



ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 15, 2011
12:30 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 January 19, 2011 (pp. 1-6)**
- (2) Academic and Student Affairs Update
- (3) **Mission Approval: Winona State University (pp. 7-12)**
- (4) 2012-2014 System Action Plan (pp. 13-15)
- (5) Proposed Amendment to Policy 3.28 Charter School Sponsorship (First Reading) (pp. 16-18)
- (6) Update on Remedial and Developmental Education Discussion (pp. 19-20)

Members

Christine Rice, Chair
Duane Benson, Vice Chair
Christopher Frederick
David Paskach
Tom Renier
Louise Sundin
James Van Houten

Bolded items indicate action required.

**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

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 15, 2011

Agenda Item: Mission Approval: Winona State University

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

 Information

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

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board at least once every five years.

Scheduled Presenter(s):

Judith Ramaley, President, Winona State University
Caitlin Stene, Student, Winona State University

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Winona State University meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The recent change in Board policy to have missions approved every five years prompted the decision to combine this process with the strategic profiles presented by institutions. The combined process will provide additional context for Board approval of institutional missions.

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

BOARD ACTION
MISSION APPROVAL: WINONA STATE UNIVERSITY

1 **EXECUTIVE SUMMARY**

2 The vision, mission and goals of Winona State University meet the criteria identified in Board
3 Policy 3.24 System and College and University Missions, Part 4: Review and Approval of
4 College and University Mission and Vision Statements. The university is proposing a new
5 mission and vision for Board of Trustees review and approval which will be presented as part of
6 their mission profile.

7
8 **Winona State University’s proposed vision, mission, purposes and array of awards are:**

9
10 **Vision**

11 Winona State University aspires to be known for academic excellence, our commitment to
12 promoting the health and well-being of our community and our success in making our university
13 a model of environmental sustainability. We will be a wise steward of the distinctive
14 environment in which we live, study and work and the resources entrusted to our use. Our
15 graduates will be involved, well-educated citizens who make a difference in the changing context
16 of professional practice and community life.

17
18 **Mission**

19 The mission of Winona State University is to enhance the intellectual, social, cultural and
20 economic vitality of the people and communities we serve. We offer undergraduate programs
21 based on the traditions and values of the arts and sciences and an array of graduate and
22 professional programs that are especially responsive to the needs of the Upper Midwest. We
23 prepare our graduates to serve generously, lead responsibly and respond imaginatively and
24 creatively to the challenges of their work, their lives and their communities.
25 Winona State University is a community of learners improving our world.

26
27 **Purposes**

28 **Purpose 1 --** Invest in academic excellence by supporting innovation and distinctive
29 programming.

30
31 **Purpose 2 --** Invest in support for student learning and success by enriching the student
32 experience.

33
34 **Purpose 3 –** Build capacity to support our mission.

35
36 **Purpose 4 --** Make the University a working model of scholarship and creative solution-finding
37 in action as well as a laboratory for the practice of contemporary democracy.

1
2 **Purpose 5** -- Develop a clear vision for WSU programs in Rochester and continue to work with
3 RCTC to provide coordinated student support services; and with RCTC and the University of
4 Minnesota—Rochester develop career pathways and programmatic collaboration to serve the
5 needs of the Rochester community.
6

7 **Array of Awards**

8 Winona State University awards certificates, associate degrees, bachelor's degrees, master's
9 degrees, applied doctorate degrees, specialist degrees, and graduate certificates.
10

11 **REQUIREMENTS FOR MISSION, VISION AND PURPOSES**

12 The proposed vision, mission, and purposes of Winona State University meet the criteria
13 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
14 Approval of College and University Mission and Vision Statements.
15

16 As required by procedure, the institution must:

- 17 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 18 B. Articulate how the college or university will meet expectations of law, how it relates to
19 other institutions of higher education, and how its mission, vision, and purposes
20 support fulfillment of the system mission and vision;
- 21 C. Describe the array of awards it offers;
- 22 D. Indicate if the college or university mission is compliant with statute, policy, and
23 regional accreditation requirements; and
- 24 E. Describe consultation with faculty and staff, students, employers and other essential
25 stakeholders.

26 Additionally, the institution's mission must be compliant with statute, policy, and regional
27 accreditation requirements.
28

29 **ANALYSIS**

30 The proposed vision, mission, and purposes of Winona State University meet the criteria
31 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
32 Approval of College and University Mission and Vision Statements.
33

34 **The proposed mission, vision, and purposes respond to the system procedure and is
35 compliant with statute, policy and regional accreditation requirements**

36 Winona State University's vision, mission, and purposes are consistent with statute, policy, and
37 regional accreditation requirements. The University mission, vision, and purposes demonstrate
38 alignment with the system mission and vision. The profile summary provided by Winona State
39 University articulates the background, distinctive elements, accreditation, and other related
40 aspects that demonstrate consistency with statute, policy and other requirements.
41

42
43 **The mission, vision, purposes, and array of awards meet expectations of law, how it relates
44 to other institutions of higher education, and how the university will support fulfillment of
45 the system mission and vision**

46 The mission, vision, and purposes of Winona State University support the mission, vision and
47 strategic directions of the Minnesota State Colleges and Universities system.
48

1 “The **mission** of Winona State University is to enhance the intellectual, social, cultural and
2 economic vitality of the people and communities we serve. We offer undergraduate programs
3 based on the traditions and values of the arts and sciences and an array of graduate and
4 professional programs that are especially responsive to the needs of the Upper Midwest. We
5 prepare our graduates to serve generously, lead responsibly and respond imaginatively and
6 creatively to the challenges of their work, their lives and their communities.
7 Winona State University is a community of learners improving our world.”
8

9 The former mission statement was approved by the Board of Trustees in January 1999. It states:
10 The mission of Winona State University is to educate and enlighten our citizenry at a
11 distinctive institution: a community of learners dedicated to improving our world.
12

13 The proposed statement of mission was revised to meet current system requirements for content
14 and format. While the details of the mission statement have evolved to accommodate changing
15 times and responsibilities, its core message has remained consistent for nearly two decades -- *A*
16 *community of learners improving our world* -- this phrase remains the constant expression of
17 philosophy and continues to guide the institution.
18

19 In its mission statement, the university advances the system mission by pursuing the following-

- 20 • **Be distinct and collaborative** by embodying tradition yet embracing innovation.
- 21 • **Meet the personal and career goals of a wide range of individual learners** by being
22 responsive to the needs of the upper Midwest where professional and service occupations –
23 particularly in education, health care, social services and technology – are expected to grow.
- 24 • **Enhance the quality of life for all Minnesotans** by offering educational and cultural
25 opportunities for the greater community and serving the community by placing an emphasis
26 on preparing graduates for a life of community service and leadership.
- 27 • **Sustain vibrant economies** by contributing to the economic viability of the Winona
28 community, the State and the region.
29

30 The **vision** statement expands on how the university will achieve its mission in noting that
31 “Winona State University aspires to be known for academic excellence, our commitment to
32 promoting the health and well-being of our community and our success in making our
33 university a model of environmental sustainability. We will be a wise steward of the
34 distinctive environment in which we live, study and work and the resources entrusted to our
35 use. Our graduates will be involved, well-educated citizens who make a difference in the
36 changing context of professional practice and community life.”
37
38

39 In advancing this vision, Winona State University is committed to the following:
40

- 41 • We will be a wise steward of the distinctive environment in which we live, study and work
42 and the resources entrusted to our use.
- 43 • We will be known for academic excellence, our commitment to promoting the health and
44 well-being of our community and our success in making our university a model of
45 environmental sustainability.
- 46 • Our graduates will be involved, well-educated citizens who make a difference in the
47 changing context of professional practice and community life.
48

49 The vision of Winona State University will help achieve the vision of the system by:

1 **Being accessible** as a community of learners valuing inclusiveness, encouraging faculty-student
2 interaction in the classroom, in research and creative projects and in extracurricular activities,
3 promoting extension of learning into the surrounding communities through internships, field
4 experiences and projects and collaborations that address community needs and opportunities,
5 improving the community through incorporating community service activities in our coursework,
6 and offering educational and cultural opportunities to the general public.

7
8 Providing **highest value education**, noting that Winona State University is ranked second
9 among public universities in Minnesota in the category of "Best Regional Universities" in the
10 2011 edition of "Best Colleges" by U.S. News Media Group. In addition the Princeton Review, a
11 nationally known education services company, has named Winona State University among the
12 "Best in the Midwest" for the seventh consecutive year.

13
14 The **purposes** of Winona State University and alignment with system strategic directions and
15 priorities are as follows:

16 *Invest in academic excellence by supporting innovation and distinctive programming.* This
17 purpose is in line with the systems' strategic direction two, promoting high-quality learning
18 programs, and strategic direction four, innovating to meet current and future needs. Academic
19 excellence is at the heart of any educational enterprise. At Winona State University increasing
20 our level of academic excellence drives most of our strategic decisions.

21
22 *Invest in support for student learning and success by enriching the student experience.* This
23 purpose is in line with strategic direction one, increasing access and opportunity and strategic
24 direction two, promoting high-quality services. WSU is deeply committed to supporting student
25 success. To accomplish our goal, we must first provide a healthy and safe environment for our
26 students and promote a culture of responsibility. We must identify the critical challenges that
27 accompany each major transition in the student experience, from their first semesters at WSU
28 through to graduation and beyond and provide appropriate support for students passing through
29 these transitions.

30
31 *Build capacity to support our mission.* This purpose is in line with strategic direction four,
32 innovating to meet current and future needs and strategic direction five, sustaining financial
33 viability during changing economic and market conditions, and four, innovating to meet current
34 and future needs. The institution continues to examine and improve structures, technologies,
35 policies, and processes to support transformative innovation (similar to system goal 4.4).

36
37 Additionally, for this year, we have completed the physical structure of our Integrated Wellness
38 Center and we will intensify our efforts to integrate the curriculum, services, and service to the
39 public. Also, our package of strategies called "WSU Goes Green" will define us as an institution
40 with a strong sense of place and a commitment to stewardship of our environment as well as a
41 model for sustainable operation. Our climate commitment addresses our curriculum, our campus
42 operations and our community partnerships.

43
44 *Make the University a working model of scholarship and creative solution-finding in action as
45 well as a laboratory for the practice of contemporary democracy.* This purpose is in line with
46 strategic direction two, promoting high-quality learning and strategic direction four, innovating
47 to meet current and future needs. The nature of professional practice and the challenges of the
48 workplace are changing rapidly across all fields. Success in the 21st Century will require
49 adaptive skills and the ability to apply knowledge in new settings and in new ways to address

1 unexpected and unpredictable problems. Success for Winona State University as well as for each
2 of our faculty, staff and students will depend on our ability individually and together to find
3 creative solutions to complex and ever changing challenges. WSU will be a University whose
4 concept of academic excellence incorporates the qualities of a community of learners improving
5 our world. WSU will become a working model of how 21st century skills and knowledge can be
6 put to good use.

7
8 The **array of awards** provided by Winona State University includes certificates, associate
9 degrees, bachelor's degrees, master's degrees, applied doctorate degrees, specialist degrees, and
10 graduate certificates.

11
12 **Description of consultation with faculty, students, employers and other essential**
13 **stakeholders**

14 In preparing for an on-site accreditation visit, in fall 2009, the Winona State University Higher
15 Learning Commission (HLC) Steering Committee reviewed the university mission statement that
16 had been approved by the Board of Trustees on January 20, 1999. This review concluded that
17 while the core “community of learners” statement was, in fact, still guiding the institution, the
18 complete mission statement did not fully address current policy requirements in terms of content
19 and format. Additionally, since the existing mission document contained some dated references,
20 the Committee recommended that the WSU Mission Statement be revised.

- 21 • Constituency groups invited to appoint representatives to an Institutional Mission Review
22 Task Force in fall 2009
- 23 • Draft revised statement presented for feedback via four open forums, with one held in
24 Rochester
- 25 • Survey distributed on Assessment Day (February 2010) garnered over 3,000 responses.
26 Survey respondents included not only faculty, staff and students, but foundation
27 members, alumni, retirees, and community members
- 28 • Final draft statement presented to collective bargaining units and Student Senate for
29 feedback
- 30 • Task Force presented final recommendation to President and Council of Administrators
31 for final wording
- 32 • Final mission and vision statement in Campus Profile documents submitted to
33 constituency groups in March 2011

34
35 **RECOMMENDED COMMITTEE MOTION**

36
37 The Academic and Student Affairs committee recommends that the Board of Trustees approve
38 the vision, mission, purposes and array of awards of Winona State University as listed in the
39 Executive Summary.

40
41 **RECOMMENDED BOARD MOTION**

42
43 The Board of Trustees approves the vision, mission, purposes and array of awards of Winona
44 State University as listed in the Executive Summary.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 15, 2011

Agenda Item: 2012-2014 System Action Plan

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

The Board of Trustees periodically develop a System Action Plan that is based on the Strategic Plan and highlights a few priority items for attention.

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

The following are primary topics for discussion-

- Review of the two overarching action areas
- Initial direction to guide further development of those action areas

Background Information: The Board has developed several Action Plans usually one year in length and often approved in the summer. The intent with this action plan is to develop a multi-year agenda which is in place prior to the start of the academic year. This will enable institutions to better incorporate features of the System Action Plan into campus planning. The following items are based on initial input from presidents and corresponding discussion at the January Board of Trustees study session-

- *Student Success* – P-20 partnerships, focusing on grades 10-14 or 6-14 perhaps instead of the whole P-20 pipeline. Consider student success goals and strategies that focus on recruitment, retention, and completion efforts as well as partnerships with K-12 on student preparedness.
- *Financial sustainability* – Re-imagining higher education in Minnesota including options such as regionalization of support services, bridging the current silos and engaging stakeholders in finding innovative approaches to program collaboration and delivery and identifying related policy issues.
- *System Advocacy* – Working with other higher education providers on advancing the public good for higher education.

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

INFORMATION ITEM
2012-14 SYSTEM ACTION PLAN

BACKGROUND

The System Action Plan focuses on key prominent issues in the current environment and provides opportunities for a shared and strategic agenda for the system. These focus areas grow out of and align with the current system strategic plan, *Designing the Future*, that articulates five strategic directions:

1. Increase access, opportunity and success
2. Achieve high-quality learning through a commitment to academic excellence and accountability
3. Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions and its people
4. Innovate to meet current and future educational needs
5. Sustain financial viability during changing economic and market conditions

The Action Plan strategies will guide the following types of activities-

- Engage the Board of Trustees in considering the context around the focus areas, setting initial direction and goals, and in reviewing progress and emergent policy issues
- Advance opportunities for institutions to collectively identify and share strategies and identify major policy issues for consideration by system leadership
- Provide a common focus to align and prioritize current and emergent Office of the Chancellor and system activities
- Engage faculty, administration, staff, and external stakeholders in development of innovative and collaborative strategies to achieve major goals

Despite the serious fiscal challenges facing the state and the system, there is renewed interest and recognition that a more educated citizenry is essential for the future well-being of the state and its people. These challenges require us to focus the system on educational achievement and on more effective and efficient use of resources. As the system of access and opportunity, the Minnesota State Colleges and Universities has made significant strides and must continue to provide flexible and high quality learning options to a diverse student population. The System Action Plan articulates opportunities to create greater alignment and engage the collaborative capacity of the system to respond to these challenges.

System Action Plan Focus Areas and Related Implementation Strategies

Action One: Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation. Actions to achieve this goal include partnering to improve K-12 preparedness, serving under-represented students, and meeting the needs of working adult learners. Several current initiatives are in place to support this goal and align with system strategic plan goals. However, this Action Plan will focus on high school to college transitions with the goal of improving readiness for college and college level work. To accomplish this:

- a. The Board of Trustees, in consultation with appropriate stakeholder groups, will consider the major issues and other context for setting policy directions and goals.
- b. System institutions will engage in strategies for improved student success, sharing of effective and collaborative practices, and identification of major policy issues requiring system leadership and summarize these in an Action Plan Response.
- c. The Office of the Chancellor will facilitate dialogue among system stakeholder groups, sharing of effective strategies in recruitment, retention, and success, and identify opportunities and challenges for system policy leadership.
- d. The Board of Trustees will advance a common agenda with leaders from the state's other educational providers that results in improved readiness for college and college level work. The Board of Trustees will set and monitor achievement of agreed upon goals.

Action Two: Advance a *Quality and Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System. The system will re-imagine higher education for Minnesota to align with the fiscal realities and future direction of higher education. To accomplish this:

- a. The Board of Trustees, in consultation with appropriate stakeholder groups, will consider the major issues and other context for setting policy directions and goals.
- b. System institutions will engage in sharing strategies to respond to the fiscal challenges, opportunities for advancing collaboration and leveraging of limited resources, and identification of major policy issues requiring system leadership and summarize these in an Action Plan response.
- c. The system will engage current consultation groups and new networks of faculty, administration and staff in exploring creative means for providing quality and flexible programs and services for students and employers.
- d. The Office of the Chancellor will facilitate opportunities for program collaboration and efficient administrative and technological practices.
- e. The Board of Trustees will set and monitor achievement of agreed upon goals.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: March 15, 2011

Agenda Item: Proposed Amendment to Board Policy 3.28 Charter School Sponsorship

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

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

This is an amendment to Board Policy, requiring action by the Board

Scheduled Presenter(s):

Mike López

Outline of Key Points/Policy Issues:

The policy is being amended to comply with legislative changes to Minnesota Statutes Section 124.10.

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

BOARD ACTION

**PROPOSED AMENDMENT TO
BOARD POLICY 3.28 CHARTER SCHOOL SPONSORSHIP
(FIRST READING)**

BACKGROUND

The language changes being proposed to Board Policy 3.28 are intended to bring the policy into compliance with changes made during the 2009 and 2010 legislative sessions to Minnesota Statutes section 124D.10.

MINNESOTA STATE COLLEGES AND UNIVERSITIES

PROPOSED AMENDMENT TO POLICY 3.28
Charter School Sponsorship

1 **3.28 Charter School Authorizers Sponsorship**

2 **Part 1. ~~Definitions. of Charter School.~~**

3 **Subpart A. Charter school.** A charter school is a public school established under
4 Minnesota State Statutes section 124D.10 as either a cooperative or a non-profit corporation.
5 Charter schools and their ~~sponsors~~ authorizers are subject to the requirements in Minnesota
6 State Statutes section 124D.10.

7 **Subpart B. Authorizers.** For purposes of this procedure, authorizer means a system college
8 or university, authorized under Minnesota Statutes section 124D.10, subdivision 3, and Board
9 Policy 3.28, and System Procedure 3.28.1 to serve as an authorizer of a charter school and
10 approved as an authorizer by the commissioner of the Minnesota Department of Education
11 (MDE).

12 **Part 2. Authorizer Sponsorship Responsibilities.**

13 To support, improve, and enhance elementary and secondary education in Minnesota, a MnSCU
14 system college or university may serve as a charter school authorizer sponsor consistent with its
15 mission, Minnesota State Colleges and Universities policy and procedure, and Minnesota
16 Statutes section 124D.10. Sponsoring Authorizing institutions shall comply with all statutory
17 sponsorship requirements for authorizers and shall adhere to sponsorship standards established
18 for authorizers by the Minnesota Department of Education (MDE) Children, Families, and
19 Learning (MDCFL).

20 **Part 3. Annual Report.**

21 The Chancellor shall report to the Board annually on the status of charter schools authorized
22 sponsorships by MnSCU system Colleges and universities, including terminations and
23 nonrenewals in the prior year.

24 **Part 4. Termination or Nonrenewal of Sponsorship Charter School Contract.**

25 A college or university may terminate or not renew a charter school contract in accordance with
26 Minnesota Statutes section 124D.10. ~~For purposes of a A~~ college or university may terminate
27 terminating or non-renewing a charter school its sponsorship, for good cause. Good cause
28 includes, but is not limited to, a determination by the college or university that it is unable to
29 continue acting as authorizer sponsor because of administrative, programmatic, or financial
30 considerations of the college or university, or because of continued failure or inability of the
31 charter school to comply with expected performance, budget, and administrative standards meet
32 pupil performance requirements specified in the contract, failure to meet generally accepted
33 standards of fiscal management, or violations of law.

Date of Implementation:
Date of Adoption:
Date and Subject of Revision:

POLICY CONTENT FORMAT:
Single underlining represents proposed new language.
Strikeouts represent existing language proposed to be eliminated.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** March 15, 2011

Agenda Item: Update on Remedial and Developmental Education Discussion

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

This item will provide information to the Board.

Scheduled Presenter(s):

Mike López

Background Information:

The Board has requested that a study be conducted of best practices in remedial/developmental education and findings and recommendations be reported to the Board. A committee has begun work on this task.

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

INFORMATION ITEM

UPDATE ON REMEDIAL AND DEVELOPMENTAL EDUCATION DISCUSSION

BACKGROUND

The Board has requested that a study be conducted of best practices in remedial/developmental education and findings and recommendations be reported to the Board. A committee has begun work on this task. Dr. Mike López is facilitating the work of the committee and will provide an update on the committee's progress and a projected timeline for conclusion of the work and submission of the report to the Board.