

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OCTOBER 22, 2014**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees John Cowles, Dawn Erlandson, Maleah Otterson, Elise Ristau and Louise Sundin.

Other Board Members Present: Trustees Ann Anaya, Duane Benson, Kelly Charpentier-Berg, Alexander Cirillo, Robert Hoffman, Philip Krinkie, Thomas Renier, Elise Ristau, Michael Vekich and Erma Vizenor.

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, and President M. Sue Collins.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 22, 2014 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 10:10 am.

1. Minutes of the June 17, 2014 Academic and Student Affairs Committee

Trustee Sundin moved that the minutes from the June 17, 2014 meeting of Academic and Student Committees be approved as written. Motion carried.

2. Mesabi Range College Mission Statement

Presenters:

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs
Carol Helland, Provost, Mesabi Range College
M. Sue Collins, President, Northeast Higher Education District

President Collins said the proposed mission reflects a transformation that the college has undergone since the current mission was approved in 1999. Now the college not only offers students a variety of liberal arts and technical degrees, but also access to baccalaureate degrees made possible through collaboration with system universities.

The proposed mission statement was formed with input from various stakeholders, including business and industry partners, college advisory councils, community leaders and students, President Collins said. It is:

“Mesabi Range College is a progressive, student-focused institution, located in the heart of northeastern Minnesota, preparing diverse learners for fulfilling careers, college transfer and lives of intellectual curiosity and discovery.”

Trustee Sundin expressed concern with the new mission statement, saying it lacks mention of technical education. The mission does not give students an indication of the array of technical programs the college offers which can lead to employment, she said.

President Collins said the college is not forgoing technical education and has even been touted as having world-class technical programs by area businesses and industries. However, the college has evolved into offering students a more comprehensive educational experience and they felt it was necessary to revise the mission to reflect that fact, she said.

Board Chair Renier said the college should be judged more by its actions than words in a mission statement. Mesabi College is part of the Applied Learning Institute which involves a partnership with 26 regional high schools. This partnership sends the right messages to students about technical careers, he said, adding technical education is far from being lost on the Iron Range.

Trustee Otterson said she likes the fact that the new mission is more student oriented but asked if is broad enough for the college 10 years from now. Provost Helland said conversations about the college's mission and vision will continue and may evolve in the future.

Trustee Otterson moved and Trustee Cowles seconded the following motion: Upon the recommendation of the chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Mesabi Range College. Motion carried, with Trustee Sundin voting against.

3. Developmental Education

Presenters:

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

Craig Schoenecker, Senior System Director of Research

Pakou Yang, Interim System Director of P20 and College Readiness

Trustees were provided with an update on developmental education redesign within the system. Developmental courses are offered to students who do not meet college-level placement in the areas of English, reading and mathematics.

This presentation included an overview of developmental education, including trend data on enrollment in developmental courses, college readiness of entering students, and student persistence and completion.

There are 42,000 students in developmental courses and 4,000 of that number are university students. The number of students enrolled in developmental courses grew by 9,000 during the recession, but now have dropped back to previous levels.

Senior Vice Chancellor O'Brien said during a recent presentation to the board it was noted that developmental education costs the system \$29 million in direct costs and \$36 million in indirect costs.

Effective developmental education is important for several reasons:

- Large numbers of traditional and adult students are not ready for college-level courses when they enroll
- Students who are not college ready are less likely to persist in college
- Developmental education and support services are essential to help students achieve needed proficiency.

Secondary and post-secondary re-alignment strategies will be needed to reduce the need for developmental coursework, Senior Vice Chancellor O'Brien said. These strategies could include:

- Alignment of high school assessment with measures of readiness for post-secondary education
- Providing targeted support to high school students who are not on track to being ready for post-secondary education
- Offering high school students who are ready for post-secondary education opportunities to earn post-secondary credits earlier
- Creating better alignment between workforce needs and students' educational plans.

Representatives from three colleges gave presentations on developmental education efforts on their campuses.

Century College

Presenter:

Jackie Reichter, Peer Tutor Coordinator
Andrea Rystrom, Dean of Student Services

Tutors Linked to Classes is a strategy being used with great success at Century College. Student tutors are "linked" to a specific class, typically one they have already completed. The tutors sit in the classroom so they can be available to assist students and also are available to meet with them and offer help before and after class.

The goal of Tutors Linked to Classes is to increase course completion rates, improve retention, positively impact program completion rates and ultimately improve graduation rates.

Data shows the program is working. In 2013-2014, there were 59 development course sections. The average GPA, average credit completion and retention of students linked to a tutor were all higher than students who were in non-supported sections.

Normandale Community College

Presenters:

Mark Ahrens, Faculty and Chair of the Math and Computer Science Department
Cary Komoto, dean of STEM (science, technology, engineering and mathematics)
Julie Guelich, Vice President of Academic Affairs

Campus representatives from Normandale Community College gave a presentation on the college's use of Statway, a two-semester course aimed at helping students complete developmental math and introductory statistics classes with less frustration and lower dropout rates.

Nationwide, 28 institutions in eight states are using Statway. In Minnesota, colleges participating in addition to Normandale Community College are Minneapolis Community and Technical College and North Hennepin Community College.

Statway is a problem-focused class which allows groups of students to work cooperatively on activities and promotes conceptual understanding rather than procedural learning. Instead of relying on textbooks, Statway curriculum relies on instructor-driven samples and engagement.

Statistics from the Statway project at Normandale Community College are promising. In 2013-2014, 63 percent of students in two math sections were successful. Overall, 32 of 73 students (44 percent) participating in Statway were successful.

North Hennepin Community College

Presenters:

Shirley Johnson, faculty and faculty association president
Landon Pirius, Vice President of Student Affairs and Enrollment

Campus representatives gave an overview of the North Hennepin Community College Student Success Prediction Model for new students.

North Hennepin Community College focuses on student achievement in the first term. A GPA of above 2.0 in the first term helps get students off to a good start, while a GPA of 3.2 will provide them with even higher odds of success.

Another predictor of success is continuous enrollment in fall and spring terms, Landon Pirius said. Summer enrollments help, but are not essential. Stopping out for a fall or spring term puts student success at risk. Students who don't take any semesters off have a 53 percent graduation rate. The rate drops to 2 percent when students take off one or more semesters.

Information showing improvements following curriculum redesigns in English and Sociology at the college also was presented.

The three campus presentations on developmental education strategies show there is not just one way for colleges and universities to improve student success, Senior Vice Chancellor O'Brien said.

Chancellor Rosenstone added that creative faculty and administrators deserve credit for driving new strategies to improve student success. These strategies are critical to making good on the system's promise to not leave any students behind, he added.

4. TRIO

Presenters:

Tallie Sertich, Upward Bound Director, Hibbing Community College and MN TRIO Association President-Elect
Shelly Siegel, Director of TRIO Programs at North Hennepin Community College
Awale Osman, North Hennepin Community College graduate and former college TRIO student

TRIO programs were started 50 years ago as part of the civil rights movement and the War on Poverty. The programs were created as a way to provide college access to underrepresented students and to provide them with the opportunities and tools to earn college degrees and end the cycle of poverty.

The three original TRIO programs were Upward Bound, Talent Search and Student Support Services. There are now seven TRIO programs and all are represented in MnSCU.

There are 69 TRIO projects in Minnesota which serve students over 11,500 students per year from sixth grade through college/doctoral preparation. Fifty-three of the programs are

hosted at MnSCU colleges and universities. These projects receive over \$13 million in federal funding.

TRIO programs are designed for students who historically and statistically do not attend college or, if they attend, do not complete. These groups include low-income students, students with disabilities and underrepresented students in graduate education.

TRIO helps support MnSCU's strategic direction and goals by increasing access, opportunity and success. The programs:

- Raise Minnesota participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.
- Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.
- Support students to reach their educational goals with a focus on graduation or transfer.
- Produce graduates who have strong, adaptable, globally competitive and flexible skills
- Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students.

Trustees heard Awale Osman, a graduate of North Hennepin Community College, tell his personal story. Born to Somalian parents in a refugee camp in Kenya, Awale and his family had the opportunity to move to the US when he was 11 years old. He began college at North Hennepin Community College as a PSEO student and eventually graduated with highest honors.

A college campus and community leader and winner of many awards and accolades, Awale now is a Ronald E. McNair scholar at Augsburg College. He credits TRIO for helping him develop to his full potential.

Trustee Anaya said Awale's success is due to his personal fortitude and she called him an inspiration.

The meeting adjourned at 12:26 pm
Respectfully submitted,
Margie Takash, Recorder