



**BOARD OF TRUSTEES
MEETING AGENDA
WEDNESDAY, SEPTEMBER 17, 2008
1:00 P.M.**

**WELLS FARGO PLACE
FOURTH FLOOR, BOARD ROOM
30 7TH STREET EAST
SAINT PAUL, MN**

4. Board Policy Decisions

- a. Proposed Policy 1A.11 College and University Names and Permanent Locations (Second Reading)**
- b. Proposed Amendment 3.23 Naming Colleges and Universities (Second Reading)**
- c. Proposed Policy 3.35 Credit for Prior Learning, Proposed Repeal of Carry Forward Community College Policy III.02.01 Awarding Credits (Second Reading)**
- d. Proposed Amendment to Policy 2.2 State Residency Requirements (Second Reading)**
- e. Southwest Minnesota State University Mission Approval**
- f. Anoka Technical College Mission Approval**
- g. Central Lakes College Mission Approval**
- h. 2009 System Action Plan – Green Facilities and Energy Conservation**

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

Agenda Item Summary Sheet

Committee: Advancement
Board of Trustees

Date of Meeting: September 16, 2008

Agenda Item: Proposed Policy 1A.11 College and University Names and Permanent Locations
(Second Reading)

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Proposed
Policy Change

☐

Approvals
Required by
Policy

☐

Other
Approvals

☐

Monitoring

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Information

Cite policy requirement, or explain why item is on the Board agenda:

This is the second reading of a proposed policy that would list the names of the systems colleges and universities and their permanent locations.

Scheduled Presenter(s):

Linda Kohl, associate vice chancellor for Public Affairs.

Outline of Key Points/Policy Issues:

See attached.

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

BOARD ACTION

Proposed Policy 1A.11 College and University Names and Permanent Locations

Background

Current board policy does not include an official list of the names and permanent locations of the colleges and universities within the Minnesota State Colleges and Universities system. This proposed policy lists the names of system institutions and their permanent locations as authorized by law.

Proposed committee motion

The Advancement Committee recommends that the Board of Trustees approve proposed policy 1A.11 College and University Names and Permanent Locations.

Proposed board motion

The Board of Trustees approves proposed policy 1A.11 College and University Names and Permanent Locations.

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

PROPOSED BOARD POLICY 1A.11	
Chapter 1.	System Organization and Administration
Section 1A.	System and Office Operations

Proposed Policy 1A.11 College and University Names and Permanent Locations

Part 1. System Colleges and Universities.

The following are the recognized Minnesota State colleges and universities and their permanent locations, as authorized by state law.

College or University	Campuses, Centers
Alexandria Technical College	Alexandria
Anoka-Ramsey Community College	Coon Rapids, Cambridge
Anoka Technical College	Anoka
Bemidji State University ⁱ	Bemidji
Central Lakes College	Brainerd, Staples
Century College	White Bear Lake/Mahtomedi ⁱⁱ
Dakota County Technical College	Rosemount
Fond du Lac Tribal and Community College	Cloquet
Hennepin Technical College	Brooklyn Park, Eden Prairie
Inver Hills Community College	Inver Grove Heights
Lake Superior College	Duluth
Metropolitan State University	St. Paul
Minneapolis Community and Technical College	Minneapolis
Minnesota State College - Southeast Technical	Red Wing, Winona
Minnesota State Community and Technical College	Detroit Lakes, Fergus Falls, Moorhead, Wadena
Minnesota State University, Mankato	Mankato
Minnesota State University Moorhead	Moorhead
Minnesota West Community and Technical College	Canby, Granite Falls, Jackson, Pipestone, Worthington
Normandale Community College	Bloomington
North Hennepin Community College	Brooklyn Park
Northeast Higher Education District ⁱⁱⁱ	
Hibbing Community College	Hibbing
Itasca Community College	Grand Rapids
Mesabi Range Community and Technical College	Eveleth, Virginia

64	Rainy River Community College	International Falls
65	Vermilion Community College	Ely
66	Northland Community and Technical College	East Grand Forks, Thief River Falls
67	Northwest Technical College ⁱ	Bemidji
68	Pine Technical College	Pine City
69	Ridgewater College	Hutchinson, Willmar
70	Riverland Community College	Albert Lea, Austin
71	Rochester Community and Technical College	Rochester
72	Saint Paul College	St. Paul
73	St. Cloud State University	St. Cloud
74	St. Cloud Technical College	St. Cloud
75	South Central College	Faribault, North Mankato
76	Southwest Minnesota State University	Marshall
77	Winona State University	Winona

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79 i Bemidji State University and Northwest Technical College report to one president.

80 ii Single campus located in adjacent cities.

81 iii The five colleges in the Northeast Higher Education District are separately accredited but report to one president.

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83 **Part 2. Additional Sites.**

84 Courses and programs are also available online and at other sites throughout the state.

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86 **Part 3. Name Changes.**

87 College or university name changes and taglines must be in accordance with Policy 3.23.

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108 *Date of Adoption:* xx/xx/xx

109 *Date of Implementation:* xx/xx/xx

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

Agenda Item Summary Sheet

Committee: Advancement
Board of Trustees

Date of Meeting: September 16, 2008

Agenda Item: Proposed Amendment 3.23 Naming Colleges and Universities (Second Reading)

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Proposed
Policy Change

☐

Approvals
Required by
Policy

☐

Other
Approvals

☐

Monitoring

☐

Information

Cite policy requirement, or explain why item is on the Board agenda:

This is the second reading of a proposed amendment to Board Policy 3.23, Naming Colleges and Universities.

Scheduled Presenter(s):

Linda Kohl, associate vice chancellor for Public Affairs.

Outline of Key Points/Policy Issues:

See attached.

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

BOARD ACTION

Proposed Amendment Policy 3.23 Naming Colleges and Universities

Background

This amendment adds a new Subpart D to Part 2 of the policy, which makes approval of a college or university name change an amendment to proposed Board policy 1A.11 with no further action of the board required. This will keep proposed Board policy 1A.11 consistent with future board-approved name changes.

Proposed committee motion

The Advancement Committee recommends that the Board of Trustees approve the

Proposed board motion

The Board of Trustees approves proposed amendment to Policy 3.23 Naming Colleges and Universities.

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

PROPOSED AMENDMENT POLICY 3.23	
Chapter 3.	Educational Policies
Section 3.23.	System and Office Operations

Proposed Amendment Policy 3.23 Naming Colleges and Universities

Part 1. Identification with Minnesota State Colleges and Universities System.

All state universities or colleges must clearly and prominently identify the institution as a part of the Minnesota State Colleges and Universities system in campus entrance signage, publications, advertising and marketing materials, Web site, letterhead and other forms of communication intended for external audiences. Such identification shall be in accordance with system procedures.

Part 2. Name Change.

Subpart A. Request for name change. If a state college or university requests a change to its official name, or if a new institution is created through merger or other means, the college or university president shall forward the proposed name to the Chancellor for recommendation to the Board. The Board shall establish a name after receiving a recommendation from the Chancellor.

A state college or university seeking to change its name, or a new institution seeking to create a name, must clearly state the rationale for the name change or new name. The institution must conduct market research and consult with key stakeholders within the campus or campuses and the surrounding communities. The rationale and the results of the market research and consultation must be presented to the chancellor at the time the request is made.

Subpart B. Name requirements. The proposed name may reflect the mission of the institution and should enhance the image of the college or university and Minnesota State Colleges and Universities.

The proposed name shall not reflect the name of any individual, corporation or other non-governmental entity.

Each accredited institution may have only one name, regardless of the number of individual campuses that make up the institution.

Subpart C. Name change not required. This policy does not direct any institution to change its name.

Subpart D. Policy amendment. Approval of a name change by the board under this policy shall constitute an amendment of Board policy 1A.11 to reflect the approved name, with no further action of the board required.

Related Documents:

Procedure 3.23.1 Tagline Procedure for Board Policy 3.23

Part 1. Purpose. This procedure establishes requirements for the implementation of Policy 3.23.

Part 2. Implementation. Colleges and universities must use the phrase "A member of the Minnesota State Colleges & Universities System" as a tagline, as provided in this procedure.

Subpart A. Publications. Publications intended for external audiences, including, but not limited to, student recruitment materials, annual reports, alumni magazines, legislative publications, brochures, newsletters, news releases and event programs, shall include the tagline on the front or back cover, or other prominent position.

Subpart B. Stationery. Letterhead stationery shall include the tagline. Use on stationery items such as envelopes, fax cover sheets, note cards and business cards is optional.

Subpart C. Advertising and marketing materials. All print and visual advertising, such as newspaper, magazine and television ads, shall include the tagline. The tagline is optional for radio advertising, billboards and other outdoor advertising.

Subpart D. Web site. The college or university Web site home page or other prominent page shall contain the tagline.

Subpart E. Entrance signs. The main entrance sign for each campus, center or other ongoing location of the college or university at which signage is used shall contain the tagline.

Subpart F. Campus construction project signs. A sign erected to identify a capital construction project shall contain the tagline.

Part 3. Exigent circumstances. The Office of the Chancellor may waive the tagline requirement under limited circumstances, such as extraordinary expenses, space limitations or use of alternate methods of system identification.

Part 4. Guidelines. The Office of the Chancellor shall issue guidelines addressing usage of the tagline.

Approval Date: 03/18/03,

Effective Date: Effective date: Subparts A. through D and F are effective for materials published or printed after April 1, 2003. Materials prepared, printed or published before the effective date that do not include the tagline may continue to be used after April 1, 2003. Subpart E is effective January 1, 2004.

*Date & Subject
of Revisions:*

Date of Implementation: 10/18/94,

Date of Adoption: 10/18/94,

Date & Subject of Revisions: 06/19/02 - deleted all previous language
xx/xx/xx – added subpart D to Part 2.

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: Proposed Policy 3.35 Credit for Prior Learning, Proposed Repeal of Carry Forward Community College Policy 111.02.01 Awarding Credits (Second Reading)

☒ Proposed Policy Action ☐ Approvals Required by Policy ☐ Other Approvals ☐ Monitoring

☐ Information

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Mike Lopez, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

Policy 3.35 Credit for Prior Learning directs system colleges and universities to:

- 1) provide opportunities to students to demonstrate college-level learning through a variety of methods;
- 2) develop or update institutional policy in accordance with system policy;
- 3) comply with Statute 197.775, Higher Education Fairness as it applies to Minnesota State Colleges & Universities; and
- 4) disseminate information about prior learning assessment opportunities to students.

Background Information:

See the following page for the background information on the development of this policy.

Cite policy requirement, or explain why item is on the Board agenda:

This is the second reading of a new policy: Policy 3.35 Credit for Prior Learning.

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

Second Reading

ACTION ITEM

**PROPOSED POLICY 3.35 CREDIT FOR PRIOR LEARNING TO INCLUDE
REPEAL OF CARRY FORWARD CC POLICY III.02.01 AWARDED CREDITS**

BACKGROUND

This policy has been developed in response to a need to provide a consistent and equitable method for assessing a student's prior knowledge and skill attainment. Many learners including veterans, displaced workers, and other adults wish to obtain credit for college-level learning they have acquired in settings outside of the classroom.

This policy will require system colleges and universities to provide students with opportunities to demonstrate college and university-level learning gained in non-credit or experiential settings and to establish consistent practices among all system colleges and universities for evaluating and granting undergraduate credit for such learning.

Development of a Board Policy and System Procedure is a means of providing structure, guidance and consistent application across the system in awarding credit for college-level learning obtained outside of the normal academic delivery system. The policy and procedure are consistent with national standards and also comply with Subd. 2 of [Minnesota Statute 197.775](#) Higher Education Fairness as it applies to a veteran's military training or service.

While Proposed Policy 3.35 provides an overarching framework for prior learning assessment, Board policies also are in place for three nationally recognized examination programs that grant credit for prior learning: Advanced Placement, International Baccalaureate, and the College Level Examination Program.

A survey on institutional policy and practices in the areas of credit for prior learning was completed in 2006, revealing a wide range of variation of practices among system colleges and universities. While some institutions have well-developed policies, practices, and programs, some have either no policy or a very general policy that could result in inconsistent treatment of students.

Board of Trustees final approval of Policy 3.35 Credit for Prior Learning is scheduled for September, 2008. Additionally, Chancellor McCormick will approve Procedure 3.35.1 upon satisfactory completion of the consultation process. A list of formal consultations is found at the end of the policy document. Full implementation of both the policy and procedure is set for March 1, 2009.

The following chart provides an overview of the major elements addressed in the policy or the procedure.

Description of element addressed	Where addressed	Part or Subpart
Provide for consistent, fair, and equitable treatment of students in evaluating credit for prior learning.	Policy	Part 1
Each system college and university must develop and implement a credit for prior learning policy.	Policy	Part 2
Each system college and university must comply with legislation pertaining to granting credit for military training or experience.	Policy	Part 3
Each system college and university must provide information to students about the opportunity to earn credit through prior learning assessment.	Policy Procedure	Part 4. Part 3, Subpart E
Board policies and procedures are in place for three nationally recognized examination programs that grant credit for prior learning (AP, IB, and CLEP).	Procedure	Part 1
Components are defined for system colleges and universities to include in local college or university policy.	Procedure	Part 3, Subpart A
Related policies affecting the implementation of Policy 3.35 are referenced.	Procedure	Part 3, Subpart B
Assessment of military training or experience, as required by MN statute, is defined.	Procedure	Part 3, Subpart C
Student responsibility and college or university responsibility for assessment of prior learning are defined.	Procedure	Part 3, Subparts D and E
Standards and definitions for use in assessment for prior learning are provided.	Procedure	Part 2, Subparts A-H

CONSULTATION

Consultation for the proposed policies and procedures has occurred as follows:

- A Credit for Prior Learning Task Force met four times during 2007 and provided guidance on the policy and procedure language.
- Reviewed in break-out sessions at the Chief Academic Officers meeting – 10/26/06; 5/23/07
- Reviewed at Academic & Student Affairs Policy Council – 4/5/07; 10/4/07; 11/27/07; 2/19/08
- Reviewed at Academic and Student Affairs Leadership Council – 10/2/07; 4/1/08; 5/6/08; 9/9/08
- Mailed out for review and comment –November, 2007; April, 2008
- Reviewed at the IFO Meet and Confer –11/30/07; 2/22/08; 4/11/08
- Reviewed at MSUAASF Meet and Confer – 11/16/07; 4/25/08
- Reviewed at MSCF Meet and Confer – 12/6/07

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed Policy 3.35 Credit for Prior Learning and the repeal of Carry Forward CC Policy III.02.01 Awarding Credits.

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

Second Reading

BOARD POLICY	
Chapter 3. EDUCATIONAL POLICIES	
Section 35. CREDIT FOR PRIOR LEARNING	

3.35 Credit for Prior Learning

Part 1. Purpose. The purpose of this policy is to require system colleges and universities to provide students with opportunities to demonstrate college and university-level learning gained in non-credit or experiential settings and to establish consistent practices among all system colleges and universities for evaluating and granting undergraduate credit for such learning.

Part 2. Institutional Policy and procedure. Each system college and university shall provide students with a means for evaluation of prior learning and shall develop policies and procedures consistent with Procedure 3.35.1 Credit for Prior Learning.

Part 3. Compliance with Legislation. Each system college and university shall grant credit for prior learning for a veteran's military training or service in compliance with Subd.2 of [Minnesota Statute 197.775](#) Higher Education Fairness.

Part 4. Information Dissemination. Each system college and university shall provide accessible and timely information to prospective and admitted students regarding opportunities for credit for prior learning.

Date of Implementation: 3/1/09

Date of Adoption: 9/17/08

MINNESOTA STATE COLLEGES AND UNIVERSITIES
POLICY DOCUMENT
DATED 10-1-07

**PROPOSED REPEAL OF CARRY FORWARD COMMUNITY COLLEGE
POLICY III.02.01 AWARDING CREDITS**

III.02.01 Awarding Credits

~~Courses for college credit shall be designed and conducted with the expectation that the typical student will need to spend time in scheduled class or laboratory type instruction, in combination with out of class assignments, so that the total approximates three hours per week per quarter for each quarter credit.~~

~~The minimum scheduled time shall be one hour, per credit, per week, which would provide for two hours out of class expected for each class hour, for the typical student. When the maximum of three hours of laboratory, clinic, shop, etc. is scheduled, there may be no expectation of out-of-class study.~~

~~In courses which meet for less than or more than a full quarter, the three hour standard shall also be used in determining the number of credits to be awarded.~~

~~Credit by examination may be given for selected courses which are regularly taught for credit and described in the college catalog, provided that the instructor who administers the examination has determined that the student meets the standards which would have been expected if the student had done the work described above. Such credit shall not count toward the enrollment of the college.~~

~~Credit may be awarded for learning experiences in non-instructional settings which have been evaluated by qualified faculty members as the equivalent of what would have been achieved through college coursework at the freshman and sophomore levels. ("Competency-based education" — "CBE") To operate in this manner, a college shall design a program which involves such coursework and which will result in such credit, and shall request Board approval of this program. There shall be two types of CBE credit: (1) Where learning (competencies) can be documented by examination alone, they shall be grouped with "credit by examination" as noted in the previous paragraph; (2) Where learning need translation to academic terms through development of "narratives," requiring advising by a faculty member with special "CBE" qualifications, as well as requiring an examination by a faculty member who is qualified in the academic field, credits may then count toward the enrollment of the college.~~

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: Proposed Amendment to Policy 2.2 State Residency Requirements (Second Reading)

☒ Proposed
Policy Action

☐ Approvals
Required by
Policy

☐ Other
Approvals

☐ Monitoring

☐ Information

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The current policy relies on a statute that has been repealed. The proposed amendment establishes a limited set of criteria for classification as a state resident. Conditions under which non-residents may pay the resident tuition rate are also established.

Background Information:

See the following page for the background information on the development of this policy.

Cite policy requirement, or explain why item is on the Board agenda:

This proposed amendment requires Board approval.

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

Second Reading

BOARD ACTION

Proposed Amendment to Policy 2.2 State Residency Requirements

INTRODUCTION

The Office of the Chancellor is submitting an amendment to Policy 2.2 State Residency Requirements.

BACKGROUND

The current Board policy was approved by the Board in 1995 and has been amended only once, in 1999, to reflect a statutory change. The policy establishes the basic requirements for determination of state residency by referring to Minnesota Statutes 135A.031, Subd. 2. However, this provision of state statutes was repealed by the legislature in 2007. While it would be possible to continue referring to this statute by accessing archives on the Revisor of Statutes website, it was decided to revise the policy so that determination of residency status can be made without reference to external documents.

Historically, state residency status has determined the tuition rate that is paid by students, with non-residents paying a higher rate than Minnesota residents. Recently, many Minnesota State Colleges and Universities have adopted a policy of charging only one tuition rate, making no differentiation between residents and non-residents. Even at these colleges and universities, however, determining the state of residence of individual students is still necessary due to various federal and state reporting requirements and for institutional research purposes.

The revised policy includes language relating to the initial determination of residency at the time a student applies for admission to a college or university, and language stating that a student's state of residency may be changed under certain conditions. The policy also includes language relating to tuition rates charged to Minnesota state residents and non-residents, and conditions under which non-residents of Minnesota may qualify for resident tuition rates. A related System Procedure, 2.2.1, describes the process to be used in determining whether a student qualifies for a change in residency status.

CONSULTATION

Consultation has occurred as follows:

- Policy revisions developed by Task Force in January and February, 2008.
- Reviewed at Academic and Student Affairs Policy Council in February 2008.
- Planned for review and comment from faculty, students, administrators, staff, statewide student associations, statewide faculty associations and other groups through system-wide constituent mailing during April and May, 2008
- Reviewed at MSCF Meet and Confer - 3/6/08.
- Reviewed with Leadership Council - 5/6/08; 9/9/08.
- Reviewed at IFO Meet and Confer - 4/11/08.
- Reviewed at MSUAASF Meet and Confer - 4/25/08.

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed Amendment to Policy 2.2 State Residency Requirements.

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

Second Reading

BOARD POLICY

Chapter 2. STUDENTS

Section 2. STATE RESIDENCY REQUIREMENTS

2.2 State Residency Requirements

Part 1. Purpose. Determination of the state of residency of students is necessary for a variety of federal and state reporting requirements, for institutional research purposes, and in some cases, determination of the tuition to be charged to individual students. This policy provides standards for the initial classification of students as state residents or non-residents, determination of appropriate tuition charges, and the procedures to be followed in order to change the state residency status of students. **Definition of Domicile.** A person's true, fixed and permanent living place. Domicile is the place to which a person intends to return after temporary absences. A person may have only one domicile at a time.

Part 2. Classification as State Residents. Students who meet one or more of the following conditions on the date they apply for admission to a state college or university shall be classified as residents of Minnesota.

- A. Students who resided in the state for at least one calendar year immediately prior to applying for admission, or dependent students who have a parent or legal guardian residing in Minnesota on the date the students apply.
- B. Minnesota residents who can demonstrate that they were temporarily absent from the state without establishing residency elsewhere.
- C. Persons who moved to the state for employment purposes and, before moving and before applying for admission to a public postsecondary institution, accepted a full-time job in the state, or students who are spouses or dependents of such persons.

Part 2. Determination of In-State Tuition.

Subpart A. Statute. Students shall be eligible to pay in-state tuition if they meet the criteria of [Minnesota State Statute 135A.031, subd. 2.](#)

Subpart B. Demonstrating domicile. Students may establish eligibility for instate tuition by demonstrating domicile in Minnesota before the beginning of any semester or quarter. Students have the burden of proving domicile for purposes of instate tuition.

- 1. Students who seek to qualify for instate tuition must first meet the following threshold requirements:
 - a. Students must have resided in Minnesota for at least one calendar year immediately prior to applying for instate tuition.
 - b. Residence in Minnesota must not be merely for the purpose of attending a college or university.
- 2. Each of the following additional facts and circumstances will be considered when responding to a petition for instate tuition. No one of these factors is either necessary or sufficient to support a claim for instate tuition.
 - a. Continuous presence in Minnesota during period when not enrolled as a student.

- b. ~~Sources for financial support are generated within Minnesota.~~
- c. ~~Domicile in Minnesota of family, guardian, or other relatives or persons legally responsible for student.~~
- d. ~~Ownership of a home in Minnesota.~~
- e. ~~Permanent residence in Minnesota.~~
3. ~~The following circumstances, standing alone, shall not constitute sufficient evidence of domicile to affect eligibility for in-state tuition under these regulations but may be considered as part of the demonstration of the facts and circumstances listed above.~~
 - a. ~~Voting or registration for voting.~~
 - b. ~~The lease of living quarters.~~
 - c. ~~A statement of intention to acquire a domicile in Minnesota.~~
 - d. ~~Domicile of student's spouse in Minnesota.~~
 - e. ~~Automobile registration.~~
 - f. ~~Other public records, e.g., birth and marriage records.~~

~~Subpart C. Exceptions.~~ ~~Individuals in the following categories shall qualify for in-state tuition rates;~~

1. ~~Graduate students appointed to graduate assistant positions.~~
2. ~~Students who qualify under a Board-approved agreement between a governmental subdivision and a college or university.~~
3. ~~Colleges and universities may adopt a policy to exempt high ability students who are in the top 15 percent of their high school class or who score above the 85th percentile on a nationally normed, standardized achievement test and who reside in states that do not have reciprocity agreements with Minnesota.~~
4. ~~Students who qualify under a college or university affirmative action program consistent with law and approved by the Chancellor or designee.~~
5. ~~Nonimmigrant Japanese students who have completed a program of study of at least one academic year at Akita campus and have been recommended by the provost for transfer to a Minnesota state college or university and who retain their legal visa status.~~
6. ~~Students who are recognized as refugees by the Office of Refugee Resettlement of the U. S. Department of Health and Human Services.~~
7. ~~Colleges and universities may adopt a policy to exempt nonimmigrant international students classified under 8., U.S.C. 1101 (a) (15) (B), (C), (D), (F), (H), (J), and (M).~~
8. ~~U.S. military personnel serving on active duty assignment in Minnesota, and their spouses and dependent children.~~

Part 3. Tuition. Students who are classified as Minnesota state residents shall be charged the resident tuition rate. Students who are residents of states with which the state of Minnesota has a reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions provided in Part 4. below.

Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.

Subpart A. Required Exceptions. Non-residents of Minnesota who meet one or more of the following conditions shall be charged the resident tuition rate.

1. **Active Duty Military.** U.S. military personnel serving on active duty assignment in Minnesota, veterans, and their spouses and dependent children.
2. **Migrant Farmworkers.** Students who have been in Minnesota as migrant farmworkers, as defined in the Code of Federal Regulations, title 20, section 633.104, over a period of at least two years immediately before admission or readmission to a Minnesota public postsecondary institution, or students who are dependents of such migrant farmworkers.
3. **Minnesota High School Graduates.** A student who graduated from a Minnesota high school, if the student was a resident of Minnesota during the student's period of attendance at

- 1 the Minnesota high school and the student physically attends a Minnesota State College or
2 University.
- 3 4. **Employment-related Relocation.** Persons who were employed and were relocated to the
4 state by the person's current employer.
- 5 5. **Refugees and Asylees.** Students who are recognized as refugees or asylees by the Office of
6 Refugee Resettlement of the United States Department of Health and Human Services.

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8 **Subpart B. Discretionary Exceptions.** Non-residents of Minnesota may be charged the resident
9 tuition rate under one or more of the following exceptions.

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- 11 1. **Single Tuition Rate.** With Board of Trustees approval, a college or university may adopt a
12 policy to charge one tuition rate to all students.
- 13 2. **International Students.** Colleges and universities may charge resident tuition to
14 nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F), (H), (J),
15 and (M).
- 16 3. **Graduate Assistants.** Universities may charge resident tuition to graduate students appointed
17 to graduate assistant positions.
- 18 4. **Intergovernmental Agreements.** A college or university may have an agreement with a
19 governmental subdivision of another state to charge certain students resident tuition approved
20 by the Board of Trustees.
- 21 5. **High Ability Students.** Colleges and universities may adopt a policy to charge resident
22 tuition to high ability students who are in the top 15 percent of their high school class or who
23 score above the 85th percentile on a nationally-normed, standardized achievement test and
24 who reside in states that do not have reciprocity agreements with Minnesota.
- 25 6. **Other Categories.** With Board of Trustees approval, colleges and universities may charge
26 resident tuition to other specific categories of students.

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28 **Part 5. Appeal of Initial Residency Classification.** Each college and university policy and procedure
29 shall provide for an appeal to an appropriate college or university administrator of a decision not to
30 classify a student as a Minnesota resident as described in this policy. The administrator's decision shall
31 be final. A student whose appeal is successful shall be charged the resident tuition rate retroactive to the
32 beginning of the first term of enrollment.

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34 **Part 6. Change of Residency Status.** Under certain conditions, students who are initially classified as
35 not being Minnesota state residents may have their status changed to that of resident. The Chancellor shall
36 develop a system procedure that describes the conditions under which residency status may be changed.

Date of Implementation: 8/15/97;

Date of Adoption: 7/18/95,

Date of Subject of Revisions:

*9/17/08, Policy completely revised. New sections developed for classification of residents and non-residents,
appropriate tuition rates, exceptions and appeals. Process used to determine residency moved to a new
system procedure.*

*7/21/99, Subpart C, added number 8, regarding military personnel serving on active duty assignment in
Minnesota*

*12/18/96 Part 1 – Stricken language, Part 2A – Strict Definition of Domicile, Add Part 2C – Exceptions, Part 3
– Stricken*

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: Southwest Minnesota State University Mission Approval

☐

Proposed
Policy Change

☒

Approvals
Required by
Policy

☐

Other
Approvals

☐

Monitoring

☐

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

David Danahar, President, Southwest Minnesota State University

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Southwest Minnesota State University meet the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of MnSCU Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for Southwest Minnesota State University has been reviewed and found to meet all Board requirements for institutional missions.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

ACTION ITEM

SOUTHWEST MINNESOTA STATE UNIVERSITY MISSION APPROVAL

EXECUTIVE SUMMARY

The vision, proposed mission and purposes of Southwest Minnesota State University meet the criteria identified in System Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Southwest Minnesota State University’s vision, mission, purposes and array of awards are:

Vision: Southwest Minnesota State University is a university of choice.

Mission: Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students’ academic and practical professional development experiences in southwestern Minnesota to the wider world.

Purposes: Southwest Minnesota State University’s purposes are:

1. To be the higher education institution of first choice in southwest Minnesota.
2. To create comprehensive learning experiences for students.
3. To develop students’ talents to prepare them to be successful in life.
4. To establish a distinguished record as a student-centered higher education institution.
5. To contribute significantly to the quality of life in southwestern Minnesota.
6. To decrease the University’s environmental footprint by reducing energy use and the waste stream, and by seeking renewable energy sources.
7. To optimize the University’s human, fiscal, and physical resources.

Array of Awards: Southwest Minnesota State University offers the Associate in Science, the Bachelor of Science, the Bachelor of Applied Science, the Bachelor of Arts, the Master of Business Administration, and the Master of Science.

An institution’s mission, vision and purposes shall support achievement of the system mission and vision: Southwest Minnesota State University’s proposed mission is “Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students’ academic and practical

professional development experiences in southwestern Minnesota to the wider world.” The proposed Southwest Minnesota State University mission supports System mission by envisioning:

- Innovative and efficient education programs that meet students’ personal and career goals as well as the economic needs of the state and region.
- Access and opportunity for a wide range of students who will enroll at SMSU.
- High quality programs and services leading to academic and professional development experiences for students.
- Preparing students to be engaged citizens in local communities, the state, and the region, as well as in the wider world.

The mission supports the following system strategic directions:

- **Strategic Direction One – Increase Access and Opportunity** by providing access and opportunity for a wide range of students who will enroll at SMSU.
 - **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by offering high quality programs and services leading to academic and professional development experiences for students.
 - **Strategic Direction Three – Strengthen Community Development and Economic Vitality** by preparing students to be engaged citizens in local communities, the state, and the region, as well as in the wider world.
 - **Strategic Direction Four – Innovate to meet current and future needs** through innovative and efficient education programs that meet students’ personal and career goals as well as the economic needs of the state and region.
1. **An institution’s mission, vision, and purposes shall provide a foundation for evaluation, accountability, and regional accreditation:** Southwest Minnesota State University’s proposed vision, mission, and purposes provide a basis for evaluation, accountability, and regional accreditation.
 2. **Compliance:** Southwest Minnesota State University’s vision, proposed mission, and purposes are consistent with statute, policy, and regional accreditation requirements.

BACKGROUND

Southwest Minnesota State College was created by the Minnesota legislature in 1963. After the Minnesota State College Board recommended a curriculum for the college, the board named a director of planning who, in 1965, became the first president. The college’s first mission statement was approved by the board in March 1966, and the first North Central Association accreditation visit occurred in 1969. In April 1970, the college was granted candidacy for accreditation and received accreditation in March 1972.

1 The institution's name has changed three times. Although the word Minnesota was included in
2 the college's name to begin with, the name was later changed to Southwest State College. When
3 the State College Board became the State University Board in 1975, the title became Southwest
4 State University, and then in July 2003 the university changed its name to Southwest Minnesota
5 State University, with the approval of the system Board of Trustees.

6
7 Southwest Minnesota State University's most recent evaluation visit by the Higher Learning
8 Commission was in February 2004. The next visit is scheduled for 2013-14.

9 10 **Mission, Vision and Purposes Application Analysis**

11 The proposed vision, mission, and purposes of Southwest Minnesota State University meet the
12 criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and
13 Approval of System Institutional Missions.

14
15 As required by procedure, the institution must indicate:

- 16 a. How its mission and vision respond to the definitions in procedure 3.24.1.
- 17 b. The extent to which the institution will meet expectations of law, how it relates to other
18 institutions of higher education, and how its mission, vision and purposes support fulfillment
19 of the system mission and vision.
- 20 c. Its purposes and the array of awards it offers.
- 21 d. How the new mission compares with the former mission.
- 22 e. Ample consultation with faculty, students, employers and other essential stakeholders.

23
24 Additionally, the institution's mission must be compliant with statute, policy, and regional
25 accreditation requirements.

26 27 **Review of Southwest Minnesota State University's Mission, Vision and Purposes**

28 Southwest Minnesota State University's proposed vision, proposed mission and purposes meet
29 these requirements.

- 30
31 a. The mission and vision respond to the definitions in the procedure:

32
33 Southwest Minnesota State University's proposed mission is "Southwest Minnesota State
34 University prepares students to meet the complex challenges of this century as engaged citizens
35 in their local and global communities. Our comprehensive degree programs, taught in the liberal
36 arts tradition, are dedicated to connecting students' academic and practical professional
37 development experiences in southwestern Minnesota to the wider world." Southwest Minnesota
38 State University's proposed mission emphasizes that the institution will prepare students to
39 become engaged citizens whose academic and professional lives in the state and region are
40 connected to the wider world.

41
42 The proposed mission for Southwest Minnesota State University is guided by a vision that reads
43 "Southwest Minnesota State University is a university of choice."
44 Southwest Minnesota State University envisions a future in which:

- 45 • The institution continues to serve first-generation students from the area as well as physically
46 challenged students; continue to serve a high percentage of international students; and serve

1 an increasing percentage of minority students, through offering innovative, high-quality
2 programs and services.

- 3 • The institution enhances its academic reputation and environment; maintain its long tradition
4 of providing a broad-based liberal arts education; develop innovative programs such as the
5 highly sought after concurrent enrollment program; continue to develop cooperative
6 educational programs with 2-year campuses; offer degree programs desirable to both students
7 and employers; and increase quality learning opportunities for students both academically
8 and professionally.
- 9 • The institution provides diverse, high-quality education programs to a highly diverse
10 population of students. SMSU was the first handicapped accessible state university and
11 continues to address the needs of disabled students. First-generation college students will
12 continue to be a target market. SMSU continues to demonstrate that it can provide quality
13 programs and services despite insufficient budget support.

- 14
- 15 b. The extent to which the institution will meet expectations of law, how it relates to other
16 institutions of higher education, and how its mission, vision and purposes support fulfillment
17 of the system mission and vision:

18

19 The Southwest Minnesota State University proposed vision, mission, and purposes are consistent
20 with statute, policy, and regional accreditation requirements. The proposed Southwest Minnesota
21 State University mission and vision support the System mission and vision as it “prepares
22 students to meet the complex challenges of this century as engaged citizens in their local and
23 global communities.”

- 24
- 25 c. Its purposes and the array of awards it offers:

26

27 Southwest Minnesota State University’s purposes are:

- 28 1. To be the higher education institution of first choice in southwest Minnesota.
- 29 2. To create comprehensive learning experiences for students.
- 30 3. To develop students’ talents to prepare them to be successful in life.
- 31 4. To establish a distinguished record as a student-centered higher education institution.
- 32 5. To contribute significantly to the quality of life in southwestern Minnesota.
- 33 6. To decrease the University’s environmental footprint by reducing energy use and the
34 waste stream, and by seeking renewable energy sources.
- 35 7. To optimize the University’s human, fiscal, and physical resources.

36

37 SMSU’s purposes/goals:

- 38 • Affirm the commitment to offer education of highest quality and value;
- 39 • Confirm the commitment to student success and to access and opportunity for a diverse
40 population;
- 41 • Address the individuality of students;
- 42 • Offer contributions to quality of life in the region and in the state;
- 43 • Address economic goals and considerations, particularly contributions to the economic
44 development and well-being of southwest Minnesota and the state; and

- Continue SMSU's commitment to innovative programs suited to the student population, the region, and the state.

Southwest Minnesota State University offers the Associate in Science, the Bachelor of Science, the Bachelor of Applied Science, the Bachelor of Arts, the Master of Business Administration, and the Master of Science.

SMSU is the only four-year institution in the southwest Minnesota area. Over 60% of students who enroll are first-generation college students. Our role is to prepare students to live and thrive in the wider world outside southwest Minnesota, to prepare students for the world of the 21st century, to prepare students to be engaged citizens who contribute to their communities, and to enhance the economic viability of the southwest Minnesota region by preparing highly qualified graduates.

d. How the new mission compares with the former mission:

The former mission states: "The mission of Southwest State University is to provide high quality liberal arts, professional, and technical programs at the undergraduate and graduate level. Southwest Minnesota State University is dedicated to excellence in teaching and to preparing students to be life-long learners in a changing global, social, and natural environment." The University has a special commitment to the educational needs of people in its service region. This commitment is reflected in the curricula, cultural enrichment programs, cooperative relationships with other regional institutions, and in service and research contributions to both the public and private sectors of the region.

The new mission reads: "Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world."

The revised mission statement is more succinct and is updated to reflect changes both within and outside of the university. Since SMSU no longer offers technical programs, reference to those programs has been deleted. While SMSU continues to serve the southwest Minnesota service region, the revised mission statement acknowledges the importance of a vital connection between the region and the wider world. The revised statement recognizes the complexity of the world students enter upon graduation, and the need for students to become involved as engaged citizens.

e. Ample consultation with faculty, students, employers and other essential stakeholders:

Revision of the mission, vision, and goals, undertaken in 2005-06, took place as part of SMSU's strategic planning process. President Danahar and constituent groups appointed a task force to work on the mission, vision, and goals, leading to development of SMSU's next strategic plan, keeping in mind the four system strategic directions.

1 SMSU's mission was due for approval by the system Board of Trustees before the 2004 HLC
2 visit. However, because of the visit, SMSU requested a delay. After the visit, work on the
3 mission was incorporated into strategic planning. The revised mission, vision, and goals are now
4 ready for submission to the Board of Trustees.

5
6 Below is a summary of the process.

- 7 • Fall 2006 Task force appointed; membership includes students, faculty, staff,
8 administration
- 9 • Sept 2006 First meeting held; Task Force charged with establishing road map for next 5
10 years; preparing for next HLC visit; holding meetings, forums, interviews; involving faculty,
11 staff, students, alumni, and internal/external community; revising vision, mission, and goals;
12 preparing 6-12 recommendations for future direction of the university
- 13 • Oct-April 2006-07 Task Force appoints subcommittees, holds meetings, forums,
14 interviews, etc.
- 15 • Jan 2007 Strategic planning day held
- 16 • May 2007 Task Force makes recommendations and final report to President Danahar
- 17 • Fall 2007 Meet and Confer/Meet and Discuss sessions held w/faculty, staff, students
- 18 • Sept 2007 Strategic planning day held
- 19 • December 2007 Strategic planning committee convened; members include students,
20 faculty, staff, administration, and community representatives
- 21 • Jan 2008 Strategic planning day held
- 22 • Spring 2008 Strategic planning committee continues to meet

23 24 **RECOMMENDED COMMITTEE MOTION**

25
26 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
27 the Southwest Minnesota State University proposed vision, mission, purposes, and array of
28 awards as listed in the executive summary.

29 30 **RECOMMENDED MOTION**

31
32 The Board of Trustees approves the request by Southwest Minnesota State University to approve
33 its proposed vision, mission, purposes, and array of awards as listed in the executive summary.

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: Anoka Technical College Mission Approval

☐

Proposed
Policy Change

☒

Approvals
Required by
Policy

☐

Other
Approvals

☐

Monitoring

☐

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Anne Weyandt, President, Anoka Technical College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Anoka Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Minnesota State College and Universities Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for Anoka Technical College has been reviewed and found to meet all Board requirements for institutional missions.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM

ANOKA TECHNICAL COLLEGE MISSION APPROVAL

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Anoka Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Anoka Technical College’s vision, mission, purposes and array of awards are:

Vision: A vital student- and community-focused institution, providing the finest career and technical education in Minnesota.

Mission: Provide innovative career and technical education to help our students and communities live and learn well.

Purposes: Anoka Technical College’s purposes are:

1. Expand delivery strategies.
2. Support student readiness and seamless transitions.
3. Improve student support.
4. Address affordability.
5. Meet diverse needs of the community.
6. Focus institutional advancement.
7. Become an employer of choice.
8. Catalyze K-12/technical education collaboration.

Array of Awards: Anoka Technical College offers the Associate in Applied Sciences degree as well as a variety of technical certificates and diplomas.

An institution’s mission, vision and purposes shall support achievement of the system

mission and vision: Anoka Technical College’s proposed mission is “Provide innovative career and technical education to help our students and communities live and learn well.” The proposed Anoka Technical College mission supports the system mission by focusing on technical, career and personal skills for students to become productive and supportive members of the life and economies of the communities in which they live and work.

1 The mission supports the following system strategic directions:

- 2 • **Strategic Direction One – Increase Access and Opportunity** by providing “technical
3 education to help our students and communities.”
4
- 5 • **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by
6 offering programs and services that “help students and communities live and learn well.”
7
- 8 • **Strategic Direction Three – Strengthen Community Development and Economic
9 Vitality** by focusing on serving the communities in the college’s region.
10
- 11 • **Strategic Direction Four – Innovate to meet current and future needs** by emphasizing
12 “innovative career and technical education.”
13

14 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,
15 accountability, and regional accreditation:** Anoka Technical College’s proposed vision,
16 mission, and purposes provide a basis for evaluation, accountability, and regional accreditation.
17

18 **Compliance:** Anoka Technical College’s vision, proposed mission, and purposes are consistent
19 with statute, policy, and regional accreditation requirements.
20

21 **BACKGROUND**

22
23 The Higher Learning Commission awarded Anoka Technical College its last comprehensive
24 PEAQ accreditation in the 2003-2004 school year. This accreditation is valid through the 2013-
25 2014 school year. The college received a focus visit on assessment and strategic planning during
26 the 2006-2007 school year.
27

28 **Mission, Vision and Purposes Application Analysis**

29 The proposed vision, mission, and purposes of Anoka Technical College meet the criteria
30 identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval
31 of System Institutional Missions.
32

33 As required by procedure, the institution must indicate:

- 34 a. How its mission and vision respond to the definitions in procedure 3.24.1.
- 35 b. The extent to which the institution will meet expectations of law, how it relates to other
36 institutions of higher education, and how its mission, vision and purposes support fulfillment
37 of the system mission and vision.
- 38 c. Its purposes and the array of awards it offers.
- 39 d. How the new mission compares with the former mission.
- 40 e. Ample consultation with faculty, students, employers and other essential stakeholders.
41

42 Additionally, the institution’s mission must be compliant with statute, policy, and regional
43 accreditation requirements.
44
45
46

Review of Anoka Technical College's Mission, Vision and Purposes

Anoka Technical College's proposed vision, proposed mission and purposes meet these requirements.

a. The mission and vision respond to the definitions in the procedure:

Anoka Technical College's proposed mission is "Provide innovative career and technical education to help our students and communities live and learn well." Anoka Technical College's proposed mission emphasizes that the college aims to help students and communities to live and learn well. This means helping students to enroll in the right program and persist in that program until they reach their goals toward being productive members of the workforce and community.

The proposed mission for Anoka Technical College is guided by a vision that reads "A vital student- and community-focused institution, providing the finest career and technical education in Minnesota." Anoka Technical College envisions a future in which:

- The college hopes to improve its already strong relationships with the communities in its service area.
- The college will adopt innovative curriculum and processes to help students efficiently and effectively learn the latest skills and technologies for their career field.
- The college will develop a wider variety of support services to help students achieve their learning goals once they enroll at the college.

b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision:

Anoka Technical College is a regionally accredited institution of higher education that has consistently worked with many other colleges and universities, community organizations, and K-12 schools.

The Anoka Technical College proposed vision, mission, and purposes are consistent with statute, policy, and regional accreditation requirements. The proposed Anoka Technical College mission and vision support the system mission and vision by focusing on innovative career and technical education to help our students and communities and being a vital student- and community-focused institution.

c. Its purposes and the array of awards it offers:

Anoka Technical College's purposes are:

1. Expand delivery strategies.
2. Support student readiness and seamless transitions.
3. Improve student support.
4. Address affordability.
5. Meet diverse needs of the community.
6. Focus institutional advancement.
7. Become an employer of choice.

1 8. Catalyze K-12/technical education collaboration.

2
3 The purposes/goals are designed to help students enroll at Anoka Technical College ready to
4 learn and then persist at the college until they reach their learning goals. These outcomes will be
5 achieved by trying to keep the cost of attending affordable and by providing personal and
6 learning support to help students from all walks of life to succeed at the college so they can
7 become more productive and contributing members of their communities.

8
9 Anoka Technical College offers Associate in Applied Sciences, Associate in Science, as well as
10 technical certificates and diplomas.

11
12 Anoka Technical College's primary niche is being one of just a handful of pure technical
13 colleges in the Twin Cities and the state. The college is proud of its technical heritage and
14 occupational focus and reaffirms this in its new mission by stating that the college provides,
15 “innovative career and technical education.”

16
17 In addition, a significant strength of the college is a K-12 and technical education collaboration.
18 The Secondary Technical Education Program (STEP) high school is located right on the campus
19 of Anoka Technical College. This strong partnership with the Anoka-Hennepin School District
20 allows STEP students to easily take courses at the college and see what it takes to succeed at the
21 college level. Co-location allows high school and college faculty to work collaboratively to
22 build and articulate programs.

23
24 d. How the new mission compares with the former mission:

25
26 The former mission of Anoka Technical College was, “Anoka Technical College is an institution
27 of higher education providing quality technical and general education for employment,
28 workforce development and lifelong learning through partnerships with business, industry and
29 the community.” The new mission reads, “Provide innovative career and technical education to
30 help our students and communities live and learn well.” Compared to the former mission
31 statement, the new version reflects the College constituencies' desire for precision, energy and
32 focus on the primary beneficiaries of the institution's teaching and learning activity: students,
33 and the communities they represent.

34
35 e. Ample consultation with faculty, students, employers and other essential stakeholders:

36
37 The overall process began in the 2006-2007 school year as part of the Higher Learning
38 Commission's focused visit. This led the college to hire Mark Milliron, President and CEO,
39 Catalyze Learning International, to facilitate the planning process. This process:

- 40 • Involved a wide variety of college and community stakeholders ranging from college
41 employees to local elected officials and members of the college's business community.
42 • Encouraged stakeholder contributions through planning meetings as well through an online
43 blog that asked visitors to respond to specific planning questions.

- 1 • Used internal and external stakeholders to revise initial drafts of visions, missions, values and
2 goals so that they clearly and specifically focused on serving the needs of students and
3 communities.

4 The college needs the approval of the Board of trustees to meet the requirements of the Higher
5 Learning Commission and the Board's own mission change policy.
6
7

8 **RECOMMENDED COMMITTEE MOTION** 9

10 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
11 the Anoka Technical College proposed vision, mission, purposes, and array of awards as listed in
12 the executive summary.
13

14 **RECOMMENDED MOTION** 15

16 The Board of Trustees approves the request by Anoka Technical College to approve its proposed
17 vision, mission, purposes, and array of awards as listed in the executive summary.

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: Central Lakes College Mission Approval

☐

Proposed
Policy Change

☒

Approvals
Required by
Policy

☐

Other
Approvals

☐

Monitoring

☐

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Larry A. Lundblad, President, Central Lakes College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Central Lakes College meet the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of MnSCU Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for Central Lakes College has been reviewed and found to meet all Board requirements for institutional missions.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM

CENTRAL LAKES COLLEGE MISSION APPROVAL

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Central Lakes College (CLC) meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Central Lakes College’s vision, mission, purposes and array of awards are:

Vision: CLC, Minnesota’s leading Community and Technical College for lifelong learning

Mission: We Build Futures. At Central Lakes College, we—

- are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds
- offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning
- anticipate and respond to the needs of business and industry in a globally competitive economy
- encourage and support cultural enrichment, life-long learning, civic responsibility, and community development

Purposes/Goals: Central Lakes College’s goals are:

- Achieve consistent enrollment growth and improved retention rates.
- Offer flexible, accessible programs and services that are responsive to the changing employment and educational needs of the region and that foster successful transition to educational and career advancement.
- Serve as a recognized leader in the region for innovation in community and economic vitality.
- Achieve institutional effectiveness through improved linkages in planning and resource allocation, assessment, and continuous improvement, and enhanced communication.

Array of Awards: Central Lakes College offers Associate in Applied Sciences, Associate in Science, Associate in Arts, Associate of Fine Arts as well as technical certificates and diplomas.

1 **An institution’s mission, vision and purposes shall support achievement of the system**

2 **mission and vision:** Central Lakes College’s proposed mission is “We Build Futures. At Central
3 Lakes College, we—

- 4 • are committed to a supportive environment for the growth and development of students
5 from diverse cultural, ethnic, economic, and educational backgrounds
- 6 • offer liberal arts, technical education, and customized training programs of proven high-
7 quality that are accessible and affordable and that lead to employment, skill enhancement,
8 or transfer to other institutions of higher learning
- 9 • anticipate and respond to the needs of business and industry in a globally competitive
10 economy
- 11 • encourage and support cultural enrichment, life-long learning, civic responsibility, and
12 community development

13
14 The proposed mission of Central Lakes College supports the Minnesota State Colleges and
15 Universities system mission by assisting the citizens in our region of the state to meet their
16 educational and personal goals and through quality of life enhancements, and economic
17 development activities. The proposed mission supports the following system strategic directions:

- 18
19 • **Strategic Direction One – Increase Access and Opportunity** by providing “a supportive
20 environment for the growth and development of students from diverse cultural, ethnic,
21 economic, and educational backgrounds.”
- 22
23 • **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by
24 offering “liberal arts, technical education, and customized training programs of proven high-
25 quality.”
- 26
27 • **Strategic Direction Three – Strengthen Community Development and Economic**
28 **Vitality** in the college’s efforts to “respond to the needs of business and industry in a
29 globally competitive economy” and to “encourage and support cultural enrichment, life-long
30 learning, civic responsibility, and community development.”
- 31
32 • **Strategic Direction Four – Innovate to Meet Current and Future Needs** by emphasizing
33 the college’s ability to anticipate and respond to needs “in a globally competitive economy.”
- 34
35 • **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
36 **accountability, and regional accreditation:** Central Lakes College’s proposed vision,
37 mission, and goals provide a basis for evaluation, accountability, and regional accreditation.
38 Of particular note is the college’s strategic plan goal to “Achieve institutional effectiveness
39 through improved linkages in planning and resource allocation, assessment, and continuous
40 improvement, and enhanced communication.”

41
42 **Compliance:** Central Lakes College’s vision, proposed mission, and purposes are consistent
43 with statute, policy, and regional accreditation requirements.

1 BACKGROUND

2 The most recent comprehensive evaluation of Central Lakes College by the Higher Learning
3 Commission (HLC) occurred during the 2002-2003 academic year. A focused visit on Student
4 Learning Assessment occurred in March of 2006. The evaluation team acknowledged the
5 significant strides the college made in assessment activities and recommended that a report be
6 forwarded to HLC in the fall of 2008 to provide an update on the continued progress in this area.
7 The next scheduled comprehensive evaluation is scheduled for 2013.

9 Mission, Vision and Purposes Application Analysis

10 The proposed vision, mission, and purposes of Central Lakes College meet the criteria identified
11 in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of System
12 Institutional Missions.

13
14 As required by procedure, the institution must indicate:

- 15 a. How its mission and vision respond to the definitions in procedure 3.24.1.
- 16 b. The extent to which the institution will meet expectations of law, how it relates to other
17 institutions of higher education, and how its mission, vision and purposes support fulfillment
18 of the system mission and vision.
- 19 c. Its goals/purposes and the array of awards it offers.
- 20 d. How the new mission compares with the former mission.
- 21 e. Ample consultation with faculty, students, employers and other essential stakeholders.

22
23 Additionally, the institution's mission must be compliant with statute, policy, and regional
24 accreditation requirements.

26 Review of Central Lakes College's Mission, Vision and Purposes

27 Central Lakes College's proposed vision, proposed mission and purposes meet these
28 requirements.

- 29
30 a. The mission and vision respond to the definitions in the procedure:

31
32 Central Lakes College's proposed mission is "We Build Futures. At Central Lakes College, we—

- 33 • are committed to a supportive environment for the growth and development of students
34 from diverse cultural, ethnic, economic, and educational backgrounds
- 35 • offer liberal arts, technical education, and customized training programs of proven high-
36 quality that are accessible and affordable and that lead to employment, skill enhancement,
37 or transfer to other institutions of higher learning
- 38 • anticipate and respond to the needs of business and industry in a globally competitive
39 economy
- 40 • encourage and support cultural enrichment, life-long learning, civic responsibility, and
41 community development

42
43 Central Lakes College's proposed mission emphasizes that the college intends to provide
44 educational opportunities for all students who wish to attend the college, whatever their situation.
45

1 The proposed mission for Central Lakes College is guided by a vision to be “Minnesota’s
2 leading Community and Technical College for lifelong learning.” Central Lakes College
3 envisions a future in which:

- 4 • The college will strive to be flexible and innovative in its programming and delivery.
- 5 • Faculty will be leaders in their fields and recognized for their best practices in the classroom.
- 6 • Much of the instruction will take place off-campus through
 - 7 ○ on-line offerings in both credit and non-credit areas,
 - 8 ○ integrated programming for international students and development of a senior
 - 9 college, and
 - 10 ○ applied research and learning in agriculture, alternative fuels, and green technology

11
12 b. The extent to which the institution will meet expectations of law, how it relates to other
13 institutions of higher education, and how its mission, vision and purposes support fulfillment
14 of the system mission and vision:

15
16 The Central Lakes College proposed vision, mission, and purposes are consistent with statute,
17 policy, and regional accreditation requirements. The proposed Central Lakes College mission
18 and vision support the system mission and vision by assisting the citizens in our region of the
19 state to meet their educational and personal goals and through quality of life enhancements, and
20 economic development activities.

21
22 c. Its purposes and the array of awards it offers:

23
24 Central Lakes College’s goals are:

- 25 1. Achieve consistent enrollment growth and improved retention rates.
- 26 2. Offer flexible, accessible programs and services that are responsive to the changing
- 27 employment and educational needs of the region and that foster successful transition to
- 28 educational and career advancement.
- 29 3. Serve as a recognized leader in the region for innovation in community and economic
- 30 vitality.
- 31 4. Achieve institutional effectiveness through improved linkages in planning and resource
- 32 allocation, assessment, and continuous improvement, and enhanced communication.

33
34 The four goals of the Central Lakes College strategic plan closely parallel the four strategic
35 directions of the Minnesota State Colleges and Universities strategic plan. Both emphasize
36 accessibility, high-quality learning programs, economic development initiatives, and innovation.

37
38 Central Lakes College offers Associate in Applied Sciences, Associate in Science, Associate of
39 Arts, Associate of Fine Arts as well as technical certificates and diplomas.

40
41 As a comprehensive community college, Central Lakes College serves the central region of the
42 state and beyond. We share many things in common with other two-year colleges in the system.
43 Programs such as eco-tourism and heavy equipment are unique to the system.

1 d. How the new mission compares with the former mission:

2
3 The former mission of Central Lakes College was, “Our mission is to provide quality, lifetime
4 learning opportunities through higher education.” The new mission reads, “At Central Lakes
5 College, we—

- 6 • are committed to a supportive environment for the growth and development of students
7 from diverse cultural, ethnic, economic, and educational backgrounds
- 8 • offer liberal arts, technical education, and customized training programs of proven high-
9 quality that are accessible and affordable and that lead to employment, skill enhancement,
10 or transfer to other institutions of higher learning
- 11 • anticipate and respond to the needs of business and industry in a globally competitive
12 economy
- 13 • encourage and support cultural enrichment, life-long learning, civic responsibility, and
14 community development

15
16 The new mission statement represents the college’s focus on helping to build futures for a widening
17 array of student populations and changing industry and community needs both of which require
18 innovative programming and delivery.

19
20 e. Ample consultation with faculty, students, employers and other essential stakeholders:

- 21
22 • The college began the strategic planning process in Spring 2006 when the College
23 Planning Council members representing the various divisions, employee groups, and
24 administration were identified.
- 25 • An organizational meeting of the Planning Council was held in August, 2006. Todd
26 Harmening, Program Director, Planning from the Office of the Chancellor was asked to
27 be a consultant to the council.
- 28 • Staff from the Office of the Chancellor and the Department of Employment and
29 Economic Development provided facilitation, data, and other consultative support.
- 30 • During October 2006, 10 different Community Focus meetings were held in 7
31 communities in the College service area, with input gathered from 71 community leaders.
- 32 • CLC employees were surveyed electronically.
- 33 • CLC students were surveyed and focus groups were conducted.
- 34 • Using the data provided from internal and external scanning, community focus meetings,
35 the employee survey, and the student survey, the College Planning Council members
36 identified key focus areas for consideration in the strategic plan. The focus areas
37 included: Program and Delivery Opportunities, Community and Economic Vitality,
38 Enrollment and Retention Strategies, and Institutional Effectiveness.
- 39 • The vision and mission were developed and the plan and statements were shared with all
40 college employees in January of 2007.
- 41 • The complete Central Lakes College Strategic Plan for 2008-2011 was shared with all
42 employees at the duty day in April of 2007.
- 43 • Follow-up meetings were held in the 7 communities in October, 2007 to share the plan.
- 44 • The college is requesting Board approval of the revised mission and vision statements.

1
2 **RECOMMENDED COMMITTEE MOTION**
3

4 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
5 the Central Lakes proposed vision, mission, purposes, and array of awards as listed in the
6 executive summary.
7

8 **RECOMMENDED MOTION**
9

10 The Board of Trustees approves the request by Central Lakes College to approve its proposed
11 vision, mission, purposes, and array of awards as listed in the executive summary.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 16, 2008

Agenda Item: 2009 System Action Plan – Green Facilities and Energy Conservation

☐

Proposed
Policy Change

☐

Approvals
Required by
Policy

☒

Other
Approvals

☐

Monitoring

☐

Information

Presenter:

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Explain reason for item to go before the Board:

The Board of Trustees requested an opportunity to review the final Fiscal Year 2009 action plan, particularly the initiative focused on Green Facilities and Energy Conservation.

Purpose:

The discussion will include an overview of this initiative as a possible addition to the action plan.

Background Information:

This item is a continuation of the October 2007 retreat and March and May 2008 Board of Trustees discussion.

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

**2009 SYSTEM ACTION PLAN – GREEN FACILITIES AND ENERGY
CONSERVATION**

BACKGROUND

The Board of Trustees approved the 2009 Action Plan of the Minnesota State Colleges and Universities in May (see Attachment A). The five strategic priorities are-

1. Reaching the Underrepresented (previously named Hard to Reach)
2. Science, Technology, Engineering and Mathematics (STEM)
3. Tuition Study and Price of Attendance (previously named Economic Model)
4. Succession Planning
5. Workforce of the Future

Recently, the Chancellor proposed an initiative focused on conservation in facilities and energy efficiency, leading to discussion and the proposed addition of the following initiative-

6. Green Facilities and Energy Conservation

Strategic Plan Goals & Action Plan Activities	FY09 Action Plan Initiatives	Strategies and Timeline
Goal 4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency	<i>Green facilities and energy conservation</i> – The Office of the Chancellor, in collaboration with colleges and universities, shall prepare a plan for advancing sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities.	The plan shall include facilities improvement strategies and innovations which advance knowledge and application of sustainable practices and methods in the built environment, including: <ul style="list-style-type: none"> • Review and modification of facilities planning, design and construction standards • Pursuit of greater energy efficiency, reduction of carbon footprint, and reduction in dependence on non-renewable energy sources • Promotion of sustainability efforts across each college, university and the Office of the Chancellor through innovative facilities management practices

RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the addition of an initiative for Green Facilities and Energy Conservation to the FY09 System Action Plan.

RECOMMENDED MOTION

The Board of Trustees approves the addition of an initiative for Green Facilities and Energy Conversation to FY 2009 System Action Plan.

Attachment A - 2009 Action Plan for the Minnesota State Colleges and Universities

Strategic Plan Goals & Action Plan Activities	FY09 Action Plan Initiatives	Strategies and Timeline	Accountability Dashboard Measures (ADM) & Action Plan Targets (APT)
Strategic Direction 1 - Increase access and opportunity			
Goal 1.1 Raise Minnesota's participation and achievement rates <ul style="list-style-type: none"> Eliminate the achievement gap 	Reaching the Underrepresented - Build on current initiatives at institutions to recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families.	<ul style="list-style-type: none"> Inventory and spending on recruitment and retention programs/services for underrepresented groups (May 2008) Summarize customer service research results with presidents (Sept 2008) and share with campus marketing and diversity staff (fall and spring 2008-2009) Secure Board approval of \$7.4 million for second year of Access, Opportunity and Success allocations Accountability reports on progress to recruitment and retention objectives and allocate FY09 funds. Receive reports on College Access and Opportunity Centers. Allocate second year of funding. 	<p>APT: Improve the Fall 2011 retention rate for Fall 2010 entering students by 4.3%, Achieving the target will mean a 9.3% increase or 2,934 additional retained students by 2011.</p> <p>APT: Improve the Fall 2007 success rate for Fall 2006 entering students of color by 1.0%, Achieving the target will mean a 1.6% increase or 76 additional successful students of color by 2007.</p> <p>ADM: Participation rate</p>
Goal 1.2 Maintain an affordable cost of attendance for Minnesota residents <ul style="list-style-type: none"> Evaluate alignment of the allocation framework and commitment to statewide access 	Tuition Study - Conduct a study of tuition policies that includes an assessment of price of attendance and cost to educate students. The study will inform the FY2010-2011 biennial budget and the FY2010 operating budget	<ul style="list-style-type: none"> Workgroup assistance/input on study (Jan – June 2008) Leadership Council and other input (April-June 2008) Recommendations submitted to Chancellor and Leadership Council (<u>July 2008</u>) Recommendations presented to Board (<u>Sept 2008</u>) Implementation of recommendations (Fall/Winter 2009) 	<p>ADM: Affordability index</p>
Strategic Direction 2 - Promote and measure high-quality learning programs and services			
Goal 2.2 Produce graduates who have strong, adaptable and flexible skills <ul style="list-style-type: none"> Promote increased participation in STEM fields Expand opportunities for students and teachers to build their STEM competencies 	STEM - Increase student engagement in STEM coursework, Provide incentives for STEM faculty and teachers, Improve the infrastructure for STEM programs, and Develop STEM learning opportunities that meets current industry needs	<p>Expand K-12 Pipeline in STEM</p> <ul style="list-style-type: none"> Expand Project Lead the Way and summer camps Enhance teacher development through new models of recruitment, preparation, and professional development <p>Engage Students in STEM Coursework</p> <ul style="list-style-type: none"> Infuse introductory STEM courses with active learning as feeders for higher-level STEM coursework. <p>Connect System Students to Careers</p> <ul style="list-style-type: none"> Expand Bioscience Internship/Externship Program <p>Improve Infrastructure for STEM Teaching and learning</p> <ul style="list-style-type: none"> Reprise Leveraged Equipment Program 	<p>APT: Increase percentage of students enrolled in one or more college level STEM courses by 2.9%, Achieving the target will mean an additional 6,900 students or a 6.3% increase in students taking STEM courses by 2009.</p> <p>APT: Increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011.</p>

Strategic Plan Goals & Action Plan Activities	FY09 Action Plan Initiatives	Strategies and Timeline	Accountability Dashboard Measures (ADM) & Action Plan Targets (APT)
Strategic Direction 3 - Provide programs and services integral for state and regional economic needs			
<p>Goal 3.1 Be the state's leader in identifying workforce education and training opportunities and seizing them.</p> <ul style="list-style-type: none"> Expand corporate learning 	<p>Workforce of the Future - Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses. Strategies will focus exclusively on workforce needs of industry (initially the manufacturing sector).</p>	<p>Business Outreach – Presidents and Chancellor Visits</p> <ul style="list-style-type: none"> Conduct “CEO to CEO” visits to provide insights into economic and workforce conditions (April – Aug 2008) <p>Business Response System</p> <ul style="list-style-type: none"> Develop portal for manufacturing and engineering firms to find employees and access training opportunities Re-design web interfaces to improve customer satisfaction & facilitate customized training. (Sept 2008) <p>Connecting with Business - Public Relations</p> <ul style="list-style-type: none"> With outside assistance, develop and implement an integrated marketing and public relations plan targeted to Minnesota employers. (June 2008) Develop catalogue of services for employers to increase education and training service delivery. (Spring 2008) <p>Leveraging Partnerships and Promoting Innovation</p> <ul style="list-style-type: none"> Coordinate with external partners such as the Minnesota Chamber of Commerce, DEED, the University of Minnesota; and internal partners including the Centers of Excellence, customized training, and academic specialists. (On-going) 	<p>APT: Increase the number of students (unduplicated headcount) enrolled in customized training courses by 14,892 or 10.5% between Fiscal Years 2005 and 2009.</p> <p>APT: Increase the number of continuing education students (unduplicated credit headcount of students aged 25 to 44) by 4,853 or 7.6% between Fiscal Years 2005 and 2009.</p> <p>ADM: Related employment rate</p> <p>ADM: Licensure pass rate</p>
Strategic Direction 4 - Innovate to meet current and future needs			
<p>Goal 4.4 Hire and develop leaders who will initiate and support innovation</p> <ul style="list-style-type: none"> Institute more formal mentoring programs for all new presidents, vice presidents, and deans. 	<p>Succession Planning - This includes current and future initiatives of the system and individual institutions to address pending retirements, primarily among executive level leadership</p>	<ul style="list-style-type: none"> Chancellor Succession work group meets to develop draft timeline, and other items as appropriate (January/February 2008) Board of Trustees HR Committee meets to review draft documents (March 2008) Board of Trustees HR Committee meets to adopt final documents (April to May 2008) Further define the scope and intent of succession planning for the system Executive Development Task Force to address development opportunities and succession among senior administration (Winter/Spring 2008) Implementation of Executive Development Task Force recommendations (FY09) 	