



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

OCTOBER 22, 2014

10:00 A.M.

MCCORMICK ROOM

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 17, 2014 (pp.1-5)**
- (2) **Mesabi Range College Mission Statement (pp.6-9)**
- (3) Developmental Education (pp.10-11)
- (4) TRIO (pp.12-13)
- (5) Student Spotlight – Saint Paul College (pp.14-15)

Academic and Student Affairs Committee

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

John Cowles

Dawn Erlandson

Maleah Otterson

Elise Ristau

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JUNE 17, 2014**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees Duane Benson, Cheryl Dickson, Dawn Erlandson, Alfredo Oliveira, Maria Peluso and Louise Sundin.

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

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 17, 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 1:00 pm.

1. Minutes of the May 21, 2014 Academic and Student Affairs Committee

Trustee Benson moved and Trustee Dickson seconded that the minutes from the May 21, 2014 meeting of Academic and Student Committees be approved as written. Motion carried.

2. Student Success Measures and Strategies

Presenters:

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs
Sue Hammersmith, President, Metropolitan State University
Ginny Arthur, Provost, Metropolitan State University
Cecilia Cervantes, President, Hennepin Technical College
Marilyn Krasowski, Interim Vice President of Academic and Student Affairs, Hennepin Technical College

Senior Vice Chancellor John O'Brien presented on the system's progress related to student success measures. Increasing student success across the system is a top priority in the Strategic Framework and the focus of a Charting the Future implementation team. Student success in the system is measured by:

- Persistence and completion rates: This is the percentage of students who have been retained, graduated or transferred by the second fall term following original fall enrollment.
- Completion rates: Completion rates are the percentage of students who have graduated or transferred within three years at the colleges or have graduated within six years at universities.

- Related employment of graduates: The percentage of graduates in a fiscal year who reported they were employed during the year after graduation in a job that was related to their program or major.
- Certificates and degrees: The number of certificates and degrees awarded by the system in a fiscal year.

Data shows college and university persistence and completion rates decrease by the first spring after enrollment, but then remained stable. For colleges in 2007, the rate dipped to 84.9 percent by the first spring, but then leveled off at about 67 percent for the next five years. At universities, the persistence and completion rates dropped to 94.3 percent the first spring, and then leveled out at about 85 percent.

Persistence and completion rates proved to be higher for full-time university students and college students. Part-time students complete at a rate about 10 percent lower than full-time students.

For both colleges and universities, data shows the most highly-prepared students and those with the lowest financial need are the ones most likely to rate high in terms of persistence and completion.

Senior System Director for Research Craig Schoenecker said for university students, the system uses the ACT composite score to define preparedness. Students entering a state university with an ACT composite score of 23 or above are considered prepared. Colleges use the Accuplacer reading score as the measure of preparedness.

Chancellor Rosenstone said lack of preparedness and high financial need are the two most critical variables in student success. That's why the system has focused intently on addressing the financial need of students, as well as on ways to help make incoming students more prepared.

The employment rate for graduating students decreased during the recession, but has been recovering in recent years. In fiscal year 2012, 84.8 percent of college graduates and 81.7 percent of university graduates reported being employed in a job related to their major, Senior Vice Chancellor O'Brien said.

The number of degrees and certificates conferred by the system increased 24 percent between 2005 and 2013, going from 33,758 to 41,957.

While student success is a top priority for the system, Chancellor Rosenstone said the Board must be cautious when comparing its rates with those at other colleges and universities in the state because of differences in student population. If the board's primary goal is to increase student success at any price, that can be achieved by restricting enrollment to only those students who have a 29 composite ACT score or by not serving the students with the greatest financial need.

That, however, is not the system's strategy or role, he said. While the system continues in its mission to offer open access and serve traditionally underserved students, it must also strive to ensure these students succeed, Chancellor Rosenstone said.

Campus representatives from Metropolitan State University and Hennepin Technical College offered presentations on their student success strategies.

Hennepin Technical College

Hennepin Technical College has had steady increases in the number of students of color served. From 2007 to 2013, the percentage of diverse student population at Hennepin Technical College increased by almost 10 percent, going from 26.8 percent to 36.5 percent. During the same period, the college's employees of color increased by 7 percent, going from 6 to 11 percent.

The college employs several different strategies in its quest to enhance student success, President Cervantes said.

- 1) "Stacked credentials" allow students to succeed by taking incremental steps in higher education. For example, students can enter college and earn a certificate in a program, enter the workforce with that credential and then come back and apply that original degree toward a higher degree in the field, such as a diploma or associate degree.

"Career ladder" opportunities also are used to promote student success at Hennepin Technical College, President Cervantes said. After completing a degree, some students elect to remain in school and enhance their employability and earning potential by getting a second degree in a complementary field.

- 2) The college strives to promote positive interactions with students of color, President Cervantes said. Diverse students are recruited to work as ambassadors with incoming students so they can share their personal studies of success.

An increase in the number of diverse faculty and advisors, who act as role models, also helps increase student success, President Cervantes said. She said efforts are made to recruit diverse students to return to the college to teach after they graduate and gain work experience.

Finally, campus faculty and staff pride themselves on providing quality service in a friendly, professional manner, President Cervantes said.

- 3) The college has aggressively developed and implemented pilot and federally-funded grant initiatives to promote and evaluate student access and success strategies, Interim Vice President Krasowski said. These include :
 - TRIO Gear Up grants, which work to increase the number of students in several local high schools become prepared to enter and succeed in post-secondary education.
 - The TRIO Educational Talent Search, which is a free college preparatory program which encourages students in grades 7-12 in participating schools to graduate and gain admission to college.
 - TRIO Upward Bound grants, which provide post-secondary preparatory support to low-income and first-generation students.
 - Hennepin Gateway to College grants, which assist students who have dropped out of high school or are about to drop out. They can get dual credit for finishing their high school diploma, while earning college credit at the same time.

A high percentage of students who benefit from the TRIO program are students of color, first-generation students or students who have a greater financial need, Interim Vice President Krasowski said.

- 4) Hennepin Technical College also uses best practices to evaluate and redesign curriculum and programming to support diverse learners. For example, student success courses are now required for all students coming back from suspension. There are more student clubs and events that cater to diverse students.

Chancellor Rosenstone said Hennepin Technical College is exemplary in addressing student success for students of color. Among all system colleges, it has the lowest achievement gap in student achievement and student success.

Metropolitan State University

Metropolitan State University enrolls one-third of all the university students of color in the system and graduates 44 percent of the university graduates of color. In the past six years, this university has:

- Increased enrollment by 25 percent to over 11,000 students per year
- Increased degree conferral by 38 percent to over 2,000 graduates per year
- Increased enrollment of students of color by 35 percent.

This past year alone, the university's number of students of color grew by 7 percent. This included an 18 percent increase in American Indian students; a 10 percent increase in Asian students; and a 6 percent increase for African and African American students.

Veterans and military student enrollment also grew by 38 percent. Metropolitan State University serves more veterans than any other institution, President Hammersmith said, adding many of these students are persons of color.

She described a few of the university's student success strategies, including:

Institutional Commitment

Antiracism, diversity and inclusion are central features in the university's mission, vision and core values. Cultural competency is something expected of all employees and they all attend diversity workshops and training.

All search committees must have diverse representation and diversity questions are included at each round of the interview process for new administrators, faculty and professional staff personnel.

President Hammersmith said 25 percent of all full-time employees at Metropolitan State University are persons of color. The workforce mirrors the student body and students can see faculty and staff who look like them and appreciate their culture. Students tell her that this makes a difference in their educational experience, she said.

Intrusive Advising, Cultural Outreach and Early Intervention

Metropolitan State University was a national pioneer with intrusive vision. With this model, full-time professional academic advisors are responsible for keeping their assigned students enrolled, in touch with the services they need, encouraged and on track. The school has made

a heavy investment in building a substantial staff of academic advisors who know their students and have time to interact with them on an ongoing basis.

In addition to academic advisors, the university also has special professional staff devoted to each of the major diverse populations serviced. They do outreach and have personal relationships with students as well. These staff members help trouble-shoot, make referrals, plan special events and work with the group's respective student organization.

Also playing an important part in this effort are "early intervention" protocols which work to prevent attrition before it happens.

The educational experience

The university employs many high-impact practices to foster success, including:

- Small classes – usually in the low 20s and never over 35.
- Classes which are highly interactive, with ample class collaborative and small group work.
- Class and academic programs which include field experiences so students can see how learning is applied.
- Individualized instruction rather than cookie-cutter "lesson plans."
- Flexible schedules, locations and methods of instructional delivery which are helpful to students who work full-time or part-time.
- Faculty who have real-life examples and applicable experience that they bring into the classroom.
- Faculty who have high expectations of students.

Social Work Program success

President Hammersmith described the Social Work Program which has an extraordinarily high graduation rate of 91 percent to 100 percent.

There are several attributes of the program that help make it successful, President Hammersmith said:

- This program is a cohort model which allows the students to move through the program together. They learn to learn and to support each other.
- Students get personal coaching by the faculty. They meet weekly or biweekly outside the classroom.
- There is a heavy emphasis on field placement and applied learning.
- Students are not admitted to the program until their junior year. By that time they've had time to explore careers and have a better grasp on what they want to do in their professional life.

In other business, Chair Anderson-Kelliher said a Sabbatical Report was included in the Board packet. If Trustees have any questions after reviewing the report, they should direct them to Senior Vice Chancellor O'Brien or to her.

The meeting adjourned at 2:25 pm
Respectfully submitted,
Margie Takash, Recorder

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

Name: Academic and Student Affairs Committee

Date: October 22, 2014

Title: Mesabi Range College Mission Statement

Purpose (check one):

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

Brief Description:

The mission of Mesabi Range 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):

Carol Helland, Provost, Mesabi Range College

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

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

BOARD ACTION ITEM

APPROVAL OF MESABI RANGE COLLEGE MISSION STATEMENT

BACKGROUND

The mission of Mesabi Range 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: Mesabi Range College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

Proposed Mission: Mesabi Range College is a progressive, student-focused institution, located in the heart of northeastern Minnesota, preparing diverse learners for fulfilling careers, college transfer, and lives of intellectual curiosity and discovery.

The revisions to the mission are primarily driven by the evolution of the college from the institution it was in 1999, when the current mission statement was approved by the MnSCU Board, to the institution it is today. The most significant evolutionary change is that Mesabi Range College currently serves other community and technical colleges, state universities, private colleges, and other institutions of higher education. Such expanded outreach has prompted a revision of the college’s mission, as well as the vision to reflect a more comprehensive statement regarding its commitment to a greater diversity of learners and communities.

Vision: Mesabi Range College will lead northeastern Minnesota in accessible, innovative, and high-quality educational and training opportunities.

The Mesabi Range College vision is intended to be 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 and recognizes the college’s determination to exceed stakeholders’ expectations.

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

1. *Alignment of proposed mission with the system mission and statewide needs -*
The proposed mission of Mesabi Range College aligns with the Minnesota State Colleges and Universities mission and statewide needs by addressing the “personal and career goals” of the system’s mission statement by elevating the importance of “preparing diverse learners for fulfilling careers.” Next, the “enhances quality of life” outcome is addressed in Mesabi Range College’s statement as “preparing diverse learners for . . . lives

of intellectual curiosity and discovery.” The Guiding Principles, a subsection of Mesabi Range College’s mission and vision addresses “statewide needs” by recognizing the importance of partnerships as the college “fosters relationships with local, regional, and global business and education partners.”

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. Mesabi 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. *Array of awards it offers -*

Mesabi Range College offers transfer curricula, career programs, and developmental courses. Students can earn two-year Associate in Arts (A.A.) or Associate in Science (A.S.) transfer degrees. Mesabi Range College transfer curricula are designed to offer lower-division and pre-professional preparation for students who intend to transfer to a four-year college or university. Career programs are designed to prepare students for immediate employment in a career by providing technical skills that can be acquired in a one-year Certificate, one- or two-year Diploma, or two-year Associate in Applied Science (A.A.S.) programs.

4. *Compliance of the college mission with statute, policy, and regional accreditation requirements -*

Mesabi Range College will remain a comprehensive community college governed by state statutes and regulations of its accrediting agency, the Higher Learning Commission of the North Central Association. Mesabi Range College’s proposed mission statement affirms a commitment to putting learners and learning first in all matters concerning the operation of the College. Mesabi Range College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. Mesabi Range College articulates its mission as a learning community through its vision and guiding principles. These principles and outcomes are aligned with the Higher Learning Commission and realized through its everyday practices.

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

The process for reviewing the Mesabi Range College mission, vision, and guiding principles included the following elements:

- Mission Revision Process was presented to faculty at Faculty Professional Development Day August 2013.
- Mission Revision Process (PowerPoint presentation) sent to staff.
- Critical mission-related concepts, ideas, and wording were elicited from college constituencies (college advisory committee, college foundation, college alumni association, assessment team, college faculty, staff, and students).
- College Assessment Team undertook the work of organizing and categorizing the material gathered in order to eliminate redundancies and create a manageable list.
- College constituencies were asked to review the list for omissions.

- College constituencies were then asked to rank those concepts and ideas from most important to the college to least important.
- A volunteer team of faculty took those key concepts and words and drafted a mission statement.
- The draft mission statement was sent out to all college constituencies for feedback and response.
- Presentation of draft mission statement made to faculty association along with invitation to provide feedback to the writing team.
- The writing team met again to review the feedback and consider revisions based upon that feedback.
- The team fashioned a final draft of the mission, which (as a result of feedback) became the proposed mission, vision, and guiding principles.
- Final draft of the proposed mission was sent to college constituencies (via email) for approval.
- Final draft of proposed mission was approved unanimously April 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 Mesabi Range College.

RECOMMENDED MOTION

The Board of Trustees approves the mission of Mesabi Range College.

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

Name: Academic and Student Affairs Committee

Date: October 22, 2014

Title: Developmental Education

Purpose (check one):

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

Brief Description:

This item will provide background and an update on developmental education redesign within the system. The first segment will be an overview of developmental education including trend data on enrollment in developmental courses, college readiness of entering students, and persistence and completion. The second segment will describe the challenges of developmental education and best practices for redesign. The third segment will be a campus showcase of effective redesign strategies that have been implemented within the system, with campus representatives (faculty, staff, and/or administrators) highlighting their programs and results.

Scheduled Presenter(s):

John O'Brien, Sr. Vice Chancellor for Academic and Student Affairs
Craig Schoenecker, Senior System Director, Research
Pakou Yang, Interim System Director of P20 and College Readiness
Campus representatives from Century College, Normandale Community College, and North Hennepin Community College

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

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| INFORMATION ITEM |
| DEVELOPMENTAL EDUCATION |

BACKGROUND

MnSCU colleges and universities offer developmental courses available to students that do not meet college-level placement in the areas of English, reading and mathematics.

This information item will provide background and an update on developmental education redesign within the system. The first segment will be an overview of developmental education including trend data on enrollment in developmental courses, college readiness of entering students, and persistence and completion. The second segment will describe the challenges of developmental education and best practices for redesign. The third segment will be a campus showcase of effective redesign strategies that have been implemented within the system, with campus representatives (faculty, staff, and/or administrators) highlighting their programs and results.

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

Name: Academic and Student Affairs Committee

Date: October 22, 2014

Title: TRIO

Purpose (check one):

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

Brief Description:

TRIO federal programs are the premier college access and success programs serving under-represented students. TRIO Staff will present the history of TRIO (national and MnSCU institutions history), explain the seven different TRIO programs (all represented in MnSCU institutions), and discuss the impact that these programs have on MnSCU goals and student success. The presentation will also include an overview of the Minnesota TRIO Association: a professional organization of educational opportunity program personnel focused on advocacy for TRIO programs and providing professional development on issues affecting educational access, retention, and completion.

Scheduled Presenter(s):

Tallie Sertich, Hibbing Community College Upward Bound Director, and Minnesota TRIO Association President-Elect

Shelly Siegel, North Hennepin Community College, Director of TRIO Program

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

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| INFORMATION ITEM |
| TRIO |

BACKGROUND

Born directly out of the Civil Rights Movement of the 1960's and Lyndon B. Johnson's War on Poverty, TRIO programs were created to help with the effort to end poverty in the United States. The first TRIO program in (what would become) a MnSCU institution was an Upward Bound program funded in 1966 at Bemidji State University. BSU's Upward Bound program is still operating and serves over 100 students annually. Currently 53 of the state's 69 projects are in MnSCU institutions. These projects receive over \$20 million in federal funding and serve over 12,800 students each year.

TRIO programs are funded by the US Department of Education and are designed to provide the services to low-income and first generation youth and adults, as well as students with disabilities, need in order to enroll and succeed in postsecondary education. Specific populations served by each program are as follows:

- Talent Search: Middle and high school
- Upward Bound and Upward Bound Math Science: High school students
- Student Support Services: Eligible students enrolled in the host institution
- Educational Opportunity Centers: Adults and, in certain cases, youth
- Veterans Upward Bound: Eligible military veterans
- McNair Scholars Program: College juniors and seniors preparing for graduate studies

Each program has federal regulations specifying: participant eligibility, services to be provided, allowable and unallowable costs, and evaluation criteria.

Institutions must submit a competitive proposal every five years to receive funding. Funding during this five-year period is contingent on meeting proposed objectives.

TRIO last presented to the Board in 2008. Since that time 5 new projects have been funded. It was felt that updating the Board was necessary in order to keep the Board informed about the background of the programs, what services the programs provide, and how they support the mission and goals of the MnSCU System.

The MN TRIO Association, established in 1984, is a professional organization of educational opportunity program personnel focused on advocacy for TRIO programs and providing professional development on issues affecting educational access, retention, and completion. The association, a chapter of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), is operated by an elected board and averages 165 members.

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: October 22nd, 2014

Title: Student Spotlight: Saint Paul College

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

This item will provide a ten minute highlight of two MnSCU student success stories, Anthony Sawyer, the president of the student senate and government, and Leena Jamaledin, the marketing secretary for student government at Saint Paul College. Leena is also member of the El-Futuro Club, and the winner of 2014 President' Scholarship. Each student will have five minutes to give a brief background of their story, and where they currently are in their higher education.

Scheduled Presenter(s):

John O'Brien
Trustee Anderson Kelliher (introduces students)
Anthony Sawyer
Leena Jamaledin
Campus representatives from Saint Paul College, Dr. Kelly Murtaugh

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

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| INFORMATION ITEM |
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| STUDENT SPOTLIGHT: SAINT PAUL COLLEGE |
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BACKGROUND

Minnesota State Colleges and Universities Board Trustee Anderson Kelliher implemented a student and institution highlight for each Board meeting, where students or institutions of the MnSCU system tell their stories of success.

Each student spotlight will present students from the campuses of MnSCU to present to the trustees their stories of how the programs offered at MnSCU institutions make quality higher education accessible to them or others.

STUDENT HIGHLIGHTS

Anthony Sawyer

Anthony is a former homeless drug addict with little financial resources, who is now sober and Chair of the Saint Paul College President’s Group. In the past year he has taken the lead on starting Students in Recovery, a student group to provide anonymous, closed session support meetings for students on the campus that are struggling with drug and alcohol addiction.

Leena Jamaledin

Leena started her college career two months after arriving in the United States from Palestine. She immediately worked to redefine what “student involvement” meant. Not only did she serve as a math and writing tutor, she was treasurer of the student senate and the El Futuro Club, as well as the marketing and events coordinator for the Muslim Student Association. With those groups, she helped organize Islam Awareness Week, and the Cinco de Mayo festival. At graduation, she received the President’s Scholarship.