

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
JUNE 16, 2015**

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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, Philip Krinkie and Thomas Renier.

***Leadership Council Representatives Present:*** Chancellor Steven Rosenstone and Associate Vice Chancellor Lynda Milne.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 16, 2015 at Wells Fargo Place, 4<sup>th</sup> Floor, Board 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 12:10 pm.

**1. Minutes of the May 19, 2015 Academic and Student Affairs Committee**

*Trustee Ristau moved and Trustee Otterson seconded that the minutes from the May 19, 2015 meeting of Academic and Student Committees be approved as written. Motion carried.*

**2. Student Pipeline Recruitment and Pathways to Higher Education**

**Presenters:**

Pakou Yang, System Director of P-20 and College Readiness  
Craig Schoenecker, Senior System Director for Research  
Peggy Kennedy, President, Minnesota State Community and Technical College  
Carrie Brimhall, Chief Academic Officer/Vice President, Minnesota State Community and Technical College  
Peter Wielinski, Vice President of Student Development and Marketing, Minnesota State Community and Technical College  
David Jones, Vice President for Student Affairs and Enrollment Management, Minnesota State University, Mankato

This was an informational session on student recruitment and pathways to higher education. In the fall an in-depth presentation on Post-Secondary Enrollment Options (PSEO) and concurrent enrollment will be offered.

Senior System Director Schoenecker offered data on students in the recent and projected student populations graduating from high school:

- There was a decline of 4 percent in high school graduates from 2009 to 2014. Graduates from non-public high schools declined by 8 percent and graduates from public high schools were down 3.5 percent.
- The number of high school graduates is predicted to continue to decline by another 2 percent from 2014 to 2017. A slight increase in graduates is predicted from 2017 to 2020, however, it is not anticipated there will be a return to earlier levels.
- The diversity of high school graduates entering MnSCU has been increasing, reaching 28 percent in 2014.
- A larger percentage of students who are Pell grant eligible are enrolling in MnSCU schools. In 2014, 44 percent of students entering colleges or universities were eligible for Pell grants.

System Director Pakou Yang said MnSCU colleges and universities have been using intentional and strategic efforts in the recruitment of K-12 students. These enrollment management efforts include using data and predictive analytics to understand student demographics and enrollment trends. This allows colleges and universities to target strategic efforts within certain communities and take different recruitment approaches, as needed.

Those approaches include:

- The use of Smart Technology, such as mobile phone apps, texting and automated phone calls aimed at connecting with prospective students;
- Campus tours, open houses, campus events and special programs as a way to get students to “experience” the campus environment first-hand;
- Intentional partnerships with local high schools, including sponsoring workshops to promote college readiness, offering peer mentoring and tutoring of high school students and using campuses as an Accuplacer testing site;
- Creating programs to increase college readiness and create pathways, such as the Gateway to College, The Power of You and bridge transition programs;
- Focusing on building partnerships with communities of color as a way to attract and better serve a diverse student population.

Yang said one way high school students can take rigorous courses, earn college credit and build relationships with colleges and universities is through Post-Secondary Enrollment Options (PSEO) and concurrent enrollment. In 2014, new legislation offered students enrolled in alternative learning centers or alternative programs to access PSEO courses, including developmental education courses, if needed. This is increasing higher education access to underserved student populations.

Another way high school students are being served is through the federal Carl D. Perkins Vocational and Technical Education Act, which aims to improve career technical education connections. Minnesota has 26 Perkins consortia, which include at least one secondary district and at least one eligible post-secondary institution. The consortia offers strong technical programs of study in 60 career pathways within 16 industry-related clusters.

MnSCU has been working with the Minnesota Department of Education to redesign the transitions and pathways into higher education, Yang said. This redesign has focused on ensuring high school students are graduating with the necessary skills and knowledge to be successful. In 2013 legislation was passed that had four key components that addressed this redesign:

- Career and post-secondary planning must be offered to K-12 students. Students are required to create personal career plans;
- Eighth and tenth grade students are being given assessments which will indicate if they are “on track” to be college ready when they graduate;
- If the assessments show students are not be on track to be college ready, they will be given targeted and intentional instruction to help make them ready.
- Starting this year, all juniors were required to take the ACT exam, a national college entrance exam. MnSCU has adopted ACT benchmarks, so students know by their scores if they are ready for college-level coursework.

Chancellor Rosenstone said requiring juniors to take the ACT exam is a “game changer” since students who may have thought that college was not a possibility for them will see that their scores make them eligible for admission to a MnSCU college or university.

Campus representatives presented on successful enrollment management strategies being used at their schools.

### **Minnesota State Community and Technical College**

President Peggy Kennedy said her school has taken an analytical approach to student recruitment and retention. Her western Minnesota campuses have experienced declining enrollment because of an aging population, lower high school graduate rates and a low unemployment rate.

Vice President Peter Wielinski said they have made recent changes to better connect with all prospective audiences. For example, they annually review their high school visit list to gauge results in yield and quality of the relationship. They also have bolstered their career counseling outreach to area high schools with the support of Perkins funding.

They “target” display or online ads and social media campaigns to specific populations or certain locations and have become more aggressive in articulating their strengths, such as lower cost or exemplary programming.

Wielinski added they use a software program to help manage their relationships with students already in the pipeline and work out any issues that may arise from a canceled classes or programs before the student is on campus.

Chief Academic Officer Carrie Brimhall said the low unemployment rate in their region has caused them to be creative in reaching underserved populations. She described a partnership between customized training and area industries to reach students via a mobile classroom trailer that goes to the worksite. Students benefiting from this partnership probably would not have pursued higher education, she said.

Now, not only are they earning a credential that leads to a job with a livable wage, but also they are gaining confidence in their skills and abilities.

Industries also are requesting credit-based learning to enhance their employees' critical thinking and communication skills, as well as to offer flexible hands-on training, Brimhall said. They are working on developing a workplace assessment so industries can identify the best candidates for this type of credit-based learning.

The college's partnerships with K-12 is strong, Brimhall said, noting they have provided concurrent enrollment programs to 500 students in the last five years. Annually, her college partners with 37 districts to provide 265 courses.

**Minnesota State University, Mankato:**

Vice President David Jones said Minnesota State University, Mankato uses an array of strategies for recruiting different students. The competition for students is fierce and it is not unusual for a potential student to apply to four or five institutions, he said.

To demonstrate the level of competition, Jones said the university received 24,000 leads from the ACT exam results in 2014 and purchased the names of 30,000 potential students from Minnesota and other states. A total of 9,600 students eventually applied for admission and 6,400 were admitted. Of that amount, 2,240 were incoming freshman.

Jones said 28 percent of applicants for admission are "stealth applications," which means they were not targeted. These students were likely influenced by their family, friends or counselors or applied because of a marketing campaign.

His staff has refined their recruitment and marketing practices through the use of analytical data. They analyze where students are coming from and what kind of student are the best fit for their university. Return on investment is important consideration in enrollment management, Jones said.

The university is moving toward awarding more needs-based scholarships than merit scholarships, since this appears to be a positive factor in the recruitment and retention of lower income and diverse students, Jones said.

Trustee Benson asked if the system's colleges and universities are competing against each other for students. Chancellor Rosenstone said the system is working on developing a universal marketing platform which will help all system colleges and universities. Improved "branding" will result in a stronger, unified marketing effort that will focus on recruiting students who are now choosing for-profit and out-of-state institutions over MnSCU schools.

**3. Metro Baccalaureate Plan Update**

**Presenters:**

Brian Yolitz, Associate Vice Chancellor for Facilities

Todd Harmening, System Director for Planning  
Laura King, Vice Chancellor for Finance  
Lynda Milne, Associate Vice Chancellor for Academic Affairs

The Board of Trustees has had an ongoing discussion on meeting the growing need for baccalaureate completion options in the Twin Cities metro area. Over the next three decades, the Twin Cities population is projected to grow by one million people and it's estimated that over 400,000 jobs will be created. Of those jobs, it's expected over 216,000 will need to be filled by people with a baccalaureate degree.

Changes in demographic trends will require new strategies to better serve students, especially in communities which will have the largest population growth, such as immigrants and students of color. Strategies to capture metro-area transfer students also are needed, Milne said. There are 100,000 students enrolled at ten metro colleges; three-quarters of those students indicate an interest in getting a baccalaureate degree, but Metropolitan State University is graduating only 1,800 students a year.

The firm of Cushman & Wakefield conducted an analysis of the demographics of MnSCU students in the 13-county Twin Cities region. Data on where students live, key personality characteristics and what might be the best locations for additional programming was gathered.

Report conclusions include:

- There is considerable potential for MnSCU institutions in the adult-learner population (people ages 25-45) with some college experience and limited income. These people tend to be working in blue-collar, sales and office/administrative support positions with limited advancement opportunities;
- In the metropolitan area, this population includes individuals with familial relationships that make them location-bound. They live near MnSCU's current campuses and many are likely to be foreign-born;
- MnSCU has the opportunity to expand educational offerings to the adult learner segment with new baccalaureate programs in one or more locations;
- The top location options with greatest access to these adult learner segments are in the vicinity of downtown St. Paul, downtown Minneapolis and northwest Minneapolis in the area of Brooklyn Center and Fridley.

The report also includes an analysis of potential high-growth, high-demand workplace sectors which could benefit from increased programming in the metropolitan area. They include financial services and insurance, health and life sciences, innovation technology and advanced manufacturing, headquarters and business services and food/agribusiness.

System Director Todd Harmening said the Metro Alliance of Chief Academic Officers recently met to discuss ways to better serve metropolitan students through collective strategies that include making MnSCU baccalaureate pathways clearer to their students, enhancing collaboration around sharing courses and faculty, lessening

the barriers in partnerships and focusing on the promotion of retention strategies and quality teaching.

Over the next few months an analysis of current and needed facilities capacity will be conducted and there will be outreach to communities of color to identify strategies to better serve diverse students. In the fall state universities will be asked for an “expression of interest” pertaining to baccalaureate programming they could provide to existing and new metro populations. It is anticipated that by November an agreement will be reached on metro baccalaureate expansion strategies, Harmening said.

#### **4. Update on the Transfer of Credits**

##### **Presenters:**

Kevin Parker, President, Minnesota State College Student Association

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Louise DiCesare, System Director for Transfer

Andrea Heller, Student at Minnesota State University, Mankato

Legislation passed in 2015 requires the development of transfer pathways for associate of arts degrees, associate of science degrees and associate of fine arts degrees toward baccalaureate degree programs. It also directs MnSCU to develop BAS degrees in areas of high employment for students who transfer with associate of applied science degrees. A report must be submitted to the legislature by March 2016.

The purpose of the legislation is to:

- Simplify the pathways leading from associate degrees programs at two-year colleges to parallel baccalaureate programs at all MnSCU universities;
- Eliminate the need for each institution to create and maintain multiple articulation agreements for each degree program;
- Promote collaborative development by college and university faculty of defined paths from specific associate degree fields that fully prepare students for corresponding bachelor’s programs at any MnSCU university;
- Once students have completed the associate degree, they must be able to complete their bachelor’s degree by taking no more than 60 additional credits at a MnSCU university.

The legislature appropriated \$115,000 in fiscal year 2016-2017 for this work. A Transfer Pathways Coordinating Team (TPCT) will start meeting this fall to develop the pathways’ framework and oversee implementation on a three-year timeline.

Transfer Pathways Teams will be formed. They will be charged with creating the pathways, communication and curriculum/course revision. These teams will be co-chaired by a faculty member from a college and a university and members will be college and university faculty, students and administrators.

The scope is pathways for 25-30 of the most frequently enrolled baccalaureate programs, as determined by the TPCT. The plan suggests a pilot with four disciplines be launched. By years two and three, it is expected the teams will have completed two cycles of 12-13 disciplines.

The Transfer Pathways work will be based on these key principles:

- Students are the primary and fundamental focus of the planning process;
- Maintaining a quality education for students is the core of the pathways;
- Student successes will be facilitated by the transfer pathways;
- Pathways to baccalaureate degrees are clear and easy for students to follow;
- Students can save money and reduce debt by eliminating the number of repeated classes required when they transfer by having a clear path;
- Students can complete degrees in a minimum timeframe but with the understanding that part-time completion is available;
- Students will be able to enter the workforce sooner and with less debt;
- Students who meet admission program application requirements will be given the same opportunities and consideration as direct entry students;
- Transfer processes will be streamlined for institutions and create clarity for students.

MSCSA President Kevin Parker said he believes the transfer pathways plan will be beneficial to students. After completing an associate's degree, the guaranteed pathways will allow students to complete a bachelor's degree with 60 credits and that will save students' time and money by eliminating the need to repeat courses. He said students will have a degree completion plan and their credits will be protected if they move between institutions.

Chancellor Rosenstone said the Transfer Pathways plan represents a breakthrough in the way students will experience transfer and it was achieved through the side-by-side collaboration of all constituencies – students, faculty, campus administrators and system office personal.

Bemidji State University President Richard Hanson, Milne, former North Hennepin Community College Chief Academic Officer Jane Reinke and Kelli Steggall, Director of TRIO/Student Support Services at BSU, were thanked by the Chancellor for their work coordinating the plan development.

### **Credit When It's Due Grant**

A "Credit When It's Due" grant for \$500,000 was awarded to MnSCU by the Lumina Foundation in 2013. The funding was used to identify students who could obtain their Associate of Arts degree by transferring back credits earned at a second (or additional) college or university they attended.

The CWID grant project, which is ending June 30, 2015, has awarded 1,448 Associate of Arts degrees to MnSCU students. "Reverse transfer" will be a sustainable effort due to technology improvements funded by the grant.

Andrea Heller, a student at Minnesota State University, Mankato, told the Trustees that she was able to earn two associate's degrees through reverse transfer. After earning a diploma in the Dental Assisting program at Century College, Heller transferred to MSU, Mankato to pursue a bachelor's degree in Dental Hygiene. In the fall of 2013, she found out that by taking just a few more credits, she could earn an associate's degree in Liberal Arts and Sciences, as well as an AAS in Dental Assisting from Century College. She believes these degrees are valuable and helped to make her application to the university's Dental Hygiene program "stand out" and she is one of only of 20 candidates accepted into the program starting this fall. She also credits the degrees with helping her get a job at a dentist office.

Chair Margaret Anderson Kelliher called the Reverse Transfer project is a success story and said it should be presented to the Legislature's higher education committees when they convene in 2016.

The meeting adjourned at 2:30 pm  
Respectfully submitted,  
Margie Takash, Recorder