



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JUNE 16, 2015

12:00 P.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 May 19, 2015 (pp.1-11)
2. Student Pipeline Recruitment and Pathways to Higher Education (pp.12-13)
3. Metro Baccalaureate Plan Update (pp.14-27)
4. Update on Transfer of Credits (pp.28-46)

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
MAY 19, 2015**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees John Cowles, Dawn Erlandson, Maleah Otterson, Elise Ristau and Louise Sundin.

Other Board Members Present: Trustees Duane Benson, Kelly Charpentier-Berg, Alex Cirillo, Robert Hoffman, Philip Krinkie, Thomas Renier, Michael Vekich and Erma Vizenor.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on May 19, 2015 at Wells Fargo Place, 4th Floor, McCormick 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 April 22, 2015 Academic and Student Affairs Committee meeting

Trustee Ristau moved and Trustee Otterson seconded that the minutes from the April 22, 2015 meeting be approved as written. Motion carried.

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

Presenter:

Toyia Younger, Associate Vice Chancellor for Student Affairs

This was a second reading of a change in language to Policy 2.2 State Residency.

ASA staff reviewed Policy 2.2 as a result of federal legislation passed in 2014. The proposed amendment adds veterans and family members eligible under the Choice Act to the list of students who qualify for resident tuition.

The system has been in compliance with the law for some time and this amendment updates the policy language.

Chair Anderson Kelliher moved and Trustee Cowles seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

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

Motion carried.

3. Proposed Amendment to Policy 2.6 Intercollegiate Athletics (Second Reading)

Presenter:

Toya Younger, Associate Vice Chancellor for Student Affairs

The proposed amendment replaced outdated gender language with language that reflects the inclusive environment at Minnesota State Colleges and Universities. References to “male and female students” is being replaced with “students of all gender identities and gender expressions.”

Trustee Cowles moved and Trustee Ristau seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the recommended changes to Policy 2.6 Intercollegiate Athletics.

Motion carried.

4. Minneapolis Community and Technical College: Approval of College Mission Statement

Presenter:

Avelino Mills-Novoa, Interim President, Minneapolis Community and Technical College

Review and consultation about the Minneapolis Community and Technical College mission and vision with students, staff, faculty and community stakeholders began in 2013, President Mills-Novoa said. This review was prompted by the Higher Learning Commission accreditation visit set for the college next year.

Participants in the process defined the college’s values and strategic priorities.

College values include:

- Being a student-centered college, with all decisions, programs and services anchored around student needs;
- Creating a climate of inclusion that empowers, supports and invites participation in the college and community;
- Building an interdependent community allied with external partners;
- Working daily to create an outstanding environment for learning and success;
- Promoting a sense of integrity, guided by honesty, fairness and compassion in all dealings.

College strategic priorities for Fiscal Year 2015-2016 are:

- Creating an engaging college experience in which all students can succeed;
- Being a leader in inclusion and equity in order to transfer educational and employment outcomes for diverse populations in Minneapolis;
- Empowering employees in an organization that is built on trust and community;

- Stabilizing enrollment and creating a sustainable college structure and corresponding budget.

Trustee Sundin inquired about the status of technical programming at the college.

President Mills-Novoa said the college is working to enhance technical programming in Minneapolis high schools and that, in turn, will bolster the pipeline of potential students for the college, especially students from diverse backgrounds. He said the college, like many others, has been challenged financially, but he added they have turned a corner and are looking to reinvest in programming, including technical education programs such as HVAC and machine tool.

Trustees Sundin said it would be a good idea for the college to strengthen its partnership with unions.

The college plans to annually assess the relevance of programs relative to the marketplace, President Mills-Novoa said. The college cannot afford to remain static, he added.

The proposed mission statement submitted for approval is:

MCTC provides access to the transformative power of education in a diverse and dynamic downtown environment.

Chair Anderson Kelliher moved and Trustee Otterson seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the mission of Minneapolis Community and Technical College.

Motion carried.

5. Centers of Excellence

Presenters:

Mary Rothchild, Senior System Director, Workforce Development
Karen White, Director, 360 Manufacturing and Applied Engineering ATE Regional Center of Excellence
Bruce Lindberg, Director, Advance IT Minnesota
Valerie DeFor, Director, HealthForce Minnesota
Larry Lundblad, President, Central Lakes College

An update was offered on MnSCU's centers of excellence, which were created in 2005 as an initiative of the Governor. They were envisioned as a way to promote connectivity between Minnesota industry and the state's colleges and universities.

Initially, four centers were designated through a competitive process and received \$5 million per year for four years. The first centers of excellence were in health care, manufacturing and engineering and information technology.

Two years ago, as a result of workforce listening sessions across the state with the Department of Employment and Economic Development (DEED) and the state chamber of commerce, more centers were created to assist the state's industries with talent development and employment needs. Added were centers of excellence for agriculture, energy and transportation.

The eight centers of excellence now receive of a total of \$4.2 million annually.

Each center of excellence has a variety of partners, including other system colleges, universities and, in some cases, high schools. For example, HealthForce Minnesota's host institution is Winona State University, but it partners with 15 two-year colleges. The Minnesota Transportation Center, hosted by Dakota County Technical College, partners with 18 two-year colleges, one state university and several high schools.

Centers of Excellence support economic growth and workforce development by:

- Expanding career awareness among middle and high school students, with special emphasis on diverse students;
- Preparing students for targeted careers and increasing enrollment in MnSCU programs;
- Fostering students' initial job attainment;
- Aligning curriculum to employer expectations and anticipating future employment needs;
- Collaborating with multiple partners to solve talent gaps.

Strategies deployed by the centers include:

- Building partnerships and alliances with industry employers, associations and like-minded organizations to improve coordination of efforts and leverage resources;
- Facilitating collective action among MnSCU institutions to enhance the scale and effectiveness of addressing industry talent needs;
- Providing opportunities for students, educators and employers to build relationships with one another to increase communication, understanding and collaboration;
- Serving as an advocate and convener for industry stakeholders to explore new ideas, address concerns and promote innovations.

Several directors highlighted innovative activities deployed by their center of excellence.

Bruce Lindberg of Advance IT Minnesota described FUSION Employer Engaged Education/IT Residences, which pairs employer-endorsed students with employer partners to provide talent in-training while students are in school. This leads to workforce-ready employees upon graduation.

Karen White of 360 Manufacturing and Applied Engineering Center of Excellence talked about providing opportunities for students and incumbent workers to advance their education online through eTECH programs. These online programs are designed to start students on a career pathway where they can stop in and stop out as it fits their life situation. These programs provide skills and knowledge to gain employment in the dynamic and high paying advanced manufacturing industry.

Valerie DeFor of HealthForce Minnesota described scrubs camps, which are offered throughout the summer at multiple locations. They provide middle school and high school students an opportunity to experience a variety of interactive hands-on activities and special field trips to get them excited about careers in the health sciences. There is an intentional outreach to diverse, first-generation and low-income students.

Central Lakes College President Larry Lundblad said his college is a partner with several centers and their work is critical to the vitality of the state's economy. He described how collaborations between colleges and centers have enhanced curriculum and training opportunities to the benefit of the agricultural and manufacturing industries.

The centers also have been instrumental in soliciting grants and providing essential and timely support to industries in need. President Lundblad cited the agricultural centers of excellence ongoing work to assist farmers affected by the avian flu outbreak as a prime example of the relevant work they perform.

Trustee Hoffman praised the ongoing work of the centers and the effective partnerships they have created which benefit the state's businesses and industries.

Trustee Sundin said it may be time to consider an education center of excellence. She also asked that Trustees be informed about center of excellence recognition events, such as a recent ceremony which honored female high school students for their achievements and interests in technology.

6. Program Inventory Report

Presenters:

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Jon Dalager, System Director, Academic Programs

Ginny Arthur, Provost, Metropolitan State University

Julie Guelich, Vice President for Academic Affairs, Normandale Community College

Connie Gores, President, Southwest Minnesota State University

Board Policy states that the chancellor shall maintain the academic program inventory and offer an annual report on the inventory's status to the Board of Trustees. The report provides updated details on program statistics, programs offered by award level, institution and institution type and delivery mode.

The number of academic programs offered doesn't tend to change much from year to year, Milne said. In 2015, there were 3,775 programs offered, compared with 3,744 in 2014. The average number of programs offered between 2005 and 2014 is 3,910. There was a 10 percent reduction in the number of programs offered at colleges between 2009 and 2015.

Colleges offer 74 percent of all programs offered in MnSCU. Of that amount, 39 percent are certificates, 37 percent are associate-degree programs and diplomas are 24 percent. Many programs have multiple awards.

University academic programs account for 26 percent of all programs in the system. Of that total, 59 percent are bachelor-degree level and 20 percent are master-degree level. Graduate certificates make up 12 percent of the total. Associate, certificate, post-master's and doctorate degree programs account for the remaining 9 percent.

For both colleges and universities, land-based academic programs are predominate. At colleges, 85 percent of all programs are land-based, while the percentage at universities is 87 percent. Online programs or "Online Plus" programs (programs which offer a combination of online and land-based courses) account for 15 percent of programs offered at colleges and 13 percent of those offered at universities.

The academic program fields graduating the most students include health professionals, liberal arts and sciences studies, business management and marketing, education, homeland security/law enforcement/firefighting, mechanics/repair, engineering, computer and information sciences, visual and performing arts and construction trades.

Numbers of new programs launched in a year tends to be close to the number of programs closed, Milne said. In 2015, there were 87 new programs, while 120 programs closed. In terms of the full inventory, the number of programs increases by 2 percent every year, while about 3 percent of the programs close. Low enrollment is the main reason for closures, but budgetary limitations can also play a factor.

There has been a push to increase program collaboration in recent years, Milne said. This includes collaborative efforts in the areas of health information technology, nursing, early childhood/child development and nanoscience. There have been broad field articulation agreements created in engineering and health sciences.

Trustees were given a presentation on an innovative academic program collaboration to offer a baccalaureate degree in exercise science in the Twin Cities. This new collaboration involves Southwest Minnesota State University, Normandale Community College and Metropolitan State University.

Exercise science offers a variety of career opportunities, including health educator, personal trainer, exercise specialist, pre-physical therapy, cardiac rehabilitation, pre-occupational therapy, pre-speech language pathology, pre-dietician, pre-chiropractic and pre-athletic training.

The baccalaureate program has been offered by Southwest Minnesota State University in Marshall and has been growing, President Gores said. However, there was no MnSCU institution offering a baccalaureate degree in this program in the Twin Cities.

Vice President Guelich said Normandale Community College offers an AS in exercise science and the program's faculty has been seeking a university partnership for several years. When the opportunity for a partnership with Metropolitan State University and SMSU came up in 2014, Normandale was quick to join the collaboration, she said.

Students earning the exercise science AS at Normandale can now go on to earn a baccalaureate with upper-level business courses offered by Metropolitan State University and upper-level exercise science courses. The progression from the AS to the baccalaureate will be seamless, President Gores said.

The collaboration required a memorandum of understanding specifying the responsibilities between the university and college partners. An intra-agency agreement was needed pertaining to facilities and equipment and another intra-agency agreement addressed the sharing of student data in ISRS which is needed to provide services to students.

Continuing challenges include communication to potential students outside of Normandale Community College, course scheduling, financial aid procedures and financial viability. Dedicated personnel on all levels is needed to make it work, Guelich said.

Provost Virginia Arthur said system colleges and universities are always looking for opportunities to serve students in new ways and that is what makes this type of collaboration so promising. She added it is important to have a long-term commitment to collaborative programming since it will take time for it to become financially viable.

The baccalaureate will launch at Normandale Community College this fall and there are students committed to start the program, Guelich said.

Trustee Benson asked how the system can be more "nimble" to anticipate student interest and needs. Rather than having program development predominately coming from the "supply side," it should be more "student driven," he said.

Milne said college and university academic planners are sensitive to student demand when it comes to program development, but it's necessary to meld that with reliable occupational data and projections. Resources campuses use include Real-Time Talent, which is a database that offers current information on job openings and salary ranges, as well as LMIwise, a tool developed by MnSCU and DEED that offers regional occupational supply and demand data. The Student Interest Assessment Handbook helps planners use all available resources.

System Director Dalager said when a campus submits a new program application, his staff works to ensure student interest matches up with marketplace demand. While student interest is an integral factor in program development, there also has to be data showing there will be job opportunities available to graduates.

Chancellor Rosenstone said the entrepreneurial spirit of planners at MnSCU colleges and universities is apparent. However, after a program launches, it takes one or more years before students will be ready to enter the workforce. The next step of innovation needs to be in the development of better employment forecasting, he said.

Developing new programming that meets student and marketplace needs also applies to liberal arts programs, Trustee Cirillo said.

Trustee Sundin said while the inventory report is improved from past years, it still lacks a line graph or chart comparing academic and technical education program approvals and closures. The report should specify reasons for closures, such as cost or low enrollment. She said she is concerned that closure decisions are based only on metrics.

Milne said that information can be provided as an appendix to this year's inventory report.

7. Study Session: Developmental Education

Presenters:

Pakou Yang, System Director, P-20 and College Readiness
Craig Schoenecker, Senior System Director for Research
Laurel Watt, Reading faculty, Inver Hills Community College
Cullen Bailey Burns, English faculty, Century College
Deanna Forsman, History faculty, North Hennepin Community College
Maythee Kantar, Communication/Writing/Arts faculty, Metropolitan State University
Adam Klepetar, Director of First Year Programs, St. Cloud State University
Will Baumann, Math faculty, Minnesota State Community and Technical College,
Wadena

The study session on developmental education provided information on developmental education, why it is offered, who it serves and how it is delivered.

Board policy requires each institution to have a course placement policy and a system-endorsed student class placement instrument, which currently is Accuplacer. Minimum scores for placement into college-level courses also is determined by policy.

In MnSCU, there are 42,000 students in developmental courses, 4,000 of those at the university level, Yang said. Enrollment in these courses peaked in 2010 at 23.4 percent. In 2014 developmental education enrollment was 21.1 percent.

Math accounts for most of college developmental education coursework. At colleges, 50.2 percent of developmental courses are in math, while the rate is 91.3 percent at universities. Writing is the second most common subject for developmental courses.

Examples of current developmental education approaches, programs and practices were offered by campus representatives.

Adam Klepetar, Director of First Year Programs, St. Cloud State University

Klepetar said he works to help students transition into the university setting. At SCSU a holistic approach is used with developmental education. In addition to assessing knowledge and skills through ACT or Accuplacer scores, they consider eight non-cognitive variable assessments, which give an indication of motivation and grit.

In the non-cognitive assessment, students are asked to respond to four short essay questions which were developed with the help of DePaul University staff. A defined rubric is used to score the essay work and the scores help define how to best help the student, Klepetar said. For example, if it becomes apparent that an incoming student does not have a strong support person in his or her life, they are connected with a peer mentor.

Early indications are success rates are improving for developmental education students, Klepetar said.

Cullen Bailey Burns, English faculty, Century College

Bailey Burns teaches a writing course called Express English which involves concurrent enrollment. Developmental students attend a college-level composition course, and then immediately meet with her in a separate, developmental class to work on the skills they need to successfully complete that college-level class. This co-enrollment model allows students to complete the developmental course and college composition at the same time.

Early data at Century College shows a high success rate for students enrolled in the concurrent classes, Bailey Burns said. That success can be attributed to the fact that skills being taught in the developmental level class are contextualized for the students in the college-level course.

She added that they are encouraged by the fact that the early data shows that there is no achievement gap in these courses.

Laurel Watt, Reading faculty, Inver Hills Community College

Watt teaches a course for students who are not ready for the rigors of college-level academic reading and writing.

Inver Hills Community College has had an integrated reading and writing developmental course since 2003 for students who test at the lower tier of readers in the college. This integrated course is offered in a 7-credit learning community, meaning students will be concurrently enrolled in the 5-credit reading and writing

course, along with a 2-credit student success course. The student success course, which was created on their campus by the reading faculty and counselors, includes coursework in financial literacy, study skills, academic and career planning and technology skills information.

Retention and success rates for IHCC students who have taken these courses in learning communities are 5 to 6 percentage points higher than for students not in learning communities, she said.

Will Baumann, Math faculty, Minnesota State Community and Technical College

Every college is innovating and creating alternative curricular pathways to help students succeed in math, Baumann said. This includes condensed pathways so students can get through their developmental coursework in an accelerated fashion or using co-requisite models and alternative placement measures.

One thing that should be noted is that a method that works on one campus doesn't necessarily work everywhere, Baumann said. Campus size, location and student population affect which methods will be effective, he said. For example, his campus is in a rural area and many students do not have internet access at home, so computer-aided, self-paced delivery developmental courses have not been successful.

As the only math instructor on the Wadena campus, offering alternative pathways also isn't feasible since the class sections would be too small. Finally, programming needs also play a factor in what can and can't be offered on a smaller campus. Since many of the programs at Wadena are technical in nature, the lowest level developmental math course has to be tailored to feed into the other technical mathematics courses offered.

Maythee Kantar, Communication/Writing/Arts faculty, Metropolitan State University

Kantar teaches at a four-year university where the average age of the diverse student population is 32. While there are full-time students, many students are part-time and work full-time. For some students, the last math class they took was last year, while for others it was 20 years ago.

Curriculum innovation is helping the diverse population of developmental students at Metropolitan State University, Kantar said. The university is part of an NSF grant which provides funding for developing and sharing curriculum that incorporates civic engagement into the teaching of mathematics. Teaching math through civic issues has been shown to improve learning and retention by increasing student interest, motivation, and engagement.

Math faculty are developing a competency-based curriculum for developmental math courses, which allows students to go through the course at a pace to meet learning objectives based on their prior learning and existing knowledge.

Basic developmental writing courses also offer best practices, such as embedding peer tutors into classrooms, incorporating study skills into the curriculum, integrated reading and writing courses and small group work. Integrated student support systems are important, such as academic success centers with professional staff and peer tutors to assist with assignments and skills, multiple measures for course placements and engaged and informed advising to help students become successful.

Deanna Forsman, History faculty, North Hennepin Community College

Although she does not teach developmental courses, Forsman said she has benefitted by diligent faculty who work to create and use methods that enhance student success.

MnSCU's commitment to open access is laudable, Forsman said. However, open access also means there will be a large number of students entering college who are not adequately prepared and they may ultimately be put at a disadvantage because of financial aid limitations. Forsman said the system needs to meet the challenges posed by its most vulnerable students.

Chancellor Rosenstone said the presentation highlighted the remarkable work MnSCU faculty members are doing in developmental education to meet the needs of students. They've been willing to collaborate and innovate with different teaching methods and service delivery, taking into account the different skill levels, learning styles and personal situations of their students. Their work is focused on finding the best way to allow students to succeed.

Trustee Hoffman asked if the system is working with the Department of Education to increase the college readiness of high school students.

Chancellor Rosenstone said he has been working closely with K-12 leadership on ways to identify students who may not be on track to be college ready by the time they graduate. The key is early diagnosis of educational gaps and effective intervention which will allow students, teachers, parents and administrators adequate time to build their skill set, he said. Without early intervention, the problem is not going to be solved, he added.

Trustee Sundin said the system should also examine its own entrance requirements.

The meeting adjourned at 4:20 pm
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs

Date: June 16, 2015

Title: Student Pipeline Recruitment and Pathways to Higher Education

Purpose (check one):

- | | | |
|---|---|---|
| <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 information on MnSCU's work to improve secondary students' career and college readiness, creating pathways to higher education, and furthering student recruitment. The presentation will include campus efforts to increase student recruitment and present data and trends on secondary student enrollment into MnSCU. The presentation will highlight various pathways to higher education, including a brief overview of Post-Secondary Enrollment Options (PSEO) and concurrent enrollment (a more detailed PSEO and concurrent enrollment presentation will be presented fall 2015). Presentations from MnSCU campuses will highlight specific practices and programs.

Scheduled Presenter(s)

Toyia Younger, Associate Vice Chancellor for Student Affairs
Craig Schoenecker, Senior System Director for Research
Pakou Yang, System Director of P-20 and College Readiness

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

INFORMATION ITEM
STUDENT PIPELINE RECRUITMENT AND PATHWAYS TO HIGHER EDUCATION

BACKGROUND

Through intentional programming and practices offered by MnSCU colleges and universities, efforts have been instituted to grow and support the K12 pipeline of students prepared for and on track to succeed at our MnSCU institutions.

This item will provide information on MnSCU’s work to improve secondary students’ career and college readiness, creating pathways to higher education, and furthering student recruitment. The presentation will include campus efforts to increase student recruitment and present data and trends on secondary student enrollment into MnSCU. The presentation will highlight various pathways to higher education, including a brief overview of Post-Secondary Enrollment Options (PSEO) and concurrent enrollment (a more detailed PSEO and concurrent enrollment presentation will be presented fall 2015). Presentations from MnSCU campuses will highlight specific practices and programs.

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

Name: Academic and Student Affairs Committee

Date: June 16, 2015

Title: Metro Baccalaureate Plan Update

Purpose (check one):

- | | | |
|---|---|---|
| <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 is a follow-up to the March 2015 Board meeting. At that time the Board requested an update on action steps taken from March to June. This update includes an overview of the market analysis of potential metro area students and identification of high demand academic program areas.

Scheduled Presenter(s):

Brian Yolitz, Associate Vice Chancellor for Facilities
Todd Harmening, System Director for Planning
Laura King, Vice Chancellor for Finance
Lynda Milne, Associate Vice Chancellor for Academic Affairs

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

INFORMATION ITEM

METRO BACCALAUREATE PLAN UPDATE

BACKGROUND

In March 2015, a presentation was provided to the board on *Meeting the Baccalaureate Needs of the Twin Cities Metropolitan Area*. A timeline was provided, for which the Board requested a progress update in June. Information will be provided on timely achievement of two key outcomes: a demographic study of potential students and an analysis of academic program needs in the context of employment demand.

Student Demographics and Locations – Market Opportunity Study

The Cushman & Wakefield market opportunity study has been completed. The information was shared with system colleges and universities. The key questions that guided the study as well as some conclusions are provided in the attached executive summary.

Student Interest and Employer Demand - Academic Programs

The system office developed and analyzed the following data to support identification of primary programs for a baccalaureate strategy.

1. High-demand markets in the Twin Cities: How many jobs and in what high-growth areas?
 - *Occupational Demand Data: Average number of openings for occupations requiring a baccalaureate degree in 7-county metro area (DEED)*
 - *High-growth, high-demand sectors: now to 2025 (Greater MSP)*
2. Supply of graduates: In what fields are we currently graduating students? Where are we under-fulfilling market demand in high-growth areas?
 - *Baccalaureate Degrees Awarded by Program: Trends in MnSCU, at Metropolitan State University, in Minnesota*

The student interest/program data was shared with attendees at the ASA Spring Leadership conference on May 29, with the Leadership Council on June 2, and with Metro Alliance presidents and CAOs at their June 12 summit on metro baccalaureate planning.

EXECUTIVE SUMMARY

MARKET OPPORTUNITY STUDY

CUSHMAN WAKEFIELD APRIL 2015

The firm of Cushman & Wakefield was engaged to undertake an analysis of population demographics and location data that might assist the system in its plans to meet the baccalaureate needs of the Twin Cities metropolitan area over the next two decades.

The report provides answers to the following questions:

1. Who are MnSCU's current students in the 13-county Minneapolis-St. Paul region?
2. Where do current students reside (for each metro-area campus)?
3. What key personality characteristics can be identified for these current students?
4. Where are potential new students located (i.e., where do they reside)?
5. Which existing MnSCU locations are high-value for baccalaureate programming?
6. Are there other vicinities that would maximize access to potential new students?

Overall conclusions of the analyses are:

1. Considerable potential for MnSCU institutions lies in the adult-learner population ages 25-45, with some college experience, limited income, and currently working in blue-collar, sales, and office or administrative support positions with limited advancement opportunities.
2. In the metropolitan area, this population includes individuals with familial relationships that make them location-bound. They live near MnSCU's current campuses, and many are likely to be foreign-born.
3. Current metro-area students, whose average age is 26 (average at Metropolitan State is 31) fall into this age group. This is also the age segment (25-44) targeted in 2015 legislative goals for postsecondary credential attainment levels of 70%.
4. MnSCU has the opportunity to expand educational offerings to the adult learner segment with a new baccalaureate program in one or more locations.
5. The top location options with greatest access to these adult learner segments are in the vicinity of downtown St. Paul, downtown Minneapolis, and northwest Minneapolis (Brooklyn Center, Fridley).

The full report has been provided to CAOs and is available upon request.

May 28, 2015

Metro Baccalaureate Plan Update



June 16, 2015

Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.



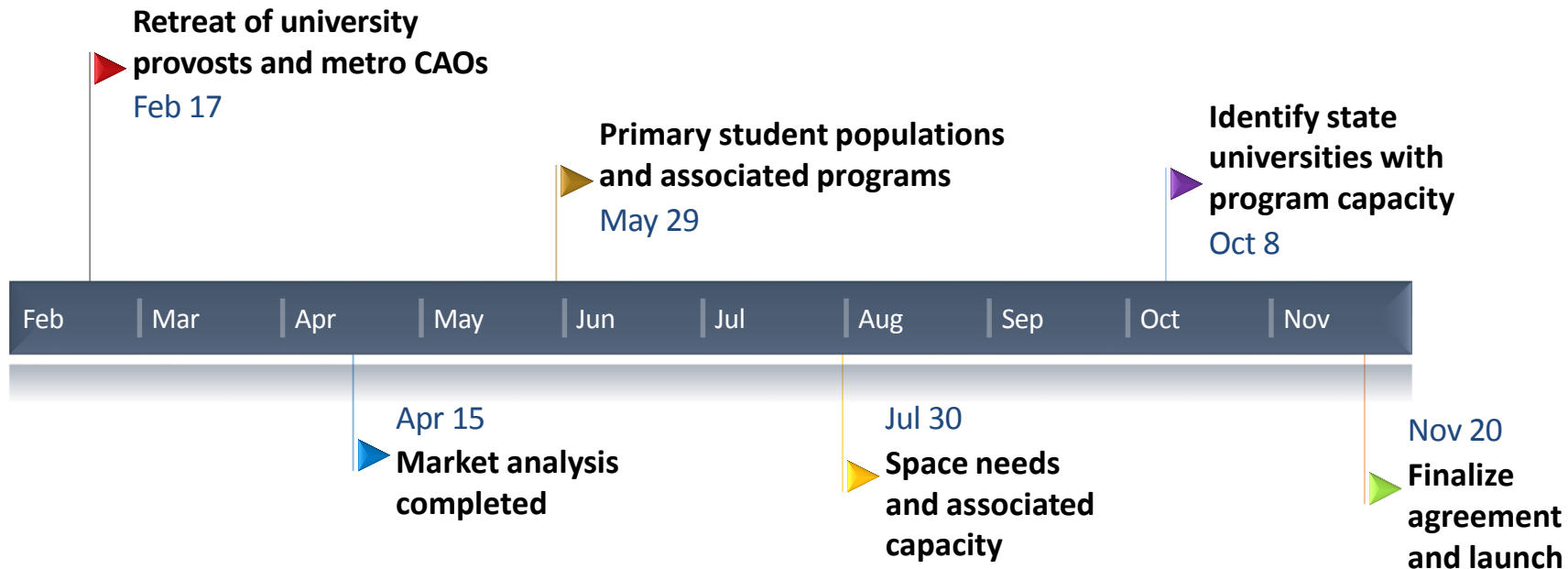
Overview

- Update on activities since March Board Meeting
 - *Completed market analysis (Cushman/Wakefield)*
 - *Identified high priority program focus areas*
- Revisit timeline for moving forward

Baccalaureate Challenges

- We should respond to growing demand in the Twin Cities metropolitan area for employees with baccalaureate credentials
- We must serve students who have traditionally been underrepresented in higher education and/or have location constraints
- We lose a significant number of transfer-minded students who complete their associate's degrees

Major Milestones and Tasks for 2015



Market analysis Feb 11 - Apr 8

Review student and program markets Apr 13 - May 29

Refine program interests and targets for student completion Jun 5 - Jul 10

Consultation among colleges & universities Apr 22 - Oct 9

Develop comprehensive partner agreement on programs, services, associated targets and space needs Oct 10 - Nov 13

Metro Market Analysis – Key questions posed to Cushman-Wakefield

- Who are MnSCU's current students in the 13-county Minneapolis-St. Paul region?
- Where do current students reside (for each metro-area campus)?
- What key personality characteristics can be identified for these current students?
- Where do potential new students reside?
- Which existing MnSCU locations are high-value for baccalaureate programming?
- Are there other locations that would maximize our ability to serve new students?

Metro Market Analysis - Conclusions

- Considerable potential for MnSCU to better serve between ages 20 and 45
- Many of the potential students are location-bound
- MnSCU has the opportunity to expand educational offerings to these potential students through one or more locations.

Analysis of Supply and Demand Completed

- ✓ High Growth-High Demand Sectors
- ✓ Metro Area Occupations in Demand
- ✓ Top Bachelor's Degree Awards by Major

We must increase metro area graduates in high-growth, high-demand sectors

Financial Services and Insurance

- Financial advisory
- Banking
- Insurance

Health and Life Sciences

- Biotechnology
- Medical devices
- Healthcare IT
- Healthcare providers

Innovation Technology & Advanced Manufacturing

- Advanced manufacturing
- R&D centers
- Software/IT development
- Energy/renewables

Headquarters & Business Services

- Business headquarters
- Creative services
- Professional services
- Data centers

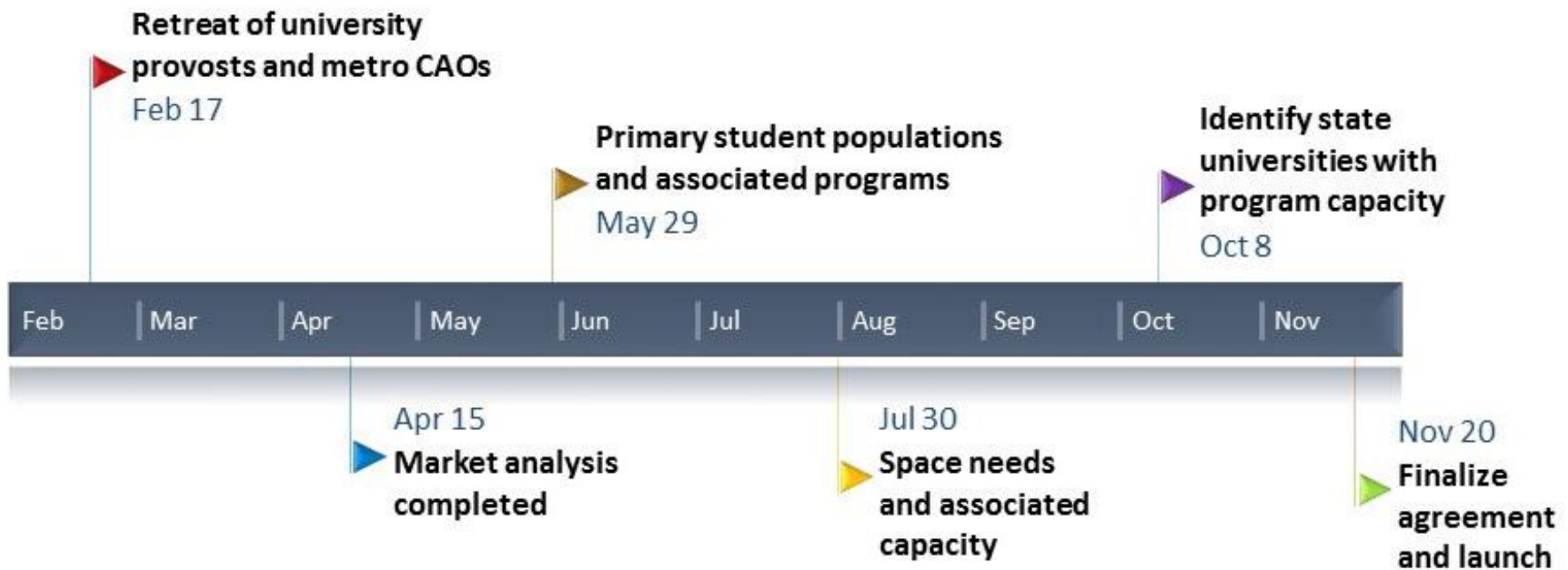
Food and Agribusiness

- Agribusiness
- Nutrition
- Agrichemicals
- Seed production
- Water filtration
- Water purification
- Food processors
- Food production

Top Bachelor's Degrees by Major FY09-FY13

Classification of Instructional Programs (CIP) Title	CIP CODE	MnSCU Awards 2009	MnSCU Awards 2013	2009-13 % Chg	2013 MnSCU Program Rank	2013 Statewide Program Rank	2013 Awards Statewide	Metro State Awards	Metro State Share	MnSCU Share
Business Administration and Management, General.	520201	1,054	1,075	2%	1	1	2,949	319	11%	36%
Registered Nursing/Registered Nurse.	513801	513	835	39%	2	3	2,328	114	5%	36%
Elementary Education and Teaching.	131202	619	496	-25%	5	6	994	14	1%	50%
Psychology, General.	420101	490	543	10%	3	2	2,387	108	5%	23%
Accounting.	520301	436	518	16%	4	5	1,440	179	12%	36%
Mass Communication/Media Studies.	090102	439	362	-21%	10	20	428	0	0%	85%
Multi-/Interdisciplinary Studies, Other.	309999	395	474	17%	6	10	755	274	36%	63%
Finance, General.	520801	352	315	-12%	11	7	863	44	5%	37%
Criminal Justice/Safety Studies.	430104	307	410	25%	7	17	526	113	21%	78%
Marketing/Marketing Management, General.	521401	372	260	-43%	12	8	855	42	5%	30%
Biology/Biological Sciences, General.	260101	312	375	17%	8	4	1,610	45	3%	23%
Social Work.	440701	355	373	5%	9	14	556	42	8%	67%
Criminal Justice/Police Science.	430107	148	202	27%	13	28	275	89	32%	73%
Kinesiology and Exercise Science.	310505	79	179	56%	14	16	529	0	0%	34%
English/Language Arts Teacher Education.	131305	114	107	-7%	20	34	132	7	5%	81%
Political Science and Government, General.	451001	97	136	29%	15	11	703	0	0%	19%
English Language and Literature, General.	230101	91	121	25%	17	9	772	21	3%	16%
Computer Science.	110701	101	118	14%	18	19	444	35	8%	27%
Art/Art Studies, General.	500701	118	123	4%	16	25	333	0	0%	37%
History, General.	540101	113	102	-11%	22	15	555	17	3%	18%
Sociology.	451101	99	99	-2%	23	23	356	0	0%	28%
Early Childhood Education/Teaching.	131201	99	99	-12%	23	35	127	12	9%	78%
			91	-32%	28	45	78			
					25		304			

Next Steps



- Conclude consultation on program foci
- Complete analysis of current and needed facilities capacity
- Issue RFP to identify state universities interested in collaborating
- Finalize agreements and launch



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

Agenda Item Summary Sheet

Name: Academic and Student Affairs

Date: June 16, 2015

Title: Update on the Transfer of Credits

Purpose (check one):

- | | | |
|---|---|---|
| <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 information session will provide background for trustees and an update on the FY15 legislation. There will be a review of the law's specific requirements to implement the plan shared with the legislature in March 2015, discuss plans for fall 2015 and beyond, discuss the AAS to BAS degree expectations, and how we intend to develop that plan.

It will also provide background for trustees and an update on reverse transfer within the system. There will be an overview of reverse transfer, including history and future implementation.

Scheduled Presenter(s):

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Louise DiCesare, System Director for Transfer

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

INFORMATION ITEM
UPDATE ON THE TRANSFER OF CREDITS

BACKGROUND

Transfer Legislation

[Legislation](#) (SF 5, Conference Committee Report, Article 3, Section 21) passed in 2015 will require the development of transfer pathways to the baccalaureate degree. The law directs MnSCU to implement the plan, [Transfer Pathways for Baccalaureate Completion](#), presented in the March 2015 report to the legislature.

The new law also directs MnSCU to develop BAS degrees in areas of high employment for students who transfer with AAS degrees.

\$115,000 was appropriated for implementation of this law in the 2016-2017 biennium.

This information session will provide background for trustees and an update on the FY15 legislation. There will be a review of the law’s specific requirements to implement the plan shared with the legislature in March 2015, discuss plans for fall 2015 and beyond, discuss the AAS to BAS degree expectations, and how we intend to develop that plan.

Reverse Transfer

The “Credit When It’s Due” grant for \$500,000 was awarded to MnSCU by the Lumina Foundation in 2012. The purpose of the grant was to identify students who could obtain their Associate of Arts degree by transferring back credits from their second (or additional) institution(s). The CWID grant project has awarded more than 1,400 associate degrees and will be completed on June 30, 2015.

Minnesota State Colleges and Universities will be able to sustain reverse transfer due to technology improvements funded by the grant. A current staff position will be able to coordinate the project for all MnSCU campuses.

This study session will provide background for trustees and an overview on reverse transfer within the system, including a summary of degree conferrals by campus.

Update on Transfer of Credits



June 16, 2015

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Presentation Overview

- 2015 Transfer Legislation
 - *University Transfer Pathways*
 - *More BAS degrees*
- Reverse Transfer
 - *Credit When It's Due*

Legislation: Transfer Pathways to the Baccalaureate

Transfer Pathways for Baccalaureate Completion

Academic and Student Affairs
March 15, 2015



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Transfer Pathways Legislation 2015

Regulate MnSCU baccalaureate transfers

The Board of Trustees of the Minnesota State Colleges and Universities shall **implement new transfer pathways for associate of arts degrees, associate of science degrees, and associate of fine arts** degrees toward baccalaureate degree programs. The implementation must, to the greatest extent possible, be done in accordance with the implementation plan, including its timeline, developed pursuant to Laws 2014, chapter 312, article 1, section 12.

Transfer Pathways Legislation 2015

New or enhanced bachelor of applied science degrees

The board, in consultation with system constituency groups, is encouraged to create a plan to **enhance or develop new bachelor of applied science degree** programs in areas of high employment need in the state to facilitate transfer pathways for students with associate of applied science degrees.

Transfer Pathways Legislation 2015

Report

By March 15, 2016, the board must report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education on the status of implementation of transfer pathways under subdivision 1 and any deviations from the implementation plan.

Purpose

- Simplify the pathways leading from associate degree programs at two-year colleges to parallel baccalaureate programs at all MnSCU universities.
- Eliminate the need for each institution to create and maintain multiple articulation agreements for each degree program.
- Collaborative development by college and university faculty of defined paths from specific associate degree fields (such as psychology or business) that fully prepare students for corresponding bachelor's programs at any MnSCU university.
- Once students have completed the associate degree, they must be able to complete their bachelor's degree by taking no more than 60 additional credits at a MnSCU university.

Transfer Pathways Components

- Legislative appropriation of \$115,000 in FY 2016-2017
- Transfer Pathways Coordinating Committee
 - *Transfer Pathways framework*
 - *Oversee implementation on a three-year timeline*
- Transfer Pathways Teams (TPT)
 - *Pathways*
 - *Communication*
 - *Curriculum and course revision*



Scope

- Pathways for 25-30 of most frequently enrolled baccalaureate programs (graduating 2/3 of bachelor's degree students)
- TPCT to determine exactly which degree programs
- First year: Begin with a pilot in four disciplines
- Years 2-3: Complete two cycles of 12-13 disciplines



Key Principles: Serving Students

- **Students are the primary and fundamental focus** of the planning process
- **Maintaining a quality education** for students is the core of the pathways.
- **Student success** will be facilitated by the transfer pathways.
- **Pathways** to baccalaureate degrees are **clear and easy** for students to follow.
- Students can **save money and reduce debt** by eliminating the number of repeated classes required when they transfer and by having a clear path.
- Students can **complete degrees in a minimum timeframe** (two years for an associate degree and four years for a bachelor's degree) but with the understanding that part-time completion is available.
- Students will be able to **enter the workforce sooner** and with less debt.
- Transfer students who meet admission/program application requirements will be given the **same opportunities/same consideration as direct entry students.**
- Transfer processes **will be streamlined** for institutions and create clarity for students.
- The potential to **positively impact enrollment and retention** is strong.

Pathway Guarantees and Features

- All lower-division **general education requirements** met
- Student has **full junior status** upon successful completion of pathway
- Student can complete baccalaureate degree upon earning the **number of credits required minus 60 credits**
- Students can **apply to program at the same point** as direct-entry students (students/advisors informed about open and restricted admission programs)
- **Guarantee admission** where capacity permits when requirements met
- Specify any **unique requirements** (experiential, clinical, applied learning)

Phase 1 Transfer Pathways Suggested Disciplines

Degree	Discipline	Reason for Selection
AA	Psychology	Popular Major for both direct entry and transfer students
AS	Biology	Sequential Courses/Pre-requisites
AS	Business	Program accreditation requirements
AFA	Theatre	Performing art and has the complete MnTC

Communicating a Shared Vision

- Students complete associate degrees before transfer; come in ready to major
- Associate degrees are aligned with *all* related MnSCU bachelor degree options
- Students get a guarantee that this form of transfer will work.
- More students are successful at two-year colleges *and* at the universities



Reverse Transfer Project: 2012-2015



CREDIT
when it's due

What is *Credit When It's Due*?

- \$500,000 Lumina grant aimed at increasing degree completion rates for early transfer students
 - *Awarded October 2012*
 - *Concludes June 30, 2015*
- Purpose: identify students who could obtain their Associate of Arts degree by transferring back credits from their second (or additional) colleges and universities.

Project Accomplishments

- 1,448 Associate of Arts degrees awarded.
- About a 12% increase per year
- Reverse transfer will be a sustainable effort due to technology improvements funded by the grant.



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