

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Progress on Committee Goals

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

As part of its FY2011 work plan, the Academic and Student Affairs Committee will study and consider implementation of these goals: implementation of three-year baccalaureate degree programs and a 12-month calendar in the Minnesota State Colleges and Universities system; and moving responsibility for remedial education from the universities to the colleges.

Scheduled Presenter(s):

Scott Olson, Interim Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The Office of the Chancellor's understanding of the study objectives and plans to support the work of the committee are presented for review.

Background Information:

This study addresses progress on committee goals on the FY2011 work plan of the Academic and Student Affairs Committee. The goals are:

- Study the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program;
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges.

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MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION
Progress on Committee Goals

BACKGROUND

On September, 15, 2010, the Board of Trustees approved the following goals in the FY2011 work plan of the Academic and Student Affairs Committee:

- Study the pros and cons of implementing a three-year baccalaureate program and a 12-month calendar and make a decision on implementation by June 21, 2011.
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and make a decision on implementation by June 21, 2011.

The Office of the Chancellor's understanding of the study objectives and plans to support the work of the committee are presented for review.

Three-Year Baccalaureate and Twelve-Month Calendar

STUDY PROCESS

With the advice of an ad hoc advisory committee, the Office of the Chancellor will identify the implications of three-year baccalaureate programs and 12 month academic calendars and prepare materials for the Board's Academic and Student Affairs committee that outline issues and options before the system.

Based on the study findings and consultation, the Interim Senior Vice Chancellor will make recommendations to the Academic and Student Affairs Committee on whether to proceed with development of a three-year baccalaureate degree program and/or a 12 month academic calendar. Recommendations will be presented for review at the May, 2011 committee meeting and possible action by the Board in June, 2011.

The Academic Programs and Research, Planning and Effectiveness units in Academic and Student Affairs will lead work within the Office of the Chancellor.

ASSUMPTIONS

A 12 month calendar and a three-year baccalaureate program are related, but separate, issues to be studied and considered by the Board.

Three-Year Baccalaureate Program

- A three-year baccalaureate program might or might not require attendance year round; a 12 month calendar is not assumed to be a necessary condition for offering degrees that can be completed in three years of enrollment in post-secondary education.
- A three-year baccalaureate program would be an option available to undergraduate students on a voluntary basis.
- A three-year baccalaureate program would include the same learning outcomes and academic requirements as traditional baccalaureate programs, but program delivery would be designed to allow completion within a shorter elapsed time.
- The system's approach to a three-year baccalaureate could incorporate opportunities for high school students to begin to fulfill requirements for their bachelor's degrees. It would not, however, depend on fundamental, widespread changes in K-12 education such as reforms that would mirror the European higher education structure under the Bologna Process.
- The study will address pros, cons and other implications of adopting different three-year baccalaureate degree models. It will result in recommendations on whether and how the system should proceed to facilitate three-year baccalaureate degree programs. If the Board chooses to pursue a three-year degree option, further work would follow to design and implement programs at the state universities.

12 Month Academic Calendar

- While a 12 month calendar could improve opportunities for earning a baccalaureate degree in less than four years, it could also provide benefits other than early graduation.
- A 12 month academic calendar might consist of three semesters of equal or similar length but other approaches may be feasible or preferable.
- Participation in a 12 month calendar would be an option for students.
- Piloting this approach at one institution could be part of the study of the pros and cons of such an approach.

PRELIMINARY STUDY TOPICS

Topics addressed in the study will emerge during research and consultation but are expected to include the following:

- National context and the rationale for accelerated degree programs and year round calendars
- Models of three-year baccalaureate programs and 12 month calendars operating in other institutions and pros, cons and other implications of these approaches
- Current early graduation rates and supports that allow students to earn a baccalaureate degree in three years within Minnesota State Colleges and Universities
- Summer sessions now offered by Minnesota State Colleges and Universities

- Implications of delivering structured three-year baccalaureate opportunities and 12 month academic calendar options in Minnesota State Colleges and Universities
 - Potential benefits to students and institutions
 - Concerns of students and institutions
 - Most promising curricular and delivery models
 - Student demand
 - State university and college roles
 - Eligible students and programs
 - Resource requirements
 - Information technology support
 - Impacts of Federal and state legislation, Board policy, accreditation requirements and collective bargaining agreements on implementation

TIMELINE

Discussion of study objectives and plan in Academic and Study Affairs Committee of the Leadership Council	November 1, 2010
Discussion of study objectives and plan in the Board of Trustees Academic and Student Affairs Committee	November 16/17, 2010
Visit in the Office of the Chancellor of Robert Zemsky, Professor, University of Pennsylvania, and an advocate for expanding access to three-year baccalaureate degrees	November 9, 2010
Members of hoc advisory committee identified <ul style="list-style-type: none"> • Nominations from Inter Faculty Organization, Minnesota State College Faculty, Minnesota State University Association of Administrative Service Faculty • Nominations from Minnesota State University Student Association and Minnesota State College Student Association • Administrators named by Office of the Chancellor 	November, 2010
Convene first meeting of ad hoc advisory committee (additional meetings as needed)	December, 2010 — January, 2011
Meet and confer meetings with collective bargaining representatives	IFO <ul style="list-style-type: none"> •February 11, 2011 •April 29, 2011 MSCF <ul style="list-style-type: none"> •February 24, 2011 •May 5, 2011

	MSUAASF •February 18, 2011 •May 6, 2011
Review of study and recommendations in Academic and Study Affairs Committee of the Leadership Council	May 3, 2011
First reading of study and recommendations in Board of Trustees Academic and Student Affairs Committee	May 17/18, 2011
Board of Trustees decision on implementation	June 21/22, 2011

Moving Remedial Education to Colleges

STUDY PROCESS

With the advice of an ad hoc advisory committee, the Office of the Chancellor will identify the cost savings and other benefits, as well as the potential risks and disadvantages, of moving all remedial coursework from the state universities to the colleges. The advisory committee will also study alternative methods of delivering remedial education. A report will be prepared for the Board's Academic and Student Affairs committee outlining the options for delivering remedial education and the benefits and disadvantages of having all remedial education delivered by the colleges.

Based on the study findings and consultation, the Interim Vice Chancellor for Academic and Student Affairs will make recommendations to the Academic and Student Affairs Committee on whether to proceed with moving all remedial education to the colleges and on the delivery of remedial education using alternative methods. Recommendations will be presented for review at the May, 2011 committee meeting and possible action by the Board at the meeting in June, 2011.

Staff support for the study will be provided by the Student Affairs unit in Academic and Student Affairs with assistance from the Academic Programs and the Research, Planning and Effectiveness units.

ASSUMPTIONS

- The Board's interest in the feasibility of moving remedial education to the colleges is founded on a motivation for efficiency and effectiveness in the delivery of remedial education.
- Current state university admission requirements would not be changed under a plan to eliminate remedial courses from the state university curriculum.
- The study will address the advantages and disadvantages of different models and methods of providing remedial education to state college students. Based on the results of the study and the advice of the ad hoc advisory group, the Interim Vice Chancellor will

provide recommendations on whether the system should consider adoption of any of these alternative methods. If the Board decides that one or more of these methods should be adopted, additional work will follow.

- Adoption of alternative methods of providing remedial education may require changes to the collective bargaining agreement with the Minnesota State College Faculty.

PRELIMINARY STUDY TOPICS

Topics addressed in the study will emerge during research and consultation but are expected to include the following:

- Current data and trends of students' need for remedial education at the state universities,
- Remedial education at the university level within a national context, what other states are doing,
- Alternative models and methods of delivering remedial education, costs and benefits of these methods, and indications of subsequent success of students provided remedial education with these alternate methods

TIMELINE

Discussion of study objectives and plan in Academic and Student Affairs Committee of the Leadership Council November 1, 2010

Discussion of study objectives and plan in the Board of Trustees Academic and Student Affairs Committee November 3, 2010

Members of hoc advisory committee identified November, 2010

- Nominations from Inter Faculty Organization, Minnesota State College Faculty, Minnesota State University Association of Administrative Service Faculty
- Nominations from Minnesota State University Student Association and Minnesota State College Student Association
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- February 11, 2011
- April 29, 2011

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