example.

Advanced, high-definition videoconferencing permits students from one campus to attend class face-to-face with students on other campuses – with both groups having an immersive, real-time, full-presence experience.

Winona State University has been studying the impact of its Digital Life and Learning program from the beginning, and surveys indicate students are studying longer, learning more and interacting with their professors more because of the technologies. Three years after graduation, two-thirds of graduates surveyed said that learning in a technology-rich environment made them more competent and competitive in their chosen employment.

Chair Anderson Kelliher asked if broadband access poses a problem for students attending campuses in rural parts of the state.



Northeast Higher Education District President Sue Collins said technology infrastructure has been a problem to date, but things are improving, thanks in part to Blandin Foundation funding.

Chancellor Rosenstone said this presentation on innovative instructional technology is long overdue. The next step will be for the topic to be passed to the Charting the Future implementation team focused on education technology.

Chair Anderson Kelliher said the Board can be updated in the future once the implementation team's work has begun.

Trustee Dickson said the presentation was enlightening and it would be good for the Board to start considering the huge investments that will be needed to sustain and improve the system's technological resources.

## 6. Transfer Report to Legislature 2014

### Presenters:

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

Lynda Milne, Associate Vice Chancellor for Academic Affairs

This year's *Report to the Legislature on Successful Transfer of Credit* summarizes the continuing progress of MnSCU in improving credit transfer throughout the system. It describes the next steps colleges and universities are taking to serve the increasing number of transfer students and to continuously improve student transfer.

Over the past 15 years, the number of transfer students has soared. From 1999 to 2013, there was a 78 percent increase in number of transfer students. In 2013, nearly 20,000 students transferred within MnSCU and 13,271 students transferred into MnSCU.

Currently, 38 percent of all associates and 48 percent of all baccalaureate degrees are awarded to students who attended more than one college or university.

The Legislature passed the Higher Education Bill of 2010 in response to concerns about transfer raised during a legislative and internal audit, as well as a study survey. It required MnSCU to:

- Improve communication and training about transfer
- Publish consistent information on college and university websites
- Shift the burden from students to institutions in providing documentation to determine equivalencies
- Create a better systems for tracking credit
- Convene working groups to work on issues and barriers to transfer.

MnSCU responded by creating a *Smart Transfer Plan*, which has been fully implemented. Prime initiatives of the plan are:

- Course outlines to be published on websites and be used for course equivalency decisions
- All MnTC and non-MnTC courses be encoded and students reports be clear and consistent
- Prominent information about campus and system-level appeals be provided
- Standards must be clearly communicated
- Frequent training on standards must be offered.

A recent survey of students rating their experience with transfer showed improvements:

- In 2013, 76 percent of students surveyed rated their overall satisfaction with the transfer experience as either good or excellent, a 10-point increase since 2010.
- 81 percent rated the ease of transferring general education/Minnesota Transfer Curriculum Transfer Curriculum credits as having met or exceeded their expectations, a 7-point increase since 2010.
- 80 percent indicated that the transfer process either met their expectations or was easier than expected, a 6-point increase since 2010.
- 74 percent reported that their experience in transferring non-general education courses met or exceeded their expectations, a 3-point increase since 2010.

About 1 percent of all transfer issues are resolved on appeal and a smaller percentage are partially resolved – meaning a portion of the disputed credits are accepted for transfer. Less than 1 percent are not satisfactorily resolved and Senior Vice Chancellor O'Brien said there are various reasons why some credits do not transfer:

- Students did not meet academic performance requirements - they received a D or lower in the course.
- Courses were taken too long ago and do not meet the current academic requirements of the program.
- A combined course is not a substitute for two courses.
- An Applied Associate of Sciences degree may not contain enough general education coursework .
- Some courses are not considered equal when a student changes his or her major.

Chancellor Rosenstone said these are appropriate reasons to deny transfer of credits and not every student who has an issue will have it resolved satisfactorily.

Early and repeated advising helps make a difference in the transfer of credits, Senior Vice Chancellor O'Brien pointed out.

Another way for students to be assured of a smooth transfer experience is to follow the Minnesota Transfer Curriculum (MnTC). The MnTC is a MnSCU and University of Minnesota agreement that guarantees 100 percent transfer of general education requirements. Student transcripts will soon prominently indicate a student's progress in completing the MnTC.

Next steps in the continuous improvement of transfer include:

- Guarantee consistency via policy and procedure, including a system-level transfer review committee for appeals and integrating smart transfer plan provisions and policy and procedure.
- Provide more accessible transfer information and assistance, including creating a systemwide student web portal for transfer/advising, executing more statewide agreements modeled on health science, engineering or nursing.

A new product, Transferology, will be launched this spring which will help inform students if their courses will transfer. This is a user-friendly website where students enter coursework, exams or military learning experiences and then discover in a single click how many schools in the Transferology nation-wide network have matching course credits that would be awarded if the student transfers.

The product promises to offer the following benefits:

- Improved navigation for students
- Clearer transfer equivalency information
- Academic planning via the student course import feature
- Ability for students to request more information from colleges and universities after viewing credit matches
- Comparison shopping for students—by college size, tuition levels, etc.
- Recruitment tools for colleges and universities based on student interests

Trustee Krinkie said the system should utilize this product as a promotional tool aimed at high school students and other students who may be interested in transferring.

The meeting adjourned at 10:37 am

Respectfully submitted,  
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** May 21, 2014

**Title:** Riverland Community College – Approval of College Mission Statement

**Purpose (check one):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input checked="" type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input type="checkbox"/> Information                                   |   |

**Brief Description:**

The mission of Riverland Community College is being presented for Board approval. The mission and vision meet the criteria in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

**Scheduled Presenter(s):**

Adenuga Atewologun, President, Riverland Community College  
John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

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

<b>BOARD ACTION ITEM</b>
<b>RIVERLAND COMMUNITY COLLEGE – APPROVAL OF COLLEGE MISSION STATEMENT</b>

**BACKGROUND**

The mission of Riverland Community College is being presented for Board approval. The mission and vision meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

**Current Mission:** Riverland is a regional comprehensive community college inspiring learning for living through a personalized educational environment.

**Proposed Mission:** Riverland Community College inspires personal success through education.

The revised mission recognizes the reach of Riverland’s program offerings beyond the region especially in an era of a rapidly changing landscape of education, including the preponderance of e-learning and online instruction since 2005 when the Board of Trustees approved the old mission. The new Riverland Community College mission supports the mission of Minnesota State Colleges and Universities.

**Current Vision:** Riverland will be a regional leader in liberal arts and career-technical higher education and an essential link to economic and social vitality. Riverland will be recognized for excellence in learning through innovation, responsiveness, resourcefulness, and collaboration.

**Proposed Vision:** Achieve “Best in Class” status in programs through excellence in teaching, scholarship, and service.

The revised vision is succinct, inspirational, and aspirational. It suggests a process to attain excellence. It reiterates a goal to benchmark outcomes to institutions both internal and external to MnSCU. It provides a strong impetus to strive for excellence intentionally. It recognizes the college’s determination to exceed stakeholders’ expectations.

The college vision and mission respond to the following elements in system procedure:

1. *The alignment of the proposed mission with the system mission and statewide needs -*  
The revised mission and vision relies on and aligns with the system strategic framework and *Charting the Future* report:
  - Ensure access to an extraordinary education for all Minnesotans.
  - Be the partner of choice to meet Minnesota’s workforce and community needs.
  - Deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

The proposed mission describes in the most basic and succinct terms, the purpose of Riverland Community College to meet the needs of individual students by offering a comprehensive array of general education courses and programs in liberal arts and sciences, career and technical education, and continuing education.

The college recognizes the need to develop the whole person while preparing each student for a rewarding and fulfilling career. We prepare students for careers through effective partnerships with businesses and industries and through guidance and counseling for students to select a career path that meets the workforce needs of our region and beyond.

2. *The extent to which the college or university will meet expectations of statute and how it relates to other institutions of higher education -*

The proposed revision does not change the extent to which the college will meet expectations of statute or how the college relates to other institutions of higher education. Riverland will remain a comprehensive community college governed by statutes and laws of its accreditation agency, and the policies of the MnSCU Board of Trustees.

3. *The array of awards it offers -*

The proposed revision does not change the array of awards the college offers. It reinforces the commitment to be more nimble and responsive as the reach of the college's programs extends beyond the region and as the needs of our constituents change with technology.

4. *The compliance of the college or university mission with statute, policy, and regional accreditation requirements -*

Riverland will remain a comprehensive community college governed by statutes and regulations of its accrediting agency, the Higher Learning Commission of the North Central Association (HLC-NCA.) The new Riverland Community College mission provides a strong foundation for evaluation and accountability and regional accreditation through the Academic Quality Improvement Program (AQIP) pathway.

5. *The consultation with faculty, students, employers, and other essential stakeholders -*

Riverland Community College arrived at the new mission and vision statements after consultation and deliberation with internal and external stakeholders beginning in Spring, 2013 with a survey addressing reaffirmation of the current mission, vision, and values. Riverland Community College strategic planning sessions were held beginning in November 2013, with campus representation from faculty, staff, and administration, and joined by community members from the Riverland Foundation Board. Further feedback was gained through community presentations, college town hall meetings, campus conversations, student focus groups, and Faculty Shared Governance discussions, which took place January through March 2014.

#### **RECOMMENDED COMMITTEE ACTION**

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Riverland Community College.

#### **RECOMMENDED MOTION**

The Board of Trustees approves the mission of Riverland Community College.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** May 21, 2014

**Title:** Annual Report on Program Inventory

**Purpose (check one):**

Proposed  
New Policy or  
Amendment to  
Existing Policy

Approvals  
Required by  
Policy

Other  
Approvals

Monitoring /  
Compliance

Information

**Brief Description:**

Policy 3.36 states: *The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor.*

The report provides updated details on program statistics: programs offered by award level, institution, and institution type; online and blended; new, closed, modified and suspended programs. Highlights include progress toward achievement of 60/120-credit limits in degree programs; a review of improved program approval processes; overview of recent inter-campus collaborations in program offerings.

A PowerPoint will be presented.

**Scheduled Presenter(s):**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs  
Lynda Milne, Associate Vice Chancellor for Academic Affairs

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

<b>INFORMATION ITEM</b>
<b>ANNUAL REPORT ON PROGRAM INVENTORY</b>

**BACKGROUND**

Policy 3.36 states: *The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor.*

The report provides updated details on program statistics: programs offered by award level, institution, and institution type; online and blended; new, closed, modified and suspended programs. Highlights include progress toward achievement of 60/120-credit limits in degree programs; a review of improved program approval processes; overview of recent inter-campus collaborations in program offerings.

The system’s goals for the program inventory are emerging from current practice and from the recommendations in Charting the Future. Two pertain directly to academic programs. The report calls for:

- A collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.
- Work[ing] together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems.