

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MAY 19, 2015**

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, Alex Cirillo, Robert Hoffman, Philip Krinkie, Thomas Renier, Michael Vekich and Erma Vizenor.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on May 19, 2015 at Wells Fargo Place, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 1:00 pm.

1. Minutes of the April 22, 2015 Academic and Student Affairs Committee meeting

Trustee Ristau moved and Trustee Otterson seconded that the minutes from the April 22, 2015 meeting be approved as written. Motion carried.

2. Proposed Amendment to Policy 2.2 State Residency (Second Reading)

Presenter:

Toyia Younger, Associate Vice Chancellor for Student Affairs

This was a second reading of a change in language to Policy 2.2 State Residency.

ASA staff reviewed Policy 2.2 as a result of federal legislation passed in 2014. The proposed amendment adds veterans and family members eligible under the Choice Act to the list of students who qualify for resident tuition.

The system has been in compliance with the law for some time and this amendment updates the policy language.

Chair Anderson Kelliher moved and Trustee Cowles seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the recommended changes to Policy 2.2 State Residency.

Motion carried.

3. Proposed Amendment to Policy 2.6 Intercollegiate Athletics (Second Reading)

Presenter:

Toya Younger, Associate Vice Chancellor for Student Affairs

The proposed amendment replaced outdated gender language with language that reflects the inclusive environment at Minnesota State Colleges and Universities. References to “male and female students” is being replaced with “students of all gender identities and gender expressions.”

Trustee Cowles moved and Trustee Ristau seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the recommended changes to Policy 2.6 Intercollegiate Athletics.

Motion carried.

4. Minneapolis Community and Technical College: Approval of College Mission Statement

Presenter:

Avelino Mills-Novoa, Interim President, Minneapolis Community and Technical College

Review and consultation about the Minneapolis Community and Technical College mission and vision with students, staff, faculty and community stakeholders began in 2013, President Mills-Novoa said. This review was prompted by the Higher Learning Commission accreditation visit set for the college next year.

Participants in the process defined the college’s values and strategic priorities.

College values include:

- Being a student-centered college, with all decisions, programs and services anchored around student needs;
- Creating a climate of inclusion that empowers, supports and invites participation in the college and community;
- Building an interdependent community allied with external partners;
- Working daily to create an outstanding environment for learning and success;
- Promoting a sense of integrity, guided by honesty, fairness and compassion in all dealings.

College strategic priorities for Fiscal Year 2015-2016 are:

- Creating an engaging college experience in which all students can succeed;
- Being a leader in inclusion and equity in order to transfer educational and employment outcomes for diverse populations in Minneapolis;
- Empowering employees in an organization that is built on trust and community;

- Stabilizing enrollment and creating a sustainable college structure and corresponding budget.

Trustee Sundin inquired about the status of technical programming at the college.

President Mills-Novoa said the college is working to enhance technical programming in Minneapolis high schools and that, in turn, will bolster the pipeline of potential students for the college, especially students from diverse backgrounds. He said the college, like many others, has been challenged financially, but he added they have turned a corner and are looking to reinvest in programming, including technical education programs such as HVAC and machine tool.

Trustees Sundin said it would be a good idea for the college to strengthen its partnership with unions.

The college plans to annually assess the relevance of programs relative to the marketplace, President Mills-Novoa said. The college cannot afford to remain static, he added.

The proposed mission statement submitted for approval is:

MCTC provides access to the transformative power of education in a diverse and dynamic downtown environment.

Chair Anderson Kelliher moved and Trustee Otterson seconded that the Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the mission of Minneapolis Community and Technical College.

Motion carried.

5. Centers of Excellence

Presenters:

Mary Rothchild, Senior System Director, Workforce Development

Karen White, Director, 360 Manufacturing and Applied Engineering ATE Regional Center of Excellence

Bruce Lindberg, Director, Advance IT Minnesota

Valerie DeFor, Director, HealthForce Minnesota

Larry Lundblad, President, Central Lakes College

An update was offered on MnSCU's centers of excellence, which were created in 2005 as an initiative of the Governor. They were envisioned as a way to promote connectivity between Minnesota industry and the state's colleges and universities.

Initially, four centers were designated through a competitive process and received \$5 million per year for four years. The first centers of excellence were in health care, manufacturing and engineering and information technology.

Two years ago, as a result of workforce listening sessions across the state with the Department of Employment and Economic Development (DEED) and the state chamber of commerce, more centers were created to assist the state's industries with talent development and employment needs. Added were centers of excellence for agriculture, energy and transportation.

The eight centers of excellence now receive of a total of \$4.2 million annually.

Each center of excellence has a variety of partners, including other system colleges, universities and, in some cases, high schools. For example, HealthForce Minnesota's host institution is Winona State University, but it partners with 15 two-year colleges. The Minnesota Transportation Center, hosted by Dakota County Technical College, partners with 18 two-year colleges, one state university and several high schools.

Centers of Excellence support economic growth and workforce development by:

- Expanding career awareness among middle and high school students, with special emphasis on diverse students;
- Preparing students for targeted careers and increasing enrollment in MnSCU programs;
- Fostering students' initial job attainment;
- Aligning curriculum to employer expectations and anticipating future employment needs;
- Collaborating with multiple partners to solve talent gaps.

Strategies deployed by the centers include:

- Building partnerships and alliances with industry employers, associations and like-minded organizations to improve coordination of efforts and leverage resources;
- Facilitating collective action among MnSCU institutions to enhance the scale and effectiveness of addressing industry talent needs;
- Providing opportunities for students, educators and employers to build relationships with one another to increase communication, understanding and collaboration;
- Serving as an advocate and convener for industry stakeholders to explore new ideas, address concerns and promote innovations.

Several directors highlighted innovative activities deployed by their center of excellence.

Bruce Lindberg of Advance IT Minnesota described FUSION Employer Engaged Education/IT Residences, which pairs employer-endorsed students with employer partners to provide talent in-training while students are in school. This leads to workforce-ready employees upon graduation.

Karen White of 360 Manufacturing and Applied Engineering Center of Excellence talked about providing opportunities for students and incumbent workers to advance their education online through eTECH programs. These online programs are designed to start students on a career pathway where they can stop in and stop out as it fits their life situation. These programs provide skills and knowledge to gain employment in the dynamic and high paying advanced manufacturing industry.

Valerie DeFor of HealthForce Minnesota described scrubs camps, which are offered throughout the summer at multiple locations. They provide middle school and high school students an opportunity to experience a variety of interactive hands-on activities and special field trips to get them excited about careers in the health sciences. There is an intentional outreach to diverse, first-generation and low-income students.

Central Lakes College President Larry Lundblad said his college is a partner with several centers and their work is critical to the vitality of the state's economy. He described how collaborations between colleges and centers have enhanced curriculum and training opportunities to the benefit of the agricultural and manufacturing industries.

The centers also have been instrumental in soliciting grants and providing essential and timely support to industries in need. President Lundblad cited the agricultural centers of excellence ongoing work to assist farmers affected by the avian flu outbreak as a prime example of the relevant work they perform.

Trustee Hoffman praised the ongoing work of the centers and the effective partnerships they have created which benefit the state's businesses and industries.

Trustee Sundin said it may be time to consider an education center of excellence. She also asked that Trustees be informed about center of excellence recognition events, such as a recent ceremony which honored female high school students for their achievements and interests in technology.

6. Program Inventory Report

Presenters:

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Jon Dalager, System Director, Academic Programs

Ginny Arthur, Provost, Metropolitan State University

Julie Guelich, Vice President for Academic Affairs, Normandale Community College

Connie Gores, President, Southwest Minnesota State University

Board Policy states that the chancellor shall maintain the academic program inventory and offer an annual report on the inventory's status to the Board of Trustees. The report provides updated details on program statistics, programs offered by award level, institution and institution type and delivery mode.

The number of academic programs offered doesn't tend to change much from year to year, Milne said. In 2015, there were 3,775 programs offered, compared with 3,744 in 2014. The average number of programs offered between 2005 and 2014 is 3,910. There was a 10 percent reduction in the number of programs offered at colleges between 2009 and 2015.

Colleges offer 74 percent of all programs offered in MnSCU. Of that amount, 39 percent are certificates, 37 percent are associate-degree programs and diplomas are 24 percent. Many programs have multiple awards.

University academic programs account for 26 percent of all programs in the system. Of that total, 59 percent are bachelor-degree level and 20 percent are master-degree level. Graduate certificates make up 12 percent of the total. Associate, certificate, post-master's and doctorate degree programs account for the remaining 9 percent.

For both colleges and universities, land-based academic programs are predominate. At colleges, 85 percent of all programs are land-based, while the percentage at universities is 87 percent. Online programs or "Online Plus" programs (programs which offer a combination of online and land-based courses) account for 15 percent of programs offered at colleges and 13 percent of those offered at universities.

The academic program fields graduating the most students include health professionals, liberal arts and sciences studies, business management and marketing, education, homeland security/law enforcement/firefighting, mechanics/repair, engineering, computer and information sciences, visual and performing arts and construction trades.

Numbers of new programs launched in a year tends to be close to the number of programs closed, Milne said. In 2015, there were 87 new programs, while 120 programs closed. In terms of the full inventory, the number of programs increases by 2 percent every year, while about 3 percent of the programs close. Low enrollment is the main reason for closures, but budgetary limitations can also play a factor.

There has been a push to increase program collaboration in recent years, Milne said. This includes collaborative efforts in the areas of health information technology, nursing, early childhood/child development and nanoscience. There have been broad field articulation agreements created in engineering and health sciences.

Trustees were given a presentation on an innovative academic program collaboration to offer a baccalaureate degree in exercise science in the Twin Cities. This new collaboration involves Southwest Minnesota State University, Normandale Community College and Metropolitan State University.

Exercise science offers a variety of career opportunities, including health educator, personal trainer, exercise specialist, pre-physical therapy, cardiac rehabilitation, pre-occupational therapy, pre-speech language pathology, pre-dietician, pre-chiropractic and pre-athletic training.

The baccalaureate program has been offered by Southwest Minnesota State University in Marshall and has been growing, President Gores said. However, there was no MnSCU institution offering a baccalaureate degree in this program in the Twin Cities.

Vice President Guelich said Normandale Community College offers an AS in exercise science and the program's faculty has been seeking a university partnership for several years. When the opportunity for a partnership with Metropolitan State University and SMSU came up in 2014, Normandale was quick to join the collaboration, she said.

Students earning the exercise science AS at Normandale can now go on to earn a baccalaureate with upper-level business courses offered by Metropolitan State University and upper-level exercise science courses. The progression from the AS to the baccalaureate will be seamless, President Gores said.

The collaboration required a memorandum of understanding specifying the responsibilities between the university and college partners. An intra-agency agreement was needed pertaining to facilities and equipment and another intra-agency agreement addressed the sharing of student data in ISRS which is needed to provide services to students.

Continuing challenges include communication to potential students outside of Normandale Community College, course scheduling, financial aid procedures and financial viability. Dedicated personnel on all levels is needed to make it work, Guelich said.

Provost Virginia Arthur said system colleges and universities are always looking for opportunities to serve students in new ways and that is what makes this type of collaboration so promising. She added it is important to have a long-term commitment to collaborative programming since it will take time for it to become financially viable.

The baccalaureate will launch at Normandale Community College this fall and there are students committed to start the program, Guelich said.

Trustee Benson asked how the system can be more "nimble" to anticipate student interest and needs. Rather than having program development predominately coming from the "supply side," it should be more "student driven," he said.

Milne said college and university academic planners are sensitive to student demand when it comes to program development, but it's necessary to meld that with reliable occupational data and projections. Resources campuses use include Real-Time Talent, which is a database that offers current information on job openings and salary ranges, as well as LMIwise, a tool developed by MnSCU and DEED that offers regional occupational supply and demand data. The Student Interest Assessment Handbook helps planners use all available resources.

System Director Dalager said when a campus submits a new program application, his staff works to ensure student interest matches up with marketplace demand. While student interest is an integral factor in program development, there also has to be data showing there will be job opportunities available to graduates.

Chancellor Rosenstone said the entrepreneurial spirit of planners at MnSCU colleges and universities is apparent. However, after a program launches, it takes one or more years before students will be ready to enter the workforce. The next step of innovation needs to be in the development of better employment forecasting, he said.

Developing new programming that meets student and marketplace needs also applies to liberal arts programs, Trustee Cirillo said.

Trustee Sundin said while the inventory report is improved from past years, it still lacks a line graph or chart comparing academic and technical education program approvals and closures. The report should specify reasons for closures, such as cost or low enrollment. She said she is concerned that closure decisions are based only on metrics.

Milne said that information can be provided as an appendix to this year's inventory report.

7. Study Session: Developmental Education

Presenters:

Pakou Yang, System Director, P-20 and College Readiness
Craig Schoenecker, Senior System Director for Research
Laurel Watt, Reading faculty, Inver Hills Community College
Cullen Bailey Burns, English faculty, Century College
Deanna Forsman, History faculty, North Hennepin Community College
Maythee Kantar, Communication/Writing/Arts faculty, Metropolitan State University
Adam Klepetar, Director of First Year Programs, St. Cloud State University
Will Baumann, Math faculty, Minnesota State Community and Technical College,
Wadena

The study session on developmental education provided information on developmental education, why it is offered, who it serves and how it is delivered.

Board policy requires each institution to have a course placement policy and a system-endorsed student class placement instrument, which currently is Accuplacer. Minimum scores for placement into college-level courses also is determined by policy.

In MnSCU, there are 42,000 students in developmental courses, 4,000 of those at the university level, Yang said. Enrollment in these courses peaked in 2010 at 23.4 percent. In 2014 developmental education enrollment was 21.1 percent.

Math accounts for most of college developmental education coursework. At colleges, 50.2 percent of developmental courses are in math, while the rate is 91.3 percent at universities. Writing is the second most common subject for developmental courses.

Examples of current developmental education approaches, programs and practices were offered by campus representatives.

Adam Klepetar, Director of First Year Programs, St. Cloud State University

Klepetar said he works to help students transition into the university setting. At SCSU a holistic approach is used with developmental education. In addition to assessing knowledge and skills through ACT or Accuplacer scores, they consider eight non-cognitive variable assessments, which give an indication of motivation and grit.

In the non-cognitive assessment, students are asked to respond to four short essay questions which were developed with the help of DePaul University staff. A defined rubric is used to score the essay work and the scores help define how to best help the student, Klepetar said. For example, if it becomes apparent that an incoming student does not have a strong support person in his or her life, they are connected with a peer mentor.

Early indications are success rates are improving for developmental education students, Klepetar said.

Cullen Bailey Burns, English faculty, Century College

Bailey Burns teaches a writing course called Express English which involves concurrent enrollment. Developmental students attend a college-level composition course, and then immediately meet with her in a separate, developmental class to work on the skills they need to successfully complete that college-level class. This co-enrollment model allows students to complete the developmental course and college composition at the same time.

Early data at Century College shows a high success rate for students enrolled in the concurrent classes, Bailey Burns said. That success can be attributed to the fact that skills being taught in the developmental level class are contextualized for the students in the college-level course.

She added that they are encouraged by the fact that the early data shows that there is no achievement gap in these courses.

Laurel Watt, Reading faculty, Inver Hills Community College

Watt teaches a course for students who are not ready for the rigors of college-level academic reading and writing.

Inver Hills Community College has had an integrated reading and writing developmental course since 2003 for students who test at the lower tier of readers in the college. This integrated course is offered in a 7-credit learning community, meaning students will be concurrently enrolled in the 5-credit reading and writing

course, along with a 2-credit student success course. The student success course, which was created on their campus by the reading faculty and counselors, includes coursework in financial literacy, study skills, academic and career planning and technology skills information.

Retention and success rates for IHCC students who have taken these courses in learning communities are 5 to 6 percentage points higher than for students not in learning communities, she said.

Will Baumann, Math faculty, Minnesota State Community and Technical College

Every college is innovating and creating alternative curricular pathways to help students succeed in math, Baumann said. This includes condensed pathways so students can get through their developmental coursework in an accelerated fashion or using co-requisite models and alternative placement measures.

One thing that should be noted is that a method that works on one campus doesn't necessarily work everywhere, Baumann said. Campus size, location and student population affect which methods will be effective, he said. For example, his campus is in a rural area and many students do not have internet access at home, so computer-aided, self-paced delivery developmental courses have not been successful.

As the only math instructor on the Wadena campus, offering alternative pathways also isn't feasible since the class sections would be too small. Finally, programming needs also play a factor in what can and can't be offered on a smaller campus. Since many of the programs at Wadena are technical in nature, the lowest level developmental math course has to be tailored to feed into the other technical mathematics courses offered.

Maythee Kantar, Communication/Writing/Arts faculty, Metropolitan State University

Kantar teaches at a four-year university where the average age of the diverse student population is 32. While there are full-time students, many students are part-time and work full-time. For some students, the last math class they took was last year, while for others it was 20 years ago.

Curriculum innovation is helping the diverse population of developmental students at Metropolitan State University, Kantar said. The university is part of an NSF grant which provides funding for developing and sharing curriculum that incorporates civic engagement into the teaching of mathematics. Teaching math through civic issues has been shown to improve learning and retention by increasing student interest, motivation, and engagement.

Math faculty are developing a competency-based curriculum for developmental math courses, which allows students to go through the course at a pace to meet learning objectives based on their prior learning and existing knowledge.

Basic developmental writing courses also offer best practices, such as embedding peer tutors into classrooms, incorporating study skills into the curriculum, integrated reading and writing courses and small group work. Integrated student support systems are important, such as academic success centers with professional staff and peer tutors to assist with assignments and skills, multiple measures for course placements and engaged and informed advising to help students become successful.

Deanna Forsman, History faculty, North Hennepin Community College

Although she does not teach developmental courses, Forsman said she has benefitted by diligent faculty who work to create and use methods that enhance student success.

MnSCU's commitment to open access is laudable, Forsman said. However, open access also means there will be a large number of students entering college who are not adequately prepared and they may ultimately be put at a disadvantage because of financial aid limitations. Forsman said the system needs to meet the challenges posed by its most vulnerable students.

Chancellor Rosenstone said the presentation highlighted the remarkable work MnSCU faculty members are doing in developmental education to meet the needs of students. They've been willing to collaborate and innovate with different teaching methods and service delivery, taking into account the different skill levels, learning styles and personal situations of their students. Their work is focused on finding the best way to allow students to succeed.

Trustee Hoffman asked if the system is working with the Department of Education to increase the college readiness of high school students.

Chancellor Rosenstone said he has been working closely with K-12 leadership on ways to identify students who may not be on track to be college ready by the time they graduate. The key is early diagnosis of educational gaps and effective intervention which will allow students, teachers, parents and administrators adequate time to build their skill set, he said. Without early intervention, the problem is not going to be solved, he added.

Trustee Sundin said the system should also examine its own entrance requirements.

The meeting adjourned at 4:20 pm

Respectfully submitted,
Margie Takash, Recorder