



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JULY 19, 2011

1:00 P.M.

**WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) **Minutes of June 21, 2011 (pp. 1-8)**
- (2) Academic and Student Affairs Update
- MGT Study of Southwest Minnesota
- (3) **Proposed Amendment to Policy 3.4 - Undergraduate Admission
(Second Reading) (pp. 9-13)**
- (4) **Proposed Amendment to Policy 3.8 - Student Complaints and
Grievances (Second Reading) (pp. 14-16)**
- (5) Shakespeare with Power Tools and Beyond (pp. 17-18)
- (6) Statement on Board Committee Goals (pp. 19-22)
- (7) 2010-2011 Honorary Degrees Report (pp 23-25)

Academic and Student Affairs Committee

Christine Rice, Chair

Duane Benson, Vice Chair

Jacob Englund

Alfredo Oliveira

Thomas Renier

Louise Sundin

James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JUNE 21, 2011**

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, Christopher Frederick, David Paskach, Thomas Renier, Louise Sundin and James Van Houten.

Other Board Members Present: Trustees Scott Thiss and Cheryl Dickson.

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott Olson and President Sue Hammersmith.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 21, 2011 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 2:26 pm.

1. Minutes of May 17, 2011

The minutes from May 17, 2011 Academic and Student Affairs Committee were approved as written.

2. Academic and Student Affairs Update – Interim Vice Chancellor Scott Olson

- Chair Rice recognized Interim Vice Chancellor Olson for his work guiding the Academic and Student Affairs Division of the Office of the Chancellor for the past year.
- Interim Vice Chancellor Olson thanked Board Chair Thiss, Committee Chair Rice and Trustee Sundin for attending the Academic and Student Affairs Awards and Diversity and Multiculturalism Awards ceremony at Inver Hills Community College in May.

He noted the award recipients:

Innovative Partnership and Collaboration Awards

- 1) Online College in High School: A coalition of Alexandria Technical and Community College, Northland Community and Technical College, Minnesota State Community and Technical College and Northwest Technical College works with local school districts to help high school students, particularly in rural areas, take college-level courses. Participating high schools provide one period each day for students to take online courses with a proctor who assists them.

- 2) Cycles for Success Scholarship Program - Riverland Community College: A new private-public collaboration with Austin’s public and private K-12 system to increase high school and college graduation rates. The Hormel Foundation is contributing more than \$1 million over five years for scholarships that are expected to assist about 200 students. This funding strategy is targeted to meet the growing financial gap between what is and is not covered by financial aid awards.

Innovation in Student Affairs Programming Awards

- 1) Century College for its Tutors Linked to Classes program: This program integrates tutors into courses that college students typically take during the first few semesters. Faculty work with peer tutors, often picked from among the students who excelled earlier in those courses. Results show that students in tutor-supported courses are more successful and are retained at a higher rate than those in courses not supported by tutors.
- 2) St. Cloud State University for its House Party 101 program: This is a simulated house party in which students learn about making smart and safe decisions. Students are led room-by-room through a house by a graduate student party guide and in each room student volunteers act out a scene that students might typically encounter at a house party. At the end of the scene, the party guide reinforces best choices for students in these situations. More than 500 students have attended the event in each of the past two years.

Outstanding Administrator Award

Phil Schroeder from St. Cloud Technical and Community College received the Outstanding Administrator of the Year Award for “exemplifying leadership qualities in their truest sense.” The award is presented to a college or university administrator who has demonstrated outstanding leadership and has made significant contributions to developing academic or student affairs programming.

3. 2011 Office of the Chancellor Performance Report –Academic and Student Affairs Division

This report is part of a larger report on the performance of the Office of the Chancellor during the past fiscal year. It was developed in response to the Office of Legislative Audit recommendations in the 2010 Office of the Chancellor Evaluation that suggested greater Board of Trustees’ oversight of the office.

The performance report includes four sections that provide information about the current and projected budget of the division; the functions performed by the

division and how they differ or complement those of the institutions; a listing of major goals and accomplishments for the past fiscal year; and preliminary goals for the upcoming fiscal year.

Interim Vice Chancellor Olson said in the upcoming biennium, it is projected that 50.91 positions in Academic and Student Affairs Division will be funded by the General Fund, down from 66.34 in 2010. Chancellor McCormick noted positions in the Office of the Chancellor are funded by state appropriations, not tuition money.

Other funds, including grants and federal dollars, will cover the cost of 36.88 staff positions. The total division staffing in the next biennium is projected at 87.79.

Interim Vice Chancellor Olson said finding outside sources for funding allows the division to move ahead with innovative projects without additional costs to state taxpayers or the system.

A brief overview of division accomplishments from the past year, offered by Interim Vice Chancellor Olson, included:

- Completed the Board Academic and Student Affairs goals related to developmental education, the three-year baccalaureate and 12-month academic calendars;
- Aligned the Board's Action Plan timeline so it serves the campus planning cycle;
- Ensured progress toward and completion of Students First module. The six project areas (Single Search, Single Application, Single Registration, Graduation Planner, Single Bill/Payment and Back-Office Shared Services) are supported by division staff with five of six areas on track to be completed by June of 2011. Graduation Planner will not be completed as a result of a delay by the vendor in providing necessary software;
- Restructured the division to make the budget reductions necessary to meet current year and upcoming year targets;
- Addressed all Office of Legislative Audit concerns related to Academic and Student Affairs Areas.

The division will continue the implementation of regionalized and horizontal coordination of academic program development. This should create greater communication and collaboration in program development, program closures and ongoing program delivery, Interim Vice Chancellor Olson said.

Trustee Sundin said this approach may not address all programming concerns. There has to be consideration given to the number of technical education program closed to ensure that the system continues to provide adequate workforce training.

The Office of the Chancellor retains the ultimate decision on which programs are closed, Interim Vice Chancellor Olson said. The office will strive to ensure that the needs of students and Minnesota are being served.

Trustees asked Associate Vice Chancellor Leslie Mercer about the development of the P-20 Statewide Longitudinal Education Data System (SLEDS). She said it is a statewide system that will allow for the gathering of student data from pre-kindergarten through completion of postsecondary. The creation of this longitudinal data system is occurring through the collaborative work of several state agencies including: the Minnesota Office of Higher Education, the Minnesota Department of Education, the Minnesota Office of Enterprise Technology and the Minnesota Department of Employment and Economic Development.

4. Board Committee Goals

The Academic and Student Affairs Committee work plan for the past fiscal year included three goals to study: Three-year baccalaureate degree programs, a 12-month calendar and developmental education.

In May, the committee reviewed final reports on each of the study topics:

- The report on three-year baccalaureate programs and 12-month calendars presented pros and cons for these options. One college is considering an alternative 12-month calendar. Two universities are developing structured three-year baccalaureate degree programs.
- The report on developmental education highlighted five promising practices in use in the system. There is no single method of delivering developmental education that will be effective at all institutions for developmental education students in all circumstances.

Interim Vice Chancellor Olson said recommendations approved by the committee pertaining to college readiness for high school seniors have been warmly received by the Commissioner of the Department of Education. These recommendations included requiring high school students in Grade 11 to participate in a uniform assessment to assess their readiness for college-level math and English. Also recommended was requiring every student in Grade 12 to complete an application to a post-secondary institution.

The version of a 12-month calendar that includes three equal trimesters does offer challenges, Interim Vice Chancellor said. It would impact common start dates, as specified in Board Policy, and Students First initiatives. Going to a trimester schedule could also impact faculty contracts.

Chancellor McCormick said there are other colleges and universities across the nation that have instituted a 12-month calendar and it might be advisable to review the successes and problems associated with their implementation.

After reviewing the recommended motions pertaining to these goals, Trustees requested that the language be revised and made stronger in terms of directing the system's actions. Trustee Sundin also asked that the motion pertaining to developmental education be revised so that it is clear developmental work be infused with content learning.

New language will be considered at a future meeting.

5. Mission Approval: North Hennepin Community College

Presenter:

John O'Brien, President

Board Policy requires institutions to have their missions approved by the Board of Trustees at least once every five years. President O'Brien said they strove to create short, inspirational mission and vision statements:

The proposed North Hennepin Community College mission is:

Engaging Students, Changing Lives

North Hennepin Community College creates opportunities for students to reach their academic goals, succeed in their chosen professions and make a difference in the world.

The vision statement is: Opportunity without limits, learning without end, and achievement beyond expectation.

President O'Brien said the college has the following value statements:

- To recognize and embrace diversity;
- To inspire intellectual curiosity;
- To encourage creativity and innovation;
- To promote individual responsibility and integrity;
- To invest in professional and personal development;
- To build strong collaborative partnerships;
- To serve as responsible stewards of college resources.

Trustee Sundin said she would like to see the college's goal pertaining to maintaining relevant and effective curriculum be expanded to include instruction. To create a dynamic learning environment, curriculum and instruction both need to be promoted and maintained, she said.

Trustee Van Houten asked if the mission makes any mention of regional priorities.

President O'Brien said one of the college's stated goals is to promote the expansion of effective partnerships within and beyond the college's community.

Trustee Benson made a motion, seconded by Trustee Frederick, that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the vision, mission, purposes and awards of North Hennepin Community College as listed in the executive summary. Motion carried.

6. Mission Approval: Inver Hills Community College

Presenters:

Tim Wynes, President

Joan Costello, Provost/Vice President for Academic Affairs

President Wynes said their mission and vision are focused on quality improvement.

The proposed mission statement for Inver Hills Community College is: Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.

The proposed vision is:

We will be an innovator in education, creating a vigorous intellectual environment for emerging leaders, scholars and professionals. Providing an affordable gateway into the Minnesota State Colleges and Universities System, we will enrich individual lives and support our diverse communities, locally and globally.

The college's values include:

- Student success and excellence in education;
- Integrity, reflection and innovation;
- Carrying responsibly for vital human and financial resources;
- Maintaining relationships with partners and stakeholders, including business community and external stakeholders in our region.

Vice President Costello said they worked to align their mission and vision with the system's strategic mission and goals.

Chancellor McCormick said in the future it may be advantageous for colleges to reference their connection to four-year universities in their mission statements.

President Wynes pointed out that the college's vision statement indicates the college will provide an affordable gateway into the system for students interested in getting four-year degrees.

Trustee Benson said if the system wants to truly be student-centered, it should focus on the preparation of students to meet their next academic challenge, regardless if it is at a system university. College mission statement should center on student education, rather than focusing on transitions to other system institutions, he said.

Trustee Sundin disagreed. She said the system should promote itself as a quality destination for all students, including transfer students.

President Hammersmith said Metropolitan State University's relationships with two-year colleges are important and are strengthening every year. This is true with other universities as well, she said.

Vice President Costello said Inver Hills Community College already has articulation agreements with private colleges, such as Augsburg, St. Mary's and Concordia College.

President Wynes said the college values its partnerships with private colleges, but takes its relationship and connections with other system institutions seriously.

Trustee Van Houten said he liked the language pertaining to providing an affordable gateway. Affordability is an important thing in today's economy, he said, and this should be a part of all mission statements.

Trustee Frederick made a motion, seconded by Trustee Renier, that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the vision, mission, purposes and awards of Inver Hills Community College as listed in the executive summary. Motion carried, with one opposing vote from Trustee Benson.

7. Proposed Amendment to Policy 3.4 – Undergraduate Admission (First Reading)

The proposed amendment provides guidance for admission of students who do not have a high school diploma or GED to state colleges, and also adds high school grade point average as an admissions criterion to state universities when a class rank is not available.

The amendment clarifies that new first-year students who are admitted with core curriculum deficiencies will be advised how to make up those deficiencies during their first year of enrollment.

8. Proposed Amendment to Policy 3.8 – Student Complaints and Grievances (First Reading)

First reading of this proposed amendment which brings the system into compliance with recently-passed federal regulations tied to Title IV program participation.

9. Charter School Report

This is an annual report about all charter schools sponsored by colleges and universities within the Minnesota State Colleges and Universities system.

In Minnesota, 35,000 Minnesota students are currently enrolled in 149 charter schools. During the 2009-2010 academic year, three system colleges sponsored five charter schools.

Trustee Sundin said she would like to see references to a preliminary national report by Mathematica Policy Research and the Center on Reinventing Public Education removed from the Charter School report. She said she would prefer that the report reference findings in the final Mathematica report when it is available, rather than make reference to findings in a preliminary report.

The meeting adjourned at 4:15 pm

Respectfully submitted,

Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: July 19, 2011

Agenda Item: Proposed Amendment to Board Policy 3.4 Undergraduate Admissions

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

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

Policy amendments require Board action.

Scheduled Presenter(s):

Scott Olson
Mike López

Outline of Key Points/Policy Issues:

The proposed amendment provides guidance for admission of students who do not have a high school diploma or GED to state colleges, and also adds high school grade point average as an admissions criterion to state universities when a class rank is not available.

Background Information:

The policy was reviewed in accordance with the five-year policy review cycle.

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

BOARD ACTION ITEM

PROPOSED AMENDMENT TO POLICY 3.4 UNDERGRADUATE ADMISSIONS

BACKGROUND

This policy was last reviewed and amended in 2006. The policy was reviewed at a system-wide meeting of Admissions Directors and then a smaller group of Directors met to draft specific language revisions. The draft was sent out for review and comment, and then reviewed and approved by the Academic and Student Affairs Policy Council.

The amendment provides specific guidance to state colleges on considering students for admission who do not have either a high school diploma or a GED. In addition, because increasing numbers of high schools are not computing class rankings of graduates, the amendment allows state universities to use the high school grade point average as an admission criterion when the class rank is not available.

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

The Board of Trustees approves the amendment to Policy 3.4 Undergraduate Admissions.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO
BOARD POLICY 3.4 UNDERGRADUATE ADMISSIONS**

3.4 Undergraduate Admissions

Part 1. Definitions. The following definitions apply for purposes of this policy.

Subpart A. Admission. ~~Admission refers to~~ means a student's initial entrance into a Minnesota state college or university as a candidate for a certificate, diploma, or degree.

Subpart B. College. ~~A College is~~ means a ~~Minnesota State Colleges and Universities~~ (MnSCU) System institution authorized to offer certificates, diplomas, and associate degrees.

Subpart C. University. ~~A University is~~ means a MnSCU System institution authorized to offer degrees at the associate level and above.

Subpart D. Academic or Career Program. ~~An Academic or career program is~~ means a major, minor, concentration, or emphasis offered by the college or university.

Subpart E. International Student. ~~An International student is~~ means a student who is required to be registered under the federal Student and Exchange Visitor Information System (SEVIS).

Part 2. Admissions. Consistent with their specific missions, colleges and universities shall ~~admit~~ consider for admission students who are able to benefit from the educational offerings of an institution.

All institutions shall provide clear, accessible information to potential students regarding requirements as well as the appropriate level of academic preparation necessary for success in specific programs of study.

Admission to a college or university does not guarantee admission to a specific program.

Academic, fiscal and facilities considerations may limit admission to particular programs or institutions.

Part 3. State College Admission Requirements. Colleges are committed to open admissions with the following requirements:

1. The basic requirement is a high school diploma or General Educational Development (GED) certificate.
2. A person who has neither a high school diploma nor a GED certificate may be admitted if, at the discretion of the college, that person demonstrates potential for being a successful college student, based on a passing score on an approved Ability to Benefit Test.

- 1 3. Admission to a college does not guarantee admission to college-level courses as provided
2 for in Board Policy 3.3 Assessment for College Readiness.

3 **Part 4. State University Admission Requirements.** Admission to universities in the system
4 shall be based on the achievement of a high school diploma and preparation standards in specific
5 subject areas as noted below.

6 **Subpart A. New first year students.** To be considered for admission to a university as a new
7 first year student, students shall have completed courses determined to be college preparatory in
8 the following pattern or which provide mastery of equivalent competencies in grades 9-12.

- 9
10 1. Required Academic Core consisting of:
11 a. 4 years of English (including composition, literature, and speech)
12 b. 3 years of mathematics (2 years of algebra, of which one is intermediate or advanced
13 algebra, and 1 year of geometry)
14 c. 3 years of science (at least 1 year each of a biological and physical science, with all
15 courses including significant laboratory experience)
16 d. 3 years of social studies (including 1 year each of geography and U.S. history)
17 e. 2 years of a single world language (including non-English native languages and
18 American Sign Language)
19 f. One year of arts (visual arts and the performing arts of theater, music, dance and media
20 arts)
21
22 2. Academic Performance Requirement. In addition to the preceding subject area
23 requirement, new first year students shall have a rank in their high school graduating class
24 in the top 50% or a composite score on the ~~Enhanced~~ ACT, the PSAT, or the SAT, at or
25 above the 50th percentile on the national norms. If a student's high school does not rank
26 graduates, an unweighted grade point average of at least 3.0 shall be deemed to meet the
27 class rank requirement. Individual universities may set higher test score, grade point
28 average, or class rank requirements.

29
30 **Subpart B. Transfer students.** Students transferring to a state university from any other college
31 or university must have a level of academic achievement that is at least equal to the standard
32 required for good academic standing at the transfer institution. In addition, students who did not
33 complete the preparation requirements in high school may be admitted according to the
34 following:

- 35
36 1. Students who have completed an Associate in Arts degree from a Minnesota community
37 college and the world language requirement shall be judged to have met all preparation
38 requirements.
39 2. Students who have completed the Minnesota Transfer Curriculum and the world language
40 requirement shall be judged to have met all preparation requirements.

- 1 3. Students who wish to transfer from a two-year or four-year college or university shall
2 have completed sufficient college or university credits that are judged by the receiving
3 institutions to have satisfied all high school preparation deficiencies.
- 4 4. Students whose college or university credits were completed before implementation of
5 the preparation requirements (1994) shall be reviewed individually at each university on
6 the basis of university guidelines consistent with its mission.

7
8 **Subpart C. Out of state students.** The high school preparation requirements and exceptions
9 shall apply to students who have graduated from high schools in states other than Minnesota.

10
11 **Subpart D. Exceptions.** Individual universities may make exceptions to the requirement set
12 forth in subparts A and B above.

- 13 1. New first year students who are admitted with deficiencies shall be advised ~~required~~ to
14 make up those deficiencies during their first year of enrollment ~~prior to classification as a~~
15 ~~sophomore~~.
- 16 2. Other students with deficiencies shall be required to make up the deficiency within the
17 first year of enrollment. [Standard practice equates two years of high school world
18 language instruction with one year of college-level world language instruction.]
- 19 3. Universities shall document the reasons for granting exceptions and maintain adequate
20 records to determine the academic success of students admitted under these exceptions.

21
22 **Part 5. Procedure.** The Chancellor shall develop a system procedure to implement the
23 provisions of Board Policy 3.4, including requirements for consistency in administering
24 admissions processes.

Related Documents:

- [Procedure 3.4.1](#) Undergraduate Admissions

Policy History:

Date of Adoption: 1/18/95,

Date of Implementation: 7/01/95,

Date & Subject of Revisions:

4/19/06 - Policy title amended to “Undergraduate” Admissions. Part 1 amended to clarify Admissions definition, and an International Student definition was added. Part 3, number 3 was amended to refer back to Policy 3.3. Part 4, Subpart B was amended to clarify requirements for students transferring into a state university. Subpart D removes requirement annual exceptions report to the Board – requires documentation and records. Part 5 requires the Chancellor to develop a procedure and deletes Subparts A-H.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: July 19, 2011

Agenda Item: Proposed Amendment to Policy 3.8 Student Complaints and Grievances

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Policy amendments require Board action.

Scheduled Presenter(s):

Scott Olson

Mike López

Outline of Key Points/Policy Issues:

The proposed amendment brings the system into compliance with recently passed federal regulations tied to Title IV program participation.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO
POLICY 3.8 STUDENT COMPLAINTS AND GRIEVANCES**

BACKGROUND

The United States Department of Education has adopted a new set of regulations, termed the “program integrity” rules, pertaining to participation in Title IV programs. Part of the new regulations require a state to have a “complaint process” that is independent of a particular institution and that allows students and parents to raise three substantive types of complaints: (1) violations of state consumer protection laws; (2) violations of state laws or rules relating to licensure of postsecondary institutions; and (3) complaints relating to the quality of education. According to the regulations the governing board or central office of a State-wide system of public institutions is sufficiently independent to provide successful oversight of complaints for the institutions in that system. The proposed amendment meets these requirements through existing Board Policy 3.8 (and a related amendment to System Procedure 3.8.1) as modified to address the required substantive elements of the process.

The proposed amendment has been sent out for system-wide review and comment and has been reviewed and approved by the Academic and Student Affairs Policy Council.

RECOMMENDED COMMITTEE ACTION

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

RECOMMENDED MOTION

The Board of Trustees approves the amendment to Policy 3.8 Student Complaints and Grievances.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO
BOARD POLICY 3.8 STUDENT COMPLAINTS AND GRIEVANCES**

3.8 Student Complaints and Grievances

Part 1. General Statement of Policy. A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through a designated complaint or grievance procedure. Each college and university shall establish procedures, in consultation with student representatives and others, for handling complaints and grievances. These procedures shall not substitute for other grievance procedures specific in board, college, or university policies or procedures, regulations or negotiated agreements. This policy does not apply to academic grade disputes. Grade appeals must be handled under a separate college/university academic policy.

Part 2. Procedures. The chancellor shall establish procedures to implement this policy. The student grievance policy and procedures of colleges and universities shall comply with Policy 3.8 and Procedure 3.8.1.

Related Documents:

- [Procedure 3.8.1 Student Complaints and Grievances](#)

Policy History:

Date of Adoption: 6/20/95,

Date of Implementation: 7/01/95,

Date & Subject of Revisions:

12/7/05 - Amended title. Deleted part 1 Definitions, deleted part 3 Notification and Publication, deleted part 4 Complaints, deleted part 5 Grievances. Language was added to clarify that grade appeals are not to be handled through the grievance policy.

There is no additional HISTORY for policy 3.8.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 19, 2011

Agenda Item: Shakespeare with Power Tools and Beyond

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

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

The committee expressed a desire to invite two recently retired college presidents to share their perspectives about how colleges currently balance the range of programs offered to ensure that students are prepared for further education and/or work.

Scheduled Presenter(s):

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs
Sue Hammersmith, President, Metro State University
Larry Litecky, Retired President
Donovan Schwichtenberg, Retired President

Outline of Key Points/Policy Issues:

How does the system ensure that today's college students are prepared for the workforce of the future?

How can our limited resources be best deployed to meet the growing needs of students and employers?

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

INFORMATION ITEM
SHAKESPEARE WITH POWER TOOLS AND BEYOND

BACKGROUND

The Academic and Student Affairs Committee periodically sets aside time during its meeting to gain insights and discuss in greater depth a topic with broad policy implications.

This month the committee has invited two recently retired, long-term college presidents to share their insights about the role of the two-year college in preparing students for the future workforce. Retired Presidents Larry Litecky and Donovan Schwichtenburg will discuss how colleges balance and align the many aspects of the community and technical college mission – from Shakespeare and power tools to “Shakespeare with power tools and beyond.”

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 19, 2011

Agenda Item: Statement on Board 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:

The FY2011 work plan of the Academic and Student Affairs Committee includes goals to study and take action on two sets of issues:

- Three-year baccalaureate degree programs and 12-month calendars and
- Developmental education.

Recommendations for committee discussion on these topics are proposed.

Scheduled Presenter(s):

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

- Both 12-month calendars and three-year baccalaureate degree programs can enable students to accelerate completion of their degrees.
- Developmental education is a significant, necessary and important part of the system's instructional program.

Background Information:

In May 2011, the committee reviewed final reports on each of the study topics in its work plan. Suggested motions were presented and discussed by the committee at it June meeting. Committee members had several suggestions relating to the draft motion and asked that staff take the feedback and discussion back and craft a statement for the committee to consider at the July meeting.

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

INFORMATION ITEM
STATEMENT ON BOARD COMMITTEE GOALS

BACKGROUND

With approval of the Board of Trustees, the Academic and Student Affairs Committee adopted the following two goals as its FY2011 workplan:

- Study the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program 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 to make a decision on implementation by June 21, 2011

In the initial stages of studying remedial (or developmental) education, the committee held a study session in November, 2010, that provided an overview of the national literature and system enrollments in developmental courses. Following that session, the committee determined that it was not desirable to assign all responsibility for developmental education to the colleges. In place of the original goal, the committee directed that a study of best practices in developmental education be prepared for the committee’s review.

STUDY REPORTS

Ad hoc committees with representation from colleges and universities were convened to assist with both studies. Reports addressing the study topics were presented to the committee in May.

The report on three-year baccalaureate degrees and 12-month calendars noted that all system colleges and universities operate year round by offering one or more summer terms. Summer term course offerings and enrollments vary, but on every campus, summer terms are shorter and enroll fewer students than fall and spring semesters. North Hennepin Community College is exploring an alternate 12 month calendar which would consist of three equal-length terms over a year. If implementation issues can be resolved, the pilot would be evaluated after three years.

Although the state universities do not now have formal three-year baccalaureate degree programs, about 140 university students a year earn a bachelor’s degree within three years. The most common acceleration strategies are to transfer in credits earned while in high school and to take heavier than normal course loads. Bemidji State University and Minnesota State University, Mankato are planning to develop structured three-year degree programs in selected majors.

The report on developmental education describes five promising best practices and how they are currently deployed in the system:

- Learning communities,
- First Year Experience/Student Success Courses,
- Intrusive advising,
- Supplemental instruction/tutoring, and
- Re-design of developmental education.

Each of these practices can improve student outcomes and efficiency, but no one practice is universally appropriate. Conclusions for advancing the effectiveness of developmental education in Minnesota State Colleges and Universities are identified in the report.

Suggested motions were presented and discussed by the committee at its June meeting. Committee members had several suggestions relating to the draft motion and asked that staff take the feedback and discussion back and craft a statement for the committee to consider at the July meeting.

STATEMENTS FOR COMMITTEE DISCUSSION

ASA Committee Statement on Developmental Education

The Academic and Student Affairs Committee notes that a significant number of students who are admitted to our system institutions lack adequate preparation to successfully undertake courses requiring college-level writing, reading, or mathematics skills.

The Academic and Student Affairs Committee affirms the need for our colleges and universities to provide developmental coursework to these students, while at the same time working with their P-12 partners and others to improve the college readiness and preparation of all students so that they may enter college fully prepared for the rigor of college-level coursework.

The Committee notes that it has adopted two motions related to developmental education, directing the Chancellor to work with P-12 partners to encourage all high school students to participate in academic assessments while still in high school and to complete a college or university application.

The Committee also directs the system office to work with P-12 partners to encourage students to participate in career diagnostics while in high school.

The system office should encourage and support campuses to explore innovations in education, such as stackable credentials, curricula that infuses developmental education with other content, intentional pathways for advancement, and other innovative practices.

ASA Committee Statement on the 3-year Baccalaureate and 12-month Calendar

The Academic and Student Affairs Committee directs the system office to promote innovative practices that give students choices in reaching their goals, including increasing the year-round use of facilities and making it possible for students to accelerate progress toward their degrees.

The Committee directs the system to promote opportunities and develop innovative practices for students to accelerate progress toward graduation through year-round academic programs when appropriate to student and employer needs.

The Committee directs the system to develop structured opportunities for students to complete a baccalaureate degree in three years at the option of a university and a student.

The Committee directs all colleges and universities to reach out to high school students to inform them about early graduation opportunities made possible by earning college credits while attending high school.

Version of 7/13/2011

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 19, 2011

Agenda Item: 2010-2011 Honorary Degrees Report

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

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

This report addresses the requirement of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees to provide reports twice a year.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor
Manuel López, Executive Director, Minnesota Online

Outline of Key Points/Policy Issues:

One institution awarded an honorary degree

Background Information:

This report addresses the requirement of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees.

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

BOARD INFORMATION

2010–2011 Honorary Degrees Report, Spring Commencement

1 **INTRODUCTION**

2
3 The Office of the Chancellor is submitting a report on honorary doctorates awarded at the close
4 of spring semester in fiscal year 2011.

5
6 **BACKGROUND**

7
8 Policy 3.18 was originally adopted in 1996. As a result of a routine five-year review of all board
9 policies, amendments were proposed and the Board of Trustees acted on the policy on January
10 21, 2009.

11
12 On second reading, the Board of Trustees amended the initial motion to add

13
14 *Part 7. Report to the Board. The Chancellor shall provide a report on honorary degrees*
15 *awarded to the Board in January and July of each year. The report shall include*
16 *information about the number of degrees awarded, names of recipients, and degree*
17 *designations.*

18
19 Pursuant to System Procedure 3.18.1 implementing Policy 3.18 and as part of campus procedure,
20 each candidate was recommended to the respective campus president for consideration of the
21 conferral of an honorary degree as specified in procedure. This report addresses the requirement
22 of Part 7 of the approved Board of Trustees Policy 3.18 Honorary Degrees.

23
24 **REPORT**

25
26 On July 5, 2011 Associate Vice Chancellor Manuel Lopez sent a memorandum to college and
27 university chief academic officers requesting information on the honorary degrees awarded at the
28 2011 spring commencements. One institution awarded an honorary degree. The award,
29 recipients and accomplishments is outlined below in the college's own words.

30
31 **Riverland Community College**

32
33 The Office of the President at Riverland Community College indicated that this year's honorary
34 degree recipient is Richard L. Knowlton. The college awarded an Honorary Doctor of Education
35 degree because of Mr. Knowlton's work nationally and locally to help people, especially
36 traditionally under-represented students, obtain the education and/or training that will lead to
37 living wage employment. Mr. Knowlton received his award at Riverland's May 13, 2011
38 commencement ceremony.

1 Few people honored by Riverland Community College have the level of achievement as this
2 nominee. Mr. Knowlton served as President and CEO of Hormel Foods Inc. and chair of the
3 board of directors from 1981 to 1995.

4
5 Mr. Knowlton currently serves as Chair of The Hormel Foundation, director of the Horatio Alger
6 Association, is a member of the Business Advisory Council at the University of Colorado Leeds
7 Business School, and serves on the Eisenhower Medical Center Board. He has also served as a
8 director on the Mayo Clinic Advisory Board and on boards of U.S. Bank, ING America
9 Insurance Holdings, Inc., SUPERVALU Inc., and Reliastar. In 1999, The Hormel Foundation
10 donated \$5 million to Austin, Minn., to finance affordable housing, public transportation, a
11 cultural center, child care services and a scholarship program for the city's residents of color.
12 Mr. Knowlton's personal philanthropy includes contributing millions of his personal funds for a
13 major renovation of Austin High School, raising millions for the Horatio Alger Association, and
14 distributing millions of dollars of Hormel Foundation funds to worthy projects and organizations
15 in Austin/Mower County. In 2010, he announced a major gift of \$1M from the Hormel
16 Foundation for the *Cycles for Success* scholarship program at Riverland Community College,
17 which is designed to help traditionally underrepresented students obtain a postsecondary
18 education and educate more skilled workers for local employers. *Cycles for Success* was recently
19 honored for outstanding achievements in educational programs and services during the 2010-
20 2011 academic year.

21
22 In keeping with requirements of Chancellor's Procedure 3.18.1 Honorary Degrees, Riverland
23 uses a broad-based, inclusive approach in which all members of the college are asked for
24 candidates via a structured nomination form. A committee reviews the nominations and
25 forwards to the college's Administrative Council those nominees committee members
26 recommend as worthy according to the criteria established by the MnSCU Board of Trustees.
27 Members of the Administrative Council in turn recommend to the president the candidate they
28 believe is most deserving of this prestigious award.