

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
NOVEMBER 19, 2014**

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*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 Duane Benson, Kelly Charpentier-Berg, Alexander Cirillo, Robert Hoffman, Thomas Renier and Erma Vizenor.

*Leadership Council Representatives Present:* Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, Presidents Sue Collins and Earl Potter.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 22, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, McCormick Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 8:32 am.

**1. Minutes of the October 22, 2014 Academic and Student Affairs Committee**

Approval of the minutes from the Oct. 22, 2014 meeting was tabled until the January committee meeting since the minutes were not included in the Trustees' meeting packet.

**2. Student Demographics**

**Presenters:**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs  
Craig Schoenecker, Senior System Director for Research

Senior Vice Chancellor O'Brien presented information on trends in college and university enrollment and student characteristics. This demographic information will help provide a context for board deliberations throughout the coming year.

In 2014, the system had 410,498 students. Of that number, 264,520 students took courses for credit, and 145,978 took non-credit courses. Student headcount peaked in 2010 and has remained stable since that time.

Predictors of student headcount include: the number of high school students; the adult population aged 24 to 34; the state's unemployment rate; and Minnesota per-capita income. Three of these predictors are in decline: the unemployment rate; the number of public high school graduates; and the population aged 25 and 34.

The system's student demographics shows:

- 58 percent of students attend colleges and universities in greater Minnesota
- 23 percent (62,000 students) are American Indian or students of color
- 38 percent are age 25 or older; the average age is 26
- 55 percent are female
- 37 percent (98,700 students) are Pell Grant-eligible

- 53 percent (139,000 students) are from underrepresented groups
- 11,000 are veterans

Students of color and American Indian students comprise an increasing percentage of students and their enrollment has grown in all regions of the state.

Significantly more students are low income (eligible for Pell grants) and an increasing percentage of students are from groups underrepresented in college.

The student body is also diverse in terms of age. The largest percentage of students, 41.5 percent, are between ages 19 and 24; 22.3 percent are between ages 25-34; 15.6 percent are age 35 or older; and 20.1 percent are students who are 18 years or younger.

There were 8,712 students who identified themselves as having disabilities, such as learning disabilities or issues with hearing, vision, mobility or mental health.

International students attending the system's colleges and universities come from around the world, including 59 percent from Asia and Pacific countries; 8 percent from Europe and Central Asia; 7 percent from the Middle East and North Africa; 20 percent from Sub-Saharan Africa; and 5 percent from the Americas.

Students are academically diverse, including those in high school, high school graduates, graduate students, adult learners and career professionals. Enrollment data shows:

- 58 percent of college and 35 percent of university students enroll part-time;
- 42 percent take one or more online course and 13 percent are exclusively online students;
- 13 percent enroll at more than one college or university in a year;
- 57 percent of college and 21 percent of university first-time students take developmental courses;
- 39 percent of college and 18 percent of university first-time students take developmental math courses.

Senior System Director Schoenecker said older students tend to need developmental math courses. The need for reading and writing developmental courses is less with this age group.

Statistics show that completion rates vary by academic preparation and financial need. The most highly-prepared students with the lowest financial need are the ones most likely to complete academic programs in a timely fashion.

Chancellor Rosenstone said preparation and financial need are critical factors when it comes to persistence and completion rates. He said he has been working in collaboration with the Minnesota Department of Education to help ensure students are adequately prepared for college coursework when they enroll. The system also has launched a scholarship campaign to help make college more affordable for students.

Students finance their education in various ways:

- 52 percent who apply for financial aid are considered to be independent of their parents;
- 62 percent of all students receive some form of financial aid;
- 46 percent receive grants;
- 9 percent receive scholarships;
- 42 percent take out student loans;

- 4 percent receive work-study awards or student employment.

Recent legislation allows part-time students to participate in the state financial aid grant program. Senior System Director Schoenecker said his staff will be doing an analysis of the number of part-time students utilizing financial aid, the amount of their financial aid grants, and how this financial aid assistance relates to their persistence toward earning a degree.

The median debt for graduates earning a baccalaureate degree is \$18,327 and \$9,028 for those receiving an associate's degree.

There also is a large number of students who graduate from a system college or university debt-free, Senior Vice Chancellor O'Brien said. Data shows:

- 26.9 percent of students earn a baccalaureate degree without debt;
- 34 percent of students earn an associate's degree without debt;
- 46.4 percent of students earn a certificate or diploma without debt.

### **3. Meeting the Baccalaureate Needs of the Twin Cities Metro Area**

#### **Presenters:**

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

This presentation is a follow-up to one in January 2014 which offered an overview of possible strategies to accelerate baccalaureate degree programs in the Twin Cities metropolitan area. Senior Vice Chancellor O'Brien said the plan was refined after extensive consultation with key stakeholders, including union representatives, students, administrators and diverse community representatives.

Over the next three decades, the Twin Cities area population will increase by nearly 1 million people and it's estimated over 400,000 jobs will be created. Of those jobs, it is estimated that 216,805 of those jobs will need to be filled with employees who hold a baccalaureate degree.

Underrepresented populations are projected to constitute 100 percent of the projected population growth in the Twin Cities metropolitan area over this time period.

The system needs to find innovative ways to meet the need for increased baccalaureate opportunities, Senior Vice Chancellor O'Brien said. Sound planning is especially important since, historically, underrepresented populations are the least likely to participate in post-secondary education.

There will be a need to ensure geographic accessibility and make courses, resources and support services more easily available through flexible delivery systems, Senior Vice Chancellor O'Brien said. Greater affordability of higher education also will enhance access.

There is a need to increase metro area graduates in high-growth, high-demand sectors, including financial services and insurance, health and life sciences, innovation technology and advanced manufacturing, business services, food and agribusiness.

The system also will need to continue to graduate students who have excellent world language and communication skills, as well as students who are critical thinkers and problem solvers, since these qualities will be in high demand in the future workforce.

Although enrollment at Metropolitan State University has grown by 20 percent and the number of degrees conferred is up by 38 percent since 2008, expanding the university cannot

be the exclusive approach taken to meet the growing student and workforce needs in the metropolitan area. The university does not offer academic programs in cognitive science, biochemistry, physics, statistics, engineering, manufacturing or world languages.

Bilateral college-university partnerships also cannot make up the gap. There were 125 full-time students enrolled in non-metropolitan state university baccalaureate programs, which was down from 220 in FY12.

Growing baccalaureate opportunities in the metropolitan area does not have to come at the expense of out-state colleges and universities, Senior Vice Chancellor O'Brien said. The system needs to focus on ways to attract more of the 76,000 metro area students who are earning a two-year college degree and are on their way to earning a baccalaureate degree. Currently, only 30 percent of the students in this pool stay in the system by going to Metropolitan State University (14 percent) or going to universities in greater Minnesota (16 percent).

Instead, many of these students opt to attend a for-profit or non-profit private institution or transfer to the University of Minnesota. A large share of these students leave Minnesota, often to attend a university in a neighboring state.

Currently, there are 53,000 students who attend two-year colleges but do not transfer or enroll in any university within four years. Capturing a portion of that group is critical, Senior Vice Chancellor O'Brien said, since many of them are not able to leave the metropolitan area because of personal circumstances, such as family commitments or jobs.

The proposed action to increase metropolitan baccalaureate opportunities involves three elements:

- 1) Build on existing strengths
  - Metropolitan State University should continue to grow – it could meet about 50 percent of the increased need capacity with additional facilities;
  - Currently 28 percent of greater Minnesota universities' enrollments are students from the Twin Cities metro area and this service to metro area students should grow;
  - Partnerships between a university and college/multiple colleges should grow, especially to deliver specialized (and high cost) programs to metro area students.
- 2) Deploy innovative strategies
  - Create student support services that serve all metro area students, not only students at a single college or university;
  - Develop dual admission programs in the metro area to strengthen pathways from colleges to baccalaureate completion;
  - Foster intentional collaborative development of new academic programs through a collaborative academic planning group. This will not supplant an individual institution's program development and approval processes.
- 3) Develop an additional location
  - Explore potential sites accessible by public transportation and capable of serving the projected growth in baccalaureate needs for the metro region;
  - This location would be used by both Metropolitan State University and greater Minnesota universities offering programs in the metro area;
  - Regardless of the location, the new location would have to offer a full array of student-support services; offer face-to-face, hybrid and online programs; have an experiential focus (problem-based learning, internships, and apprenticeships);

have programs aligned with career opportunities in high demand; and have a focus on multi-culturalism/diversity and national best practices for student success.

Chair Anderson Kelliher asked a sampling of current university and college presidents to weigh in on the proposal.

Devinder Malhotra, Interim President of Metropolitan State University, said his university is ready to take on the challenge of meeting the increasing need for baccalaureate degrees and enhancing public urban higher education opportunities. However, the university does not have the means or facilities to meet the demand by itself and the Board of Trustees will need to leverage the strength of the system to make this growth happen, he said. A collaborative approach to broaden the scope and portfolio of academic offerings, flexibility, adaptability, access and affordability will be needed, he said.

Richard Davenport, President of Minnesota State University, Mankato, said his university has a history of serving students in the metropolitan area. The university's efforts have largely focused in graduate education. Currently, 70 percent of the students who are enrolled at the Mankato campus are from the metropolitan area, but there remains a large number of students who, for various reasons, cannot attend a residential university in greater Minnesota. He said a coordination of efforts will be needed so programming and enrollments at the greater Minnesota universities are not negatively affected.

Both Normandale Community College President Joyce Ester and Northeast Higher Education District President Sue Collins said community colleges are willing to join in the collaborative efforts to enhance public higher education in the state.

There has been good progress made on the proposal, Trustee Sundin said, but added that there continues to be work needed, including student support services, programming and transportation. She added branding and creating an "identity" are important components still missing in the plan.

Trustee Hoffman said he is concerned that the proposal will take resources away from existing rural institutions, especially since it is likely that there will not be additional funding coming from the Legislature.

Chair Anderson Kelliher said she will be working with Senior Vice Chancellor O'Brien on the next steps to broaden the proposal. This will involve gathering information on potential costs, locations and branding, she said.

The meeting adjourned at 10:38 pm  
Respectfully submitted,  
Margie Takash, Recorder