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

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, 4th Floor, Board Room, 30 East 7th 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 mnscu.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 Maters 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* summaries 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