



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

OCTOBER 20, 2015

1:00 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 June 16, 2015 (pp.1-8)**
2. Student Pipeline Recruitment and Pathways to Higher Education Update (pp. 9-60)

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Alexander Cirillo, Chair

Louise Sundin, Vice Chair

Duane Benson

Dawn Erlandson

Maleah Otterson

Thomas Renier

Elise Ristau

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JUNE 16, 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, Alexander Cirillo, Robert Hoffman, Philip Krinkie and Thomas Renier.

Leadership Council Representatives Present: Chancellor Steven Rosenstone and Associate Vice Chancellor Lynda Milne.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 16, 2015 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 12:10 pm.

1. Minutes of the May 19, 2015 Academic and Student Affairs Committee

Trustee Ristau moved and Trustee Otterson seconded that the minutes from the May 19, 2015 meeting of Academic and Student Committees be approved as written. Motion carried.

2. Student Pipeline Recruitment and Pathways to Higher Education

Presenters:

Pakou Yang, System Director of P-20 and College Readiness
Craig Schoenecker, Senior System Director for Research
Peggy Kennedy, President, Minnesota State Community and Technical College
Carrie Brimhall, Chief Academic Officer/Vice President, Minnesota State Community and Technical College
Peter Wielinski, Vice President of Student Development and Marketing, Minnesota State Community and Technical College
David Jones, Vice President for Student Affairs and Enrollment Management, Minnesota State University, Mankato

This was an informational session on student recruitment and pathways to higher education. In the fall an in-depth presentation on Post-Secondary Enrollment Options (PSEO) and concurrent enrollment will be offered.

Senior System Director Schoenecker offered data on students in the recent and projected student populations graduating from high school:

- There was a decline of 4 percent in high school graduates from 2009 to 2014. Graduates from non-public high schools declined by 8 percent and graduates from public high schools were down 3.5 percent.
- The number of high school graduates is predicted to continue to decline by another 2 percent from 2014 to 2017. A slight increase in graduates is predicted from 2017 to 2020, however, it is not anticipated there will be a return to earlier levels.
- The diversity of high school graduates entering MnSCU has been increasing, reaching 28 percent in 2014.
- A larger percentage of students who are Pell grant eligible are enrolling in MnSCU schools. In 2014, 44 percent of students entering colleges or universities were eligible for Pell grants.

System Director Pakou Yang said MnSCU colleges and universities have been using intentional and strategic efforts in the recruitment of K-12 students. These enrollment management efforts include using data and predictive analytics to understand student demographics and enrollment trends. This allows colleges and universities to target strategic efforts within certain communities and take different recruitment approaches, as needed.

Those approaches include:

- The use of Smart Technology, such as mobile phone apps, texting and automated phone calls aimed at connecting with prospective students;
- Campus tours, open houses, campus events and special programs as a way to get students to “experience” the campus environment first-hand;
- Intentional partnerships with local high schools, including sponsoring workshops to promote college readiness, offering peer mentoring and tutoring of high school students and using campuses as an Accuplacer testing site;
- Creating programs to increase college readiness and create pathways, such as the Gateway to College, The Power of You and bridge transition programs;
- Focusing on building partnerships with communities of color as a way to attract and better serve a diverse student population.

Yang said one way high school students can take rigorous courses, earn college credit and build relationships with colleges and universities is through Post-Secondary Enrollment Options (PSEO) and concurrent enrollment. In 2014, new legislation offered students enrolled in alternative learning centers or alternative programs to access PSEO courses, including developmental education courses, if needed. This is increasing higher education access to underserved student populations.

Another way high school students are being served is through the federal Carl D. Perkins Vocational and Technical Education Act, which aims to improve career technical education connections. Minnesota has 26 Perkins consortia, which include at least one secondary district and at least one eligible post-secondary institution. The consortia offers strong technical programs of study in 60 career pathways within 16 industry-related clusters.

MnSCU has been working with the Minnesota Department of Education to redesign the transitions and pathways into higher education, Yang said. This redesign has focused on ensuring high school students are graduating with the necessary skills and knowledge to be successful. In 2013 legislation was passed that had four key components that addressed this redesign:

- Career and post-secondary planning must be offered to K-12 students. Students are required to create personal career plans;
- Eighth and tenth grade students are being given assessments which will indicate if they are “on track” to be college ready when they graduate;
- If the assessments show students are not be on track to be college ready, they will be given targeted and intentional instruction to help make them ready.
- Starting this year, all juniors were required to take the ACT exam, a national college entrance exam. MnSCU has adopted ACT benchmarks, so students know by their scores if they are ready for college-level coursework.

Chancellor Rosenstone said requiring juniors to take the ACT exam is a “game changer” since students who may have thought that college was not a possibility for them will see that their scores make them eligible for admission to a MnSCU college or university.

Campus representatives presented on successful enrollment management strategies being used at their schools.

Minnesota State Community and Technical College

President Peggy Kennedy said her school has taken an analytical approach to student recruitment and retention. Her western Minnesota campuses have experienced declining enrollment because of an aging population, lower high school graduate rates and a low unemployment rate.

Vice President Peter Wielinski said they have made recent changes to better connect with all prospective audiences. For example, they annually review their high school visit list to gauge results in yield and quality of the relationship. They also have bolstered their career counseling outreach to area high schools with the support of Perkins funding.

They “target” display or online ads and social media campaigns to specific populations or certain locations and have become more aggressive in articulating their strengths, such as lower cost or exemplary programming.

Wielinski added they use a software program to help manage their relationships with students already in the pipeline and work out any issues that may arise from a canceled classes or programs before the student is on campus.

Chief Academic Officer Carrie Brimhall said the low unemployment rate in their region has caused them to be creative in reaching underserved populations. She described a partnership between customized training and area industries to reach students via a mobile classroom trailer that goes to the worksite. Students benefiting from this partnership probably would not have pursued higher education, she said.

Now, not only are they earning a credential that leads to a job with a livable wage, but also they are gaining confidence in their skills and abilities.

Industries also are requesting credit-based learning to enhance their employees' critical thinking and communication skills, as well as to offer flexible hands-on training, Brimhall said. They are working on developing a workplace assessment so industries can identify the best candidates for this type of credit-based learning.

The college's partnerships with K-12 is strong, Brimhall said, noting they have provided concurrent enrollment programs to 500 students in the last five years. Annually, her college partners with 37 districts to provide 265 courses.

Minnesota State University, Mankato:

Vice President David Jones said Minnesota State University, Mankato uses an array of strategies for recruiting different students. The competition for students is fierce and it is not unusual for a potential student to apply to four or five institutions, he said.

To demonstrate the level of competition, Jones said the university received 24,000 leads from the ACT exam results in 2014 and purchased the names of 30,000 potential students from Minnesota and other states. A total of 9,600 students eventually applied for admission and 6,400 were admitted. Of that amount, 2,240 were incoming freshman.

Jones said 28 percent of applicants for admission are "stealth applications," which means they were not targeted. These students were likely influenced by their family, friends or counselors or applied because of a marketing campaign.

His staff has refined their recruitment and marketing practices through the use of analytical data. They analyze where students are coming from and what kind of student are the best fit for their university. Return on investment is important consideration in enrollment management, Jones said.

The university is moving toward awarding more needs-based scholarships than merit scholarships, since this appears to be a positive factor in the recruitment and retention of lower income and diverse students, Jones said.

Trustee Benson asked if the system's colleges and universities are competing against each other for students. Chancellor Rosenstone said the system is working on developing a universal marketing platform which will help all system colleges and universities. Improved "branding" will result in a stronger, unified marketing effort that will focus on recruiting students who are now choosing for-profit and out-of-state institutions over MnSCU schools.

3. Metro Baccalaureate Plan Update

Presenters:

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

The Board of Trustees has had an ongoing discussion on meeting the growing need for baccalaureate completion options in the Twin Cities metro area. Over the next three decades, the Twin Cities population is projected to grow by one million people and it's estimated that over 400,000 jobs will be created. Of those jobs, it's expected over 216,000 will need to be filled by people with a baccalaureate degree.

Changes in demographic trends will require new strategies to better serve students, especially in communities which will have the largest population growth, such as immigrants and students of color. Strategies to capture metro-area transfer students also are needed, Milne said. There are 100,000 students enrolled at ten metro colleges; three-quarters of those students indicate an interest in getting a baccalaureate degree, but Metropolitan State University is graduating only 1,800 students a year.

The firm of Cushman & Wakefield conducted an analysis of the demographics of MnSCU students in the 13-county Twin Cities region. Data on where students live, key personality characteristics and what might be the best locations for additional programming was gathered.

Report conclusions include:

- There is considerable potential for MnSCU institutions in the adult-learner population (people ages 25-45) with some college experience and limited income. These people tend to be working in blue-collar, sales and office/administrative support positions with limited advancement opportunities;
- 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;
- MnSCU has the opportunity to expand educational offerings to the adult learner segment with new baccalaureate programs in one or more locations;
- 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 in the area of Brooklyn Center and Fridley.

The report also includes an analysis of potential high-growth, high-demand workplace sectors which could benefit from increased programming in the metropolitan area. They include financial services and insurance, health and life sciences, innovation technology and advanced manufacturing, headquarters and business services and food/agribusiness.

System Director Todd Harmening said the Metro Alliance of Chief Academic Officers recently met to discuss ways to better serve metropolitan students through collective strategies that include making MnSCU baccalaureate pathways clearer to their students, enhancing collaboration around sharing courses and faculty, lessening

the barriers in partnerships and focusing on the promotion of retention strategies and quality teaching.

Over the next few months an analysis of current and needed facilities capacity will be conducted and there will be outreach to communities of color to identify strategies to better serve diverse students. In the fall state universities will be asked for an “expression of interest” pertaining to baccalaureate programming they could provide to existing and new metro populations. It is anticipated that by November an agreement will be reached on metro baccalaureate expansion strategies, Harmening said.

4. Update on the Transfer of Credits

Presenters:

Kevin Parker, President, Minnesota State College Student Association

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Louise DiCesare, System Director for Transfer

Andrea Heller, Student at Minnesota State University, Mankato

Legislation passed in 2015 requires the development of transfer pathways for associate of arts degrees, associate of science degrees and associate of fine arts degrees toward baccalaureate degree programs. It also directs MnSCU to develop BAS degrees in areas of high employment for students who transfer with associate of applied science degrees. A report must be submitted to the legislature by March 2016.

The purpose of the legislation is to:

- Simplify the pathways leading from associate degrees 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;
- Promote collaborative development by college and university faculty of defined paths from specific associate degree fields 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.

The legislature appropriated \$115,000 in fiscal year 2016-2017 for this work. A Transfer Pathways Coordinating Team (TPCT) will start meeting this fall to develop the pathways’ framework and oversee implementation on a three-year timeline.

Transfer Pathways Teams will be formed. They will be charged with creating the pathways, communication and curriculum/course revision. These teams will be co-chaired by a faculty member from a college and a university and members will be college and university faculty, students and administrators.

The scope is pathways for 25-30 of the most frequently enrolled baccalaureate programs, as determined by the TPCT. The plan suggests a pilot with four disciplines be launched. By years two and three, it is expected the teams will have completed two cycles of 12-13 disciplines.

The Transfer Pathways work will be based on these key principles:

- Students are the primary and fundamental focus of the planning process;
- Maintaining a quality education for students is the core of the pathways;
- Student successes 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 by having a clear path;
- Students can complete degrees in a minimum timeframe but with the understanding that part-time completion is available;
- Students will be able to enter the workforce sooner and with less debt;
- Students who meet admission program application requirements will be given the same opportunities and consideration as direct entry students;
- Transfer processes will be streamlined for institutions and create clarity for students.

MSCSA President Kevin Parker said he believes the transfer pathways plan will be beneficial to students. After completing an associate's degree, the guaranteed pathways will allow students to complete a bachelor's degree with 60 credits and that will save students' time and money by eliminating the need to repeat courses. He said students will have a degree completion plan and their credits will be protected if they move between institutions.

Chancellor Rosenstone said the Transfer Pathways plan represents a breakthrough in the way students will experience transfer and it was achieved through the side-by-side collaboration of all constituencies – students, faculty, campus administrators and system office personal.

Bemidji State University President Richard Hanson, Milne, former North Hennepin Community College Chief Academic Officer Jane Reinke and Kelli Steggall, Director of TRIO/Student Support Services at BSU, were thanked by the Chancellor for their work coordinating the plan development.

Credit When It's Due Grant

A "Credit When It's Due" grant for \$500,000 was awarded to MnSCU by the Lumina Foundation in 2013. The funding was used to identify students who could obtain their Associate of Arts degree by transferring back credits earned at a second (or additional) college or university they attended.

The CWID grant project, which is ending June 30, 2015, has awarded 1,448 Associate of Arts degrees to MnSCU students. "Reverse transfer" will be a sustainable effort due to technology improvements funded by the grant.

Andrea Heller, a student at Minnesota State University, Mankato, told the Trustees that she was able to earn two associate's degrees through reverse transfer. After earning a diploma in the Dental Assisting program at Century College, Heller transferred to MSU, Mankato to pursue a bachelor's degree in Dental Hygiene. In the fall of 2013, she found out that by taking just a few more credits, she could earn an associate's degree in Liberal Arts and Sciences, as well as an AAS in Dental Assisting from Century College. She believes these degrees are valuable and helped to make her application to the university's Dental Hygiene program "stand out" and she is one of only of 20 candidates accepted into the program starting this fall. She also credits the degrees with helping her get a job at a dentist office.

Chair Margaret Anderson Kelliher called the Reverse Transfer project is a success story and said it should be presented to the Legislature's higher education committees when they convene in 2016.

The meeting adjourned at 2:30 pm
Respectfully submitted,
Margie Takash, Recorder

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

Name: Academic and Student Affairs

Date: October 20, 2015

Title: Student Pipeline Recruitment and Pathways to Higher Education 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 update will expand on the June presentation, specifically highlighting PSEO and concurrent enrollment programming. The first segment of the presentation will focus on an overview of PSEO and concurrent enrollment programs, including the history of these programs, relevant legislation and policy, student demographics and enrollment trends, and subsequent post-secondary enrollment after high school graduation. The second segment will describe program design, with presentations from two of our campus.

Scheduled Presenter(s):

Craig Schoenecker, System Director for Research
Pakou Yang, System Director of P-20 and College Readiness
Jessica Espinosa, Coordinator of College Transitions
MnSCU campus representatives (representatives from university program and two-year college program)

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

INFORMATION ITEM
STUDENT PIPELINE RECRUITMENT AND PATHWAYS TO HIGHER EDUCATION UPDATE

BACKGROUND

This update will expand on the June presentation, specifically highlighting PSEO and concurrent enrollment programming. The first segment of the presentation will focus on an overview of PSEO and concurrent enrollment programs, including the history of these programs, relevant legislation and policy, student demographics and enrollment trends, and subsequent post-secondary enrollment after high school graduation. The second segment will describe program design, with presentations from two of our campus.

Minnesota State Colleges and Universities offer dual credit opportunities to high school students through Post-Secondary Enrollment Options (PSEO) and concurrent enrollment. Minnesota State Colleges and Universities Board Policy 3.5 defines PSEO as the program established by Minnesota State Statutes 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, high school students may earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location. Concurrent enrollment courses are defined as a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher. Board policy articulates PSEO expectations, including enrollment on campus, compliance with standards, and developmental courses. System Procedure 3.5.1 sets the purpose; admission requirements for PSEO students; PSEO student support, enrollment, and performance; and PSEO offered through concurrent enrollment courses.

Student Pipeline Recruitment and Pathways to Higher Education Update



Board of Trustees Academic and Student Affairs Committee
October 2015

Minnesota State Colleges and Universities

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



Executive summary

- The PSEO program is 30 years old and recent changes have expanded access for 9th and 10th graders and students in alternative settings.
- All of the colleges and universities serve PSEO students and 29 offer concurrent enrollment programs.
- PSEO student headcount increased by 65% since 2005, primarily due to a doubling of concurrent enrollment.
- Our colleges and universities serve 90% of all PSEO students in Minnesota.
- Females accounted for 59% of PSEO students in 2014.
- Students of color and American Indian students accounted for 11.7% of PSEO students in 2014.
- On-campus PSEO students take substantially more credits than concurrent students.



Executive summary - continued

- PSEO students' course success rates are substantially higher than those of other undergraduate students.
- Three-fourths of PSEO students enroll in college within 2 years after high school graduation.
- The colleges and universities enroll 47% of these PSEO students that enroll in higher education after high school.
- PSEO students who enroll at our colleges and universities after high school have substantially higher persistence rates and completion rates than students who did not take PSEO courses.

Questions on background materials?



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Campus highlights

- Central Lakes College – College in the Schools
 - *Dr. Larry Lundblad, President*
 - *Betsy Picciano, CIS Director*
 - *Paul Preimesberger, CIS Director*

- Southwest Minnesota State University – College Now
 - *Dr. Connie Gores, President*
 - *Kimberly Guenther, College Now Director*



Opportunities

- Higher Learning Commission criteria for faculty qualifications.
- Expansion of PSEO career and technical education offerings.
- College and university response to new statutory requirements:
 - *National Alliance of Concurrent Enrollment Partnerships accreditation*
 - *Concurrent enrollment program advisory boards*
 - *Student participation surveys*

Strategic questions for discussion

- How can we strategically increase PSEO and concurrent enrollment programs to expand access to affordable higher education?
- How can our colleges and universities increase their share of PSEO students who enroll after high school graduation?
- How can PSEO and concurrent programs be used to reduce the gaps in student success between Students of Color/American Indian students and white students?

Background to Presentation
and Committee Discussion
Slides 9 through 27



Student recruitment and pathways to higher education

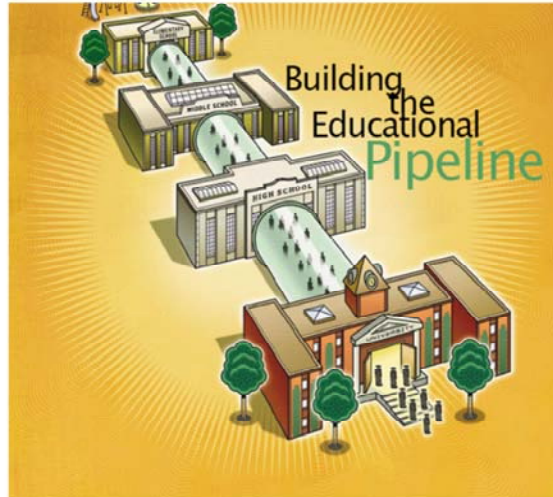


Image from: Trusteeship Nov/Dec 2010 cover



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Background to Presentation

In June 2015, the Board of Trustees Academic and Student Affairs Committee received a presentation on student recruitment and pathways to higher education. The following background materials, prepared for the Committee's October meeting, will provide a more in-depth look at two of the programs that our MnSCU colleges and universities offer that increase the K-12 student recruitment pipeline and create pathways to higher education. These two programs are examples of our partnerships with K-12 and include: the Post-Secondary Enrollment Options program, otherwise known as PSEO, and concurrent enrollment programs.

Background materials

- Overview of PSEO and Concurrent Enrollment
 - *Differences between PSEO and concurrent enrollment*
 - *1985 PSEO legislation and program growth*
 - *Student demographics and enrollment trends*
 - *Post-secondary enrollment after high school graduation*

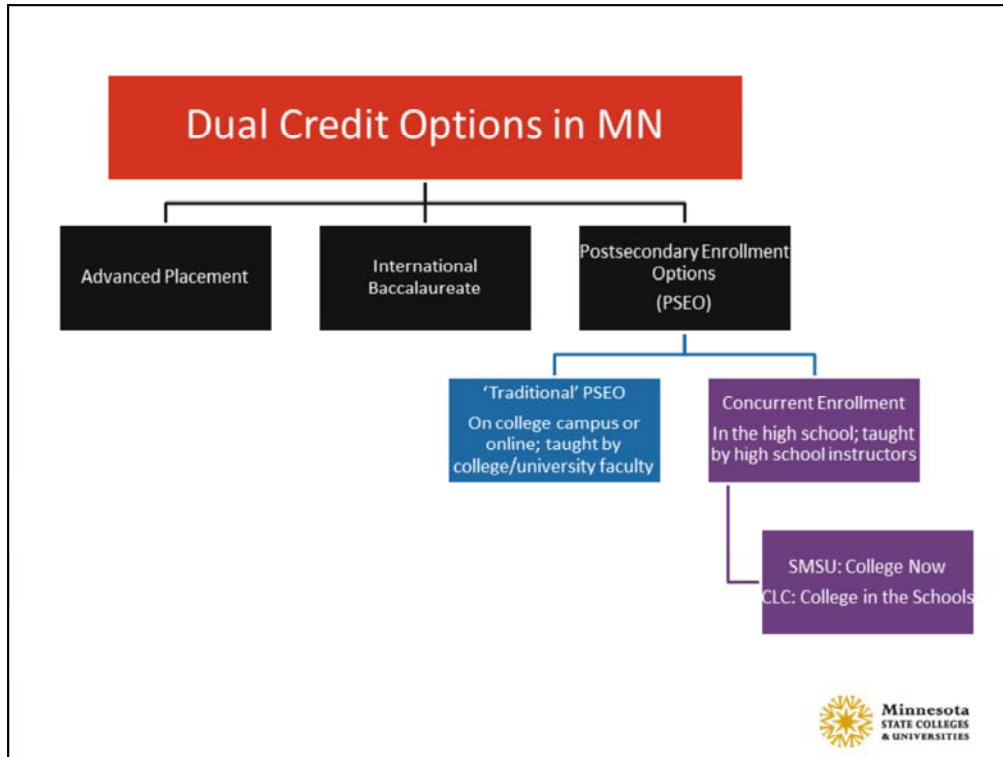
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Overview of Background Materials

The following slides with accompanying narrative provide an overview of PSEO and concurrent enrollment, including defining the differences between different dual credit options in Minnesota and sharing relevant legislation and MnSCU policy that have contributed to the programs' growth.

Also included are PSEO and concurrent student demographic and enrollment trends and information on the post-secondary enrollment of these students after high school graduation.

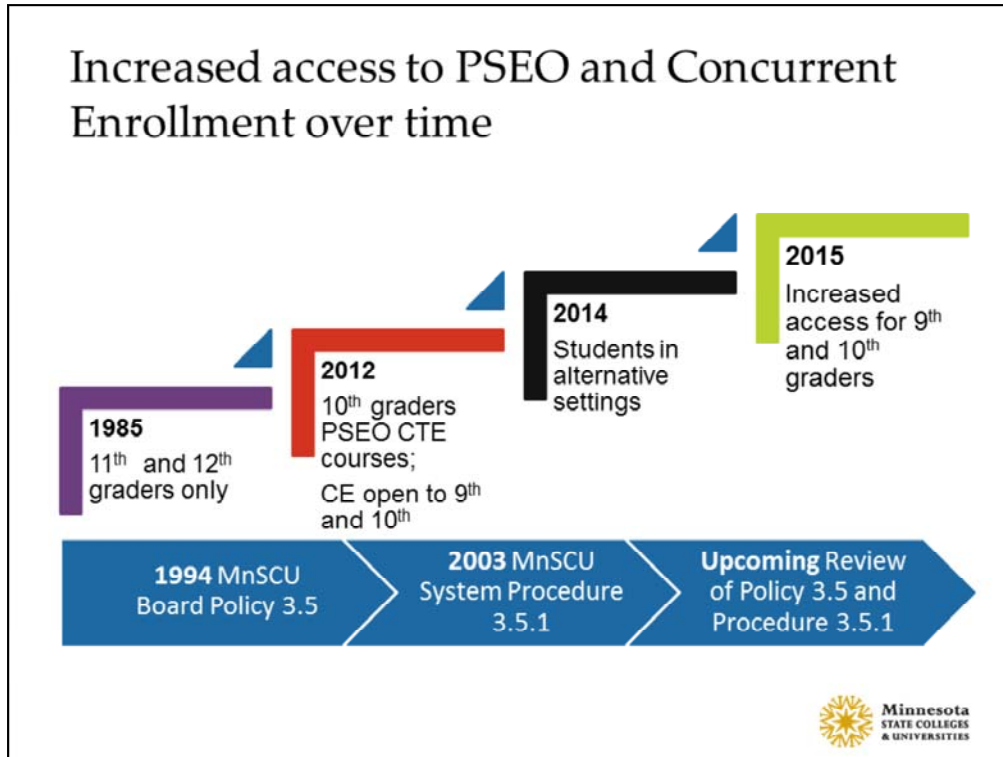


Definitions of Dual Credit Options in MN

Across the nation, high schools and higher education institutions have been offering what are known as dual credit opportunities, which include any situation where a high school student earns both college credit and high school credit simultaneously. In Minnesota, these dual credit options include Advanced Placement, International Baccalaureate, PSEO, and concurrent enrollment.

In Minnesota, PSEO has provided the opportunity for individual students to earn dual credit by taking college courses taught by a college/university faculty on the college/university campus or taught online. This is generally referred to as “traditional PSEO”.

Concurrent enrollment, sometimes referred to as dual enrollment or college in the schools, is another pathway that provides opportunities for students to earn dual credit by taking college courses -- on their high school campus taught by qualified, trained, and mentored high school teachers. In concurrent enrollment, school districts enter into contractual agreements with our colleges and universities to offer this opportunity in their high schools.



History of PSEO and Concurrent Enrollment

In 1985, Minnesota was the first state to create a statewide opportunity for high school students to access college courses through the Post-Secondary Enrollment Options Act. The original intent of the law was to allow individual students, who were excelling academically in their high schools, to access more rigorous courses by taking college courses at the college campus. It was a way to engage high-achieving high school students. The first few concurrent enrollment programs were also created in the late 1980s. These options were initially open to juniors and seniors across the state enrolled in public, private, and home school settings.

In 1994, the Board adopted Policy 3.5 that provided guidance on PSEO within our system. In 2003, the Board Policy was updated to include concurrent enrollment and MnSCU System Procedure 3.5.1 was created. This procedure specifies: admission requirements for PSEO students, expectations for student support, enrollment, and performance, and guidance on concurrent enrollment courses.

More specifically, MnSCU procedure 3.5.1. articulates eligibility criteria for participation in PSEO and concurrent enrollment. 11th graders must rank in the upper 1/3 of their class or score at or above the 70th percentile on a nationally-normed test (such as the ACT). Seniors who are in the top 50% of their class OR score at or above the 50th percentile on a

nationally normed test are eligible to participate. In addition, colleges and universities may admit students based on other documentation of readiness and they may also set higher standards than the ones articulated in system procedure 3.5.1.

In recent years, legislation has been passed within the PSEO law, including sections of the PSEO law that pertain to concurrent enrollment courses. These changes has increased access to both programs.

- In 2012, legislation allowed for 10th graders to access PSEO courses in career technical education courses. Students can initially enroll in a singular CTE course and upon successful completion of the course (C or higher), students can enroll in additional CTE courses. Legislation was also passed in 2012 that allowed 9th and 10th graders to access concurrent enrollment courses if a high school could not generate sufficient enrollment in a concurrent enrollment course for 11th and 12th graders.
- In 2013, aligned with the World's Best Workforce legislation for K12, legislation directed school districts to actively encourage college-ready high school students to enroll in dual credit offerings.
- In 2014, language was added to provide access to PSEO for students in Alternative programs who are enrolled in early or middle college programs and may need developmental coursework.
- In 2015, the language permitting 9th and 10th graders was expanded to more allow any 9th and 10th graders to enroll in concurrent enrollment if the school district and postsecondary institution agree to do so. The 2015 legislation also requires all concurrent enrollment programs to develop advisory boards and submit evaluative surveys.

MnSCU Concurrent Enrollment Programs

- Alexandria Technical and Community College
- Anoka-Ramsey Community College
- Bemidji State University
- Central Lakes College*
- Century College
- Fond du Lac Tribal and Community College
- Hibbing Community College
- Inver Hills Community College
- Lake Superior College
- Mesabi Range College*
- Minneapolis Community and Technical College
- Minnesota State Community and Technical College
- Minnesota State College- Southeast Technical*
- Minnesota State University- Mankato*
- Minnesota West Community and Technical College
- Normandale Community College
- North Hennepin Community College
- Northland Community and Technical College*
- Northwest Technical College
- Rainy River Community College
- Ridgewater College*
- Riverland Community College*
- Rochester Community and Technical College
- Saint Paul College
- Southwest Minnesota State University*
- South Central College
- St. Cloud State University*
- St. Cloud Technical and Community College
- Vermillion Community College

*Accredited by the National Alliance of Concurrent Enrollment Partnership (NACEP)

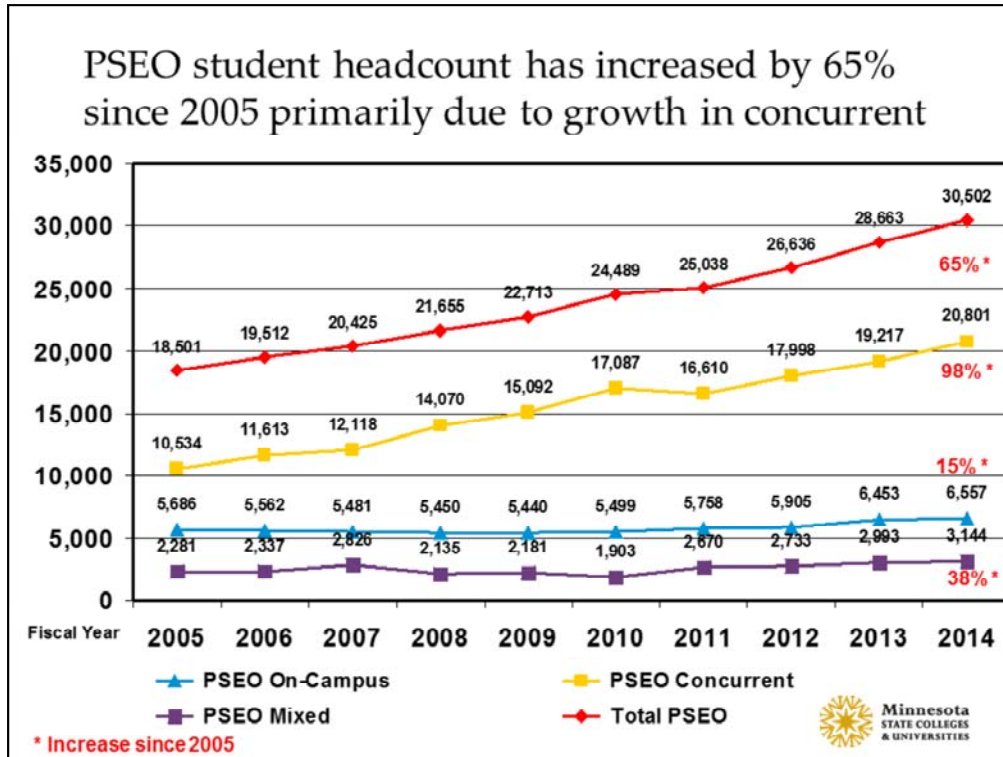


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MnSCU Concurrent Enrollment Programs

Twenty-nine MnSCU institutions offer concurrent enrollment courses, providing 90% of the concurrent enrollment offerings in the state of Minnesota. The University of Minnesota system also provides concurrent enrollment programming through its Twin Cities, Duluth, and Crookston campuses.

Of the 29 MnSCU institutions offering concurrent enrollment, eight have program-level accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP), a national non-profit organization of concurrent enrollment programs that has developed national standards for quality concurrent enrollment programs. Legislation passed during the 2015 session requires that all Minnesota concurrent enrollment programs must be NACEP accredited by 2020.



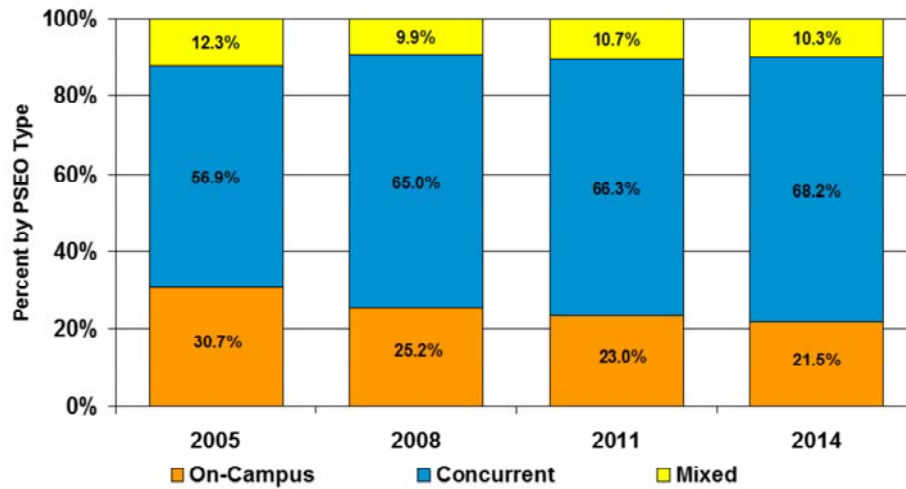
Headcount Growth

Headcount enrollment of PSEO students, shown by the red line, has increased by 65% between 2005 and 2014.

- PSEO concurrent headcount, shown by the yellow line, drove most of this growth, doubling from 10,500 to 20,800 students.
- PSEO on-campus headcount, shown by the blue line, increased by 15% to 6,557 students in 2014.
- PSEO mixed is a third type of PSEO that includes other delivery models. Headcount in this category, shown by the purple line, grew by 37.8%.
- The colleges and universities enroll 90% of all the high school students who enroll at colleges or universities in Minnesota.

These trends illustrate how the colleges and universities are expanding access to and the affordability of higher education for Minnesota's high school students.

An increasing percentage of PSEO students take concurrent courses



Source: System Office Research – Academic and Student Affairs

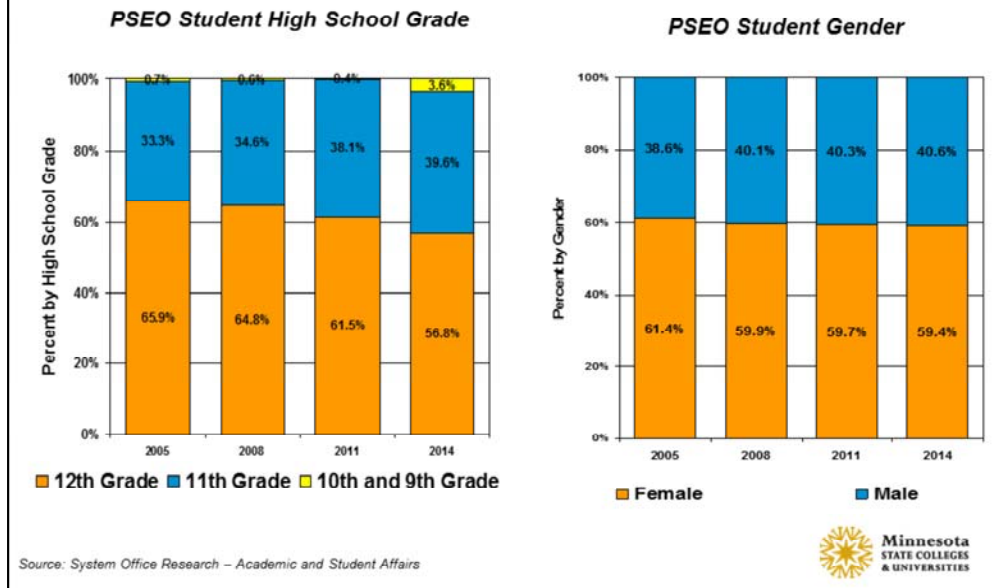


Trends by PSEO Type

This graphic illustrates the headcount shift among the PSEO types.

- Students taking on-campus PSEO courses, the orange segment, decreased from 31% to 21% while concurrent students increased from 57% to 68% of all PSEO students.
- The growth of concurrent PSEO reflects the efforts of our colleges and universities to expand relationships with high schools across the state.
- The growth is likely also due to the relative ease for students in taking college or university courses at their high school rather than traveling to campus.

Increasing percentages of PSEO students are ninth to eleventh graders and males

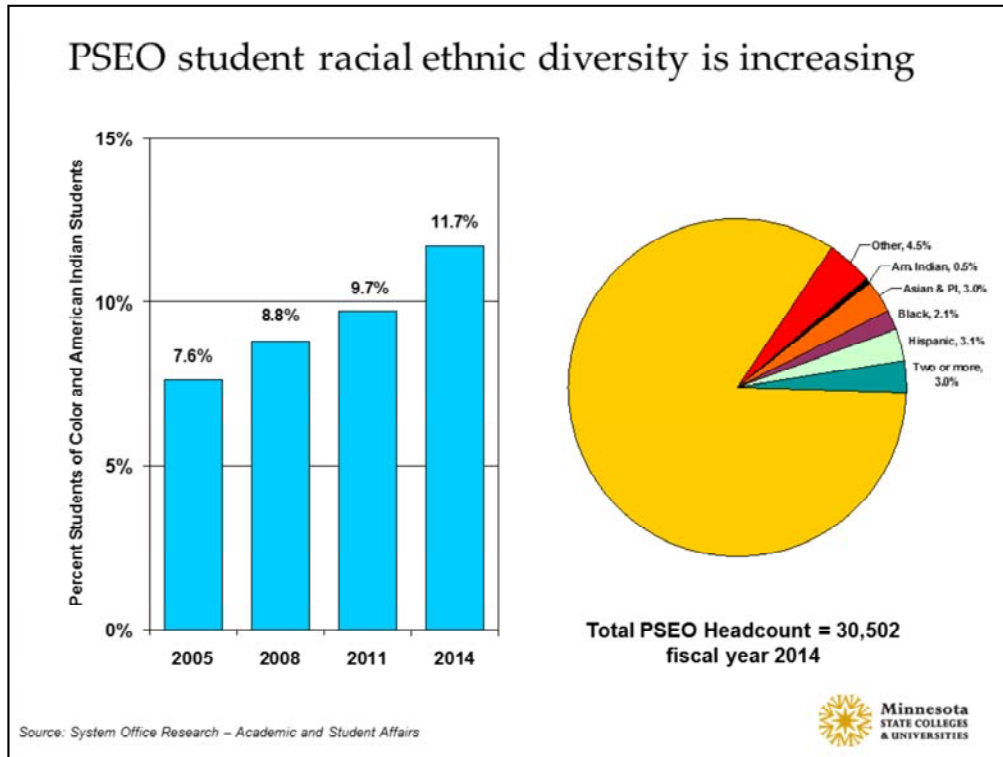


Trends by Grade and Gender

The graphic on the left presents the trend in PSEO headcount by high school grade.

- Enrollment of 12 grade students decreased from 66% in 2005 to 57% in 2014.
- Eleventh graders comprised almost 40% of all PSEO students, up from 33% in 2005.
- Ninth and tenth graders comprised almost 4% of PSEO students in 2014.

Although males have increased from 39% to 41% of PSEO students, as shown in the graphic on the right, females still comprise a substantial majority at 59%. The percent of females in PSEO courses is five percentage points higher than their percent in all other undergraduate courses.



Racial Ethnic Diversity

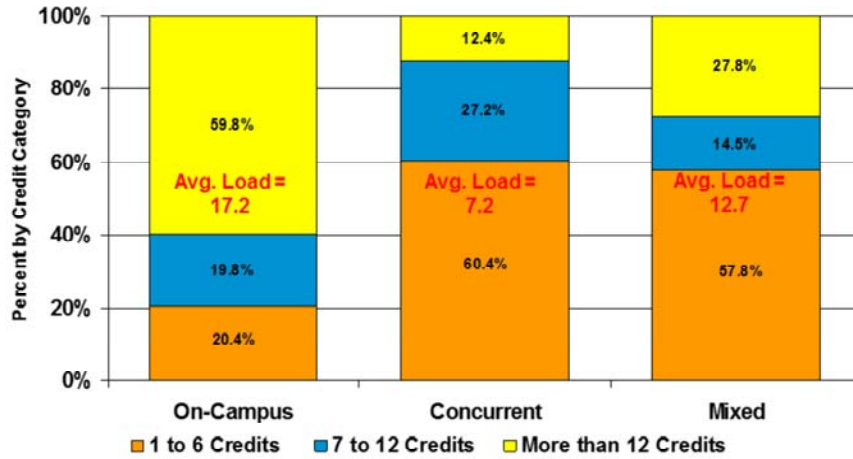
The racial-ethnic diversity of PSEO students increased from 7.6% in 2005 to 11.7% in 2014.

- Despite this increase, the percent PSEO students of color and American Indian students is well below 23.5% for our credit students and the 22% for Minnesota public high school graduates in 2014.

A key reason for this gap are the differences in the diversity of students by PSEO type.

- On-campus PSEO students were 18.9% students of color and American Indian students in 2014 and mixed PSEO students were 16.5%.
- Concurrent students, the fastest growing type of PSEO, were 8.8% students of color and American Indian students in 2014.
- These differences are likely related to the racial-ethnic composition of the high schools being served by our college and university PSEO programs.

PSEO students who take courses on-campus take higher annual credit loads



PSEO student credit load in fiscal year 2014
 Source: System Office Research – Academic and Student Affairs

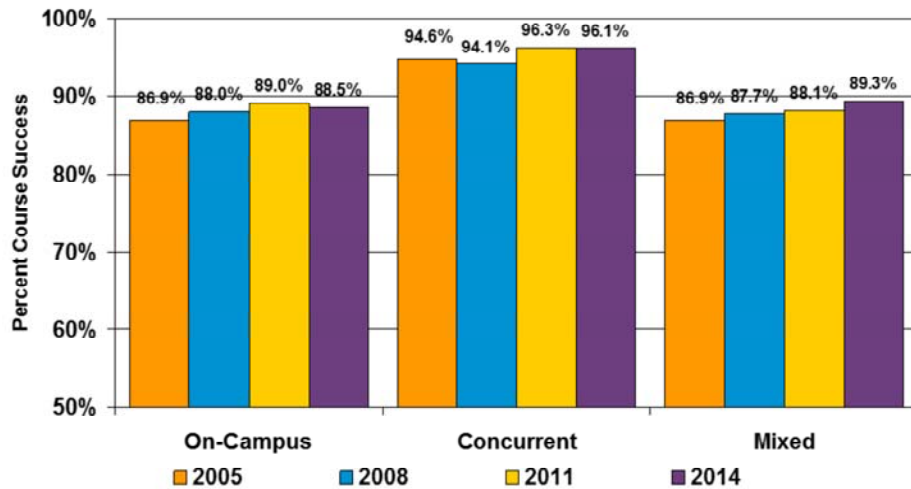


Credit Loads

This graphic illustrates the differences in credit loads taken by students in the three types of PSEO courses.

- On-campus PSEO students took the highest credit load, averaging 17.2 credits in 2014 with almost 60% taking 12 or more credits.
- Concurrent PSEO students took the lowest credit load, averaging 7.2 credits in 2014 with 60% taking 1 to 6 credits.
- Mixed PSEO students averaged 12.7 credits in 2014 with 58% taking 1 to 6 credits.

Students' success rates have increased in all types of PSEO courses



Source: System Office Research – Academic and Student Affairs

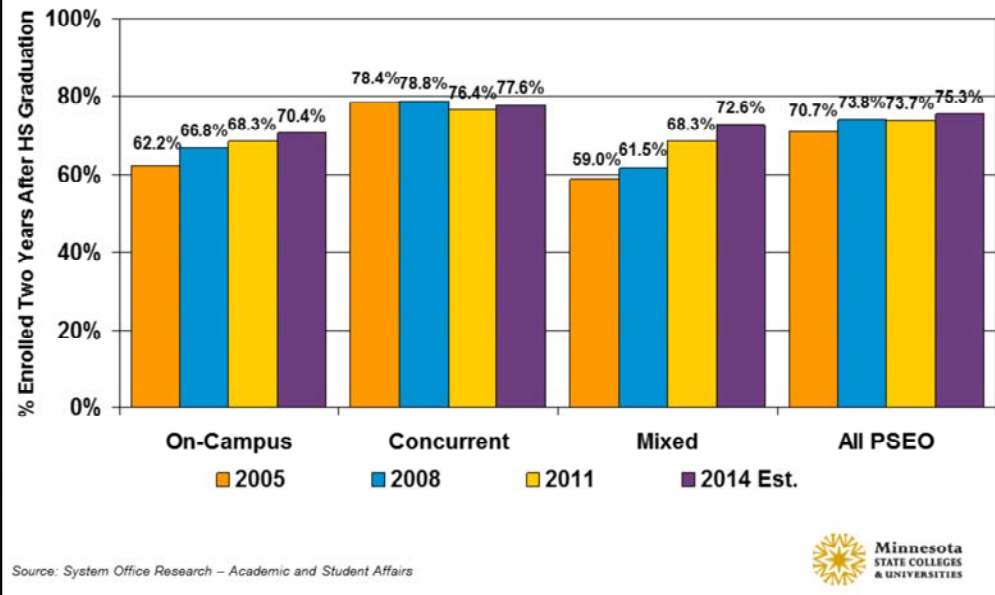


Success Rates

This graphic presents the trends in PSEO student course success.

- The success rate is the percent of students who earned grades of A, B, C or P (Pass) in the course.
- PSEO students in all three types of courses have experienced increasing success rates during the last decade.
- The course success rates for PSEO students range from six to 14 points higher than those for other undergraduate students.

An increasing percent of PSEO students enroll in a U.S. college or university within 2 years after HS graduation

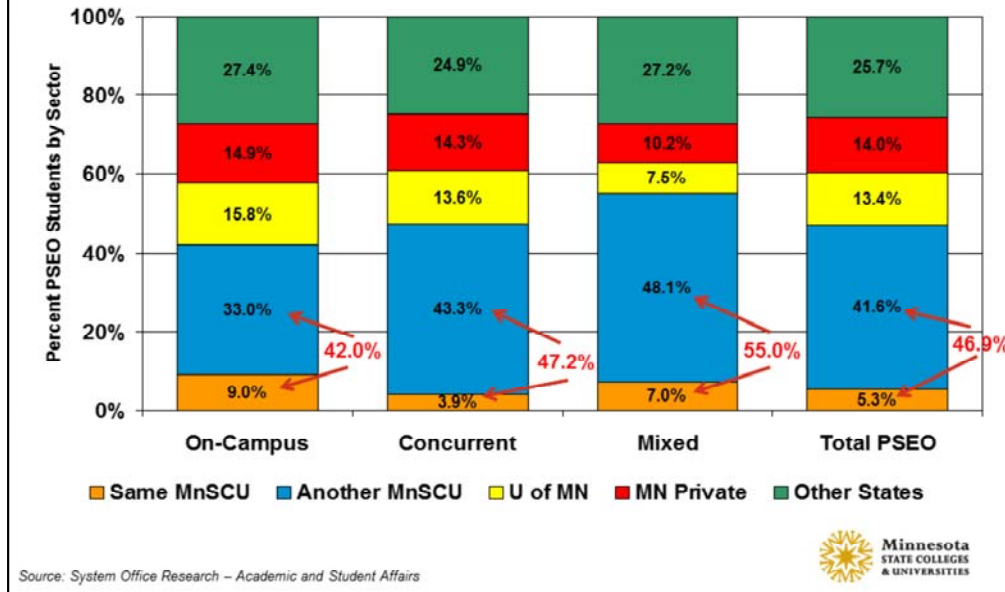


Enrollment after High School Graduation

An increasing percent of PSEO students enroll in a U.S. college or university within two years after graduating from high school.

- Subsequent enrollment of PSEO students is tracked through out the system with data from our student record system.
- Subsequent enrollment of PSEO students at colleges and universities outside of the system and state are tracked through the National Student Clearinghouse.
- These enrollment rates likely understate the actual rates for PSEO students because they frequently do not report their social security number which is used in tracking subsequent enrollment outside of the system.

A larger share of concurrent & contract PSEO students enroll in MnSCU within 2 years after HS graduation

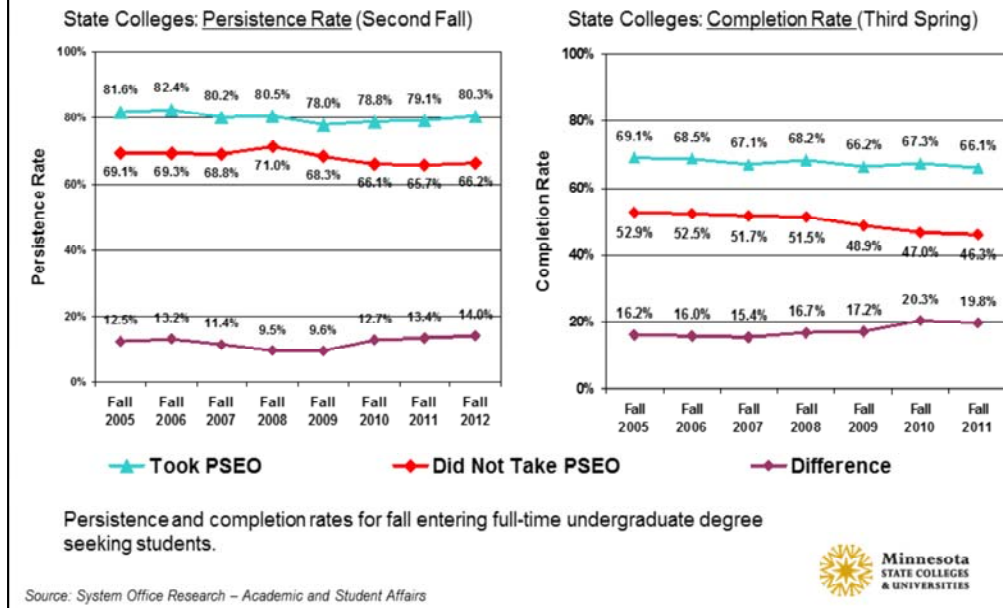


Subsequent Enrollment

Our share of the PSEO students that enroll at any college and university after high school graduation is higher for concurrent students at 47% and mixed students at 55% than for on-campus students with 42% as shown by the blue and orange section of the bars. The University of Minnesota and the Minnesota private colleges and universities enroll a larger share of on-campus students, as shown by the yellow and red sections. Almost 80% of the PSEO students that go out of state are enrolled at a college or university in a border state.

- Although only 5% of the PSEO students who enroll do so at the college or university where they took their PSEO courses, an additional 42% enroll at another state college or university, for a total share of 47%.
- These shares are based on an analysis of PSEO students who attended a state college or university and have a social security number on record in ISRS. Although an SSN is not necessary to track students who enroll within the system, tracking of subsequent enrollment outside of the system is problematic without an SSN.

Colleges: PSEO students who subsequently enroll at our colleges have substantially higher persistence rates and completion rates than other college students



Persistence and Completion at our Colleges

The term “persistence” is used to measure the extent to which a student persists in higher education.

- The persistence rates reported on the left are for the second fall semester after the students first enrolled and include students who are retained, who have transferred, or who have graduated, all of which are considered to be success.
- Entering college students who took PSEO courses in high school have second fall persistence rates that are nine to 14 points higher than entering students who did not take PSEO courses.

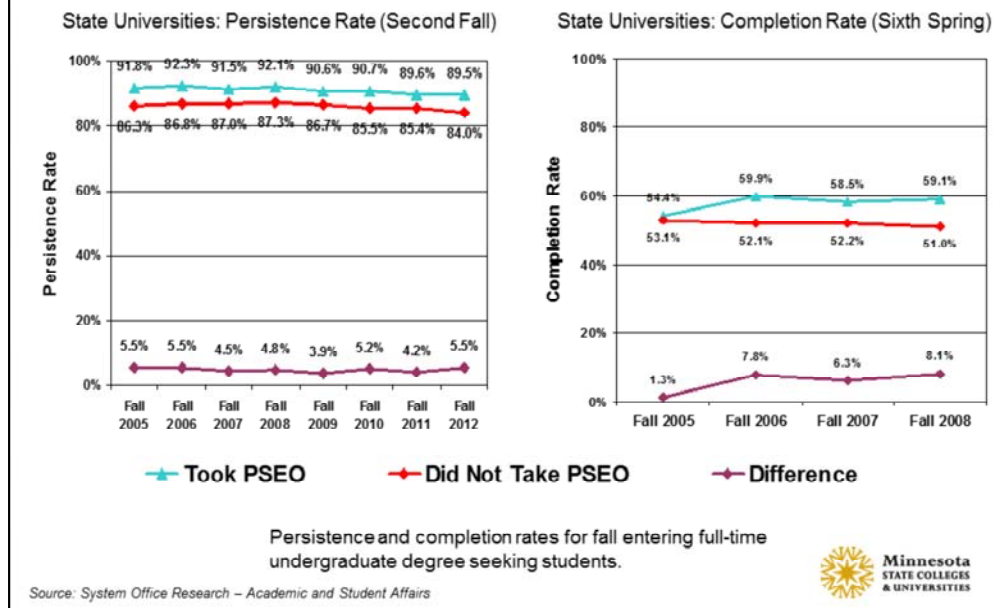
College completion rates (on the right) are reported for the third spring after entry and include students who have graduated or transferred.

- Entering college students who took PSEO courses in high school have completion rates that are 15 to 20 points higher than entering students who did not take PSEO courses.

The higher persistence rates for students who took PSEO courses in high school are not surprising since these students had high school ranks in the top half or top third of their class and they came to our colleges and universities with higher education experience.

The higher completion rates are the result of the same factors plus the college credits that PSEO students bring to our colleges and universities, which shorten time to degree.

Universities: PSEO students who subsequently enroll at our universities have higher persistence rates and completion rates than other university students



Persistence and Completion at our Universities

This slide shows university persistence rates and completion rates for the cohort of students who enrolled in fall 2005 through 2012.

- University completion rates are reported for the sixth spring after entry and include students who have graduated.
- The pattern of higher persistence and completion rates for students who took PSEO courses in high school are similar to those at the colleges, but the differences are smaller.
- Students who took PSEO courses have persistence rates that are four to five points higher and completion rates that are one to eight points higher.

The smaller differences between the two groups are likely due to the fact that universities have selective admissions while the colleges have open door admissions. University entering students have higher class ranks and ACT scores, on average, than college entering students.

PSEO and Concurrent Enrollment: MnSCU's Pipeline and Pathway to Higher Education

- MnSCU enrolls 90% of the PSEO/Concurrent Enrollment students in the state
- MnSCU's share of PSEO students that enroll after high school graduation is 47%
- PSEO/CE students have higher persistence rates and completion rates than entering students who did not take PSEO courses



As we consider ways in which MnSCU continues to strengthen the recruitment pipeline to our institutions and create multiple pathways to higher education for all students, this background information highlights a few key points for us to consider about PSEO and concurrent enrollment as strategic efforts:

- MnSCU enrolls the strongest percentage of the PSEO and concurrent enrollment students in the state
- Almost half of these students return to our own MnSCU institutions
- And, PSEO and concurrent enrollment students have higher persistence rates and completion rates than entering students

As we continue to increase PSEO and concurrent enrollment access to diverse student populations, especially underrepresented students across the state of Minnesota, these programs may have significant implications for our strategic approach to addressing the achievement gap, and to our strategic framework efforts of ensuring access to an extraordinary education and delivering the most affordable option for all Minnesotans.

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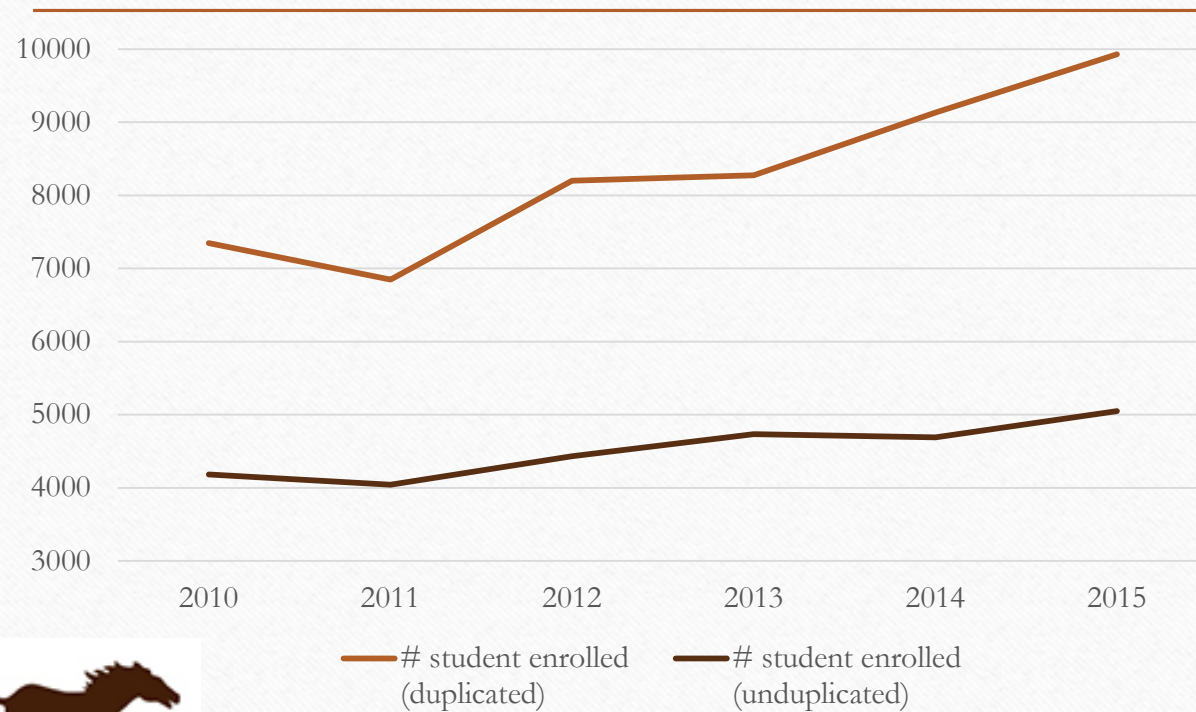
College Now

Post Secondary Enrollment Options:
Promoting Access, Opportunity, Affordability, and Time-To-Degree

Dr. Connie Gores, SMSU President
Kimberly Guenther, SMSU Director of Concurrent Enrollment



SMSU College Now enrollments and trends



SMSU College Now:

- 101 High Schools
- 309 High School Teachers
- 30 SMSU Professors
- 21 Courses available in 15 disciplines
- 511 Total sections offered in the schools
- 5,050 Unduplicated students
- 9,926 Duplicated students
- Average Class Size: 19

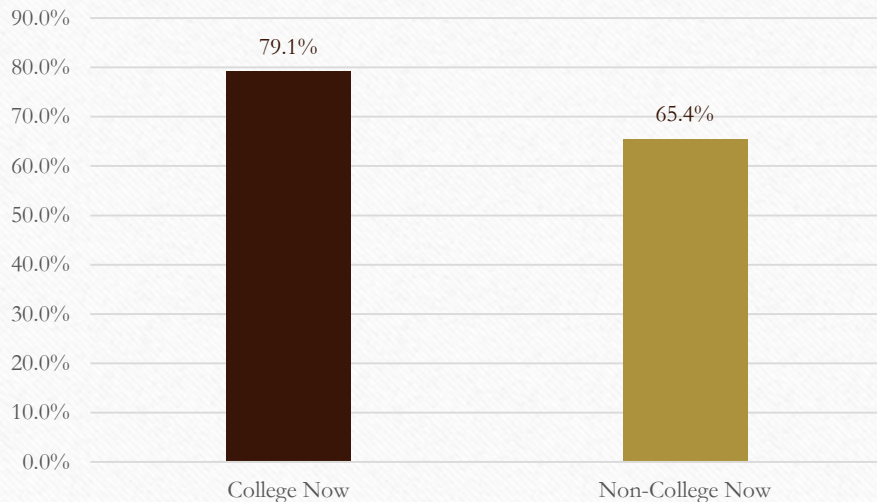


SMSU Student Persistence and Time-to-Degree



Persistence

12-Yr Total 1st to 2nd Year Persistence Rates
CN students =13.7% higher



Time to Degree

12-Yr Completion Comparison at 4 and 6 year

Four Year Completion

- College Now students graduated in four years at a rate of 17% higher than Non-College Now students

Six Year Completion

- College Now students graduated in six years at a rate of 16.2% higher than Non-College Now students.

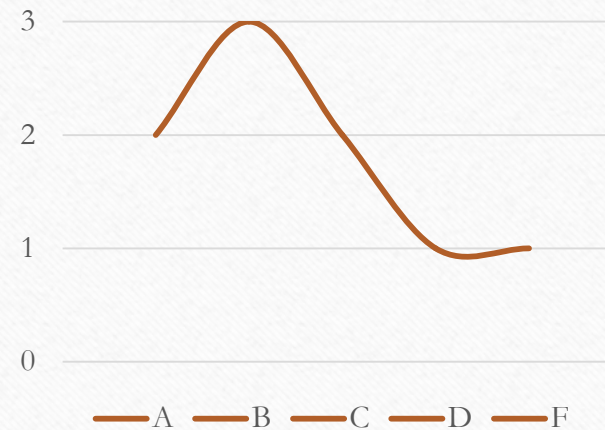


Windom Summer Challenge

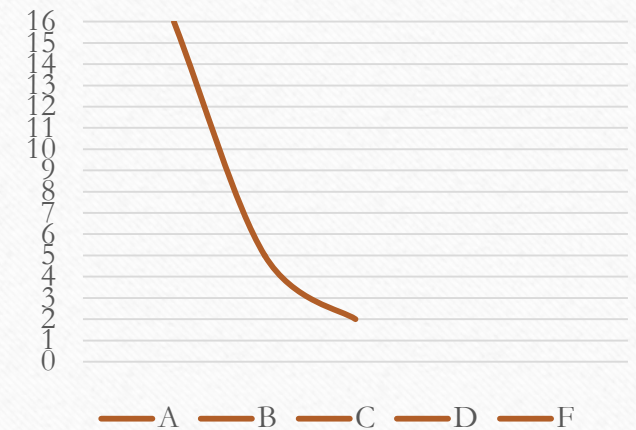
Summer 2015

- Windom Area District worked with three school districts in their area identifying 23 college potential underrepresented students
 - Students of diversity
 - Economically disadvantaged
 - First generation college
- Same exact course with same expectations, rigor, & testing
- Required campus visit
 - Academic session
 - Admission overview
 - Office of Diversity and Inclusion
- Outcome was stronger grades than the traditionally eligible students

Spring Course



Summer Course





RALCO
Animal Nutrition



**Botanical Society
of America**

Multi-Partner Collaborations

Proposed STEM Project

- SMSU College Now biology students will work with scientists from the Botanical Society of America and Ralco Nutrition, a Marshall, Minn. based agriculture business to develop modules on ecology concepts.



REACH IN – PULL UP

- **Enhancing College Access**

Mentorship, collaboration, professional development and curriculum alignment combine to create the college academic classroom in the high school environment.

- **Increasing Affordability**

\$9,000,000 a year saved by Minnesota families

- **Promoting Collaborations and Partnerships**

Creating educational alliances



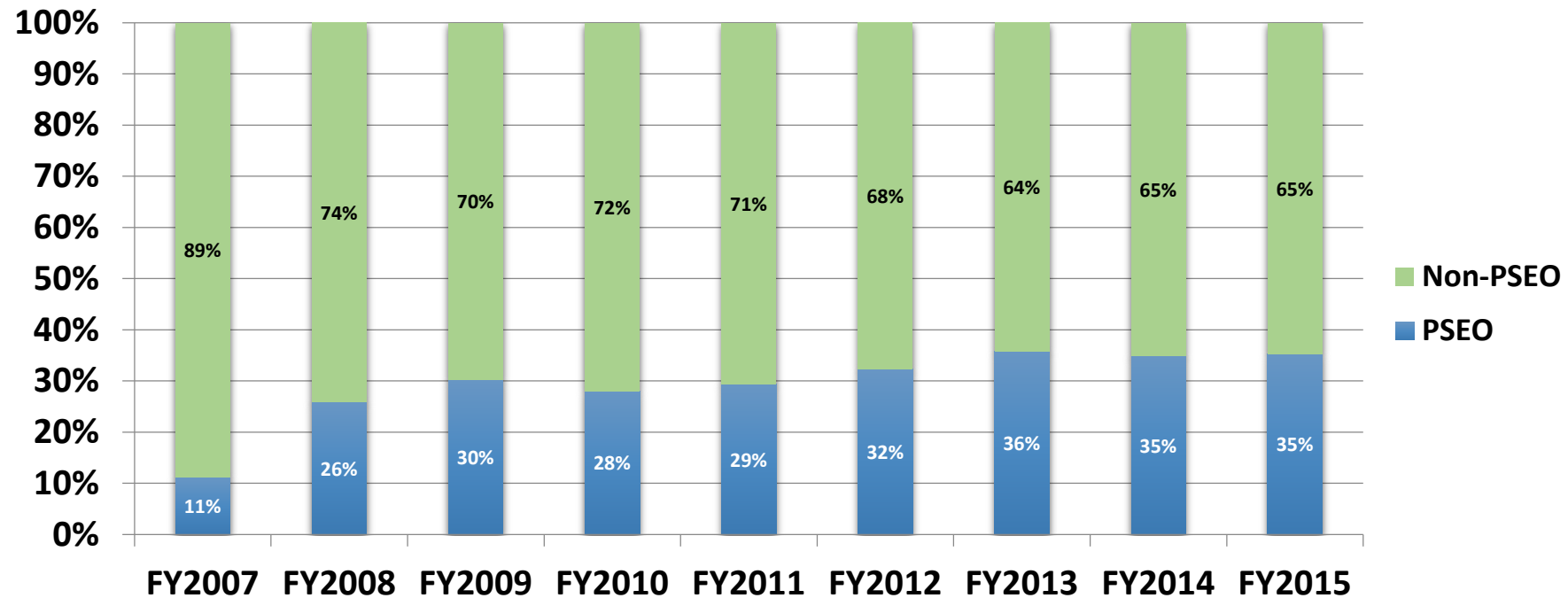
PSEO & Concurrent Enrollment

Dr. Larry Lundblad, President

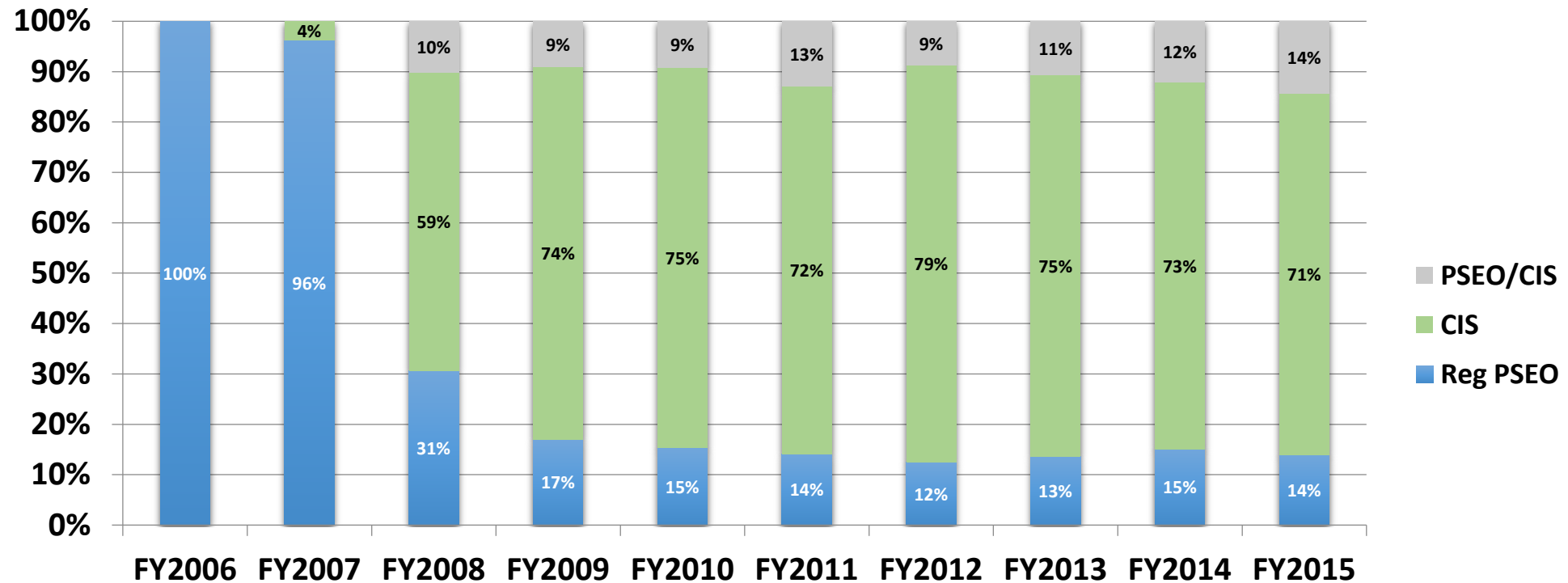
Betsy Picciano, Director of Secondary Relations

Paul Preimesberger, Director of Secondary Relations (Incoming)

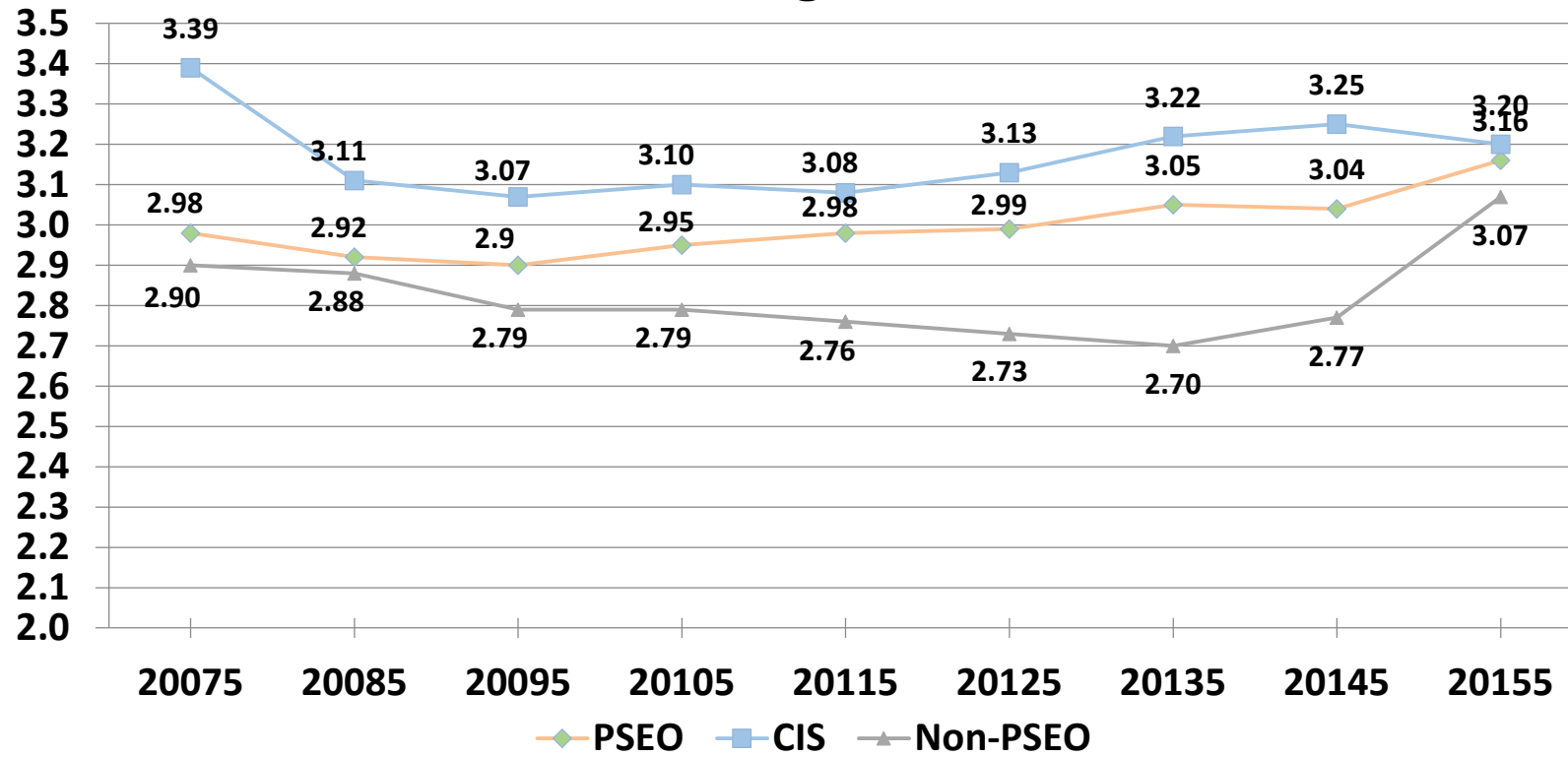
Unduplicated Headcount - PSEO vs. Non-PSEO



PSEO Headcount by Type



Average GPA



Central Lakes College

PSEO Graduates



The following data reflect high school students receiving an associate degree from CLC upon graduating from high school.

High School	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Aitkin			1			1	1	1
Brainerd	6	7	10	11	12	11	37	29
Browerville							1	
Cambridge-Isanti					1			
Crosby Ironton	2	1	3			1	1	
Isle High School						1		
Little Falls					1	1	1	
Long Prairie-Grey Eagle			1	16	12	12	6	10
Northland						2	2	1
Onamia		1						1
Other - Home School	5	6	7	7	5	3	4	7
Pequot Lakes	1	1		5	3	9	11	26
Pierz-Healy			1			1	2	11
Pillager	3	3	2	1	9		4	2
Pine River-Backus		7		2		2	1	1
Staples Motley				1	1	1	2	2
Upsala High School								2
Wadena-Deer Creek							1	
TOTALS	17	26	25	43	44	45	74	93

PSEO Students Matriculation



Fiscal Year	Senior Cohort #	FY2009		FY2010		FY2011		FY2012		FY2013		FY2014		FY2015	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2007	283	56	19.8%	32	11.3%	25	8.8%	18	6.4%	16	5.7%	16	5.7%	3	1.1%
2008	762	207	27.2%	130	17.1%	74	9.7%	53	7.0%	43	5.6%	34	4.5%	15	2.0%
2009	927			199	21.5%	156	16.8%	91	9.8%	60	6.5%	42	4.5%	13	1.4%
2010	972					201	20.7%	147	15.1%	85	8.7%	49	5.0%	43	4.4%
2011	1065							211	19.8%	160	15.0%	87	8.2%	47	4.4%
2012	1114									217	19.5%	144	12.9%	80	7.2%
2013	1130											199	17.6%	136	12.0%
2014	1070													189	17.7%
2015	1166														

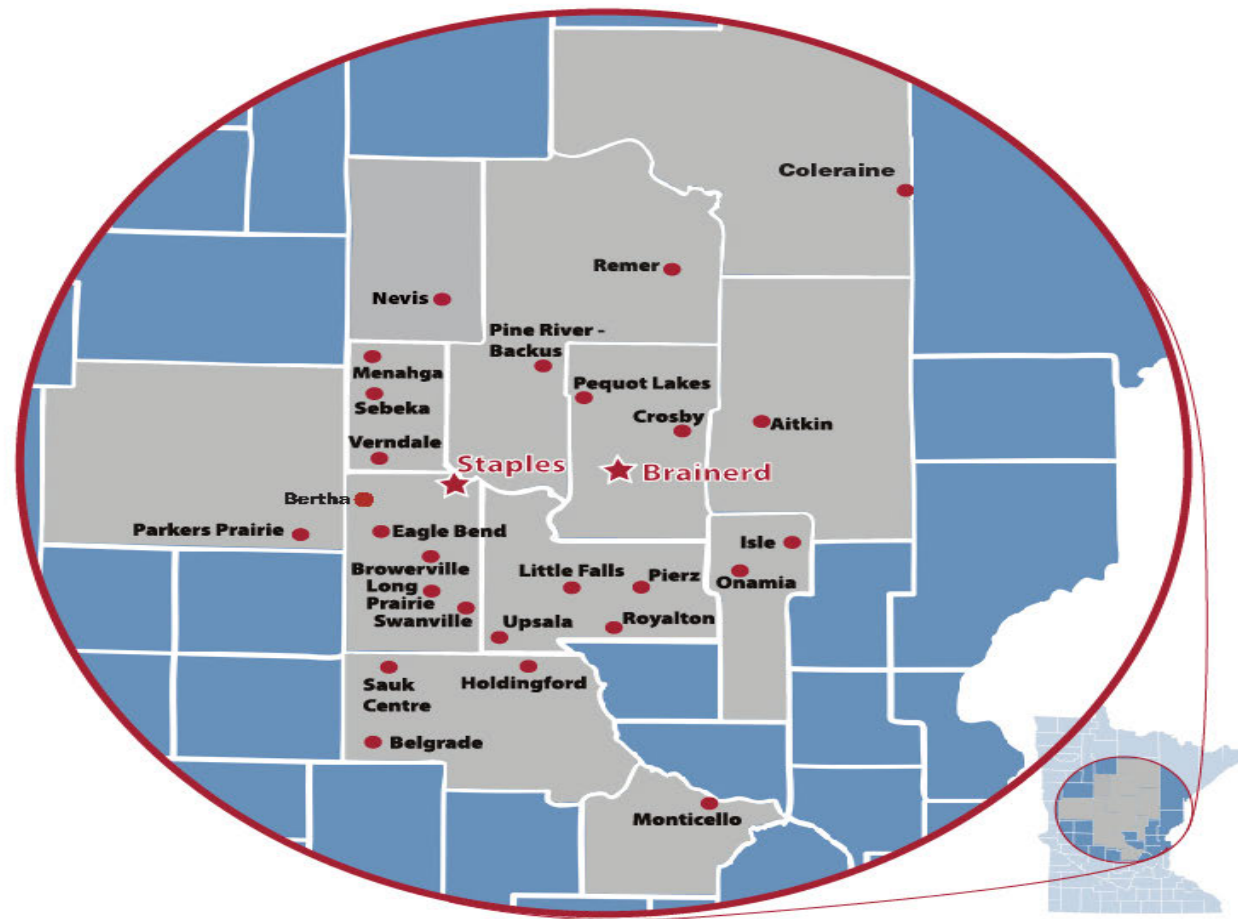


COLLEGE IN THE SCHOOLS

• **FY15 Data:**

Number of HS students served.....	1862
Number of college courses.....	75
Number of college course sections.....	444
Total credits earned.....	20,850
Total FYE.....	695
• \$3.9M savings for students/families	
Average Credit Load.....	11.2
• Average savings=\$2,128 per student/family	
Average GPA.....	3.20
Number of high school instructors teaching CIS courses.....	161
Number of CIS college collaborators.....	45
Number of high school partners.....	30

**COLLEGE in the SCHOOLS
(CIS) Service Area**



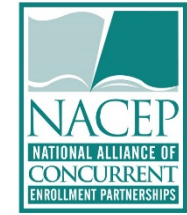
Map Updated September, 2015



- Bridges Academies and Workplace Connection Program
 - CIS Courses in Academies
- Long Prairie-Grey Eagle High School
 - 4 for 2 Program (AA Degree)
- K-12 partners are mostly rural with a significant percentage of FRL students

- Central Lakes College has been NACEP accredited since 2012.

- 1 of 97 nationwide
- 1 of 12 statewide



- CLC assures college-level rigor and quality through:
 - Annual professional development for instructors, counselors, administrators
 - Orientation for new instructors/collaborators
 - Site visits each semester
 - Assessment plans
 - Program evaluation

- Benefits for CIS students:
 - ✓ Gain college-ready skills
 - Academic rigor and challenge
 - Soft skills: time management, organization, self-discipline
 - ✓ Students are able to participate in high school activities
 - ✓ Educational debt is decreased
 - ✓ Students earn dual credit
 - ✓ Creates college cohort on high school campus



High School	# of students, grades 9-12	% of students enrolled in CIS	FRL%
Aitkin	377	22%	40.3%
Belgrade-Brooten-ElRosa	194	20%	35.6%
Brainerd	1807	11%	35.95
Browerville	177	21%	48.4%
Crosby-Ironton	351	19%	49.1%
Eagle Bend	68	12%	44%
Greenway	283	22%	39.2%
Isle	124	11%	37.6%
Little Falls	805	24%	42%
Long Prairie	318	24%	44%
Menahga	205	4%	49.1%
Monticello	1209	11%	23.1%
Nevis	183	9%	50.6%



High School	# of students, grades 9-12	% of students enrolled in CIS	FRL%
Onamia	171	12%	57.5%
Parkers Prairie	171	22%	38.2%
Pequot Lakes	512	35%	32.7%
Pierz	377	36.8%	36.8%
Pine River-Backus	225	21%	55.1%
Remer-Northland	98	62%	55%
Royalton	245	17.5%	34.1%
Sauk Centre	355	30%	31.4%
Sebeka	175	20%	51.8%
Staples-Motley	379	22%	50.7%
Swanville	87	23%	32.6%
Upsala	117	40%	41%
Verndale	155	8%	56%

CIS Principal 2015 Survey Data:

- 100% agreed that CIS helps instructors improve college readiness of students.
- 93.75% agreed that CIS helps instructors develop subject expertise in their discipline.
- 93.75% agreed that CIS courses improve academic rigor in their schools.

57% response rate

CIS Counselor 2015 Survey Data:

- 99.5% agree that students increase their likelihood of pursuing post secondary education.
- 96% agree that students raise their post secondary educational aspirations
- 91% agree that their schools offer more rigorous courses

80% response rate

CIS Instructor 2015 Survey Data:

- 91.9% agreed that students develop realistic expectations of postsecondary coursework
- 85% agreed that students increase their likelihood of pursuing postsecondary education
- 96.55% agreed that students participate in rigorous learning

71.4% response rate

Student Testimonial: Kirsten Henagin

"My experience with CLC was through CIS, which allowed me to receive 41 college credits by the end of my high school career. I truly appreciated the experience because it challenged me in my academic endeavors. The CIS program prepared me for the rigor of courses at Concordia College and were a great stepping stone for entering a four year college.

In my educational journey, the classes I took through CLC expanded my capacity for learning and exposed me to different types of studies, which helped me determine a vocational path by furthering my education. By having those credits, it enabled me to skip over general education courses and dive right into courses related to my intended major. I am greatly appreciative of the program and how it helped me grow into the student, leader and professional I am today."

