MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AMD STUDENT AFFAIRS COMMITTEE
MARCH 18, 2008

Academic and Student Affairs Committee Members Present: Dan McElroy, Chair; Trustees Duane Benson, Christine Rice, Caleb Anderson, Cheryl Dickson and James Van Houten.

Academic and Student Affairs Committee Members Absent: Ann Curme Shaw and Carol Wenner.

Other Board Members Present: Trustees Tom Renier, David Paskach, Scott Thiss, Clarence Hightower and Ruth Grendahl.

Leadership Council Committee Co-Chairs Present: Senior Vice Chancellor Linda Baer and President Ann Valentine.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held its meeting on Jan. 15, 2008, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 1:00 pm.

1. Approval of the Academic and Student Affairs Committee Meeting Minutes
   - The January 15, 2008 Centers of Excellence Board Study Session Minutes were approved as written.
   - The January 15, 2008 Academic and Student Affairs Committee minutes were approved as written.

2. Academic and Student Affairs Update – Senior Vice Chancellor Baer
   - The American Association of Colleges for Teacher Education (AACTE) has recognized St. Cloud State University’s innovative teacher education program. SCSU’s Teacher Quality Enhancement (TQE) Center within the College of Education was presented with a Best Practice Award in Support of Research on Teacher Education Quality and Accountability.

   - The Minnesota Jobs Skills Partnership Board has awarded grants totaling over $4 million and 91 percent of the total amount of funds was awarded to System institutions.

   Five healthcare grants were awarded to System institutions to serve the needs of five different hospitals, three long-term nursing care centers and one combined hospital and long-term care facility. Institutions receiving these grants were Central Lakes College, Lake Superior College,
Northland Community and Technical College, Minnesota State Community and Technical College and Minneapolis Community and Technical College. One additional partner institution, Itasca Community College, will serve as a resource to grantees.

- Three System institutions received Community-Based Job Training Grants from the U.S. Department of Labor. The funds will be used to prepare students for careers in high-growth industries.
  - Minneapolis Community and Technical College, awarded $2 million for the construction industry;
  - Riverland Community College in Austin, awarded $1,010,429 for the healthcare industry.
  - Saint Paul College – awarded $1,998,852 for the healthcare industry.

- The System has received $1,099,451 from the U.S. Department of Education to implement its Veterans’ Re-Entry Education Program. Funding will support the System’s efforts to help re-integrate military service personnel into their work, education and personal lives.

- Minneapolis Community and Technical College hosted the Realizing Student Potential Conference in February with over 1,200 faculty attending. This year’s theme, “The First Year Experience,” focused on how to engage students in ways that help support student success and retention.

- The Academic and Student Affairs division in the Office of the Chancellor sponsored its annual staff development conference in February which offered campus leadership a chance to showcase successful strategies and programs. This year’s conference focus was on access and opportunity for under-represented students.

3. **Review and Approval of Carl D. Perkins Career and Technical Education Act Five-Year State Plan**

**Presenters:**
Deena Allen, Associate Vice Chancellor for Academic Affairs
Pradeep Kotamraju, System Director for Perkins Federal Grants
Karen Klinzing, Assistant Commissioner, Minnesota Department of Education
Dan Smith, Supervisor of the Adult and Career Education Unit, Minnesota Department of Education.

The 2006 Perkins Act is for the operation of secondary, post-secondary and adult career and technical education programs from July 1, 2007 to June 30,
2013. The legislation’s major focus is on collaborative partnerships to foster program development and implementation.

Of the $20 million Minnesota is expected to receive, 85 percent will go to System colleges and state high schools and 15 percent to the Office of the Chancellor and the Minnesota Department of Education for statewide leadership. Of the 85 percent of the amount designated for schools, System colleges will receive approximately 58 percent and high schools 42 percent.

Minnesota has developed a new consortium structure for Minnesota career and technical education. The state has been divided into 26 local consortia, each consisting of the secondary schools in that area and at least one two-year System college. This structure creates new partnerships for administering career and technical education programs and support services using Perkins funds.

Associate Vice Chancellor Deena Allen said the Perkins Five-Year Plan is critical in the implementation of career and technical education in Minnesota. The Perkins Plan aligns the career and technical education goals directly to System goals:

- **Promote and measure high-quality learning programs and services:** The Perkins Plan aims to build a career pathway structure that supports the transition of career and technical education students of all ages to high-skill, high-wage or high-demand occupations.

- **Innovate to meet current and future educational needs efficiently:** The plan emphasizes the examination and expansion of collaborative practices to support career and technical programs at the secondary and post-secondary level. A new consortium structure and enhanced linkages between secondary and post-secondary education will help meet this goal.

- **Increase access and opportunity:** A major goal in the Perkins Plan calls for enhanced access to services for special populations, including under-represented students. These efforts will be centered on promoting high school graduation, appropriate preparation of students for post-secondary entry and schools meeting high standards in math and science.

- **Provide programs and services integral for state and regional economic needs:** The Perkins Plan calls for effective use of employer, community and education partnerships to support career and technical education.

The state’s Perkins Five-Year Plan, which is due to the federal government by April 1, 2008, has been under development since 2004. Input was gained from throughout the state in 2005 and a Perkins
Transition Plan, which focused on developing the new consortium structure, was approved by the Board of Trustees last year.

Minnesota Department of Education Assistant Commissioner Karen Klinzing said the plan is good policy. Students will need proficient technical skills to compete in the global economy and she said it is important that a seamless, collaborative structure be in place to guide students from high school to post-secondary education.

*Motion was made by Trustee Rice and seconded by Trustee Benson to recommend that the Board of Trustees approve the Minnesota Five-Year State CTE Plan for the Carl D. Perkins Career and Technical Education Act of 2006. Motion carried.*

4. **Accountability Framework**

**Presenters**

Linda Baer, Senior Vice Chancellor for Academic and Student Affairs  
Leslie Mercer, Associate Vice Chancellor for Research and Planning  
Craig Schoenecker, System Director for Research

The Board of Trustees accepted a report from the Ad Hoc Committee on System and Institutional Assessment in November 2007 which recommended the development of a System accountability dashboard to display priority measures.

The scorecard has several key measures which are aligned with the System’s strategic plan. The aim is to provide a focused evaluation of System and institutional performance as a way to provide accountability to System stakeholders and to promote continuous improvement.

A number of implementation tasks have been completed since November. The overview and comments sections have been completed, while the assurances and environment are being developed. There have been dashboard refinements. Hardware and software has been tested. Performance thresholds continue to be refined. A formal name for the dashboard has been selected – Accountability Dashboard: A Tool for Strategic Improvement.

A pilot test of the dashboard was conducted and the following feedback was collected:

- There were concerns were expressed about adverse publicity on how the potential misinterpretation of the measures and scoring methods.
- It was suggested that prior to public roll-out, a public relations plan be developed and additional features and measures be completed. An extension of the pilot test would allow institution staff to become more familiar with the tool.
• Proposed enhancements were suggested. They included the capability to select peer institutions for comparison, the addition of financial and contextual measures, descriptions of methodology and data elements for each measure and additional training on the measures, scoring and definitions.

• Some participants identified ways the dashboard will be useful, including for communicating, tracking and benchmarking performance. It also will support planning and alignment related to the System’s strategic goals. Other participants indicated that they thought the usefulness of the dashboard would be very limited.

Senior Vice Chancellor Baer asked the Trustees to clarify their perception of the dashboard – if they see it as a management tool or a consumer tool. She said the dashboard to this point has been designed with the goals of promoting continuous improvement and providing accountability to stakeholders. The primary audience would be the Board of Trustees, policy makers and stakeholders.

There are a number of higher education consumer information websites which offer information on cost, locations, academic rankings and other information students and parents may use when selecting a college or university.

Trustee Rice questioned the cost and time spent on the development of the tool if it will only be used by the Board.

Trustee Paskach, who was Board Chair when the Ad Hoc Committee to study the accountability framework was created, said there was no question that the dashboard, while open to the public, would be a tool used primarily by the Board to help bolster accountability.

Trustee Van Houten said the dashboard should be developed as a management tool and then it could be expanded for a broader audience at a later time.

There are tasks which need to be completed before the public launch, which is projected to be the second week of June 2008. They include hardware and software testing and a possible hardware upgrade. Refinement of measures, including changes in the resident enrollment and tuition and required fees measures, are needed. There also will be a need for more support and training, including the development and distribution of a public relations plan and staff training at each institution.

5. **2009 Action Plan for the Minnesota State Colleges and Universities**

Trustees were given an opportunity to review the priority areas for the system in the upcoming fiscal year. The Board’s five strategic priorities are:
• **Reaching the under-represented** - building on current initiatives at institutions to recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families.

• **Science, Technology, Engineering and Mathematics (STEM)** - increasing student engagement in STEM coursework, providing incentives for STEM faculty and teachers, improving the infrastructure for STEM programs and developing STEM learning opportunities that meet industry needs.

• **Tuition study and price of attendance** – studying tuition policies, including an assessment of price of attendance and cost to educate students.

• **Succession planning** – studying current and future initiatives of the System and individual institutions needed to address pending retirements, primarily among executive-level leadership.

• **Workforce of the future** – expanding outreach and enhancing educational services to Minnesota businesses as a way to support regional prosperity and community success.

The Fiscal Year 2009 Action Plan will be brought to the Board for approval.

6. **Update and Progress report on Achievement of Action Plan Targets and Legislative Performance Goals**

The Board approved Action plan and targets for improvement in fall of 2006. The governor and legislature included five performance goals for the System in the 2007 Appropriations Act. Attainment of at least three of the five performance goals would enable the System to obtain one percent of its biennial appropriation.

It is believed that the System has achieved all five of the performance goals and a formal request for release of the state appropriations will be submitted to the Commissioner of Finance.

The goals identified were:

**Goal 1:** Increase by at least 3 percent, compared to fiscal year 2005, the number of students who take college-level courses in science, technology, engineering and math. **Progress:** Enrollment in college STEM courses increased by 3.2 percent between fiscal year 2005 and preliminary 2008.

**Goal 2:** Increase by at least 2 percent, compared to fiscal year 2005, enrollment in courses at the four existing Center of Excellence programs. **Progress:** Enrollment in the Centers of Excellence increased by 2.3 percent between fiscal year 2005 and 2007.
Goal 3: Increase by at least 700, compared to fiscal year 2007, the number of students training in the use of electronic medical record training.

Progress: The number of students trained on electronic medical record technology increased by 971 between fiscal year 2007 and preliminary 2008.

Goal 4: Increase by at least 10 percent, compared to fiscal year 2007, the number of students taking online courses or the number of online courses offered. Progress: Enrollment in online courses increased by 11.3 percent between fiscal year 2007 and preliminary 2008.

Goal 5: Expand by at least 10 percent, compared to calendar year 2006, the use of “awards of excellence” or other initiatives that reward member institutions, faculty, administrators or staff for innovations designed to advance excellence and efficiency. Progress: The number of awards of excellence increased by 277.5 percent between calendar year 2006-2007.

Also reviewed was the progress made on the System’s strategic directions including increasing access and opportunity; promoting high-quality learning programs and services; providing programs and services integral to state and regional economic needs; and innovating to meet current and future educational needs efficiently.


Chair McElroy said the annual Charter School Report would be an information only item.

8. Minnesota Family Investment Program (MFIP) Status – Pine Technical College

Presenters:
Linda Baer, Senior Vice Chancellor for Academic and Student Affairs
Gail Olson, General Counsel
Robert Musgrove, President, Pine Technical College

The Office of the Legislative Auditor (OLA) audited Pine Technical College in 2007. In the report, auditors questioned if services provided by the Pine Technical College Employment and Training Center (ETC) comply with the System’s statutory mission.

The programs provided by the ETC are related to social service and employment programs under the auspices of local counties. Because they comprise a significant portion of the College’s operations, the OLA questioned if the Board of Trustees was fully informed on the degree to which Pine Technical College’s operations were focused the ETC.
President Musgrove said the ETC has been in operation for 21 years. Currently Pine Technical College contracts with four counties to conduct their Welfare-to-Work employment services programs. Out of the $8.9 million Pine Technical College budget, $3.4 million is related to the operation of the ETC. Out of the college’s 88 employees, 28 are staff at ETC.

In 2007, 1,912 clients were served, and of that number 1,096 were enrolled as Pine Technical College students. President Musgrove said it is believed that the college’s involvement with the ETC is to everyone’s benefit in the region and is a critical part of the college’s mission.

President Musgrove said he will be working with Senior Vice Chancellor Baer and Gail Olson, the System’s General Counsel, to revise the college’s mission statement so that it better reflects the college’s relationship with the ETC.

9. **Campus Strategic Profile: Saint Paul College**

**Presenters:**
Donovan Schwichtenberg, President
Peggy Kennedy, Senior Vice Chancellor for Academic and Student Affairs at Saint Paul College

Strategic Campus Profiles are being presented to showcase each institution in the system. The profiles include information on integrated planning, institutional programming and collaboration, futures planning, facilities projects and other data.

Saint Paul College is an urban, student-centered, open-access, comprehensive community and technical college serving over 8000 students annually. The College provides transfer, occupational and career programs, workforce training, educational outreach, student development programs and life-long learning opportunities to one of the most ethnically diverse student populations in the Twin Cities Metropolitan area.

**Institutional Distinction**
- Only two-year public institution physically located in the capital city of Saint Paul;
- Highest percentage of diverse and underrepresented students in the Minnesota State Colleges and Universities System along with Minneapolis Community and Technical College;
- Third lowest tuition and fees for two-year colleges in the Twin Cities Metropolitan area;
- Offers 41 associate degree programs, including the Associate in Arts (AA), Associate in Science (AS) and Associate in Applied Science (AAS) degrees, along with 69 occupational/career certificate and diploma programs;
• Provides pathways for students to transfer to over 23, four-year colleges and universities to continue educational opportunities, including an articulation to the BSN program at Metropolitan State University;
• Offers unique programs and awards in American Sign Language and Transliterator Training, Biomedical Engineering Technology, Business Logistics, Culinary Arts, Hospitality and Hotel Management, Massage Therapy, Medical Laboratory Technician, Personal Training, Pipefitting, Plumbing, Respiratory Therapy, Virtual Worlds/Second Life, Watchmaking, Wine Tasting;
• First two-year public institution to offer online basic skills assessment to regular and English Language Learners (ELL).
• Award-winning, re-engineered enrollment services model with one-stop, high-tech/high touch services such as online registration and DARS Reporting, Disability, Enrollment, Transfer, Retention, Career, Student Life and Academic Support services;
• Intrusive advising through retention specialists; electronic Early Alert Response System (EARS) for faculty to refer students in need of assistance;
• Power of YOU™ program offers up to two years of tuition-free college for recent Saint Paul and Minneapolis public high school graduates;
• Travel abroad opportunities through the International Trade/Business Logistics program;

**Institution Profile**

• Two-thirds of the students attend college part-time;
• Over 43% of students are persons of color, with a high proportion of Somali and Hmong refugees;
• Over 95% of students are Minnesota residents;
• One of the top three two-year colleges in the Twin Cities Metropolitan area with the highest proportion of ELL;
• Average age of students is 29 years and trending younger;
• Students taking online or hybrid delivered classes has more than doubled in the last five years.

**Unique partnerships**

• Power of YOU™ partnership with Minneapolis Community and Technical College and Metropolitan State University that provides up to two-years of tuition-free education for qualified recent public high school graduates, who are residents of the cities of Saint Paul or Minneapolis;
• Bachelor of Science in Nursing partnership with Metropolitan State University, Minneapolis Community and Technical College, Hennepin Technical College, Century College and Inver Hills Community College;
• Partnership with the Center of Excellence in Manufacturing and Applied Engineering with Bemidji State University;
• Sun Center of Excellence in Metaverse Technologies (Virtual Worlds) with Sun Systems;
• Partnership with the Minnesota Cooperative Admissions Program (MnCAP) with the University of Minnesota;
• Established the Midwest Center for Postsecondary Outreach (MCPO) through the US Department of Education, Office of Special Education and Rehabilitation Services in 1996 to increase and improve postsecondary services and educational opportunities for individuals who are deaf and hard-of-hearing in twelve Midwestern states. Obtained two subsequent $5 million grants which evolved into Pepnet-Midwest;
• Established a Saint Paul Career Pathways Academy Consortium with the Saint Paul Public Schools, providing students with the opportunity to take courses for dual credit enrollment through a ‘high school on a college campus,’ in Project Lead the Way pre-engineering, construction trades, business/computer technology and health science areas.

Integrated Planning for 2020 Vision
Program and institutional accreditation:
• Fully accredited by the HLC through 2013;
• Member of AQIP since 2005; Systems Portfolio due June, 2009;
• Current programs are accredited through NAACLS (National Accrediting Agency for Clinical Laboratory Sciences), NLNAC (National League for Nursing Accrediting Commission), CoARC (Accreditation for Respiratory Care), CAAHEP (Commission on Accreditation of Allied Health Education Programs), ACFAC (American Culinary Foundation Accrediting Commission) and NATEF (National Automotive Technical Education Foundation);
• Anticipated professional accreditations in FY09 for Medical Office and Health Information Technology programs by the Commission of Health Informatics and Information Management Education, and for business programs by the Association of Collegiate Business Schools and Programs (ACBSP).

Facility and technical planning:
• Current facility opened in 1966, oldest 2-year college facility in the State;
• Phase I Ground Floor Renovations of $11 million to be completed May 2008;
• Phase II Ground Floor Renovations of $13.5 million requested to invest in construction careers, transportation careers, technical careers, which will create a Construction/Transportation Academy—one of four career pathways from which Saint Paul Public School students may select;
• Future plans include a building addition to accommodate expanded growth, and infrastructure enhancements to facilitate new technologies. The pre-design for a new building is in process.

Resource Use and Fiscal Responsibility
• Highest FYE enrollment in the history of the College: FY07 – 3276, FY08 – 3500 projected;
• Student/faculty (FYE/FTE) ratios show improvement:
FY2005 – 17.63  FY2007 – 18.19
FY2006 – 17.56  FY2008 – 20.00 (Goal)

- Annual unduplicated credit and non-credit headcount for FY07 was 9,578;
- Consistently low tuition and fee rates—third lowest in the Twin Cities Metropolitan area;
- General fund revenues include: 45% from state appropriations, 44% from tuition and fees, 2% from fees for service and 9% from other sources;
- General fund expenditures include: 56% on instruction, 9% on academic support, 10% on institutional support, 16% on plant operations & repair/replacement, and 9% on student services;
- Space utilization was 127% in 2007;

**Sustainability**

- The Saint Paul College Foundation has received over $1.8 million in private gifts and has a current audited fund balance of $1,295,369. The vast majority of these funds are focused on providing scholarships for qualified students. In 2007, the Foundation awarded 108 scholarships valued at $73,770;
- Grant from the Rolex Corporation provides approximately $200,000 annually for the College WOSTEP accredited Watchmaking program;
- Effort to re-connect with alumni is currently underway. The College actively markets to alumni who have graduated since 1991, which will intensify as the College nears its Centennial Celebration in September, 2010;
- $1,391,888 in public gifts received by the College in 2007;
- $5 million five-year grant from the U.S. Department of Education funds the PepNet-Midwest project;
- $1,966,600 in Academic and Student Affairs grants (including Perkins) were generated in FY06 and FY07;

Chancellor McCormick praised President Schwichtenberg and his staff for their response to severe flooding that damaged college facilities last year. The president’s team was able to get the college operational in only a few days and that exemplary work demonstrates the dedication and loyalty of the Saint Paul College administration, faculty and staff, he said.

The meeting adjourned at 4:25 pm
Respectfully submitted,
Margie Takash, Recorder