



ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OCTOBER 18, 2011
2:00 P.M.

MCCORMICK ROOM
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 July 19, 2011** (pp. 1-6)
- (2) Proposed Amendment to Policy 3.36 – Academic Programs**
(First Reading) (pp. 7-12)

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
JULY 19, 2011**

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

Other Board Members Present: Trustees Brett Anderson, Cheryl Dickson, Phil Krinkie, David Paskach, and Scott Thiss.

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 July 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 1:03 pm.

Chair Rice introduced Brett Anderson as the new member of the Board of Trustees. Trustee Anderson said he is a recent graduate of MSU, Mankato with a degree in nursing. He said he is pursuing a graduate certificate at the Edina campus of MSU, Mankato.

1. Minutes of June 21, 2011

The minutes from June 21, 2011 Academic and Student Affairs Committee were approved as written.

Trustee Van Houten noted that at the last meeting Trustee Sundin brought up concerns about the system's technical education programs and workforce training. He said that this topic is important and should be included in the committee's work plan to be brought back for further discussion.

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

- MGT of America, Inc., a national higher education research and planning firm, was hired to study the higher education needs of southwest Minnesota and suggest opportunities for alignment of programs and services of Southwest Minnesota State University and Minnesota West Community and Technical College.

Interim Vice Chancellor Olson said the study concluded that a full alignment of these two institutions at this time is not advisable. The study recommends that the system encourage academic collaboration between the institutions as an initial step. As progress is achieved in repositioning Southwest Minnesota State University as an institution that better serves regional needs and collaborates with Minnesota West, a transition to shared services could occur. Eventually the system could initiate an

administrative alignment, if and when it is deemed necessary and appropriate.

Trustee Van Houten said that he doesn't disagree with the study's conclusions, based on the data submitted, but it seems that important information is missing. For example, the survey to assess interest in higher education did not include data from potential students, he said. There is no insight on why or why not potential students choose to attend Southwest Minnesota State University.

Also missing is benchmark information on how rural regional universities in states such as South Dakota, Kansas, Nebraska and Idaho are handling issues similar to those facing Southwest Minnesota State University, he said.

There should be a sense of urgency in researching and resolving these issues before a plan of action is approved, Trustee Van Houten said.

Trustee Sundin said she agreed that additional information should be gathered. She said she would like to see information on marketing opportunities for the institutions.

Calling the study's conclusions vague, Trustee Krinkie said now is the time to forth a vigorous plan for the future of higher education in the region.

If additional information is needed, either staff would have to do it or a new contract with MGT would be needed, Interim Vice Chancellor Olson said.

Trustee Thiss said the new chancellor needs to be included in a discussion after August 1 when he begins his duties.

Trustee Paskach, who lives in the southwestern region of the state, said he agrees with the study's conclusions – at least at this time. He said an alignment might be a good idea in the future, but not now.

Accepting the study's recommendation does not mean that future alignment will never happen, Trustee Dickson said. It just means it should not happen at this time. Forcing an alignment between these institutions at this tumultuous time for higher education would not be a wise move, she said.

This is a serious issue for the system, Trustee Van Houten said, adding he does not feel the committee should forward a recommendation on the study's conclusions to the full Board of Trustees at this time. It would be more appropriate to report to the new chancellor that the committee would like additional research be done before a decision is made, he said.

- Interim Vice Chancellor Olson offered information on the funding of the four Centers of Excellence for Fiscal Year 2012. He said each Center received base operational funding and then received additional funds for meeting specified performance targets. The four Centers were also able to submit proposals and complete for a share of a pool of money. A panel of industry and system representatives reviewed proposals totaling \$1 million and \$680,000 for those proposals was allocated. Funding for the Centers of Excellence for 2013 and beyond is still open for discussion.
- An update on the Accountability Dashboard was offered by Interim Vice Chancellor Olson.

The two remaining proposed accountability dashboard measures to be added relate to student learning and transfer rates. While the preferred form of both measures can't be developed at this time, initial versions are proposed to be added to the dashboard. As measurement of learning evolves and a more comprehensive analysis of student transfer is completed, the preferred forms of these measures will replace the initial versions.

For now, an initial measure of student opinion on learning is proposed to complete the learner outcome dial on the dashboard.

This composite measure would be created with data from student responses to several survey questions regarding how well they believe they are learning. The student engagement surveys are administered every two years by each state college and university. Universities use the National Survey of Student Engagement (NSSE) and colleges use the Community College Survey of Student Engagement (CCSSE).

As for the transfer dial, the initial measure will be based on the number of credits accepted in transfer.

Trustee Sundin pointed out that it may be a good idea to collaborate with the K-12 system on learner outcome measurement since that system has experience with formulating and analyzing student learner data and making instructional adjustments based on the findings.

- Starting July 1, 2011, for each of the 1,470 Programs defined as “Gainful Employment Programs,” U.S. Education Department regulations require that colleges and universities disclose program costs, on-time graduation rates, job placement rates, median graduate loan debt and occupations.

Research, Planning and Effectiveness staff prepared the required reports for each college and university and distributed them along with instructions on how to post information on program web pages.

3. Proposed Amendment to Policy 3.4 – Undergraduate Admission (Second Reading)

This proposed amendment provides guidance for admissions 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.

In a response to a question posed by Trustee Sundin, Associate Vice Chancellor Mike López said students who have attended high school in countries other than the United States, especially where the language of instruction is not English, have to submit their credentials to an evaluation agency. The evaluation agency determines whether or not the high school curriculum is equivalent to a high school curriculum in the United States and then provides that information to the university or college for an admissions decision.

These provisions are found in Board procedure, not Board policy, he added.

Trustee Van Houten said it may be appropriate for the Committee to take a leading role in reviewing the relationship between the K-12 core curriculum and the Minnesota Transfer core curriculum.

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

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

4. Proposed Amendment to Policy 3.8 – Student Complaints and Grievances (Second Reading)

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

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

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

5. Shakespeare with Power Tools and Beyond

Presenters:

Larry Litecky, Retired President of Century College

Donovan Schwichtenberg, Retired President of Saint Paul College

These two recently-retired, long-term college presidents were invited to share their insights about the role of the two-year college in preparing students for the future workforce.

Comments included:

- Asked if creating MnSCU, a system comprised of technical colleges, community colleges and state universities, was a good idea, President Litecky said yes. The system offers great opportunities for colleges and universities to learn from each other and work together to meet the state's higher education needs, he said. President Schwichtenberg agreed, saying he initially opposed the merger, but has since come to see the system as being a success and important to Minnesota.
- President Schwichtenberg said it is a misconception that liberal arts are not part of the curriculum at technical schools. Liberal arts courses are, and always have been, a part of technical education programs, he said.
- Technical education in America is not as robust as it is in many European countries, President Litecky said. It is common for colleges in Europe to offer stackable credentials, allowing students to obtain additional educational knowledge and ladder to other degrees.
- Partnering with business and industry is important, President Schwichtenberg said. Saint Paul College has a strong connection with business and industry and their input is used to develop curriculum. Colleges need to be connected with the business and industry representatives to ensure graduates are adequately prepared for today's workplace, he said.
- Both past presidents said program closure is difficult because it affects students, faculty and businesses that may want to hire program graduates. However, colleges have to prioritize their available funding to benefit the largest number of students. Closure happens when enrollments or student interest in a program drops, when graduates are not getting jobs or when industry changes so that it no longer needs people with those skills.
- In response to a question about the closure of technical programs rather than liberal arts programs, both President Schwichtenberg and Litecky said technical programs are started and maintained if enrollment is sustainable and the training results in good jobs for graduates. Because of the specialized equipment and dedicated space that is needed to offer a technical program, these programs do tend to cost more.

Trustee Sundin suggested the committee have a future discussion about the state of technical education, including information on changes in the Perkins grant, Post-Secondary Enrollment Option (PSEO) and collaborations with K-12 in the technical education field.

6. Statement on Board Committee Goals

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

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

Interim Vice Chancellor Olson presented a statement paper detailing the committee's study of the proposals and actions taken over the past year.

In terms of developmental education, Trustee Benson asked if the system is limiting its opportunities when it comes to PSEO. Instead of only marketing PSEO to the higher-achieving high school students, the system could look to use it to help students become more ready for higher education.

Trustee Dickson said it would be good to find out if PSEO is marketed to students who are interested in technical education, rather than just those interested in taking general education courses.

It would be interesting to invite some PSEO coordinators to a future meeting to talk about the program and potential marketing opportunities, Trustee Oliveira said.

Chair Rice said these suggestions are good and the topic could be included in the committee's work plan. She added Trustees may find it interesting to tour the Secondary Technical Education Program (STEP) at Anoka Technical College. STEP is a high school in a college setting where students explore hands-on careers, fulfill district academic requirements and have the opportunity to earn high school and college credit.

7. 2010-2011 Honorary Degree Report

Richard L. Knowlton was awarded an Honorary Doctor of Education degree from Riverland Community College in May 2011. Mr. Knowlton, who is the chair of The Hormel Foundation, was recognized for his work nationally and locally to help people, especially traditionally under-represented students, to obtain the education or training that will lead to living-wage employment.

The meeting adjourned at 2:58 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: October 18, 2011

Agenda Item: Proposed Amendment to Policy 3.36 Academic Programs

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

Scheduled Presenter(s):

Larry Litecky, Interim Vice Chancellor for Academic and Student Affairs

Mike López, Associate Vice Chancellor for Student Affairs

Leslie Mercer, Senior Associate Vice Chancellor for Research, Planning and Effectiveness

Outline of Key Points/Policy Issues:

- 2011 session law establishes education priorities for the Board of Trustees.
- College and university presidents were informed about this legislative language in a September 1, 2011 memo from Chancellor Steven Rosenstone.
- Academic program policy, while reflective of legislation, has not included foundational language that specifically reflects legislation found in State Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and Education Priorities.
- Standard policy revision processes are not complete.

Background Information:

New language, Laws of Minnesota 2011, 1st Special Session, Art. 1, Ch. 5, Sec. 4, Subd. 5, establishes education priorities for the Board of Trustees. This new language reinforces and extends prior Minnesota statutes from chapters 135A and 136F.

135A.011 State Higher Education Objectives

135A.034 Budget Priorities

136F.06 Powers and Duties

136F.05 Missions

136F.30 Courses and Programs

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

Policy amendments require Board action.

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

BOARD ACTION

**Proposed Amendment to Policy 3.36 Academic Programs
*First Reading***

INTRODUCTION

State law, which was passed during the 2011 special legislative session, directs that:

Subd. 5. Education Priorities

The Board of Trustees, in fulfilling the requirements of Minnesota Statutes, section 136F.06, by making reductions, approving programs of study, establishing requirements for completion of programs, and approving course offerings and requirements for credentials, must place the highest priority on meeting the needs of Minnesota employers for a skilled workforce. The board must focus on the efficient delivery of higher education, eliminate duplication throughout the system, and streamline the operation of the system to provide an education that prepares students for the workforce needs of Minnesota.

Laws of Minnesota 2011, 1st Special Session, Art. 1, Ch. 5, Sec. 4, Subd. 5.

Initial responses to this law include a letter sent September 1, 2011 to college and university presidents and a proposal to modify Board of Trustee policy 3.36 – Academic Programs.

This agenda item proposes changes to policy 3.36 – Academic Programs Part 1. Purpose and Applicability and Part 5. Academic Program Approval. Academic program policy, while compliant with legislation, has not included language that reflects specific foundational legislation from several sections of Minnesota Statutes: State Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and Education Priorities.

BACKGROUND

The 2011 Minnesota law reinforces and extends language from Minnesota Statutes chapters 135A and 136F. Related sections are:

135A.011 STATE HIGHER EDUCATION OBJECTIVES.

Minnesota's higher education investment is made in pursuit of the following objectives: (1) to ensure quality by providing a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields; (2) to foster student success by enabling and encouraging students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations; (3) to promote democratic values and enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; (4) to maintain access by providing an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and (5) to enhance the economy by assisting the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota's opportunities and needs.

135A.034 BUDGET PRIORITIES.

Subdivision 1. Operating budget.

The governing boards of the University of Minnesota, and the Minnesota State Colleges and

Universities shall each develop, for legislative and executive branch acceptance, its highest budget priorities in accordance with statewide objectives for higher education under section 135A.011.

136F.06 POWERS AND DUTIES.

Subdivision 1. General authority.

The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions.

136F.05 MISSIONS.

The mission of the board is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the approval of the board, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study, so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. In carrying out the merger of the three separate systems, the board shall control administrative costs by eliminating duplicative administrative positions and course offerings.

136F.30 COURSES AND PROGRAMS.

The board shall review and approve or disapprove campus proposals for adding, deleting, or substantially changing programs of study, including graduate and undergraduate academic programs, training in professional, semiprofessional, and technical fields, and adult education. The board shall avoid duplicate program offerings. The board may initiate activities to close programs. The board shall place a high priority on ensuring the transferability of credit.

CONSULTATION

Consultation has occurred or will occur for the proposed policy changes as follows:

- Reviewed at Academic & Student Affairs Policy Council - 09/22/11
- To be reviewed at Academic and Student Affairs Leadership Council – 10/20/11
- Mailed out for review and comment – 10/04/11
- To be reviewed at IFO Meet and Confer – 11/04/11
- To be reviewed at MSUAASF Meet and Confer – 10/28/11
- MSCF Meet and Confer – TBD

RECOMMENDED COMMITTEE ACTION

The Educational Policy Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the amendment to Policy 3.36 Academic Programs.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO
BOARD POLICY 3.36 ACADEMIC PROGRAMS**

3.36 Academic Programs

Part 1. Purpose and Applicability. The purpose of the Academic Programs policy is to direct ~~system~~ decision-making regarding the development, approval and management of credit-based academic programs. In order to meet Minnesota's educational needs, the Minnesota State Colleges and Universities system shall endeavor to:

1. Ensure quality and excellence that is competitive on a national and international level in meeting the needs of students for occupational, general, undergraduate, and graduate education;
2. Facilitate ease of transfer among schools and programs, integrate course credit, and coordinate degree programs;
3. Give highest priority to meeting the needs of Minnesota employers for a highly skilled and adaptable workforce;
4. Enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; and
5. Eliminate unnecessary duplication and achieve efficient and streamlined operations.

~~This policy applies to credit based academic programs of system colleges and universities.~~

Part 2. Definitions. The following definitions have the meanings indicated for all Board policies unless the text clearly indicates otherwise.

Subpart A. Academic award. Academic award means a certificate, diploma or degree.

Subpart B. Academic program. Academic program means a cohesive arrangement of college-level credit courses and experiences designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. Undergraduate degree programs shall include a general education component. The purpose of an academic program is to:

1. increase students' knowledge and understanding in a field of study or discipline,

2. qualify students for employment in an occupation or range of occupations, and/or
3. prepare students for advanced study.

Subpart C. Academic program inventory. Academic program inventory means the official list of academic programs offered by system colleges and universities.

Subpart D. Credit. Credit means a quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term.

Subpart E. General education. General education means a cohesive curriculum defined by faculty through system college or university procedures to develop reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences.

Part 3. Authorized Academic Awards.

Subpart A. System college and university award authority. System colleges and universities have authority to confer academic awards only as specified below.

1. **Community colleges.** Community colleges have the authority to confer undergraduate certificates, diplomas, associate in arts, associate in fine arts, associate in science, and associate in applied science degrees.
2. **Consolidated colleges.** Consolidated colleges have the authority to confer undergraduate certificates, diplomas, associate in arts, associate in fine arts, associate in science, and associate in applied science degrees.
3. **Technical colleges.** Technical colleges have the authority to confer undergraduate certificates, diplomas, associate in science, and associate in applied science degrees.
4. **Universities.** Universities have the authority to confer undergraduate and graduate certificates and associate in arts, associate in fine arts, associate in science, baccalaureate, and graduate degrees.

Approval by the Board of Trustees is required for a system college or university to confer an academic award type for which specific authority is not granted in this policy.

Subpart B. Academic award characteristics. The chancellor shall specify the characteristics of academic awards.

Subpart C. Academic program credit length limits. Academic programs that lead to an associate degree shall be limited to 60 credits and academic programs that lead to a baccalaureate degree shall be limited to 120 credits unless the chancellor grants a waiver

1 based on industry or professional accreditation standards that require a greater number of
2 credits.

3
4 The chancellor shall set program credit length requirements and waiver criteria for
5 undergraduate certificates, diplomas and graduate level awards.
6

7 **Part 4. Authority to Establish Academic Program Locations.** Approval of the chancellor is
8 required for establishment of a location at which an academic program may be offered.
9

10 **Part 5. Academic Program Approval.** Approval of the chancellor is required for new
11 academic programs, changes to existing academic programs, suspension of academic programs,
12 and closure of academic programs at system colleges and universities.
13

14 An approved academic program shall include curricular requirements for earning an academic
15 award, such as credits in general education, a major and/or minor, and all prerequisite courses.
16 The chancellor shall maintain the academic program inventory and annually report to the Board
17 of Trustees on the status of the inventory. Only academic programs approved by the chancellor
18 as recorded in the academic program inventory may be offered by system colleges and
19 universities.
20

21 **Part 6. Student Options when Academic Programs are Suspended, Closed, or Changed.** A
22 system college or university shall provide a student admitted to an academic program an
23 opportunity, consistent with system college or university policy, to complete the academic
24 program when it is suspended or closed or when the requirements have changed.
25

26 **Part 7. Academic Review.** Each system college and university shall regularly review its
27 academic programs for the purpose of academic planning and improvement.
28

29 Each system college and university shall submit an annual summary of its academic program
30 review activity to the chancellor.
31

32 The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs
33 or program clusters, report findings to the Board of Trustees and, when necessary, impose
34 conditions on academic programs.

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be eliminated.