

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JANUARY 19, 2011**

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

Academic and Student Affairs Committee Members Absent: David Paskach.

Other Board Members Present: Trustees Scott Thiss, Cheryl Dickson, Phil Krinke, Mike Vekich, Clarence Hightower, Dan McElroy and Jacob Englund (via telephone).

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 January 19, 2011, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 8:20 am.

1. Minutes of November 16, 2010

The minutes from the November 16, 2010 Academic and Student Affairs Committee meeting were approved as written.

2. Minutes of Joint Study Session of the Academic and Student Affairs and Diversity and Multiculturalism Committees of December 2, 2010

Minutes of the Joint Study Session of the Academic and Student Affairs and Diversity and Multiculturalism Committees of December 2, 2010 were approved as written.

3. Academic and Student Affairs Update – Interim Vice Chancellor Olson

- A group of college and university presidents with farm business management education and agriculture, food, and natural resources programs are discussing creating a consortium, or institute, that would focus on common interests and activities within the agricultural sector.

A request for expressions of interest will be sent soon throughout the system to determine the level of interest in forming a consortium.

Colleges and universities that may be involved in this effort include: Central Lakes College, Riverland Community College, Ridgewater College, South Central College, Alexandria Technical and Community College, Northland Community and Technical College, Minnesota West Community and Technical College, St. Cloud Technical and Community College and Southwest Minnesota State University.

- Interim Vice Chancellor Olson said there is ongoing work on the study of the pros and cons of a 3-year baccalaureate and 12-month academic calendar. A report will be made to the Board in June.

One community college is interested in piloting a project pertaining to the 12-month academic calendar, while one university is interested in a pilot project involving the 3-year baccalaureate, Interim Vice Chancellor Olson said.

- Nominations for the Board of Trustees' Award for Excellence in Teaching are being accepted. The awards are intended to recognize superior teaching at system colleges and universities and will be granted later this spring.
- Interim Vice Chancellor Olson, responding to a request from Trustee Van Houten, provided a brief report on the number of program closures and suspensions in the system since 2007. He said staff can provide more detailed report, including a campus-by-campus listing of closed programs.

Institutions will not be able to balance their budgets solely on program closures, Interim Vice Chancellor Olson pointed out. Cost savings also may come through cutting back course offerings, eliminating program tracks, creating larger class sizes or reducing faculty, he said.

Institutions have a duty to teach students who are already enrolled in a program when it is closed, he said. Students must be given a reasonable timeframe to complete the coursework, so often a closure doesn't result in an immediate program shutdown.

Trustee Van Houten said when the Board voted to delegate the responsibility of program approval to the Chancellor, it was his understanding that Trustees would receive reports summarizing actions taken. He said the reports would help with the oversight of program delivery in the system.

Trustee Benson said he doesn't see a problem in the way program approvals and closures are being handled and cautioned against micro-managing this function.

Trustee Van Houten said the most important thing the system does is deliver education and it is not unreasonable to be informed on actions pertaining to program offerings.

General Counsel Gail Olson said the Board has adopted a policy which delegates the responsibility for program approval to the Chancellor, but there is no specified reporting requirement. The Board would need to decide the level of oversight it wants to maintain, she said.

Chancellor McCormick said special review is given when a program that is the last of its kind in the system is proposed to be closed. There have been instances when programs have been retained or moved to another location to help ensure that they are still offered.

Trustee Frederick asked if the same scrutiny is given to programs offered at state universities. He said he hopes that there are conversations going on at the university level to ensure that not all programs of a kind are closed because of budget constraints.

Interim Vice Chancellor Olson said the system is working on a new process which promotes a regional approach when closing and opening programs. It is hoped that these regional discussions will prevent the closure of all programs of a kind in a region and ease program redundancy.

President Hammersmith said such conversations take place in Metro Alliance meetings. It is beneficial to share program plans among institutions in a region early in the planning process, she added.

Trustee Renier said he is pleased to hear of ongoing work on regional coordination. He said he sees this as a programmatic companion piece to Students First, providing students good service in terms of program offerings.

- There will be a report on Minnesota FastTRAC at a future meeting, Interim Vice Chancellor Olson said. The goal of FastTRAC is to improve education and employment outcomes of adult Minnesotans, particularly those who lack the basic and foundational skills needed to enter and complete post-secondary education. This includes occupational skill training.
- **Getting Prepared: A 2010 Report on Recent High School Graduates Who Took Developmental/Remedial Courses**

Presenters:

Sue Hammersmith, President of Metropolitan State University
Craig Schoenecker, System Director for Research

Getting Prepared is a report on recent Minnesota public high school graduates who took developmental courses in mathematics, writing, reading and other skills areas from Minnesota State Colleges and Universities and the University of Minnesota. The data, which has been gathered periodically since 1997, is included in more detailed reports sent to each Minnesota public school district.

Data in the 2010 report follows students from high school classes of 2005, 2006, 2007 and 2008 for two years after high school graduation. It also includes one year of course-taking data for graduates of the class of 2009.

It is hoped that the supplemental information in the report can be used by school staff to improve students' preparation for college, Dr. Schoenecker said.

Data shows that an increasing number of public high school graduates are enrolling in higher education. In 2008, there were more than 60,000 public high school graduates in the state and of that number, 32,000 enrolled in public high education institutions – either in the system or at the University of Minnesota – within two years of graduation.

The report shows MnSCU's two-year colleges have been enrolling a larger share of these students. About 35 percent enrolled in state public colleges in 2008, up from 31 percent in 2003. In 2008, 13 percent of the recent high school graduates enrolled in public state universities and 9 percent at the University of Minnesota.

In 2008, 34 percent of recent high school graduates enrolling in two-year public colleges were taking developmental courses. At public state universities, 5 percent were enrolled in developmental courses, a 2 percent decrease since 2003.

Mathematics is the most common developmental course taken. In 2008, math was the subject taken by 47 percent of two-year college students who needed developmental coursework. Developmental coursework in writing skills was needed by 24 percent of students and reading developmental coursework by 21 percent. A similar trend was shown at public state universities, with math being the developmental course needed by 90 percent of students enrolled in developmental education.

Dr. Schoenecker pointed out that in fall 2008, the system started requiring that students meet standard scores for placement in college-level mathematics, writing and reading courses. These standards probably increased the need for students to complete a developmental course, he said.

Data shows that students who took developmental coursework tend to have higher grade point averages, so the investment is showing results, President Hammersmith said.

Trustee Frederick asked how much it costs the system to provide developmental coursework. Dr. Schoenecker said approximately 2 percent of instructional spending is used to provide developmental instruction.

Alignment of teaching strategies between high school and college/university teachers is needed, Trustee Sundin said. Communication between secondary and post-secondary teachers pertaining to learning expectations and emphasis in these course areas would help make students more prepared, she said.

Trustee Sundin added that a more holistic approach to preparing students for higher education should be promoted to ensure that students are successful, she said.

4. Academic and Student Affairs Board Committee Goal: Remedial and Developmental Education

At the September 2010 meeting, the Committee approved a goal for the upcoming fiscal year of studying the pros and cons of moving responsibility for remedial or developmental education from state universities to state colleges.

Since that time, Trustees have gathered information and participated in a study session focused on developmental education. Chair Rice asked if the Trustees are interested in keeping the goal as it is, eliminating it or modifying it.

Trustee Sundin said the information gathered to this point shows limiting developmental education to only two-year colleges may not be the best path to follow since it could adversely affect under-represented students at universities.

Providing more information to high school students about preparing for college could be a marketing opportunity for the system, Trustee Dickson said. For example, every high school sophomore could be required to fill out an application for higher education. Those who apply to a system school could receive an acceptance letter, and that letter could include a listing of the post-secondary expectations for students.

Trustee Sundin agreed, adding that in that acceptance letter, students could be informed that PSEO would be a great way for them to become prepared for college.

Trustee Benson said it is apparent that many people are not supportive of enhancing the rigor of the high school curriculum as a way to make students ready for college-level coursework. Perhaps the system should alter its business model and start promoting the developmental education opportunities offered at public college and universities. The system could market itself as the top provider of developmental education in the state, he said.

Trustee Van Houten said it would be worthwhile to review policies pertaining to developmental education and determine if it would be appropriate to adopt system-wide policies. It also would be helpful to gather information on best practices in developmental education, he said.

Interim Vice Chancellor Olson said there seemed to be three emerging thoughts about the Committee's goal on developmental education:

- 1) Enhance communication and marketing to high school students surrounding the expectations for college readiness of incoming students.
- 2) Possible policy changes to enhance developmental education system-wide.
- 3) Study of best practices pertaining to developmental education.

Chancellor McCormick said it would be beneficial to meet with the new Department of Education Commissioner to begin discussions on student readiness for college-level coursework.

5. Mission Reaffirmation: Minnesota State University, Mankato

At the November meeting, the Academic and Student Affairs Committee passed a recommendation approving the reaffirmation of mission and vision statements by Minnesota State University, Mankato. However, the Board of Trustees asked that statements in the supporting materials regarding doctoral education be revised.

Chair Rice said an adjustment has been made in the language of the vision document and it now states that the university will think and act like an institution that offers applied doctorate programs.

6. Governor’s Workforce Development Council Report to the Legislature on the Four Collaborative Workforce Centers Initiatives

No comments were made regarding this report, which will be provided to the Legislature.

7. Legislative Report on Transfer

Trustee Van Houten questioned the timeline for implementation of the Smart Transfer Plan. Since transfer improvement is a priority for the system, it seems that the timeframe for implementation of the plan could be more aggressive, he said.

President Hammersmith said this project is important to the system and it is necessary to do it right. Constructing a Transfer master database of courses is a time-consuming task, she said.

Interim Vice Chancellor Olson said courses are being prioritized, so that those most likely to be involved in a student transfer plan are being input first.

8. Legislative Report on Joint Planning by the University of Minnesota and Minnesota State Colleges and Universities

Chair Rice asked about the collaborative initiative called GradUate. Associate Vice Chancellor Leslie Mercer said this is a statewide outreach effort by the system and the University of Minnesota which encourages degree completion for students who have completed a majority of their credits, but need only a few more to complete a bachelor’s degree.

9. Career and Technical Education Study with the Minnesota Chamber of Commerce

No comments were made on report.

The meeting adjourned at 10 am
Respectfully submitted,
Margie Takash, Recorder