

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
JUNE 15, 2010**

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**Academic and Student Affairs Committee Members Present:** Chair Dan McElroy; Trustees Christine Rice, Duane Benson, Cheryl Dickson, Jacob Englund, James Van Houten and Louise Sundin.

**Other Board Members Present:** Trustees Scott Thiss, Terri Thomas, Thomas Renier, Ruth Grendahl and Christopher Frederick.

**Leadership Council Committee Co-Chairs Present:** Senior Vice Chancellor Linda Baer and President Patrick Johns.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 15, 2010, at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Chair McElroy called the meeting to order at 1:37 pm.

**1. Minutes of May 18, 2010**

*The minutes from the May 18, 2010 Academic and Student Affairs Committee Study Session were approved as written.*

*The minutes from the May 18, 2010 Academic and Student Affairs Committee Meeting were approved as written.*

**2. Academic and Student Affairs Update – Senior Vice Chancellor Baer**

Chair McElroy noted that this would be the last meeting attended by Senior Vice Chancellor Baer, who has accepted a position as a senior officer with the Bill and Melinda Gates Foundation. He said Dr. Baer has not only acted as a senior administrator in the system, but has also led the system's scholarly side and has done both jobs well.

Senior Vice Chancellor Baer thanked the Trustees for the opportunity to serve Minnesota, the system and Bemidji State University. In her new position with the foundation, she will be collaborating with colleges and universities across the nation to develop best practices and policies for improving college completion rates in post-secondary education.

Senior Vice Chancellor Baer said she is proud of accomplishments made during her tenure and noted statistics related to underrepresented students. The system enrolled 96,000 underrepresented students in fall 2009, which was nearly a 20 percent increase compared to 2008, she said, adding this is an astounding accomplishment lead by the Board of Trustees. Other statistics she cited

included: enrollment of students of color increased by 16 percent in 2009; enrollment of Pell Grant-eligible students increased by 34 percent; enrollment of first-generation students increased by 11 percent; and there was a 22 percent increase in retention fall 2008 to fall 2009.

These statistics show things are working even in these difficult times, Senior Vice Chancellor Baer said. Each and every campus works hard every day to serve students and the citizens of the state in the best way possible, she said.

### **3. Proposed Revisions to System Strategic Plan (Second Reading)**

This was the second reading of revisions to the system's strategic plan, updating it through 2014. Proposed changes to the plan will direct the system as it faces significant financial challenges.

Plan revisions place new emphasis on program completion, student learning and valued faculty and staff. Also being added is a new strategic direction on sustaining financial viability during changing economic and market conditions.

Chair McElroy said much of the work in updating the plan was conducted by the Ad Hoc Committee on System Planning established by the Board in November 2009. He was a member of the committee, and he recognized the other members: Trustees Christopher Frederick, David Paskach and Christine Rice; Presidents Cecila Cervantes, Richard Davenport, Kevin Kopischke and Edna Szymanski; Senior Vice Chancellor Baer; Vice Chancellors Laura King and Lori Lamb; and Interim Vice Chancellor Carolyn Parnell.

*A motion was made by Trustee Benson, seconded by Trustee Englund and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the final draft of the System Strategic Plan 2010-2014 Designing The Future.*

### **4. Alexandria Technical College Change in Mission (Second Reading)**

**Presenters:**

Kevin Kopischke, President

Jan Doebbert, Executive Vice President of Academic and Student Affairs

This was the second reading of a proposed mission change at Alexandria Technical College to change from being a technical college to a comprehensive community and technical college authorized to offer the Associate in Arts (AA) degree.

The college offered the following reasons for the request:

- To respond to student interest and community requests for additional access to lower-division transfer education.

There are over 600 students currently at the college who are undeclared or undecided and most of these students are ineligible to receive financial aid because they are not enrolled in an approved AA program.

In addition, a high percent of students enrolling in college are undecided about their final career objective. The AA degree meets this need by allowing students to progress in lower division coursework without loss of credit for transfer.

- To create awareness of technical degrees and related career opportunities.

Students who take the AA degree would be required to demonstrate career awareness. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities.

- To meet the strategic objectives of the system in the competitive environment of higher education with today's market realities.

President Kopischke said Alexandria Technical College is considered one of the premiere technical colleges in the country and trustees can be assured that the college will not lose sight of that mission. However, the changing marketing is causing them to seek a mission change. He said this is not a short-term tactic, but rather a long-term marketing strategy.

As the college attempts to attract students in high school, as well as non-traditional students, new access or entry points are needed. The AA becomes a critical entry point for those who are undecided in their career plans, President Kopischke said.

Responding to a question from Chair McElroy, President Kopischke said the college has several programs aimed at introducing high school students to technical programs. One activity is a "sophomore sneak-a-peek" which brings 400-500 students to campus to give them an opportunity to spend several three-hour blocks sampling different program areas.

Juniors are invited to campus for a full-day program which allows them to sample programs in a chosen field, he said.

Vice President Doebbert said one summer activity for high school students is an engineering and manufacturing camp in which students come on campus and spend time designing and building a holder for an iPod Nano. In addition, they tour several manufacturing industries to find out about possible careers.

Another summer program brings high school instructors to campus to offer them training and certification in teaching various technical skills, such as marine small engine repair. Often the instructors are able to take donated equipment home to their school districts to help them with teaching those skill sets to high schoolers.

Prior to the request for a mission change, extensive consultations took place with many stakeholders, including advisory committees, which offered unanimous support for the change, President Kopischke said. Support also was received from the area economic development organizations, chambers of commerce, legislators, businesses and industries, high schools and the college faculty union.

Trustee Van Houten said the fact that a college with fixed operational costs and a larger enrollment likely will be more financially secure is a strong argument in favor of the mission change. Taking that into consideration, it would be hard to refuse any technical college's conversion to a comprehensive and technical college status, he said, but added that this means the system is no longer in a position of promoting the advantages of specialization. Decisions will be made largely on financial outcomes and he said he is not sure that is adequate.

Chair McElroy said he shares some of those same concerns, but said the marketplace plays an important role. If there are jobs for young people in technical fields, he said he is confident that technical education will continue to play a major role in the system. Alexandria Technical College's request to move to a comprehensive status makes sense considering the indecision of 18-year-olds and the way financial aid is structured.

The mission change argument is more compelling with institutions in the rural area, Chair McElroy added. There are fewer options for rural students to attend a nearby college with a transfer curriculum.

The closest colleges that offer AA degrees are Central Lakes College in Brainerd, St. Cloud Technical and Community College and Minnesota State Community and Technical College's Fergus Falls campus.

The Board must not lose sight or become complacent to the fact that technical colleges are one thing that makes this system different from most across the nation, Chair McElroy said.

Chancellor McCormick said one question he often gets asked is if technical programs will be sacrificed by colleges that need to raise money to remain viable.

There tends to be a cycling of programs at the college, President Kopischke said. However, their technical programs are as strong as ever since 13 technical programs were full this past fall. He added they wouldn't cut an expensive technical program to save money. Instead, it would be cut because of low enrollments or other factors, such as poor retention or graduation rates or few job opportunities.

President Kopischke said the college is constantly looking to develop programs in response to the marketplace and they never stop looking for opportunities in the technical field. The AA is a limited program which provides transfer opportunities to a certain number of students. The AA also supports many of the AS and AAS programs on campus.

Trustee Van Houten said he would vote in favor of approving this mission change, since it would be unfair to treat this college president and his staff differently than other colleges that have recently received approval of similar changes. However, he said he is still uncomfortable with the fact that the decisions pertaining to mission changes for technical colleges appear to be subjective. He suggested that the committee address this issue more thoroughly in the future.

Chair McElroy agreed with that suggestion.

*A motion was made by Trustee Rice, seconded by Trustee Dickson and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the request by Alexandria Technical College to change its mission to become a comprehensive two-year college. The new mission is, “Alexandria Technical and Community College creates opportunity for individuals and businesses through education, innovation and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests and abilities and strengthen the economic, social and cultural life of Minnesota’s communities.”*

## **5. Proposed Amendments to Board Policy 3.26 Intellectual Property (Second Reading)**

Second reading of this amendment which clarifies Board Policy 3.26 pertaining to the ownership of intellectual property within the system.

Chair McElroy said the language in the amendment has been revised after consultation and agreement with faculty union groups. The amendment adds the definition of “faculty” in order to identify the employees who are entitled to own their scholarly works and deleting the term “professional staff” throughout the policy to reflect the “work made for hire” language in federal copyright law.

*A motion was made by Trustee Dickson, seconded by Trustee Van Houten and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the proposed amendment to Policy 3.26 Intellectual Property.*

**6. Follow-up to the OLA Evaluation of System Office**

- Update on Actions Taken to Address the Issues in the OLA Report
- Implications for FY11 ASA Committee and Division Work Plans

The recent Office of Legislative Audit (OLA) review of the Office of the Chancellor identified six “areas of concern” related to the system’s Academic and Student Affairs division. Action steps are being offered pertaining to these areas.

**Impact and cost-effectiveness of online instruction**

Primary finding: A majority of system presidents are satisfied with the system’s office activities supporting online education, but the overall impact of Minnesota Online has not yet been systematically assessed.

*Proposed action steps:*

- Evaluate the cost of online delivery to students;
- Use Quality Matters (or a comparable rubric) when developing courses;
- Provide resources to institutions to support Quality Matters;
- Support the cost of training on applying the Quality Matters Rubric and Peer Review Certification for up to 10 faculty and/or staff;
- Implement student support services in *Students First*;
- Provide ongoing training to staff for serving online students;
- Develop a set of performance measures and dashboard.

Trustee Benson said when businesses or industries adopt technology, it typically lowers costs. He asked why that isn’t true in higher education and online education.

Senior Vice Chancellor Baer said with businesses, technology has been infused into the operation, making it more efficient because of better productivity, improved efficiencies or lower costs. Higher education, to date, has not embedded technology in the same way. Instead, online has become another delivery system. There are comparable labor costs, class sizes and costs – and in some cases the costs are more because of the technology needed. She said she thinks technology is catching up to a place where more efficiencies can be claimed.

Trustee Thiss said students, rather than the system, are the ones benefitting from efficiencies. For example, students can save money by not having to drive to class or they can take classes that don’t interfere with their work schedules. These types of efficiencies are difficult to measure, he pointed out.

Trustee Sundin said technology often provides cost savings in the private sector since it has been used to replace human beings. Teaching is different and

education will not realize the same type of one-to-one cost savings. She said cost savings should not cut into what is considered appropriate education.

It is not surprising that online education is as expensive or more expensive than land-delivered programs, Trustee Van Houten said. Colleges and universities are doing everything as they have been before, and have just added online offerings to existing departments. None of the costs were eliminated with the adoption of online offerings, and that is not an effective way to implement it, he said.

Senior Vice Chancellor Baer said one example of innovation is Distance Minnesota, which involves four campuses that collaborate on online curriculum. There are savings and efficiencies in this type of arrangement, she said.

### **Oversight of customized training and continuing education**

Primary finding: The system office plays a limited role in oversight of customized training and many institution presidents question the value of the system-level oversight.

#### *Proposed action steps:*

- Transition oversight to a new Business and Industry Outreach Council comprised of college and university customized training and continuing education administrators, a president, a community member and Office of the Chancellor staff;
- Secure a system-level agreement for online registration and payment for customized training and continuing education as recommended in the report;
- Fund innovative projects that serve industry employers and incumbent workers.

### **Oversight of specialized training in firefighting and emergency medical services**

Primary finding: The Fire/EMS Center is a less essential part of the MnSCU system office than it once was and the need for specialized oversight of firefighting and EMS training by the system office is unclear.

#### *Proposed action steps:*

The Fire/EMS Safety Center is re-positioning its activities to focus on its system-level oversight role in safety and all-hazards training and compliance for the system's colleges and universities statewide. Toward this end, the following actions steps are in process:

- Evaluation of the Center's role in the fire and EMS training will be reviewed through three focus group sessions;
- Consideration of transition of the Center from Academic and Students Affairs Division to Finance Division in the Office of the Chancellor;
- Realignment of staff and budget based on the preceding evaluations.

A survey is being done with fire and EMS responders and managers to help determine the proper oversight of these programs and where the center should be located.

Chair McElroy said there have been different locations for the center in the past and the cost-savings that could be realized by locating it on a campus should be explored.

Senior Vice Chancellor Baer said the system office may elect not to do some of the functions of the Fire Center, or may elect to move some of the functions in a different location. However, there are some functions that should remain in the central office because system facilities rely on the staffing for risk management and emergency preparedness activities.

**System-wide academic planning and curriculum development; Approvals of campus proposals to begin, revise or close programs**

Primary Findings: The MnSCU system office has usually conducted reviews of new program proposals in a reasonable amount of time; Many campus officials have not been satisfied with the ASA Division's efforts to foster ideas for new academic programs and reduce program duplication among campuses.

*Proposed action steps:*

- Reduce time to approval through technological process improvements for program application submission and review and system-wide management of program inventory data;
- Develop guidelines and provide data to support institution, region and statewide program management decisions;
- Develop state-wide and regional processes so that program closure decisions lead to more efficient operations while continuing to ensure access and responsiveness.

**Faculty professional development**

Primary Finding: The system office has played a reasonable role in promoting the professional development of faculty members, but this role should be re-evaluated as budgets grown tighter.

*Proposed action steps:*

- Create a highly focused work plan of system-office faculty development for 2011-15 to ensure system priorities are productively addressed in the area of student learning outcomes and key teaching strategies and methods to improve them;
- Obtain current opinions of faculty, deans and chief academic officers regarding need for CTL programs and services;
- Conduct regular needs assessment on campus faculty development to identify specific strengths and weaknesses. Identify methods to achieve greater efficiency, stability and consistency in campus-based faculty professional



development. Encourage increases in inter-institutional, possibly regional, faculty development programs.

Chair McElroy said there should be some balance between central functions at faculty professional development and campus functions, as well as between large and small institutions. A regional approach may be helpful, as well as greater use of technology, he said.

These areas of concern will be reviewed throughout the upcoming year during committee meetings.

## **7. Academic and Student Affairs Division Annual Performance Report**

The Office of the Legislative Auditor recommended that the Board of Trustees improve its oversight of the Office of the Chancellor performance. Each division has completed a performance reporting template for reporting on budget and staffing, system functions, previous-year accomplishments and upcoming division activities.

Senior Vice Chancellor Baer said the division spent \$3 million on consultant contracts, although of that amount, 49 percent is supported through non-state funded sources. This includes federal Perkins leadership funds, Department of Labor funds and veterans grant dollars which are being used to serve specific products, such as career information websites or veterans online credit services.

There are consultant contracts for activities such as printing marketing brochures and products, evaluation of Centers of Excellence and transfer website development. It is common to contract with campuses for a portion of someone's time to work on a project and that is considered a consultant contract.

Associate Vice Chancellor Leslie Mercer said 37 of the 94 employees in ASA have salaries paid for with non-state funds.

Trustee Van Houten said he is dissatisfied with the report. It offers a listing of the general activities of the division, but not outcomes related to those activities. For example, he noted the division assists with policy compliance, but there is no information on what compliance issues have been improved or which policies need attention.

Trustee Rice agreed that the report in its current form does not give enough information to be able to make judgments on what activities are the most important in the division.

Chair McElroy said this is the first iteration of the report. He said he would be wary of adding performance indicators or benchmarks to each activity, since that would result in more staff needed to do performance tracking.

Senior Vice Chancellor Baer said staff followed the template instructions. This was intended to be a description of functions.

Chair McElroy said the report could be brought back as an informational item in the future. Outcomes may not be needed for every activity, but including some major outcomes would be helpful.

Trustee Van Houten agreed. He said the OLA report recommended that duplication of similar functions between campuses and the system be eliminated as a way to reduce unnecessary expenditures. More information on outcomes is needed so trustees can determine if activities should be a system-level function or if the implementation-level function at the campus is adequate.

Chair McElroy said as the committee's workplan is developed for the next year, time should be allotted for these discussions.

## **8. Campus Profile: Minneapolis Community and Technical College**

### **Presenter:**

Phil Davis, President

Dawn Skelly, Director of Marketing and Public Relations

Strategic Campus Profiles are presented to showcase each institution in the system. The profiles include information on integrated planning, institutional programming and collaboration, futures planning, facilities projects and other data.

Minneapolis Community and Technical College (MCTC) is a comprehensive college located in the heart of Minneapolis with a rich history of providing high-quality career and technical programs, along with leading liberal arts options for a diverse population of students. MCTC currently offers two year degrees, diplomas and certificate programs with flexible day, evening, weekend and online courses. The College is one of the most diverse college or university in Minnesota - MCTC students speak more than 80 languages and dialects.

### **Enrollment Patterns, Trends and Demographics**

MCTC has experienced significant growth over the past five years in overall student enrollment (44.4 percent) and in enrollment of students of color (57.3 percent) and recent high school graduates (116.7 percent).

In FY2010, MCTC overall enrollment is 14,942 of which 45.5 percent are students of color. The largest students of color group is Black or African American, at 33 percent of the total population.

### **Scope of Educational Offerings**

MCTC is dedicated to enacting its vision and mission through a variety of education offerings.

- The broad scope of educational offerings – 50 career programs and 40 liberal arts disciplines in all – is necessary to meet the needs of a diverse student body and the dual demands of employers in a dynamic economy and of transfer institutions with divergent expectations.
- The healthcare industry is one of the State’s strongest economic contributors, and Minneapolis healthcare employees represent more than 12 percent of the City’s workforce (Mayor R.T. Rybak, 2009 State of the City Address). MCTC’s highly regarded nursing program graduates on average 140 students per year and has a licensure pass rate of 91 percent.
- In response to new healthcare demands, MCTC recently launched unique programs in polysomnography (study of sleep disorders) and electroneurodiagnostic technology, two high-wage career programs.
- In addition to programs in many traditional technical fields, such as Graphic Design, Law Enforcement, Construction Electricity, and Information Technology, MCTC offers programs unique in the region. These include Air Traffic Control, Homeland Security, Information Security Assurance, and Library Technology. In 2009, the Transportation Security Administration (TSA) chose Minneapolis Community and Technical College (MCTC) to provide a higher education curriculum for airport security officers and other TSA personnel. MCTC is one of four schools nationwide that is partnering with TSA to provide Transportation Security Officers the opportunity to work toward a TSA Homeland Security Certificate and/or an associate degree in Homeland Security.
- MCTC offers students pursuing associate degrees many specialized emphases: Biotechnology, Cinema, Screenwriting, and Teacher Education.
- To benefit students who intend to transfer to a four-year college in the sciences, engineering or mathematics, MCTC has A.S. degree programs in Biology, Chemistry and Mathematics, and for students preparing for careers in the creative arts, A.F.A .degrees in Visual Arts and Theatre.
- With a large portion of its students coming from at-risk urban environments and immigrant populations, MCTC provides Developmental Education in reading, writing and mathematics and English for Speakers of Other Languages (ESOL). MCTC’s ESOL department is the largest in the MnSCU system. In 2009-2010, 4,098 students enrolled in Developmental Education courses and 667 students enrolled in ESOL courses.
- During FY2010, 228 online course sections were offered and 3,943 students took at least one online course. In February 2010, MCTC was granted approval through the Higher Learning Commission to offer distance education Associate of Science and Associate of Applied Science degrees and additional programs offered through MnOnline.

### **Finance**

- MCTC’s emphasis on solid financial management is evidenced by the MnSCU Excellence in Financial Management Awards in 2005, 2006, 2007, 2008, and 2009.

- MCTC created a model Finance Master Plan which is utilized as a template by other MnSCU institutions. The MCTC Master Finance Plan has had a significant and positive impact on the College's financial position over the past five years, including an improved Composite Financial Index (CFI).

### **Facilities**

- MCTC is located in the downtown of the city of Minneapolis on 14 acres of land. There is over 1.0 million GSF of building space. MCTC also has a parking ramp over 447,000 GSF with 1,400 parking stalls. The campus location is ideal for Metro Transit accessibility.
- The space utilization rate of classroom and lab space is currently at 92 percent (rate does not include the classroom use by Metropolitan State University).
- Since 2000, over \$60 million has been invested in MCTC's physical plant. Between 2000 and 2010, MCTC has added a new Library Building, Science Building and Law Enforcement Center, and completed major remodeling to the Student Services suite which enabled the co-location arrangement with Metropolitan State University. Current projects include a remodeled outdoor plaza and an indoor cafeteria plus an expanded Student Center funded by the revenue fund.
- In 2007, MCTC committed to sharply reducing and eventually eliminating all of the College's global warming emissions by signing the American College & University Presidents Climate Commitment, joining the leaders of over 450 other institutions across the country.

### **Foundation**

- The MCTC Foundation is the only MnSCU-affiliated foundation that meets the standards set by the Charities Review Council.
- The Minneapolis Community and Technical College Foundation was formed as a 501(c)(3) non-profit corporation in 1977 with a mission of providing financial assistance and educational support to students of need who attend Minneapolis Community and Technical College.
- For FY2009, the Foundation's public return on investment (ROI) was \$2.94 – a leader among MnSCU peers.
- For FY2009, revenue for the MCTC Foundation was \$745K - the highest among two-year Metro peers (Minnesota Attorney General's Office, Charities Division).
- Committed to removing barriers to higher education and providing other support to students who face financial hardships, the Foundation offers a variety of scholarships. In FY10, 106 MCTC Foundation scholarships totaling \$128,619 were awarded to students.

### **Access and Opportunity**

- The holistic approach to meeting the needs of low-income, first generation college students and immigrants is a hallmark of MCTC.
- The College has implemented a highly successful reach-back program in collaboration with Minneapolis Public Schools, in order to support MPS

students becoming college-prepared. Through collaboration with the Minneapolis public and charter schools, MCTC's K-12 Connections Department trains and educates students, teachers, counselors, administrators and parents on current labor market trends, college and career readiness standards, and life skills that promote college and career success. MCTC received the MnSCU 2009 Innovative Partnering and Collaboration Award for its work with Minneapolis Public Schools and AchieveMpls.

- The Power of You program makes the first two years of college available tuition-free for graduates of Minneapolis and Saint Paul public high schools. This program, collaboration among MCTC, Saint Paul College and Metropolitan State University, is designed to significantly increase post-secondary participation rates of urban students, particular students of color. The Power of YOU program has served 949 students since the fall of 2006; 74.4 percent of those are students of color.
- MCTC's TRiO programs are not only the first established, they are also the largest, serving over 5,000 students per year. Federally funded TRiO programs at MCTC include Educational Opportunity Centers, Educational Talent Search, High School Upward Bound, Starting Point and Veterans Upward Bound. MCTC's two Educational Opportunities Centers provide college access services for adults in the Metro area.

### **Collaborations and Partnerships**

- MCTC regularly connects with thriving non-profit organizations, internationally known civic and cultural groups, and numerous businesses – from start-ups to Fortune 500 companies—all of which are steps away from the MCTC campus.
- MCTC has partnered with the State Organization of OICs, Summit Academy OIC, Anishanabe OIC and East Metro OIC on a Department of Labor Community-Based Job Training Grant. Approximately 500 individuals received Pre-Apprentice Construction/ Carpentry Training in FY2009 and FY2010.
- Since 2006, a partnership with US Bank, Project for Pride in Living (PPL), and MCTC has served 400 students in the Financial Careers Institute. This partnership was focused on entry-level training in finance and banking and a unique outreach to the Spanish-speaking community in South Minneapolis. 170 ESL learners received entry-level training in finance and banking and 38 managers were trained in Spanish and cultural sensitivity,
- A fast-track grant partnership between Minneapolis ABE, Goodwill Easter Seals and MCTC has provided curricular transitions from the Goodwill Easter Seals banking programs into MCTC's Financial Careers program.
- The Health Careers Institute, a partnership between MCTC and Abbott Northwestern Hospital, Children's Hospital, Hennepin County Medical Center and PPL, initiated in 2000, provided entry-level health careers training and education to 720 people.
- In 2005, the Health Careers Institute transitioned to PPL. The current partnership includes Nursing Assistant/ Home Health Aid classes at Roosevelt

High School, continued partnership with Service Employees International Union (SEIU), health career awareness events to promote health careers, and a new MCTC/ PPL/ Children's Hospital partnership to develop programming for medical laboratory professionals (funding pending).

- A partnership with SICO America allowed 32 students to receive custom credit classes in welding, math, and measurements. Non-credit classes in business writing, LEAN Manufacturing, process improvement, welding techniques are included in this partnership.

### **Accountability & Quality Improvement**

- MCTC joined the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association in 2003. A Quality Check-up Team visited MCTC in March 2009 and MCTC's accreditation was reaffirmed for the maximum time of seven years within the AQIP model.

### **Integrated Planning**

- The MnSCU Strategic Plan and MCTC's five year strategic plan provide the Master Academic Plan that envisions the framework for the future academic curriculum planning and reporting framework for MCTC's annual planning activities.
- MCTC's long term Facilities Master Plan is updated every five years and is closely aligned with the Master Academic Plan and the Finance Master Plan.

### **Futures Planning**

- FY2010 has been a year of planning at MCTC, with major initiatives on the Master Academic Plan 2011- 2015, the MCTC Strategic Plan 2011 - 2015, and the Facilities Master Plan.
- In November, 2009, an Internal Graduation Task Force was appointed and charged with developing recommendations for improving graduation and transfer rates at MCTC that included target goals, intervention strategies, process and systems improvement, and national benchmarked "best practices." The work of the Internal Graduation Task force is supervised by an External Graduation Task Force of community leaders.

### **Resource Deployment**

- MnSCU requires institutions to reallocate and evaluate the overall operating budget relative to operational and organizational goals. Significant focus has been on improving overall institutional efficiency to stay current with revenue resources.
- The Financial Master Plan outlines a number of areas requiring improvement to meet competing financial priorities. MCTC is accomplishing these goals by increasing productivity and efficiency.
- MCTC is currently in a healthy financial position. The fund balance is projected to be \$20 million for FY10. Over \$8 million of this is planned for building improvements to address the need for additional class space and

deferred maintenance. Additionally, the balance allows MCTC to have the lowest tuition increase among MnSCU institutions for FY11.

- FYE personnel costs have decreased from \$5,127 in 2006 to \$4,108 today.

Trustee Dickson asked about MCTC graduation rates.

President Davis said the rate of graduation is about half of where the college would like it to be. The rate of graduation for all students at MCTC is 42 percent and 38 percent for students of color. The rate is the lowest for African American men and the college is determined to improve that statistic, President Davis said.

Trustee Thiss asked what percentage of funds is spent on college readiness. President Davis said almost the entire Perkins federal grant of \$1 million is used to improve college readiness in the K-12 system. College readiness is not the college's primary mission, but it is an important part of what they do, he said.

Trustee Sundin asked about technical education at the college and concerns that it has been diminished over time.

President Davis said there is a misconception about technical education offerings at MCTC. One-third of the student population is enrolled in technical education, he said, which is the same rate as existed when the community college and technical college merged in 1996.

Chancellor McCormick said one problem may be that not everyone sees technical education programs in the same way. Some new programs being developed are considered technical programs by the system, but are not seen that way by the public.

President Davis agreed there is a problem of perception. A few years ago the college closed its upholstery program since there were few job opportunities for graduates and replaced it with new health programs in polysomnography (study of sleep disorders) and electroneurodiagnostic technology, which are two high-wage, emerging technical career programs.

The college looks at job opportunities and potential wages students can expect when considering program closures, President Davis said. They also consider what programs other nearby institutions in the system offer. He said the college is striving to be as effective with its dollars as possible, while offering students a high return on their financial investment.

The meeting adjourned at 3:28 pm  
Respectfully submitted,  
Margie Takash, Recorder