



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 18, 2008
10:00 A.M.**

**BOARD ROOM
WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee Chair McElroy calls the meeting to order.

- (1) Minutes of September 16, 2008** (pp. 1-9)
- (2) Academic and Student Affairs Update (p. 10)
- (3) Alexandria Technical College Mission Approval** (pp. 10-16)
- (4) Anoka-Ramsey Community College Mission Approval** (pp. 17-25)
- (5) Minnesota State Community and Technical College Mission Approval** (pp. 26-31)
- (6) Minnesota West Community and Technical College Mission Approval** (pp. 32-38)
- (7) Proposed Amendment to Policy 3.18 Honorary Degrees (First Reading) (pp. 39-43)
- (8) Proposed Amendment to Policy 3.36 Academic Programs (First Reading) (pp. 44-49)
- (9) Update on Accountability Dashboard (pp. 50-53)
- (10) Campus Profile: Northland Community and Technical College (pp. 54-62)

Members

Dan McElroy, Chair
Christine Rice, Vice Chair
Duane Benson
Cheryl Dickson
Jacob Englund
Louise Sundin
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 16, 2008**

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

Other Board Members Present: Trustees David Paskach, Tom Renier, Ruth Grendahl, Scott Thiss, Terri Thomas and Allyson Lueneburg.

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

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held its meeting on September 16, 2008, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 2:08 pm.

1. Minutes of July 16, 2008

The minutes from the July 16, 2008 Academic and Student Affairs Committee Meeting were approved as written.

2. Academic and Student Affairs Update – Senior Vice Chancellor Baer

- Minnesota State College–SE Technical has been awarded a \$1.7 million Department of Education Title III Grant over the next five years. The grant will help expand allied health offerings at the college and will prepare more health care workers in the southeastern region of the state.
- Minnesota is one of two states selected to participate in the Science, Technology, Engineering and Math (STEM) Equity Pipeline Project, which is a collaborative effort between Minnesota State Colleges and Universities and the Minnesota Department of Education. The purpose of the grant is to increase the gender equity knowledge of individuals who conduct professional development with STEM-related career cluster and core curriculum teachers in the state.
- Minnesota State Colleges and Universities has been awarded a grant from the Department of Labor under the President’s High-Growth Job Training Initiative. The \$1 million grant will be used to provide skills-based job training to people interested in energy industry careers.

Lead Colleges are Alexandria Technical College, Century College, Minnesota West Community and Technical College, The Northeast Higher Education District, St. Cloud Technical College and South Central College. Also participating are three universities: Bemidji

State University, Southwest Minnesota State University and Minnesota State University, Mankato.

- Chair McElroy said a customized training consortium, along with the Department of Education, has received a Joyce Foundation grant of \$500,000 to help re-focus adult basic education efforts on college readiness. This is a renewable grant which may result in \$1 million over two years.

- 3. Proposed Policy 3.35 Credit for Prior Learning, Proposed Repeal of Carry Forward Community College Policy III.02.01 Awarding Credits**
Second reading of this policy which directs system colleges and universities to provide opportunities to students who demonstrate college-level learning through a variety of methods.

Associate Vice Chancellor Mike Lopez said this policy has been developed in response to a need to provide a consistent and equitable method for assessing a student's prior knowledge and skill attainment. Many learners, including veterans displaced workers and other adults wish to obtain credit for college-level learning they have acquired in settings outside the classroom.

Motion was made by Trustee Dickson and seconded by Trustee Van Houten to recommend that the Board of Trustees approve the proposed Policy 3.35 Credit for Prior Learning and the repeal of Carry Forward Community College Policy III.02.01 Awarding Credits. Motion carried.

- 4. Proposed Amendment to Policy 2.2 State Residency Requirements**
Second reading of this policy which establishes a limited set of criteria for classification as a state resident. Conditions under which non-residents may pay the resident tuition rate are also established.

This policy is needed since current policy relies on a statute which was repealed by the Legislature in 2007.

Trustees discussed resident tuition policies. Historically, state resident status has determined the tuition rate that is paid by students, with non-residents paying a higher rate. Currently, there is a pilot program in place to study the effects of a single tuition rate at a number of institutions. The pilot program, funded by the Legislature, helps offset the loss of revenue participating institutions experience because of the reduced tuition charges for non-residents.

Expanding the single tuition rate to all institutions is not in the legislative request now under development. Chief Financial Officer Laura King said members of the Board's finance committee could be polled on their feelings toward including a single-rate tuition proposal in the final set of

recommendations on the legislative request, which will be presented to the Board in November.

Motion was made by Trustee Van Houten and seconded by Trustee Dickson to recommend that the Board of Trustees approve the proposed Amendment to Policy 2.2 State Residency Requirements. Motion carried.

5. Southwest Minnesota State University Mission Approval

Presenters:

David Danahar, President

Mary Hickerson, Associate Provost

President Danahar said the Southwest Minnesota State University (SMSU) mission statement was outdated and needed revision to more accurately reflect its current curriculum and mission. There was also an effort made to align the mission with the system's mission and strategic direction.

The revision of the mission came after a thorough review of each activity on campus. Input was gathered during meetings, forums and interviews with administrators, faculty, staff, students, internal and external communicators, alumni, business representatives and other stakeholders.

President Danahar said one of his prime goals under the new mission is to have SMSU recognized as a university of choice. In addition, he said he would like to ensure that the university meets contemporary and regional needs in terms of programming. They are building a new agricultural program, which will be linked to the institution's food and culinary programs, as well as the natural resources program.

The proposed new mission is: Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world.

Motion was made by Trustee Rice and seconded by Trustee Van Houten to recommend that the Board of Trustees approve the request by Southwest Minnesota State University to approve its proposed vision, mission, purposes and array of awards as listed in the executive summary. Motion carried.

6. Anoka Technical College Mission Approval

Presenter:

Anne Weyandt, President

Anoka Technical College's mission was revised as part of the college's 40th anniversary celebration, college President Anne Weyandt said.

Input on the new mission was gathered in various ways, including an online planning blog which was open to all within the college community, as well as interested people and stakeholders off campus. Conversations were also conducted with city and business leaders, the chamber of commerce, representatives from K-12 institutions, staff and students.

President Weyandt said they tried to develop a powerful mission statement which was guided by the college's vision to be a vital student- and community-focused institution, providing the finest career and technical education in Minnesota.

The proposed new mission statement is: Provide innovative career and technical education to help our students and communities live and learn well.

Trustee Van Houten said Anoka Technical College's Secondary Technical Education Program (STEP) program, which allows high-school students to explore hands-on careers, fulfill district academic requirements and have the opportunity to earn high school and college credit, is cutting edge and serves as an example to other system institutions. He said since it is so extraordinary, language pertaining to the STEP program could have been included in the mission statement.

Motion was made by Trustee Dickson and seconded by Trustee Englund to recommend that the Board of Trustees approve the request by Anoka Technical College to approve its proposed vision, mission, purposes and array of awards as listed in the executive summary. Motion carried.

7. Central Lakes College Mission Approval

Presenter:

Larry Lundblad, President

President Lundblad said Central Lakes College's new mission supports the system's mission by assisting citizens in the region to meet their education and personal goals through quality of life enhancements and economic development activities.

The new mission was developed through a series of community and student focus groups, online surveys and institutional meetings. Population and demographic information, as well as labor and employment trend information provided by the Department of Employment and Economic Development, was considered.

The proposed new Mission for Central Lakes College is:
We Build Futures. At Central Lakes College, we —

- are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds;
- offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning;
- anticipate and respond to the needs of business and industry in a globally competitive economy;
- encourage and support cultural enrichment, life-long learning, civic responsibility, and community development

Motion was made by Trustee Benson and seconded by Trustee Englund to recommend that the Board of Trustees approve the request by Central Lakes College to approve its proposed vision, mission, purposes and array of awards as listed in the executive summary. Motion carried.

8. 2009 System Action Plan - Green Facilities and Energy Conservation

The 2009 Action Plan of the system includes five strategic priorities, including reaching the underrepresented; Science, Technology, Engineering and Mathematics (STEM); Tuition Study and Price of Attendance; Succession Planning; and workforce of the future.

Chancellor McCormick recently proposed an initiative be added which focuses on conservation in facilities and energy efficiency. Discussion at a previous meeting was tabled after Chair McElroy and Trustee Van Houten expressed concern that the word sustainability was used. They said sustainability can be a political term with a meaning that goes beyond energy conservation.

President Danahar said the Leadership Council's facilities committee was supportive of an initiative pertaining to green facilities and energy conservation, but members suggested the initiative be added to the 2010 action plan since the system is already several months into the current action plan.

Increased and aggressive development and use of online programs and services could help promote the green technology and conservation concepts, Trustee Benson pointed out.

Trustee Van Houten said he has no objection to the initiative as long as the word sustainability is removed.

The Trustees agreed that the initiative should be brought back for consideration during 2010 system action plan discussion.

9. Centers of Excellence

At the end of fiscal year 2009, the system's Centers of Excellence initiative will complete the initial four-year commitment.

Senior Vice Chancellor Baer said the Board needs to address the centers' ongoing financial sustainability over the next two years. According to an evaluation report, businesses and industries have shown support for the centers by providing equipment, mentors, internships and in-kind contributions. However, most businesses and industries indicated they are not interested in funding operation costs.

Chair McElroy said one option would be for the system to continue to cover base funding, but have the Centers of Excellence cover inflationary and increased program costs through income gained by consulting fees for projects, specialized tuition for specialized programs, sponsorship and business donations and customized training fees. There would need to be accountability measures added to the arrangement, he added.

Trustee Rice said she just heard of the possibility of adding two more Centers of Excellence - one in bioscience and one in agriculture.

Senior Vice Chancellor Baer said the establishment of a Bioscience Center of Excellence was considered during the initial application process, but proposals for it at that time were not fully developed. The bioscience proposal is more firm now. There also is interest in a center focused on agriculture and the food industry. She said a proposal for the two centers is expected to be included in the legislative request.

Trustee Rice said she would need more information on the operation and viability of the current centers, as well as the potential ones, before she could make any decisions. Trustee Benson concurred.

Trustees agreed any decisions pertaining to funding of Centers of Excellence for 2010 / 2011 or beyond should be held over until the January meeting when an evaluation report from the Wilder Foundation on the Centers of Excellence will be presented.

As for the potential new centers, Chair McElroy said it might be advisable to find out how they would fit into the governor's agenda. He pointed out that collaborative proposals involving the University of Minnesota may receive more favorable consideration.

10. Campus Profile: Central Lakes College

Presenters:

Larry Lundblad, President

Kari Christiansen, Vice President of Administrative Services

Rex Veeder, Vice President of Academic and Student Affairs

Strategic Campus Profiles are 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.

The Brainerd Staples Technical College was created in 1991 with the merger of the Staples Technical College, located in the historic railroad town of Staples, and the Brainerd Technical College. Central Lakes College was created with the merger of the recently formed technical college and Brainerd Community College in 1995.

The majority of the students who attend CLC are from the seven-county region adjacent to the two major campuses located in Brainerd and Staples. The counties are sparsely populated and among the poorest in the state. The region is also home to two sovereign American Indian nations.

The college serves 4,000 students annually. The majority of the students are Caucasian. In 2007-2008, 1.7% of the students were Native American; another 1.7% was African American. Small numbers of Asian-American and Hispanic students are also represented. Similar to national trends, female students represent 57% of the student population. Only 2% of the students are from out-of-state. Approximately 2/3 of the students are full-time. The students are served by 150 full and part-time faculty and 131 staff and administration.

The mission of the college is succinctly stated: We Build Futures. This is accomplished through the high-quality liberal arts, career and technical, customized training, and continuing education offerings that are delivered traditionally, at the work-site, and through distance delivery. The learning opportunities that help meet the cultural, entertainment, and economic development needs of the region include service learning, civic engagement, and applied research activities, cultural enrichment, and athletics. The college's vision is to be Minnesota's leading Community and Technical College for lifelong learning. The four goals of the current strategic plan are designed to optimize the connections with regional business and industry, educational partners, and citizens and to achieve the vision and mission of the college through internal processes that create the trust and commitment necessary to be a dynamic institution.

- **Programs of Distinction**
 - Heavy Equipment Operation & Maintenance Program
 - Eco Tourism Program
 - Robotics Program
 - Natural Resources (Articulation Agreements)
 - Small Business Development Center
 - Responsive Liberal Arts Degrees
 - Nursing & Allied Health Programs
 - Inland Underwater Certificate
- **Institutional Profile – Connections to the Community/Region**
 - Bridges Career Pathways and Workplace Connections initiative
 - Ag Center
 - Rosenmeier Center for State and Local Government
 - Humphrey Center for American Indian Studies
 - Theater, music programs and concerts and athletics programs
 - Entrepreneurship Center (under development)
 - TRIO Programs
 - Service Learning Program
 - Minnesota Job Skill Partnership grants
 - Student Clubs and Organizations – Student Senate, Student Life, Phi Theta Kappa, Delta Psi Omega, Psi Beta, (PUP) People United for Peace, Art Club, Law Enforcement Club, Westbank Journal, Community Band, Choir, and Intramural Sports
- **Future Planning**
 - Increase student enrollment by 20%
 - Fine Arts remodel (Brainerd) to support art, theatre, and music academic programs
 - Student services remodel (Brainerd and Staples) to address new one-stop shop concept
 - Remodel (Brainerd and Staples) to provide student recreational space
 - Construction of regional performing arts center
 - Begin succession planning and develop a strategic staffing plan for hiring
 - Create and sustain cohorts for international students
 - Create a University Center
 - Create and sustain a senior college
 - Expand programming to reflect changing regional economic needs
- **Resource Deployment**
 - Fully facilitate emerging instructional technologies
 - Create space for college and community gatherings
 - Expand developmental programs
 - Create an Office for Institutional Support and Sponsored Programs

- Provide more scholarships for underserved students
 - Provide student resources including assistance with instructional materials and textbooks
- Further develop Faculty professional development opportunities.
- Recruit and maintain a more diverse workforce
 - Completed \$6.0 million Heavy Equipment Shop Addition and Music Rehearsal space, Dec. 2007
 - Completed 2 new Multi-Purpose Science Labs \$1.03 million-Brainerd and Staples campuses, Fall 2006 & 2007
 - Completed Energy Savings Project –Brainerd and Staples campuses-lighting and energy management systems and controls
 - Completed \$1.73 HVAC Controls and Fire Sprinkler HEAPR Projects—Brainerd and Staples campuses
 - 2008 HEAPR Funding: New Fire Alarm System at Brainerd and HEAPR Boiler Repair at Staples
- Completed New Nursing Lab for RN and LPN Program: Staples Campus,
 - Funded through Repair & Replacement and Grant: New Medical Assistant Lab renovation for Fall 2009, Staples Campus
- Programmatic updates and changes to meet academic program needs
- Received funding for Dental Community Clinic Renovation- Spring 2009

Chair McElroy noted the institution's interest in establishing a senior college, which is a concept that is growing in popularity. He said this may prompt a future policy discussion by the Board regarding tuition. Reduced tuition, rather than free tuition for auditing classes, may need to be considered, he said.

Responding to a question about enrollment figures which show more females than males on campus, President Lundblad said many of the college's most popular programs, such as dental assisting and nursing, tend to attract females. In addition, the military has a strong presence in the region and many young males choose that route after high school. They are partnering K-12 districts to enhance five career pathways which may appeal to males, he said.

Chancellor McCormick said President Lundblad and his team should be commended for the way they brought the college through some tough times. He said the team acknowledged the power of data and communication and involved faculty and staff in decision-making and the creation of solutions.

The meeting adjourned at 4:23 pm
 Respectfully submitted,
 Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Academic and Student Affairs Update

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Explain reason for item to go before the Board:

The purpose of this item is to provide an update of Academic and Student Affairs activities since the September 2008 meeting.

Presenter:

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Alexandria Technical College Mission Approval

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
 Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Kevin Kopischke, President, Alexandria Technical College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Alexandria Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The mission for Alexandria Technical College has been reviewed and found to meet all Board requirements for institutional missions.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*ACTION ITEM***

ALEXANDRIA TECHNICAL COLLEGE MISSION APPROVAL

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Alexandria Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Alexandria Technical College’s vision, mission, purposes and array of awards are:

Vision: To be the premier institution of career preparation and comprehensive lifelong learning by:

- Continuing our heritage of caring.
- Engaging learners as full partners in their educational experiences.
- Valuing our highly trained, professional staff, relevant programs, and state-of-the-art technology.
- Implementing instructional innovation.
- Inspiring learners through an exemplary learning environment.
- Integrating our collaborative learning alliances and partnerships within and beyond Alexandria Technical College.
- Modeling a diverse culture of empowerment, creativity, and innovation as partners in a powerful learning organization.

Mission: Alexandria Technical College provides access to learning – for careers and for life!

Purposes: Alexandria Technical College’s purposes are to:

- Provide exceptional access, opportunity and personal and professional experiences for all learners.
- Provide innovative and visionary leadership statewide, nationally, and internationally within the dynamic marketplace of higher education.
- Champion career and technical education.
- Prepare its people and the organization for changing and dynamic times.
- Design and implement innovative, best-in-class partnerships that support economic development and civic engagement.

1 **Array of Awards:** Alexandria Technical College offers the Associate in Applied Science and
2 Associate in Science degrees as well as a variety of technical certificates and diplomas. The
3 college also currently offers access to an AA degree and a Bachelor’s degree on campus through
4 partnerships with state universities.

5
6 **An institution’s mission, vision and purposes shall support achievement of the system**
7 **mission and vision:** Alexandria Technical College’s mission “provides access to learning – for
8 careers and for life!” supports the system mission by focusing on career and personal skills for
9 students to become productive and supportive members of the life and economies of their
10 communities.

11
12 The mission supports the system strategic directions of access to learning through a quality
13 education in support of the communities and surrounding region for Alexandria Technical
14 College.

15
16 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
17 **accountability, and regional accreditation:** Alexandria Technical College’s vision, mission,
18 and purposes provide a basis for evaluation, accountability, and regional accreditation.

19
20 **Compliance:** Alexandria Technical College’s vision, mission, and purposes are consistent with
21 statute, policy, and regional accreditation requirements.

22 23 **BACKGROUND**

24
25 Alexandria Technical College is a public two-year comprehensive technical college that was
26 established in 1961. The college, located 140 miles north of Minneapolis in West-Central
27 Minnesota, functions as an integral part of Alexandria and surrounding communities by
28 providing education and support for students and industry.

29
30 ATC received its latest Reaffirmation of Accreditation from the Higher Learning Commission
31 spring of 2008 and is scheduled to have its next Reaffirmation in 2015. The college’s next
32 System Appraisal under the Academic Quality Improvement Program (AQIP) is due in 2011.

33 34 **Mission, Vision and Purposes Application Analysis**

35 The proposed vision, mission, and purposes of Alexandria Technical College meet the criteria
36 identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval
37 of System Institutional Missions.

38
39 As required by procedure, the institution must indicate:

- 40 a. How its mission and vision respond to the definitions in procedure 3.24.1.
- 41 b. The extent to which the institution will meet expectations of law, how it relates to other
42 institutions of higher education, and how its mission, vision and purposes support fulfillment
43 of the system mission and vision.
- 44 c. Its purposes and the array of awards it offers.
- 45 d. How the new mission compares with the former mission.
- 46 e. Ample consultation with faculty, students, employers and other essential stakeholders.

1 Additionally, the institution’s mission must be compliant with statute, policy, and regional
2 accreditation requirements.

3
4 **Review of Alexandria Technical College’s Mission, Vision and Purposes**

5 Alexandria Technical College’s vision, mission and purposes meet these requirements.

6
7 a. The mission and vision respond to the definitions in the procedure:

8
9 Alexandria Technical College’s mission “provides access to learning – for careers and for life!”,
10 emphasizes that the college focuses on not only technical education for careers but also provides
11 students with life skills and a full learning experience through the following approaches:

- 12 • Meet the personal and career goals of a wide range of individual learners by providing open
13 access to both unique and in-demand programs through a variety of formats.
- 14 • Enhance the quality of life for all Minnesotans by providing leadership and advocacy.
- 15 • Sustain vibrant economies throughout the state by providing a skilled and educated
16 workforce.

17
18 The mission for Alexandria Technical College is guided by a vision that reads “To be the
19 premier institution of career preparation and comprehensive lifelong learning.”

20
21 Alexandria Technical College envisions a future in which:

- 22 • The college will maintain its culture of caring, empowerment, creativity, innovation, and
23 integrity while meeting the emerging demands of students, industry, the system, and higher
24 education.
- 25 • The college will evolve with changing demands of stakeholders. It will embrace technology
26 that serves a new generation of students and adjust programming that engages students and
27 embraces the needs of industry.
- 28 • ATC’s genuine concern for and empowerment of the individual as a learner or an employee
29 has created a distinctively rich and innovative environment that is difficult to document but
30 readily recognized.

31
32 b. The extent to which the institution will meet expectations of law, how it relates to other
33 institutions of higher education, and how its mission, vision and purposes support fulfillment
34 of the system mission and vision:

35
36 Alexandria Technical College is a regionally accredited institution of higher education that has
37 consistently worked with many other colleges and universities, community organizations, and K-
38 12 schools.

39
40 The Alexandria Technical College vision, mission, and purposes are consistent with statute,
41 policy, and regional accreditation requirements. The Alexandria Technical College mission and
42 vision supports the system mission and vision by enabling the people of Minnesota to succeed by

1 providing accessible, high quality, and high value education through innovative instruction,
2 collaborative partnerships, relevant programs, highly trained staff, and state-of-the-art
3 technology in an exemplary learning environment.

4
5 c. Its purposes and the array of awards it offers:

6 Alexandria Technical College's purposes are:

- 7 • Provide exceptional access, opportunity and personal and professional experiences for
8 all learners.
- 9 • Provide innovative and visionary leadership statewide, nationally, and internationally
10 within the dynamic marketplace of higher education.
- 11 • Champion career and technical education.
- 12 • Prepare its people and the organization for changing and dynamic times.
- 13 • Design and implement innovative, best-in-class partnerships that support economic
14 development and civic engagement.

15
16 The purposes are designed to support Alexandria Technical College efforts to:

- 17 • Enable the people of Minnesota to succeed by providing the most accessible, highest value
18 education in the nation by preparing its people and organization for changing and dynamic
19 times through opportunity, leadership, partnership, and advocacy.
- 20 • Meet the personal and career goals of a wide range of individual learners by providing
21 exceptional access, opportunity, and personal and professional experiences for all learners.
- 22 • Enhance the quality of life for all Minnesotans by providing innovative and visionary
23 leadership statewide, nationally, and internationally.
- 24 • Sustain vibrant economies throughout the state by championing career and technical
25 education and designing and implementing innovation, best-in-class partnerships that support
26 economic development and civic responsibility.

27
28 Alexandria Technical College offers Associate in Applied Science and Associate in Science
29 degrees, as well as technical certificates and diplomas.

30
31 Alexandria Technical College's primary niche is in serving as a comprehensive technical college
32 that provides exemplary career and technical education. The college serves a broad range of
33 learners with relevant programs, current facilities and technology, highly skilled staff and
34 faculty, and collaborative partnerships. The cornerstone of ATC's stability and success is its
35 integral relationship with its surrounding communities.

36
37 d. Ample consultation with faculty, students, employers and other essential stakeholders:

38
39 In 2000 the college was accepted into the Academic Quality Improvement Program (AQIP) with
40 the Higher Learning Commission. As part of its preparation, the college reviewed its mission
41 statement, vision, and values. Administration, staff, faculty, students, and the community

1 engaged in multiple “campus conversations” throughout the process. Two key elements greatly
2 impacted the college’s revised mission statement: 1) the college had experienced significant
3 increase in general education, and 2) all participants called for “customer focused” language to
4 align with the Continuous Improvement focus of the AQIP accreditation process.

5

6 The college began using its revised mission statement in 2002.

7

8 **RECOMMENDED COMMITTEE MOTION**

9

10 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
11 the Alexandria Technical College vision, mission, purposes, and array of awards as listed in the
12 executive summary.

13

14 **RECOMMENDED MOTION**

15

16 The Board of Trustees approves the request by Alexandria Technical College to approve its
17 vision, mission, purposes, and array of awards as listed in the executive summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Anoka-Ramsey Community College Mission Approval

<input type="checkbox"/> Proposed Policy Change	<input checked="" type="checkbox"/> Approvals Required by Policy	<input type="checkbox"/> Other Approvals	<input type="checkbox"/> Monitoring
<input type="checkbox"/> Information			

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Pat Johns, President, Anoka-Ramsey Community College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Alexandria Technical College meet the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of MnSCU Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The mission for Anoka-Ramsey Community College has been reviewed and found to meet all Board requirements for institutional missions.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*ACTION ITEM***

**ANOKA-RAMSEY COMMUNITY COLLEGE
MISSION APPROVAL**

1 **EXECUTIVE SUMMARY**

2
3 The proposed vision, mission and purposes of Anoka-Ramsey Community College meet the
4 criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and
5 Approval of Institutional Missions.

6
7 **Anoka-Ramsey Community College’s vision, mission, purposes and array of awards are:**

8
9 **Vision:** Anoka-Ramsey Community College is committed to developing articulate, critical and
10 creative thinkers who are responsible contributors to the community.

11
12 **Mission:** Anoka-Ramsey Community College is an open-door, comprehensive higher education
13 institution committed to excellence in teaching and learning. Anoka-Ramsey is committed to
14 responding to the educational needs of its changing communities and to providing opportunities
15 for enhancing knowledge, skills, and values in a supportive learning environment.

16
17 Statement of Purpose includes the following:

- 18 • Courses leading to these degrees: associate in arts, associate in science, associate in fine arts, and
19 associate in applied science
- 20 • College-level, lower-division courses that transfer to four-year colleges and universities
- 21 • General education courses that enhance a student’s social, cultural, multicultural, and intellectual
22 knowledge and experiences
- 23 • Occupational courses and programs that enable students to acquire and upgrade skills and
24 knowledge leading to employment or re-employment
- 25 • General education courses for joint programs and courses for cooperative programs offered by
26 Anoka-Ramsey Community College and other higher education institutions
- 27 • Developmental education that enhances the student’s skills necessary for success in college
28 coursework
- 29 • Continuing education in the form of credit and non-credit courses and workshops for purposes of
30 gaining employment, advancing professionals, upgrading skills, and addressing training and
31 retraining needs

- 1 • Comprehensive student development programs, including professional, social, cultural,
2 multicultural, and recreational activities
- 3 • Student services that assist students with personal, educational, and career goals
- 4 • Community services in the form of cultural forums and lifelong learning opportunities

5
6 **Array of Awards:** Anoka-Ramsey Community College offers the Associate in Arts, Associate
7 in Fine Arts, Associate in Applied Science and Associate in Science degrees as well as a variety
8 of technical certificates.

9
10 **An institution’s mission, vision and purposes shall support achievement of the system**

11 **mission and vision:** Anoka-Ramsey Community College’s mission to be “an open-door,
12 comprehensive higher education institution committed to excellence in teaching and learning...
13 committed to responding to the educational needs of its changing communities and to providing
14 opportunities for enhancing knowledge, skills, and values in a supportive learning environment.”
15 supports the system mission by focusing on being an open access institution committed to
16 meeting the needs of a wide range of learners and connected to the communities the colleges
17 serves.

18
19 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**

20 **accountability, and regional accreditation:** Anoka-Ramsey Community College’s vision,
21 mission, and purposes provide a basis for evaluation, accountability, and regional accreditation.

22
23 **Compliance:** Anoka-Ramsey Community College’s vision, mission, and purposes are consistent
24 with statute, policy, and regional accreditation requirements.

25
26 **BACKGROUND**

27
28 Led since 1990 by President Patrick Johns, Anoka-Ramsey Community College (ARCC) is
29 unique in being both a metro and rural college. ARCC’s Coon Rapids Campus, serving the north
30 suburban area of Minneapolis/St. Paul, is located 20 miles north of downtown Minneapolis and
31 sits on the banks of the Mississippi River. ARCC’s Cambridge Campus, located 35 miles north
32 of the Coon Rapids Campus, serves a primarily rural area in East Central Minnesota and is
33 situated on the banks of the Rum River. Together, the ARCC campuses serve learners in a nine-
34 county area of the northern Twin Cities and East Central Minnesota. During Fall 2005, 78% of
35 the students were from the College’s service area (Anoka, Isanti, Sherburne, and Chisago
36 counties) and from Hennepin County.

37
38 Anoka-Ramsey Community College opened as a junior college in 1965 with 579 students and a
39 single campus. Today, ARCC has more than 10,000 students taking credit classes, approximately
40 3,400 people taking non-credit offerings, and nearly 800 children and teens taking courses
41 through the College as part of the KID U/College for Kids program. ARCC has grown to
42 encompass two campuses, a training and development center, and several off-site course
43 locations in neighboring communities. As of November 5, 2008, ARCC has 530 employees,

1 including 124 full-time faculty members, approximately 176 part-time faculty members, 37
2 management and administrative personnel, and 193 staff members.

3
4 When ARCC opened its doors in 1965, it offered the first two years of a four-year degree.
5 Today, the College offers associate degrees, certificates, customized training, continuing
6 education, and programs for high school students and youth. To provide students greatly
7 expanded access to cross-campus programs and services, ARCC is a member of the Metro
8 Alliance, comprised of the Minneapolis-St. Paul institutions in the System. In 1999, eleven
9 Minnesota State Colleges and Universities institutions formed the Metro Alliance to coordinate
10 programs, streamline services, and improve the transfer experience for metro-area students. In
11 addition to the Metro Alliance, ARCC is partnering with four-year universities to better serve its
12 surrounding communities.

13
14 ARCC's "portal" program brings four-year degrees and individual upper-division courses to
15 ARCC campuses. A partnership already exists with Metropolitan State University to offer a BA
16 in Business Management; St. Cloud State University to offer BS in Special Education (on the
17 Coon Rapids Campus) and Minnesota State University – Moorhead to offer BS in Special
18 Education (on the Cambridge Campus). The college is currently exploring future partnership
19 opportunities with all MnSCU universities.

20
21 ARCC also offers its programs and courses through a variety of delivery methods besides
22 traditional campus-based instruction, including online and interactive television (ITV) delivery
23 and program replication at other System institutions and extension sites, including area high
24 schools.

25 **Mission, Vision and Purposes Application Analysis**

26 The proposed vision, mission, and purposes of Anoka-Ramsey Community College meet the
27 criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and
28 Approval of System Institutional Missions.

29 As required by procedure, the institution must indicate:

- 30
31 a. How its mission and vision respond to the definitions in procedure 3.24.1.
32 b. The extent to which the institution will meet expectations of law, how it relates to other
33 institutions of higher education, and how its mission, vision and purposes support fulfillment
34 of the system mission and vision.
35 c. Its purposes and the array of awards it offers.
36 d. How the new mission compares with the former mission.
37 e. Ample consultation with faculty, students, employers and other essential stakeholders.
38 Additionally, the institution's mission must be compliant with statute, policy, and regional
39 accreditation requirements.
40

41 **Review of Anoka-Ramsey Community College's Mission, Vision and Purposes**

42 Anoka-Ramsey Community College's vision, mission and purposes meet these requirements.

- 43
44 a. The mission and vision respond to the definitions in the procedure:
45
46

1 Anoka-Ramsey Community College’s mission to be “an open-door, comprehensive higher
2 education institution committed to excellence in teaching and learning... committed to
3 responding to the educational needs of its changing communities and to providing opportunities
4 for enhancing knowledge, skills, and values in a supportive learning environment” focuses the
5 institution in the following areas:

6 Anoka-Ramsey Community College is an open-door comprehensive institution of higher
7 learning. This means that the institution will strive to do the following:

- 8 1. Serve anyone who can enroll at the college, regardless of academic preparation or degree
9 intent for the purposes of enhancing knowledge, skills and values.
- 10 2. Pursue outcomes that:
 - 11 - Develop students’ commitment to lifelong learning through clear thinking, effective
12 communication, accepting diversity and ethical decision making
 - 13 - Advance excellence in teaching and learning
 - 14 - Respond to educational needs to changing communities
 - 15 - Provide opportunities for enhancing knowledge, skills and values
 - 16 - Provide a supportive learning environment
- 17 3. Provide learning experiences that promote:
 - 18 - Thinking through reasoning, creating, and reflecting
 - 19 - Integrating information with experience and expressing insights
 - 20 - Understanding and respecting individuals, and local, regional, national and global
21 concerns
 - 22 - Maintaining responsibility for environmental, political, economic, social and personal
23 concerns
 - 24 - Provide an educated workforce for our communities and the State of Minnesota

26
27 The mission for Anoka-Ramsey Community College is guided by a vision that reads “Anoka-
28 Ramsey Community College is committed to developing articulate, critical and creative thinkers
29 who are responsible contributors to the community.”

30
31 Anoka-Ramsey Community College envisions a future in which:

- 32 • Due to Anoka-Ramsey Community College’s commitment to its vision, the community
33 served by the college will be greatly enhanced by articulate, critical and creative thinkers
34 who are responsible contributors to the community.
- 35 • As community needs change, the articulate, critical and creative thinkers will adjust to
36 change and new ideas will emerge.
- 37 • Anoka-Ramsey Community College addresses a distinctive nine-county community that
38 needs advanced-level degree programs close to home. In addition, our articulate, critical,
39 creative thinkers are best served by our unique degree programs.

40
41 b. The extent to which the institution will meet expectations of law, how it relates to other
42 institutions of higher education, and how its mission, vision and purposes support fulfillment
43 of the system mission and vision:

1
2 Anoka-Ramsey Community College's mission supports the following elements of the system
3 strategic plan:

4 **Increase Access and Opportunity** by focusing in the following areas:

- 5 a. Address educational/support needs of ESL/ELL/EAP students.
- 6 b. Address educational/support needs of veterans.
- 7 c. Develop enrollment projection formula based on data mining and demographics.
- 8 d. Enhanced institutional culture
- 9 e. Evaluate need for support services to facilitate students' achievement.
- 10 f. Excel in student development and support services.
- 11 g. Facilitate student achievement for students with diverse backgrounds/needs/goals by
- 12 establishing effective policies and procedures.
- 13 h. Increased awareness at the P-12 levels

14
15 **Promote and Measure High-Quality Learning Programs & Services** by focusing in the following
16 areas:

- 17 a. Ten new and/or enhanced programs, supportive of the Academic Master Plan, two of
- 18 which will be new & interdisciplinary in allied health.
- 19 b. A program review process that results in improvement of academic programming.
- 20 c. ARCC will enhance existing career and transfer programs and establish new areas of
- 21 study that respond to the needs of the community, employers, and the state.
- 22 d. Encourage alternative methods of instruction, e.g., learning communities, technology-
- 23 enhanced delivery.
- 24 e. Establish & implement a plan for online programs and courses, based on collected data in
- 25 areas such as student characteristics, enrollment, retention, quality of courses, student
- 26 satisfaction with courses, and student success.
- 27 f. Develop the best technology to radically improve service/learning delivery, streamlined
- 28 services and student services.

29
30 **Strengthen Community Development and Economic Vitality** by focusing on the following areas:

- 31 a. Continued use of CE/CT industry relationships to respond quickly with development of
- 32 new curriculum (A.S. in Integrative Healing, A.S. in Historic Building Restoration).
- 33 b. Stronger community, business and economic relationships.
- 34 c. Faculty will serve on local arts boards, show art in the community, and perform in
- 35 community music groups.
- 36 d. Stronger community, business, & economic relationships.

37
38 The ARCC vision supports the system vision in the following ways:

- 39 a. **Enable the people of Minnesota to succeed**
- 40 - Anoka-Ramsey Community College provides educational options in a supportive
- 41 learning environment. The options are career-focused and/or transfer-focused so students
- 42 have the ability to successfully meet their goals.
- 43 b. **Provide the most accessible education in the nation**
- 44 - Anoka-Ramsey Community College is an open-door institution offering the lowest
- 45 tuition in the state of Minnesota.
- 46 - Promoting the college and its many programs is a priority for the institution.
- 47 c. **Provide the highest-value education in the nation**

1 - Anoka-Ramsey Community College is committed to developing articulate, critical and
2 creative thinkers who are responsible contributors to the community. The college has award-
3 winning faculty, many of whom are nationally recognized and active in their respective
4 national organizations.

5
6 c. Its purposes and the array of awards it offers:

7 Anoka-Ramsey Community College's Statement of Purpose includes the following:

- 8 • Courses leading to these degrees: associate in arts, associate in science, associate in fine arts, and
9 associate in applied science
- 10 • College-level, lower-division courses that transfer to four-year colleges and universities
- 11 • General education courses that enhance a student's social, cultural, multicultural, and intellectual
12 knowledge and experiences
- 13 • Occupational courses and programs that enable students to acquire and upgrade skills and
14 knowledge leading to employment or re-employment
- 15 • General education courses for joint programs and courses for cooperative programs offered by
16 Anoka-Ramsey Community College and other higher education institutions
- 17 • Developmental education that enhances the student's skills necessary for success in college
18 coursework
- 19 • Continuing education in the form of credit and non-credit courses and workshops for purposes of
20 gaining employment, advancing professionals, upgrading skills, and addressing training and
21 retraining needs
- 22 • Comprehensive student development programs, including professional, social, cultural,
23 multicultural, and recreational activities
- 24 • Student services that assist students with personal, educational, and career goals
- 25 • Community services in the form of cultural forums and lifelong learning opportunities

26
27 The purposes are designed to advance Anoka-Ramsey Community College efforts in support of
28 the system goals in the following areas:

- 29
30 • Buy-in and continued communication. Widespread understanding of and support for ARCC's
31 mission are fostered by its regular articulation through documents that reach all constituent
32 groups. During the 1998 strategic planning process, strategic initiatives were created based on a
33 careful consideration of mission documents, and most recently in 2004, strategic objectives were
34 developed in alignment with the mission.
- 35
36 • ARCC has increasingly integrated all planning and budgeting efforts. More than any other
37 effort to date, this has offered a structural and procedural unity around mission. It has helped
38 ensure that mission remains present in the core and corners of the College. Within the circle of
39 ARCC's vision/mission, the College strategic plan, in particular, drives other planning efforts:

1 academic, facilities, human resources, technology, enrollment management, marketing,
2 institutional research, Continuing Education and Customized Training, and administrative
3 services.

4
5 • As evidence of ARCC's commitment to implement strategic objectives, the College has set
6 aside funding for new initiatives through a process called Strategic Initiative Proposals (SIP).
7 Proposals are reviewed by a representative committee with recommendations forwarded to the
8 President. Between 1999, when this process was established, and 2006, 62 Strategic Initiative
9 Proposal grants have been awarded to ARCC faculty, staff, and administration. Through this
10 process, the College offers an excellent funding source to encourage innovation related to
11 mission in general and to the strategic plan in particular.

12
13 •Regular committee work and conversations around that work are mission-driven.

14
15 • Weathering Change.

- 16 1) presidential leadership has remained constant through a full accreditation cycle;
- 17 2) integrated business practices to keep tuition affordable and the College soundly funded;
- 18 3) integrated budgeting aligns goals with expenditures;
- 19 4) explicitly defined policies and procedures reflect the College mission;
- 20 5) academic programs are sound and taught by well-qualified faculty.

21
22 Anoka-Ramsey Community College offers the Associate in Arts, Associate in Fine Arts,
23 Associate in Applied Science and Associate in Science degrees as well as a variety of technical
24 certificates and diplomas.

25
26 Anoka-Ramsey Community College is a distinctive organization. The college:

- 27 - Provides the lowest tuition and fees among higher education institutions in the State of
28 Minnesota.
- 29 - States in its strategic plan, "ARCC is the college of choice for faculty and staff."
- 30 - Successfully meets the needs of two distinctly different populations: urban and rural.
31 However, our service area is anxiously requesting advanced-level degrees within the
32 area.
- 33 - Excels as a state-wide leader in online learning and e-student services.
- 34 - Offers opportunities for students through service-learning, internships, development, and
35 leadership opportunities.
- 36 - Successfully secured and completed the largest number of Minnesota Job Skills
37 Partnership Grants (MJSP) among all of the MnSCU institutions.
- 38 - Offers highly-regarded Biomedical Technology, Pre-engineering, Nursing, Fine Arts,
39 Music and Theatre programs.
- 40 - Enjoys unique, river settings that help create an inviting campus environment.
- 41 - Serves as brokers of higher education for The Minnesota State Colleges and Universities.

42
43 The Anoka-Ramsey Community College vision, mission, and purposes are consistent with
44 statute, policy, and regional accreditation requirements.

45
46

1 d. Ample consultation with faculty, students, employers and other essential stakeholders:
2

3 To map our journey, the college community updated Anoka-Ramsey Community College's
4 strategic plan in 2003-2004. During a six-month planning process, the college involved more
5 than 300 community members, business and industry partners, alumni, K-12 school
6 administrators and counselors, members of ARCC's foundation boards and advisory committees,
7 students, faculty, and staff in conferences, focus groups, and personal interviews. Participants
8 affirmed the validity of ARCC's existing vision, mission, values, and institutional goals
9 developed during the college's 1996-1998 planning process. From this process emerged six
10 strategic objectives – the result of valuable input from you and others whom the college serves.
11 The strategic plan, Designs for Distinction 2004-2009, calls for ARCC to constantly seek input,
12 evaluate research and programs, and implement programmatic changes that reflect community,
13 workforce, and internal needs. Sometimes the changes strengthen the college's uniqueness, while
14 other times, the changes strengthen collaboration. But all benefit students.

15 Anoka-Ramsey is preparing to embark on a process to update its current plan which will include
16 community, student, alumni, and employee conferences; focus groups with the same constituent
17 groups; one-on-one interviews with members in each constituent group; and guidance by a
18 constituent-led steering committee.

19
20 The college is also anxious to plan further into the future when the Board of Trustees finalizes
21 their vision for the year 2020.
22

23 **RECOMMENDED COMMITTEE MOTION**
24

25 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
26 the Anoka-Ramsey Community College vision, mission, purposes, and array of awards as listed
27 in the executive summary.
28

29 **RECOMMENDED MOTION**
30

31 The Board of Trustees approves the request by Anoka-Ramsey Community College to approve
32 its vision, mission, purposes, and array of awards as listed in the executive summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Minnesota State Community and Technical College Mission Approval

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Ann Valentine, President, Minnesota State Community and Technical College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Minnesota State Community and Technical College meet the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of MnSCU Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The mission for Minnesota State Community and Technical College has been reviewed and found to meet all Board requirements for institutional missions.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*ACTION ITEM***

**MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE
MISSION APPROVAL**

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Minnesota State Community and Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Minnesota State Community and Technical College’s vision, mission, purposes and array of awards are:

Vision: MSCTC will be a regionally recognized organization focused on and partnering for innovation, learning, and your future.

Mission: MSCTC’s mission is to provide accessible education with vigor and integrity to diverse learners, preparing them for dynamic learning, living, working, and serving.

Purpose 1 Create and deploy an Academic Strategy.

- Coordinate Center for College Readiness.
- Collaborate with regional K-12 partners in education and career ladders.
- Update curricula and programming to reflect regional needs.

Purpose 2 Create and deploy a Marketing Strategy.

- Employ marketing research firm to provide information and marketing strategy ideas.
- Invest resources in marketing strategy.

Purpose 3 Increase diversity in all aspects of MSCTC

- Support retention strategies, particularly for students at higher risk.
- Recruit diverse workforce.
- Provide curricular and co-curricular experiences with emphases on diversity.
- Identify and recruit populations we are currently underserving.

Purpose 4 Seek distinction

- Increase interactions with League for Innovation and NISOD.
- Reward excellent teaching with NISOD distinction.
- Provide current, relevant, supportive technologies for academic, administrative, and service areas.
- Provide faculty training and support for current technologies.

1 **Array of Awards:** Minnesota State Community and Technical College offers the Associate in
2 Arts, Associate in Applied Science and Associate in Science degrees as well as a variety of
3 technical certificates and diplomas.

4
5 **An institution’s mission, vision and purposes shall support achievement of the system**
6 **mission and vision:** Minnesota State Community and Technical College’s mission “to provide
7 accessible education with vigor and integrity to diverse learners, preparing them for dynamic
8 learning, living, working, and serving.” supports the system mission by focusing on accessibility
9 that “enhances the quality of life” for Minnesotans in our region and “sustains vibrant
10 economies” through ongoing workforce development. The mission supports the system strategic
11 directions of access to quality education in support of the communities and surrounding region
12 for Minnesota State Community and Technical College.

13
14 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
15 **accountability, and regional accreditation:** Minnesota State Community and Technical
16 College’s vision, mission, and purposes provide a basis for evaluation, accountability, and
17 regional accreditation.

18
19 **Compliance:** Minnesota State Community and Technical College’s vision, mission, and
20 purposes are consistent with statute, policy, and regional accreditation requirements.

21 22 **BACKGROUND**

23
24 MSCTC officially became a college on July 1, 2003. The College has four campuses: Detroit
25 Lakes, Fergus Falls, Moorhead and Wadena. A business and online service center is located in
26 Perham. The predecessor institution to MSCTC achieved HLC candidacy status in 1969. The
27 college’s last PEAQ evaluation was in 2002-2003; next visit will be due 2012-2013.

28 29 **Mission, Vision and Purposes Application Analysis**

30 The proposed vision, mission, and purposes of Minnesota State Community and Technical
31 College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part
32 2: Review and Approval of System Institutional Missions.

33
34 As required by procedure, the institution must indicate:

- 35 a. How its mission and vision respond to the definitions in procedure 3.24.1.
 - 36 b. The extent to which the institution will meet expectations of law, how it relates to other
37 institutions of higher education, and how its mission, vision and purposes support fulfillment
38 of the system mission and vision.
 - 39 c. Its purposes and the array of awards it offers.
 - 40 d. How the new mission compares with the former mission.
 - 41 e. Ample consultation with faculty, students, employers and other essential stakeholders.
- 42 Additionally, the institution’s mission must be compliant with statute, policy, and regional
43 accreditation requirements.

44
45

1 **Review of Minnesota State Community and Technical College’s Mission, Vision and**
2 **Purposes**

3 Minnesota State Community and Technical College’s vision, mission and purposes meet these
4 requirements.

5
6 a. The mission and vision respond to the definitions in the procedure:
7

8 Minnesota State Community and Technical College’s mission “to provide accessible education
9 with vigor and integrity to diverse learners, preparing them for dynamic learning, living,
10 working, and serving.”, focuses the institution on the following areas:

- 11 • “Diverse learners” will be served at MSCTC, an inclusive term that refers to ethnicity,
12 learning style, gender orientation, age, economic status, and other human differences.
- 13 • MSCTC prepares our students for “dynamic learning, living, working, and serving.” We
14 recognize that our graduates will live in a changing society and economy. We prepare
15 students to respond positively to change in their living and working environments.
- 16 • MSCTC provides “accessible education with vigor and integrity.” As noted, we prepare
17 our students for their changing, dynamic work and personal lives.

18
19 The mission for Minnesota State Community and Technical College is guided by a vision that
20 reads “MSCTC will be a regionally recognized organization focused on and partnering for
21 innovation, learning, and your future.”
22

23 Minnesota State Community and Technical College envisions a future in which:

- 24 • The college would be widely recognized as a resource for education and training and
25 would deliver its services in close partnerships with regional businesses, industries, K-12,
26 and other higher education institutions.
- 27 • The Moorhead campus continues to grow in concert with economic and residential
28 development in that area. Other MSCTC communities are seeing demographic shifts
29 (smaller K-12 class cohorts). MSCTC envisions itself as an innovative provider of
30 solutions for economic and individual growth, resulting in a bright future for the region.
31 Each campus is developing its service and curricular niche to help MSCTC use resources
32 to the region’s best advantage.
- 33 • The College responds to business needs through a highly innovative Customized Training
34 Services unit along with traditional academic programming on the campuses. MSCTC
35 collaborates with a large number of advisory committees who inform the curriculum and
36 often provide equipment or facility partnerships.

37
38 b. The extent to which the institution will meet expectations of law, how it relates to other
39 institutions of higher education, and how its mission, vision and purposes support fulfillment
40 of the system mission and vision:
41

1 Minnesota State Community and Technical College is a regionally accredited institution of
2 higher education that has consistently worked with many other colleges and universities,
3 community organizations, and K-12 schools.

4
5 The MSCTC mission supports the system mission in the following ways:

- 6 • Accessibility: MSCTC maintains four campuses in greater Minnesota as well as a robust
7 online presence. This “enhances the quality of life” for Minnesotans in our region and
8 “sustains vibrant economies” through ongoing workforce development.
- 9 • Meeting the “personal and career goals of a wide range of individual learners” from the
10 system mission is directly supported by the language in the College mission.

11
12 The MSCTC vision supports the system vision in the following ways:

- 13 • MSCTC will continue to be accessible to the people of greater Minnesota through the
14 continued development of partnerships and innovative strategies.
- 15 • MSCTC seeks distinction (regional recognition) through responsiveness and creative
16 delivery options for the people and businesses of Minnesota.
- 17 • Our vision statement’s focus on the future supports the system vision of enabling the
18 people of Minnesota to succeed through education.

19
20 c. Its purposes and the array of awards it offers:

21
22 Minnesota State Community and Technical College’s purposes are:

23
24 **Purpose 1 Create and deploy an Academic Strategy.**

- 25 • Coordinate Center for College Readiness.
- 26 • Collaborate with regional K-12 partners in education and career ladders.
- 27 • Update curricula and programming to reflect regional needs.

28
29 **Purpose 2 Create and deploy a Marketing Strategy.**

- 30 • Employ marketing research firm to provide information and marketing strategy ideas.
- 31 • Invest resources in marketing strategy.

32
33 **Purpose 3 Increase diversity in all aspects of MSCTC**

- 34 • Support retention strategies, particularly for students at higher risk.
- 35 • Recruit diverse workforce.
- 36 • Provide curricular and co-curricular experiences with emphases on diversity.
- 37 • Identify and recruit populations we are currently underserving.

38
39 **Purpose 4 Seek distinction**

- 40 • Increase interactions with League for Innovation and NISOD.
- 41 • Reward excellent teaching with NISOD distinction.
- 42 • Provide current, relevant, supportive technologies for academic, administrative, and service areas.
- 43 • Provide faculty training and support for current technologies.

44

1 The purposes are designed to advance Minnesota State Community and Technical College
2 efforts in support of the system goals in the following areas:

- 3 • Advancing a diversity goal in support of the system’s service to “all Minnesotans.”
- 4 • Creating an Academic Strategy supports the mission of the system by providing responsive
5 higher education to meet regional needs.
- 6 • Creating a Marketing Strategy supports the vision of the system in providing accessible, high
7 quality education. The Marketing Strategy will increase business efficiencies that support
8 innovative, continued delivery of services.
- 9 • Seeking distinction supports the system mission statement in that the College is part of the
10 “system of distinct and collaborative institutions” in Minnesota. This also supports the system
11 vision of providing the “most accessible, highest value education in the nation.” MSCTC seeks
12 to provide outstanding education that prepares our students for dynamic lives.

13
14 Minnesota State Community and Technical College offers the Associate in Arts, Associate in
15 Applied Science and Associate in Science degrees as well as a variety of technical certificates
16 and diplomas.

17
18 Minnesota State Community and Technical College’s primary niche is in giving students who
19 enroll at MSCTC all the advantages of a much larger college on four campuses that offer a
20 comfortable, manageable fit for persons in greater Minnesota. We offer smaller classes,
21 supportive instructors, and strong job placement success. Our Customized Training Services unit
22 responds to the emerging needs of business and industry in the region, customizing curricula to
23 encourage economic growth and retention of good jobs in the region.

24
25 The Minnesota State Community and Technical College vision, mission, and purposes are
26 consistent with statute, policy, and regional accreditation requirements.

27
28 d. Ample consultation with faculty, students, employers and other essential stakeholders:

29
30 In 2005 to 2006 meetings were held with all college and campus employee groups leading to
31 refinement of the strategic plan by administration and faculty division chairs. Discussions were
32 facilitated by one of the College’s instructors from Customized Training Services. The College
33 reviewed Mission and Vision statements in the process of creating a strategic plan.

34
35 **RECOMMENDED COMMITTEE MOTION**

36
37 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
38 the Minnesota State Community and Technical College vision, mission, purposes, and array of
39 awards as listed in the executive summary.

40
41 **RECOMMENDED MOTION**

42
43 The Board of Trustees approves the request by Minnesota State Community and Technical
44 College to approve its vision, mission, purposes, and array of awards as listed in the executive
45 summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Minnesota West Community and Technical College Mission Approval

<input type="checkbox"/> Proposed Policy Change	<input checked="" type="checkbox"/> Approvals Required by Policy	<input type="checkbox"/> Other Approvals	<input type="checkbox"/> Monitoring
<input type="checkbox"/> Information			

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Richard Shrubb, President, Minnesota West Community and Technical College
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Minnesota West Community and Technical College meet the criteria identified in MnSCU Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of MnSCU Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The mission for Minnesota West Community and Technical College has been reviewed and found to meet all Board requirements for institutional missions.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*ACTION ITEM***

**MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE
MISSION APPROVAL**

1 **EXECUTIVE SUMMARY**
2

3 The proposed vision, mission and purposes of Minnesota West Community and Technical
4 College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part
5 2: Review and Approval of Institutional Missions.
6

7 **Minnesota West Community and Technical College’s vision, mission, purposes and array**
8 **of awards are:**
9

10 **Vision:** Minnesota West Community & Technical College provides dynamic, responsive,
11 creative, and quality education to a diverse population in an ever-changing educational, business
12 and cultural environment.
13

14 **Mission:** Minnesota West Community and Technical College is dedicated to serving the varied
15 educational needs of our diverse populations in affordable, accessible and supportive settings.
16

17 **Purposes:** Minnesota West Community and Technical College’s purposes are to:

- 18 • Create learning opportunities for the citizens of southwest Minnesota that reflect the rapidly
19 changing demographics of the region.
- 20 • Create a campus atmosphere that embraces the needs of the students and encourages the
21 desire for learning both inside and outside of the classroom.
- 22 • Create a learning environment that broadens the capabilities of student, staff and faculty by
23 expanding its instructional horizon to include all possible learning tools.
- 24 • Collaborate with businesses and communities in southwest Minnesota to identify
25 opportunities for the enhancement of the economy and to provide coordinated political
26 action.
- 27 • Secure external funds to maintain high quality and affordable learning opportunities for the
28 citizens of southwest Minnesota.

29
30 **Array of Awards:** Minnesota West Community and Technical College offers the Associate in
31 Arts, Associate in Applied Science and Associate in Science degrees as well as a variety of
32 technical certificates and diplomas.
33
34

1
2 **An institution’s mission, vision and purposes shall support achievement of the system**

3 **mission and vision:** Minnesota West Community and Technical College’s mission “dedicated
4 to serving the varied educational needs of our diverse populations in affordable, accessible and
5 supportive settings” supports the system mission by focusing on affordable educational
6 opportunities provided in supportive and accessible settings.
7

8 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
9 **accountability, and regional accreditation:** Minnesota West Community and Technical
10 College’s vision, mission, and purposes provide a basis for evaluation, accountability, and
11 regional accreditation.
12

13 **Compliance:** Minnesota West Community and Technical College’s vision, mission, and
14 purposes are consistent with statute, policy, and regional accreditation requirements.
15

16 **BACKGROUND**
17

18 In 1945 the Minnesota State Legislature passed the Area Vocational Technical School Enabling
19 Law (Laws of Minnesota 1945, Chapter 304). This legislation marked the beginning of what
20 was to ultimately be called the Minnesota State Technical College System by 1989. The system
21 had several name changes during the 1980’s. In 1985 the area vocational technical institutes
22 were renamed technical colleges. In 1985 the system was configured into 34 campuses and 30
23 administrative units. Campuses at Canby, Granite Falls, Jackson and Pipestone were
24 consolidated to form one regional college. Southwestern Technical College was officially
25 formed on July 1, 1984. At that time the K-12 boards of Canby, Granite Falls, Jackson and
26 Pipestone entered into an agreement to establish a joint vocational-technical district. Soon after
27 the merger of the four technical colleges (STC) the consolidated colleges moved to credit-based
28 and course based delivery.
29

30 In 1991 the Minnesota Legislature passed legislation that merged Minnesota State Universities,
31 Minnesota Community Colleges and Minnesota Technical Colleges, effective in 1995. During
32 this period, the former Worthington Community Colleges (which was primarily a liberal arts
33 college) joined the four technical colleges.
34

35 **Campus Profiles:**
36

37 Canby – Located in Yellow Medicine County in a city of 1800 population. The campus was
38 founded in 1965. Programs currently (2008) being offered are: Accounting, Administrative
39 Assistant, Automotive, Dental Assistant, Diesel, Electrician, Liberal Arts, Medical Coding, Wind
40 Energy and Windsmith.
41

42 Granite Falls – The campus located in eastern Yellow Medicine County was founded also in
43 1965. It is located in Granite Falls with a population of 3,100. Current programs are:
44 Accounting, Administrative Assistant, Child Development, Collision Repair, Computer Support,
45 Computerizing Small Business Management, Fluid Power, Information Security, Liberal Arts,
46 Machine Tool, Manufacturing Engineering, Medical Administrative Secretary, Medical Coding,

1 Renewable Energy, Robotics, Small Business Management and Special Interest Vehicle
2 Technology.

3
4 Jackson – Established in 1964 the campus is in the city of Jackson, population of 3,500. Current
5 programs are: Accounting, Administrative Assistant, Automotive, Computer Engineering
6 Technology, Computer Support, Cosmetology, Electric Utility, Electrician, Emergency Medical
7 Services, Liberal Arts, Medical Administrative Secretary, Medical Coding, Networking
8 Specialist, Power Sports, and Powerline.

9
10 Pipestone – Was built on the site of the previous Pipestone Indian Vocational School. The
11 Indian School was founded in 1893. The current campus was founded in 1967. The population
12 of Pipestone is 4,500 in Pipestone County. Current programs are: Accounting, Administrative
13 Assistant, Carpentry I & II, Computerizing Small Business Management, Cosmetology, HVAC,
14 Lamb & Wool Management, Liberal Arts, Massage Therapy, Medical Administrative Secretary,
15 Medical Coding, Nursing Pathway – 1st Year and 2nd Year, Plumbing, Small Business
16 Management.

17
18 Worthington – The Junior College was founded in 1936. The population of Worthington is
19 12,000 and is in Nobles County. Worthington Community College merged with Southwestern
20 Technical College formally in 1997. Historically the Worthington campus offered liberal arts,
21 general education coursework and degrees.

22
23 Currently liberal arts courses, AA degrees are offered through ITV, onground and online courses
24 through all campuses and locations.

25
26 The Worthington campus offers technical programs in: Accounting, Administrative Assistant,
27 Agriculture, Biotechnology, Business, Computer Information, Law Enforcement, Liberal Arts,
28 Medical Assistant, Medical Lab Technician, Networking Specialist, Nursing Pathway 1st Year
29 and 2nd Year, Truck Driver and Web Development.

30
31 The four technical colleges and the liberal arts campus now form a comprehensive community
32 and technical college – **Minnesota West Community and Technical College.**

33 34 **Mission, Vision and Purposes Application Analysis**

35 The proposed vision, mission, and purposes of Minnesota West Community and Technical
36 College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part
37 2: Review and Approval of System Institutional Missions.

38
39 As required by procedure, the institution must indicate:

- 40 a. How its mission and vision respond to the definitions in procedure 3.24.1.
- 41 b. The extent to which the institution will meet expectations of law, how it relates to other
42 institutions of higher education, and how its mission, vision and purposes support fulfillment
43 of the system mission and vision.
- 44 c. Its purposes and the array of awards it offers.
- 45 d. How the new mission compares with the former mission.
- 46 e. Ample consultation with faculty, students, employers and other essential stakeholders.

1 Additionally, the institution’s mission must be compliant with statute, policy, and regional
2 accreditation requirements.

3
4 **Review of Minnesota West Community and Technical College’s Mission, Vision and**
5 **Purposes**

6 Minnesota West Community and Technical College’s vision, mission and purposes meet these
7 requirements.

8
9 a. The mission and vision respond to the definitions in the procedure:

10
11 Minnesota West Community and Technical College’s mission “dedicated to serving the varied
12 educational needs of our diverse populations in affordable, accessible and supportive settings”,
13 emphasizes that the college focuses on not only technical education for careers but also provides
14 students with life skills and a full learning experience through accessible delivery in supportive
15 settings, which is particularly noteworthy in a rural region that is experiencing significant
16 demographic and economic change.

17
18 The mission for Minnesota West Community and Technical College is guided by a vision that
19 reads “Minnesota West Community & Technical College provides dynamic, responsive,
20 creative, and quality education to a diverse population in an ever-changing educational, business
21 and cultural environment.”

22
23 Minnesota West Community and Technical College envisions a future in which:
24 The institution will continue to be responsive, creative in an ever changing environment that
25 includes increasingly diverse population and needs, more electronic means and uses for
26 educational delivery, more measures of accountability, and increasing opportunities for
27 partnerships.

28
29 b. The extent to which the institution will meet expectations of law, how it relates to other
30 institutions of higher education, and how its mission, vision and purposes support fulfillment
31 of the system mission and vision:

32
33 Minnesota West Community and Technical College is a regionally accredited institution of
34 higher education that has consistently worked with many other colleges and universities,
35 community organizations, and K-12 schools.

36
37 The Minnesota West Community and Technical College vision, mission, and purposes are
38 consistent with statute, policy, and regional accreditation requirements. The Minnesota West
39 Community and Technical College mission and vision supports the system mission and vision by
40 enabling the people of Minnesota to succeed by providing accessible, high quality, and high
41 value education through innovative instruction, collaborative partnerships, relevant programs,
42 highly trained staff, and state-of-the-art technology in an exemplary learning environment.

43
44
45

1 c. Its purposes and the array of awards it offers:

2 Minnesota West Community and Technical College's purposes are:

- 3 1. Create learning opportunities for the citizens of southwest Minnesota that reflect the
4 rapidly changing demographics of the region.
- 5 2. Create a campus atmosphere that embraces the needs of the students and encourages the
6 desire for learning both inside and outside of the classroom.
- 7 3. Create a learning environment that broadens the capabilities of student, staff and faculty
8 by expanding its instructional horizon to include all possible learning tools.
- 9 4. Collaborate with businesses and communities in southwest Minnesota to identify
10 opportunities for the enhancement of the economy and to provide coordinated political
11 action.
- 12 5. Secure external funds to maintain high quality and affordable learning opportunities for
13 the citizens of southwest Minnesota.

14
15 The purposes support Minnesota West Community and Technical College efforts to:

- 16 • Increase the level of underrepresented students.
- 17 • The college will provide services/education to diverse populations.
- 18 • The college will expand distance learning opportunities.
- 19 • Minnesota West will increase economic opportunities for businesses and communities.
- 20 • Minnesota West will secure external funds to maintain affordable learning opportunities.
- 21 • The college will improve student retention.

22
23 Minnesota West Community and Technical College offers Associate in Applied Science and
24 Associate in Science degrees, as well as technical certificates and diplomas.

25
26 Minnesota West Community and Technical College has a profoundly unique role within the
27 system because of the demographics:

- 28 • An agricultural setting with abundant natural resources for biofuels, wind energy and
29 traditional farming.
- 30 • A population of increasing diverse populations and in some towns 15 or more languages.
- 31 • Increasing health care facilities, aging population and health care needs.

32
33 Unique Responses

- 34 1. The multi-faceted delivery system places Minnesota West 3rd in small colleges in the
35 nation for quality digital educational delivery.
- 36 2. New programs in biodiesel fuel and wind energy production are unique.
- 37 3. Diversity student programs on five campuses.

1 4. Online and ITV delivery to a wide range of constituent partners.

2 5. Partnership with Sanford Health, utilizing hospital facilities.

3 Ample consultation with faculty, students, employers and other essential stakeholders:

4
5 Minnesota West Community and Technical College has had a thorough planning process.
6 Beginning prior to merger advisory committees, partners and constituents had been included in
7 identifying the mission and purposes. In August of 2001 Minnesota West Community and
8 Technical College contracted with the Clements Group (consulting firm) to conduct an extensive
9 strategic planning process which, for the next year, included students, staff, faculty, businesses
10 and industry, and college wide constituents. The result of the process concluded with a revised
11 mission statement, goals, vision and articulated purposes. Group advisory feedback, surveys,
12 interviews and research of relevant demographics were used to reach a comprehensive statement.

13
14 **RECOMMENDED COMMITTEE MOTION**

15
16 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
17 the Minnesota West Community and Technical College vision, mission, purposes, and array of
18 awards as listed in the executive summary.

19
20 **RECOMMENDED MOTION**

21
22 The Board of Trustees approves the request by Minnesota West Community and Technical
23 College to approve its vision, mission, purposes, and array of awards as listed in the executive
24 summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Proposed Amendment to Policy 3.18 Honorary Degrees

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Background Information:

The Board of Trustees approved policy 3.18 Honorary Degrees on October 16, 1996.

Changes were made to make Minnesota State Colleges and Universities policy consistent with national practice. The proposed revisions remove procedural language from the policy. A new procedure has been developed to provide guidance to the colleges and universities on implementing the remaining policy language.

Cite policy requirement, or explain why item is on the Board agenda:

First reading to change policy 3.18 Honorary Degrees based on regular review of policies.

Scheduled Presenter(s):

Linda Baer, Senior Vice Chancellor for Academic and Student Affairs
Mike López, Associate Vice Chancellor for Student Affairs
Manuel López, Associate Vice Chancellor for Academic Quality

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

First Reading

PROPOSED AMENDMENT TO POLICY 3.18 HONORARY DEGREES

1 INTRODUCTION

2 The Office of the Chancellor is submitting an amendment to Policy 3.18 Honorary Degrees.

4 BACKGROUND

5 Policy 3.18 was originally adopted in 1996. The proposed amendment was developed as a part
6 of the policy review process.

7
8 These documents come out of a routine five-year review of all board policies. Major changes to
9 the policy comprise eliminating much of the language because it is more appropriately placed in
10 the procedure document, and generally clarifying language and correcting format. The proposed
11 procedure is modeled after general national practice. It establishes the specific degrees that may
12 be awarded, places limits on the number of honorary degrees that may be awarded, and provides
13 colleges and universities with maximum flexibility to develop their own internal procedures and
14 processes.

16 CONSULTATION

17 Consultation for the policy and procedure amendments has occurred as follows:

- 19 • This proposed policy amendment was developed by a committee of system employees
20 and students.
- 21 • Reviewed at Academic & Student Affairs Policy Council – 11/27/07; 9/22/08
- 22 • Reviewed at Academic & Student Affairs Leadership Council - 11/3/08; Planned for
23 review at Academic and Student Affairs Leadership Council – 1/6/09
- 24 • Mailed out for review and comment – October 2008
- 25 • Reviewed at IFO Meet and Confer – 10/10/08
- 26 • Reviewed at MSUAASF Meet and Confer – 10/17/08
- 27 • Planned for review at MSCF Meet and Confer – 12/4/08

29 RECOMMENDED COMMITTEE ACTION

30 The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the
31 following motion:

33 RECOMMENDED MOTION

34 The Board of Trustees approves the amendment to Policy 3.18 Honorary Degrees.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

First Reading

BOARD POLICY

Chapter 3. EDUCATIONAL POLICIES

Section 18. HONORARY DEGREES

3.18 Honorary Degrees

Honorary degrees offered by colleges and universities shall be guided by the following policies.

Part 1. General Provisions Purpose. The purpose of this policy is to establish the rationale for honorary degrees, authorize colleges and universities to grant honorary degrees, and provide for standards and guidelines under which honorary degrees will be conferred.

Subpart A. ~~The Board of Trustees grants to each college and university the authority to award honorary degrees. The decision to use such authority shall be determined by the college or university President.~~

Subpart B. ~~A college or university choosing to award an honorary degree shall establish its own internal process for determining honorary degree recipients. This process is to include appropriate consultation. That process must involve faculty and other members of the college or university community. Any campus committee formed as a part of the honorary degree process should contain a majority of faculty members.~~

Part 2. Honorary Degrees Definition. An honorary degree is a degree title awarded as an honor rather than as the result of matriculating and studying for several years, but for an outstanding contribution in some field.

Subpart A. ~~Colleges may select from the following categories of honorary degrees based upon the intended recipient's field(s) of contributions, achievement, service, and distinction:~~

- ~~1. Associate of Arts~~
- ~~2. Associate of Science~~
- ~~3. Associate of Applied Science~~

Subpart B. ~~Universities may select from the following categories of honorary degrees based upon the intended recipient's field(s) of contribution, achievement, service, and distinction:~~

- ~~1. Doctor of Fine Arts~~
- ~~2. Doctor of Humane Letters~~
- ~~3. Doctor of Laws~~
- ~~4. Doctor of Literature~~
- ~~5. Doctor of Music~~
- ~~6. Doctor of Pedagogy~~
- ~~7. Doctor of Science~~

1 **Part 3. Rationale.** The rationale for honorary degrees is to
2

- 3 1. recognize and honor persons who have made exceptional men and women who have
4 given a substantial part of their lives to serving others and who have distinguished
5 themselves through their professional careers and/or volunteer service contributions to a
6 specific field or to society in general;
7
- 8 2. ~~to~~ establish a public association between Minnesota State Colleges and Universities and
9 such exceptional ~~men and women~~ persons, thereby providing testimony to the values and
10 quality of the state colleges and universities; and
11
- 12 3. ~~to~~ assist the state colleges and universities with the goals and objectives of their
13 educational programming, their service and outreach missions, and their institutional
14 advancement ~~objectives~~.
15

16 **Part 4. Guidelines for Selection Authorization.** ~~Following are commonly used criteria for~~
17 ~~selecting honorary degree recipients at colleges and universities. They are intended as guidelines:~~
18 Colleges and universities may confer honorary degrees according to procedures established by
19 and the approval of the chancellor.
20

21 **Subpart A.** ~~Eminent contribution to the college or university, the system, the community, the~~
22 ~~State of Minnesota, or society;~~

23 **Subpart B.** ~~Eminent achievement in a particular field of endeavor;~~

24 **Subpart C.** ~~Personal status that will enhance the reputation of the college or university (or~~
25 ~~the system) and serve as an example to its students and its alumni;~~

26 **Subpart D.** ~~Potential for contribution to the goals or welfare of the college or university;~~

27 **Subpart E.** ~~While recipients may be alumni, former employees, former Board of Trustees~~
28 ~~members, or public officials, they may not be (at the time of the award) current employees,~~
29 ~~incumbent members of the Board of Trustees, or incumbent officials of federal, state or local~~
30 ~~government.~~

31 **Part 5. Presentation of Honorary Degrees Internal Process.** ~~Honorary degrees normally will~~
32 ~~be given during commencement exercises, and the recipient should agree to be present as a~~
33 ~~condition of receiving the award. On occasion, honorary degrees may be awarded at~~
34 ~~convocations or presidential inaugurations. A college or university choosing to award an~~
35 ~~honorary degree shall establish its own internal process for determining honorary degree~~
36 ~~recipients consistent with the chancellor's procedure.~~
37

38 **Part 6. Limitations on the Number of Honorary Degrees Limits to Eligible Recipients.** ~~It is~~
39 ~~expected that colleges and universities granting honorary degrees would limit their usage to no~~
40 ~~more than two per academic year.~~
41
42
43
44
45

- 1 1. Honorary degrees may not be conferred on currently serving faculty or staff members
2 within the Minnesota State Colleges & Universities system, current members of the
3 Board of Trustees, or current holders of elected political office.
- 4
5 2. Honorary degrees shall not be awarded posthumously.

Date of Implementation: 10/16/96,

Date of Adoption: 10/16/96,

Date & Subject of Revisions:

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 18, 2008

Agenda Item: Proposed Amendment to Policy 3.36 Academic Programs

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

Background Information:

The Board of Trustees approved policy 3.36 Academic Programs at their July 2007 meeting. Since then, a task force has made recommendations in response to the 2007 state law that directs the Board of Trustees to adopt policy setting the maximum number of credits required for a baccalaureate degree at 120 credits and the number of credits required for an associate degree at 60 credits. The law allows a process for granting waivers in which industry or professional accreditation standards require a greater number of credits.

After approval of the proposed policy by the Board of Trustees, existing procedure 3.36.1 Academic Programs Procedure will be amended and submitted to the chancellor for approval.

Cite policy requirement, or explain why item is on the Board agenda:

First reading to change Policy 3.36 Academic Programs due to 2007 session law that limits the program credit length of associate and baccalaureate degree programs.

Scheduled Presenter(s):

Linda Baer, Senior Vice Chancellor for Academic and Student Affairs
Mike López, Associate Vice Chancellor for Student Affairs
Manuel López, Associate Vice Chancellor for Academic Quality

Outline of Key Points/Policy Issues:

- 2007 session law sets the maximum number of credits for associate degrees (60 credits) and baccalaureate degrees (120 credits) and allows waivers based on industry or professional accreditation standards.
- Establishing common (systemwide) program credit lengths for similar programs is a fundamental change from current practice that allows program credit lengths to vary across colleges and universities.
- Lowering program credit limits is controversial. AAS degrees, currently limited to 72 credits, require a greater reduction in length than other associate degrees. Students benefit by paying less tuition. The impact of reduced instructional time on graduates' learning outcomes varies by program. Revenue, expenditure and staff impacts are expected but difficult to estimate.
- Reduced program credit lengths and waiver request decisions are expected to be completed by the end of FY 2012.
- Standard policy revision processes were followed.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

First Reading

PROPOSED AMENDMENT TO POLICY 3.36 ACADEMIC PROGRAMS

1 INTRODUCTION

2
3 The Board of Trustees approved policy 3.36 Academic Programs at their July 2007 meeting. Procedures
4 3.36.1 Academic Programs, which require review and approval by the chancellor, were approved on
5 August 1, 2007. Since then, several recommendations have been made for revision to these procedures.
6 Some of the proposed revisions reflect state law, passed in 2007, that directs the Board of Trustees to
7 adopt policy setting the maximum number of credits required for a baccalaureate degree at 120 credits
8 and the number of credits required for an associate degree at 60 credits. The law allows for a process for
9 granting waivers in which industry or professional accreditation standards require a greater number of
10 credits.

11
12 Procedures are reviewed and approved by the chancellor. After approval of the proposed policy by the
13 Board of Trustees, existing procedure 3.36.1 Academic Programs Procedure will be amended and
14 submitted to the chancellor for approval.

15 BACKGROUND

16
17
18 State law, which was passed during the 2007 legislative session, directed that:

19 *By January 1, 2009, the board must adopt a policy setting the maximum number of semester*
20 *credits required for a baccalaureate degree at 120 semester credits or the equivalent and the*
21 *number of semester credits required for an associate degree at 60 semester credits or the*
22 *equivalent. The board policy may provide for a process for granting waivers for specific degree*
23 *programs in which industry or professional accreditation standards require a greater number of*
24 *semester credits.*

25 Higher Education Funding Bill [H.F. 1063 (Chapter 144)]

26 Article 1 Higher Education Appropriations

27 Section 4. Board of Trustees of the Minnesota State Colleges and Universities

28 Subdivision 3. Board policies

29
30 In response to the legislation, a task force on degree credit caps was established in the fall of 2007 by the
31 Senior Vice Chancellor for Academic and Student Affairs, Office of the Chancellor, Minnesota State
32 Colleges and Universities. Members included representatives from the following:

- 33
- 34 • Academic and Student Affairs Leadership Council,
 - 35 • College and university academic administrators,
 - 36 • Inter Faculty Organization (IFO),
 - 37 • Minnesota State College Faculty (MSCF),
 - 38 • Administrative and Service Faculty (MSUAASF)
 - 39 • Minnesota State College Student Association (MSCSA),
 - 40 • Minnesota State University Student Association (MSUSA), and the
 - Office of the Chancellor.

1 The task force charge was to recommend policy and procedure related to statutory requirements for credit
 2 limitations on associate and baccalaureate degree programs within the system. Deliberation over the
 3 course of five meetings led to recommendations that have been considered in the development of
 4 proposed policy and procedure.

5
 6 Notable Changes. In addition to changes recommended to the policy, several changes have been proposed for
 7 the procedures. As listed in the table below, the proposed policy and procedure would make several changes.

Description of Change	Policy or Procedure	Rationale
1. New language sets degree program credit lengths and gives the chancellor authority to decide program credit length waiver requests.	Policy part 3, subpart C	State law directs that the Board adopt policy.
2. Revised language sets program credit length limits for associate and baccalaureate degree programs compliant with law and defines waiver criteria and processes.	Procedure part 3, Subparts B & C	State law: <ul style="list-style-type: none"> • Directs that associate and baccalaureate degree programs be limited to 60 and 120 credits. • Allows a process for granting waivers.
3. Minor language changes: a. Bachelor of Arts and Bachelor of Science degrees b. Master of Arts & Master of Science degrees c. Doctorate	Procedure part 3, Subpart B, items 7, 9 & 11	Improve language
4. Revised language that aligns procedure with policy 3.36 Academic Programs regarding program suspension.	Procedure part 5, Subpart B, item 4	Align procedure with policy
5. Revised language that sets additional documentation requirements for new program applications.	Procedure part 5, Subpart A	Additional documentation requirements for curriculum and external program standards
6. New and revised language clarifies scope and criteria for academic program review.	Procedure part 7 & Part 7, Subpart A	Define scope of program review and edit review criteria

8 **CONSULTATION**

9
 10 Consultation for the policy and procedure amendments has occurred as follows:

- 11 • Reviewed at Academic & Student Affairs Policy Council – 11/27/07; 2/19/08; 9/22/08
- 12 • Reviewed at Academic and Student Affairs Leadership Council – 5/6/08; 11/3/08; Planned for
- 13 review at 1/6/09 Leadership Council meetings
- 14 • Mailed out for review and comment – April, 2008; 9/30/08 and 10/22/08
- 15 • Reviewed at the IFO Meet and Confer – 9/12/08
- 16 • Reviewed at Graduate Education Council – 10/10/08
- 17 • Reviewed at MSUAASF Meet and Confer – 10/17/08
- 18 • Planned for review at MSCF Meet and Confer – 12/4/08

19
 20
 21 **RECOMMENDED COMMITTEE ACTION**

22
 23 The Educational Policy Committee recommends that the Board of Trustees adopt the following motion:

24
 25 **RECOMMENDED MOTION**

26
 27 The Board of Trustees approves the amendment to Policy 3.36 Academic Programs.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

First Reading

BOARD POLICY

Chapter 3. EDUCATIONAL POLICIES

Section 36. ACADEMIC PROGRAMS

3.36 Academic Programs

Part 1. Purpose and Applicability. The purpose of the Academic Programs policy is to direct system decision-making regarding the development, approval and management of academic programs to meet Minnesota's educational needs. This policy applies to credit-based academic programs of system colleges and universities.

Part 2. Definitions. The following definitions have the meanings indicated for all Board policies unless the text clearly indicates otherwise.

Subpart A. Academic award. Academic award means a certificate, diploma or degree.

Subpart B. Academic program. Academic program means a cohesive arrangement of college-level credit courses and experiences designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. ~~Most academic~~ Undergraduate degree programs shall include a general education component. The purpose of an academic program is to:

1. increase students' knowledge and understanding in a field of study or discipline,
2. qualify students for employment in an occupation or range of occupations, and/or
3. prepare students for advanced study.

Subpart C. Academic program inventory. Academic program inventory means the official list of academic programs offered by system colleges and universities.

Subpart D. Credit. Credit means a quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term.

Subpart E. General education. General education means a cohesive curriculum defined by faculty through system college or university procedures to develop reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences.

Part 3. Authorized Academic Awards.

Subpart A. System college and university award authority. System colleges and universities have authority to confer academic awards only as specified below.

- 1 1. **Community colleges.** Community colleges have the authority to confer
2 undergraduate certificates, diplomas, associate in arts, associate in fine arts, associate
3 in science, and associate in applied science degrees.
4
- 5 2. **Consolidated colleges.** Consolidated colleges have the authority to confer
6 undergraduate certificates, diplomas, associate in arts, associate in fine arts, associate
7 in science, and associate in applied science degrees.
8
- 9 3. **Technical colleges.** Technical colleges have the authority to confer undergraduate
10 certificates, diplomas, associate in science, and associate in applied science degrees.
11
- 12 4. **Universities.** Universities have the authority to confer undergraduate and graduate
13 certificates and associate in arts, associate in fine arts, associate in science,
14 baccalaureate, and graduate degrees.
15

16 Approval by the Board of Trustees is required for a system college or university to confer
17 an academic award type for which specific authority is not granted in this policy.
18

19 **Subpart B. Academic award characteristics.** The chancellor shall specify the
20 characteristics of academic awards.
21

22 **Subpart C. Academic program credit length limits.** Academic programs that lead to
23 an associate degree shall be limited to 60 credits and academic programs that lead to a
24 baccalaureate degree shall be limited to 120 credits unless the chancellor grants a waiver
25 based on industry or professional accreditation standards that require a greater number of
26 credits.
27

28 The chancellor shall set program credit length requirements and waiver criteria for
29 undergraduate certificates, diplomas and graduate level awards.
30

31 **Part 4. Authority to Establish Academic Program Locations.** Approval of the chancellor is
32 required for establishment of a location at which an academic program may be offered.
33

34 **Part 5. Academic Program Approval.** Approval of the chancellor is required for new
35 academic programs, changes to existing academic programs, suspension of academic programs,
36 and closure of academic programs at system colleges and universities.
37

38 An approved academic program shall include curricular requirements for earning an academic
39 award, such as credits in general education, a major and/or minor, and all prerequisite courses.
40

41 The chancellor shall maintain the academic program inventory. Only academic programs
42 approved by the chancellor as recorded in the academic program inventory may be offered by
43 system colleges and universities.
44

45 **Part 6. Student Options when Academic Programs are Suspended, Closed, or Changed.** A
46 system college or university shall provide a student admitted to an academic program an
47 opportunity, consistent with system college or university policy, to complete the academic
48 program when it is suspended or closed or when the requirements have changed.

1 **Part 7. Academic Review.** Each system college and university shall regularly review its
2 academic programs for the purpose of academic planning and improvement.
3
4 Each system college and university shall submit an annual summary of its academic program
5 review activity to the chancellor.
6
7 The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs
8 or program clusters, report findings to the Board of Trustees and, when necessary, impose
9 conditions on academic programs.
10
11 *Proposed effective date: January 21, 2009*

Related Documents: Procedure 3.36.1 - Academic Programs

Date of Implementation: 8/01/07,

Date of Adoption: 6/20/07,

Date & Subject of Revisions:

6/20/07 - Repealed the following policies:

3.2 - Academic Program Inventory

3.10 - Academic Program Review

3.12 - Academic Program Suspension and Reinstatement and Closure

3.14 - Academic Program Approval

Procedure 3.14.1 - Addressing Transfer in Approval of New Programs

3.17 - Degrees, Diplomas and Certificates

Procedure 3.17.1 - Degrees, Diplomas and Certificates

3.19 - Academic Program Redesign.

3.20 - Academic Program Replication or Relocation.

3.25 - Degree Granting Authority.

Click here for additional 3.36 [HISTORY](#)

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** November 18, 2008

Agenda Item: Update on Accountability Framework

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

The report provides an update on the development of the Board of Trustees' Accountability Framework and Dashboard.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

Outline of Key Points/Policy Issues:

- The Accountability Dashboard includes 10 measures for assessing system and institutional performance.
- Information is being reported on six of the ten measures while the remaining four are defined and developed.
- The dashboard, measures and related detail and documentation are available at <http://www.mnscu.edu/board/accountability/index.html>

Background Information:

The Board of Trustees adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November 2007. The report included recommendations for refinements in the Board's Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June 2008.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*INFORMATION ITEM***

UPDATE ON THE ACCOUNTABILITY FRAMEWORK

BACKGROUND

The Board of Trustees appointed an Ad Hoc Committee on System and Institutional Assessment to make recommendations on an updated Accountability Framework linked to the Board's 2006-2010 Strategic Plan in February, 2007. The committee included five trustees, five presidents and five system executives. The committee discussed customers for accountability, reviewed other accountability systems and consulted with Dr. Peter Ewell from the National Center for Higher Education Management Systems. Committee members also guided the development of the accountability dashboard. Finally, system stakeholders were consulted regularly during the design and development of the dashboard.

The Board of Trustees adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November 2007. The report included recommendations for refinements in the Board's Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June 2008.

ACCOUNTABILITY DASHBOARD

The purpose of the dashboard is twofold: first to promote continuous improvement and second to provide accountability to system stakeholders by providing an ongoing strategic assessment of system and institution performance. It is designed primarily for the Board of Trustees and other policymakers and stakeholders. Once fully developed, the dashboard will report ten important outcomes that indicate whether the system is achieving the strategic directions identified in the Board's Strategic Plan. The performance of the system and each college and university is classified in one of three categories: exceeds expectations, meets expectations, or needs attention.

EXISTING MEASURES AND DRILL-DOWNS

This update provides a progress report on the ongoing development of the Accountability Dashboard. The dashboard will ultimately report ten performance measures and include drilldown dashboards that provide detail for each measure. Data were available for six of the ten measures when the dashboard was launched.

Existing Measures: Data are being updated for the six measures that have been reported in the dashboard. Updated data on five of the six measures as well as updated comments on those measures will be added to the dashboard in the next several weeks. Updated data on the persistence and completion rate will be available in March 2009.

Drill-Down Dashboards: Drill-down dashboards have been developed and deployed for two measures: persistence and completion and licensure exam pass rates. These drill-down dashboards allow stakeholders and institutional staff to further disaggregate the data and look for patterns or trends for various sub groups. A drill-down dashboard for the tuition and fees measure is currently being developed. Several additional drill-down dashboards will be developed during fiscal year 2009.

NEW MEASURES

Work is proceeding on development of four remaining measures: student engagement, partnerships, high quality learning and innovation.

Student Engagement: Each college and university will administer a national survey of student engagement once each biennium. Eleven colleges participated in the Community College Survey of Student Engagement (CCSSE) and one university participated in the National Survey of Student Engagement (NSSE) in fiscal year 2008. The remaining colleges and universities are participating in the surveys this fiscal year. Staff will be working to develop the measure and performance classification process this fiscal year. It is anticipated that data on the student engagement measure will be reported in the dashboard in fall 2009.

Partnerships: It is recommended that this measure assess the satisfaction of partners with college and university partnering efforts and activities. This recommendation was developed by the system's Accountability Drafting Team and has been discussed with other constituencies within the system. Data collection would be modeled on a Rochester Community and Technical College survey of its partnering organizations.

Partners would be surveyed about the nature and extent of their activities with the college or university and about their satisfaction with those activities. Partners could include employers, elementary and secondary education organizations, units of government, non-profit organizations, community and economic development organizations and others. The survey would be developed and initially administered by a survey research organization.

High Quality Learning: Several approaches for the quality measure have been discussed with the presidents, college and university academic and student affairs officers and other constituency groups. The following three approaches are under consideration:

- **Standardized Assessments** – This approach would use standardized assessments of learning that are under development or implemented through national or other external agencies. All seven state universities have committed to participate in the Voluntary System of Accountability (VSA) sponsored by two public university associations. VSA participants must use one of three standardized learning assessments and report results publicly. The recent

reauthorization of the federal Carl Perkins Act requires institutions that receive funds under the act to measure technical skill attainment.

The system high quality measure would be an index of the results of these assessments. The advantage of this approach is that it would utilize existing standardized assessments. Existing instruments, however, may not be available for all fields of study and may or may not capture the knowledge and skills that the system and institutions hope to achieve.

- **Specify and Align Knowledge and Skills** – This approach would specify the knowledge and skills that graduates at each credential level in each field of study would possess at graduation. The expectations would be aligned across institutions, programs and disciplines. This approach is based on the Bologna Process that is being used in Europe to align graduates' knowledge and skill requirements across more than forty countries.

While attractive as an ultimate goal, this option requires a major and long term commitment to agree upon common outcomes and to create institutional or system assessment strategies based on those outcomes.

- **Learning Assessment Process Measure** – This approach would measure the extent to which each college and university's assessments of learning outcomes comply with a common set of process standards. The standards would be developed to reflect national best practices. While assessing process is not an ideal or robust measure of high quality learning, this method could serve as a near term option since the other options would take several years to develop and implement.

Innovation: This measure is the most challenging to develop because of the varied nature of innovation. Efforts have focused on reviewing the literature on innovation and studying how firms, industries and not-for-profit organizations define and measure innovation. One option being considered is the development of a qualitative measure that would characterize the varied nature and extent of innovation within the system.

Staff will continue the efforts to develop and refine these four measures and continue to consult with system constituencies to insure broad input into the process. The next progress report will be presented to the Board's Academic and Student Affairs Committee in June 2009.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** November 18, 2008

Agenda Item: Campus Profile: Northland Community and Technical College

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

Cite Policy Requirement, or explain why item is on the Board Agenda

The Educational Policy Committee requested that the Board have an opportunity to hear from individual institutions on their integrated planning efforts.

Scheduled Presenters:

Anne Temte, President, Northland Community and Technical College
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Background Information:

Located in the Northwest corner of Minnesota, Northland Community and Technical College (NCTC) serves an 8-county 9,800 square mile area. Two major campuses are located in Thief River Falls and East Grand Forks. Educational sites have also been established in Roseau and Mahnomen. NCTC is a leader in health careers education, manufacturing education, and management education (Farm Business Management). Almost 2/3s of the enrollment in East Grand Forks is comprised of North Dakota residents, making NCTC an important educational provider for that state. Consequently, NCTC works with employers and higher education institutions in North Dakota as well as in Minnesota.

Activities in two key areas have distinguished Northland in the past year. The college has engaged in several planning efforts including strategic planning to align the college with the system's Strategic Directions. The Master Facility Plan was updated in 2008 and includes recommendations from a 'right-sizing' planning initiative at the Thief River Falls campus.

Collaborations throughout the state and region that focus on access and opportunity and economic and workforce development have also been a focus of Northland's work. Collaboration with the White Earth Tribal and Community College in Mahnomen has produced a successful nursing program on the reservation. The Distance Minnesota online consortium, of which NCTC is a part, serves thousands of online learners. Personnel from NCTC are actively engaged in providing programs and services that address regional economic needs, including customized training and technical programs built upon advisory committee input and industry standards.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*INFORMATION ITEM***

Campus Profile: Northland Community and Technical College

BACKGROUND

Northland Community and Technical College President Anne Temte will present the institution's Strategic Campus Profile including information on integrated planning, institutional programming and collaboration, futures planning, facilities projects, and other data.

The Strategic Profile of Northland community and Technical College will:

- Showcase the institution's unique role as well as its contribution to the system
- Provide a comprehensive view of the institution and its planning efforts
- Provide an opportunity for dialogue with the Trustees

The five categories for the Campus Profile presentations are provided below.

1. **Institutional Distinction:** Key/unique institutional features (programs, services, infrastructure, population served, etc.).
2. **Institutional Profile:** Key elements of the general data profiles as well as those institutional facts concerning local, regional, or statewide efforts (partnerships, economic/community impact, etc.), and key opportunities and vulnerabilities.
3. **Integrated Planning:** Links between academic plan priorities and other institutional plans (facilities, capital plan implementation, human resources, technology, etc.), the system strategic plan, and institutional processes and outcomes.
4. **Futures Planning-2015:** Future program and service directions and links to system goals addressing anticipated major changes in mission, infrastructure, partnerships, local demographics, and institutional processes.
5. **Resource Deployment:** Current resource usage and fiscal responsibility, as well as future resource needs to advance major facilities, human resource, program or technological priorities.

A data profile for Northland Community and Technical College provides information on the students, academic programs, human resources, finance, and other data concerning the institution. Also included is a Strategic Profile Summary that follows the five categories stated above. The Summary provides a brief overview of the presentation that President Anne Temte will deliver at the November Board Meeting.

Northland Community and Technical College

Campus Profile, November 2008

College Overview

Located in the Northwest corner of Minnesota, Northland Community and Technical College (NCTC) serves an 8-county, 9,800 square mile area. Two major campuses are located in Thief River Falls and East Grand Forks. Educational sites have also been established in Roseau and Mahanomen.

ENROLLMENT PATTERNS, TRENDS AND DEMOGRAPHICS

The population of Northwest Minnesota is declining. Many rural high schools have undergone consolidation in recent years and are challenged to continue offering technical coursework, advanced classes, and co-curricular activities. This decline in high school populations has raised challenges and opportunities for NCTC. Enrollment projections into the future are the obvious challenge. An opportunity the college has seized is providing college-level coursework to high school students via online College in the High School.

Almost 2/3s of the enrollment in East Grand Forks is comprised of North Dakota residents, making NCTC an important educational provider for that state. Consequently, NCTC works with employers and higher education institutions in North Dakota as well as in Minnesota.

Over the past few years, the enrollment pattern has shifted from the majority of students being full-time to part-time. In Fall, 2008, NCTC's enrollment grew by 34 students (unduplicated headcount), but lost 30 FYE. This may reflect the availability of employment opportunities in the NW Minnesota/NE North Dakota region. Unemployment in this area is low (5.2%) and employers cite availability of workforce as one of their chief concerns.

SCOPE OF EDUCATIONAL OFFERINGS

Both campuses have comprehensive program offerings. Until the merger of the two campuses in 2003, the East Grand Forks campus was a technical campus. Students have been able to achieve the AA degree at that campus since 2004 and there has been substantial growth in student enrollment in liberal arts courses.

The East Grand Forks campus has particular strength in allied health programming. Of the 18 AAS programs and 23 diploma or certificate programs, 20 of them are health and safety related. Some business-related and trades programs are also offered at that campus.

In Thief River Falls, the greatest emphasis lies with manufacturing programs, both in the academic and customized training areas. Several major employers have close relationships with this campus, collaborating to develop relevant training and providing scholarships for current employees to increase skill levels. The Liberal Arts remain a focus of this campus, reflecting the history of a stand-alone community college prior to the 1995 MnSCU merger. That legacy is also seen in the presence of athletics and fine arts programming. NCTC-Thief River Falls offers a large Farm Business Management program that serves 15 counties in Northwest Minnesota.

Thief River Falls is also home to NCTC's Aviation Maintenance Technology program, housed in extensive dedicated facilities at the Thief River Falls Regional Airport. At one time, there were more than 400 students enrolled in the program; now there are around 25. Following an extensive study of the feasibility of reviving the program, the college is expending a great deal of effort to recruit students from throughout North America by raising awareness of the program facilities and equipment and the 100% placement rate for program graduates.

In collaboration with the Roseau City Center, NCTC provides programming in two classrooms, one equipped with computers, the other usable as lab space. Both rooms are ITV equipped. The college offers a cohort nursing program and provides Roseau-area residents with ITV and online coursework from the main campuses.

In Mahanomen, grant funding has allowed NCTC to rent a facility in which it offers a nursing program in collaboration with the White Earth Tribal and Community College (WETCC). WETCC provides the general education component of the nursing degree; NCTC provides the technical component. So far, 90 students have completed the Certified Nurse Assistant certificate, with 95% passing their certification exams, 17 completed the Registered Nurse AAS degree in spring 2008, and 21 will complete the Practical Nursing diploma in spring 2009.

Northland Community and Technical College: Today and in the Future

INSTITUTIONAL DISTINCTION

- Northland Community and Technical College is the only MnSCU college serving the NW corner of Minnesota
- NCTC is a leader in health careers education, manufacturing education, and management education (Farm Business Management)
- The college is a North Dakota-serving institution (66% of East Grand Forks campus enrollment is from North Dakota); significant numbers of graduates find employment in North Dakota
- Facilities for Aviation Maintenance Technology program are considered among the best in North America for Federal Aviation Administration Part 147 training
- The Nursing program in collaboration with White Earth Tribal and Community College in Mahanomen has had notable success
- More than 1,500 students are enrolled in one or more online courses
- NCTC has expanded online college in the high school offerings, including Science, Technology, Engineering and Math (STEM) courses, to increase opportunities for regional high school students to participate in college-level learning

INSTITUTIONAL PROFILE

STUDENT SUCCESS

- FY 2006 licensure exam pass rate was 88.6%
- FY 2007 rate of employment for technical program completers was 98%
- Fall to fall retention rates of full-time students has declined to 42.6%. This may be due to the advent of the liberal arts program at the EGF campus and the “swirling” of students between NCTC and the University of North Dakota. Also, the student body has shifted from a majority of full-time students to a majority of part-time students
- Persistence and completion rates for students of color remain close to 50%
- “Intrusive” advising for underrepresented students and students in the NCTC – White Earth Tribal and Community College collaborative nursing program was implemented in FY 2008
- Services to enhance the success of the growing population of students for whom English is not the first language are being developed and implemented
- “ROBOStorm” Camps have been conducted during the summer at Thief River Falls and East Grand Forks campuses for 36 middle school students to increase awareness of and enthusiasm for manufacturing careers

FUNDRAISING

- NCTC has had a strong track record of achieving state grants and contracts such as Minnesota Job Skills Partnership grants - \$279,483 in FY 2008; Total MJSP revenue for six current grants in FY08 was \$459,456
- The NCTC Foundation has assets of \$2,786,056 and distributes nearly \$100,000 in scholarships each year
- The NCTC Foundation was historically part of NCTC-Thief River Falls. Efforts are underway to garner similar financial support for East Grand Forks students

COLLABORATION

- NCTC is a founding member of 360^o - Manufacturing and Applied Engineering Center of Excellence which is housed at Bemidji State University and has nine MnSCU institutional members
- Distance Minnesota, the online consortium with Minnesota State Community and Technical College, Alexandria Technical College and Northwest Technical College, has increased enrollment 62.5% from FY2006 (742 FYE) to FY2008 (1,152 FYE)
- Digi-Key University, a customized degree program for employees of Digi-Key Corporation in Thief River Falls was implemented in 2000 and annually trains 75 employees

- Polaris Manufacturing Technology, a customized degree program for employees of Polaris Industries in Roseau was implemented in 2002 and annually trains 30 employees
- Ingenuity Frontier, a partnership working to identify and strengthen knowledge and skills necessary for manufacturing industries, has NCTC employees as part of its core team. Partners include Northwest Minnesota Foundation, Department of Employment and Economic Development, Headwaters Regional Development Commission, Bemidji State University, and NCTC. Ingenuity Frontier is supported by several of the region's largest industries: Central Boiler, Marvin Windows and Doors, Polaris Industries, TEAM Industries, Border State Bank, Digi-Key Corporation, Machinewell, Mattracks, Northwest Manufacturing, and Security State Bank-Warroad
- The Center for Outreach and Innovation (customized training) provides training for 3,600 individuals annually. In FY 2008, 160 businesses were served
- Northwest Minnesota Foundation and NCTC's Center for Outreach and Innovation collaborated to develop LeaderImpact, a 12-week training program which focuses on developing critical leadership skills and strategies that will improve the efficiency of organizations and businesses
- Area health care facilities rely heavily on NCTC to provide a trained workforce. The CEO at one major provider has stated that the facility would have difficulty staying open were it not for the availability of NCTC health program graduates
- NCTC is an active participant in many regional economic development groups and activities including the Rural Economic Alliance coordinated by Ingenuity Frontier (focused on ten NW Minnesota counties) , and the Greater Grand Forks Workforce Development Task Group (focused on 10 counties in NW Minnesota and NE North Dakota that surround Grand Forks and East Grand Forks)

INNOVATIONS AND EFFICIENCIES

- As part of its recently completed Master Facilities Planning process, NCTC engaged in a right-sizing initiative that will lead to the demolition or mothballing of 22,250 sq ft of underutilized space at the Thief River Falls campus
- Energy utilization at the Thief River Falls campus was reduced by 15% from July 2007 to June 2008
- Non-instructional budget expenditures were reduced by more than \$1,000,000 from FY 2007 to FY 2009
- NCTC improved its standing in Instructional Cost Study from 32nd of 37 in FY 2006 to 23rd of 37 in FY 2007
- NCTC trained its personnel and adopted continuous improvement philosophies and practices throughout Administrative Services and Student Services of the college
- In FY08, a Program Sustainability process was initiated in collaboration with the faculty to assure positive outcomes and efficient deployment of institutional resources

INTEGRATED PLANNING

- Initiated in FY 2007, NCTC utilizes an integrated planning and budgeting process that invites input from all levels of the college through a database that categorizes budget requests and links them to both the NCTC strategic plan and the MnSCU strategic directions
 - Each major unit of the college develops an annual work plan from which institutional outcomes are assessed
 - The Right-sizing and Master Facilities Plan processes involved all aspects of the college and stimulated deep discussions about instructional program facility and equipment needs and the programmatic mix at each campus
 - Institutional Strategic Planning was initiated in FY 2008 and will be completed in Spring, 2009. An appreciative inquiry process has been employed to garner the input of faculty, staff, students, and community advisory groups
 - The planning processes has become the focal point for work team development, leadership training, and performance management
 - Three key goals are emerging from the strategic planning process and will be linked to MnSCU strategic directions:
 - student success
 - high quality programs and services
 - increased enrollment
-

FUTURES PLANNING – 2015:

Several challenges face NCTC in the next decade. The demographics of Northwest Minnesota and fiscal constraints will necessitate some of the following:

- Reduce size of physical plant, particularly in Thief River Falls
- Increase partnerships with P-12 to increase access and opportunity throughout Northwest Minnesota. This might include reducing the emphasis on main campuses and developing community learning centers in collaboration with local schools
- Recruit students from outside the traditional service area for specialized programs such as Aviation Maintenance Technology. Rural institutions, like NCTC, have capacity that may be lacking in the Metro area colleges; many students are beginning to come from the Metro area to allied health programs where they can enroll without waiting
- Establish new benchmarks of achievement (certificates) for transfer programs and technical programs that will ladder to higher levels of achievement
- Develop greater flexibility in scheduling to meet the needs of learners
- Create greater linkage between customized training and traditional technical programs
- Develop services to assist students for whom English is not a first language
- Enhance recruitment and marketing efforts and concentrate on improving retention of students

RESOURCE DEPLOYMENT:

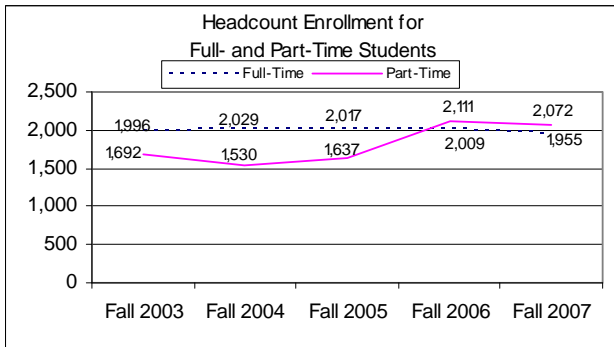
- NCTC was one of 18 MnSCU institutions where new allocations did not match inflation for FY 2009. Because enrollment growth is a significant driver of the allocation framework, the college anticipates that its portion of the state allocation will decrease over time
- Most of NCTC revenue comes from state appropriation (47%) In 1998, that percentage was more than 70%
- The decline in state appropriation led to increases in tuition and fees as much as 15% during three years in the early 2000's. Unfortunately, NCTC's tuition is now among the highest of the state's community and technical colleges at \$147.40 per credit hour
- During the past two years, the college has made a concerted effort to improve its standing in the instructional cost study, which relates spending on programs of study to all other similar programs throughout MnSCU. During this period, NCTC has improved from (-\$634,516) in FY 2005 to (-\$372,552) in FY 2007
- Academic administrators prepare a detailed matrix of all courses that will be offered and credits that will be assigned; this allows for precise budgeting for instruction
- A major challenge for the college is the very high ratio of gross square feet to student FYE at the Thief River Falls campus. Over the years, a tremendous amount of space was acquired and now requires maintenance and utilities. In addition to the main campus building (202,510 sq ft), these facilities include:
 - 15,179 sq ft - Swenson House – donated to NCTC in 2002
 - 10,544 sq ft - Multi-Events Center - owned by NCTC, as part of a joint powers agreement with the Thief River Falls school district, the City of Thief River Falls, and Pennington County.
 - 89,252 sq ft - Aviation program site which includes the Swenson Hangar, a large classroom building, and several older hangars and shops
- The college engaged in a right-sizing initiative supported by MnSCU in FY2008. Several recommendations from that process will be implemented over the next several years, including consolidation of lab spaces and demolition of obsolete spaces at the aviation site

Northland Community and Technical College Data Profile

Enrollment

FYE (Full Year Equivalent)

2008	2,814
2007	2,850
2006	2,744
2005	2,785
2004	2,738

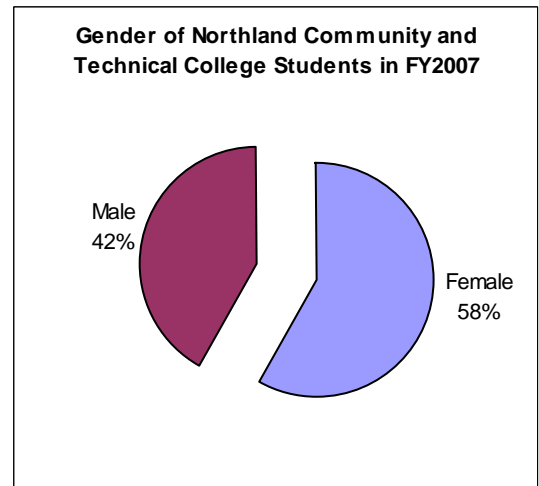


Source: Office of the Chancellor Research and Planning

Race/Ethnicity for Northland Community and Technical College Students in FY2007

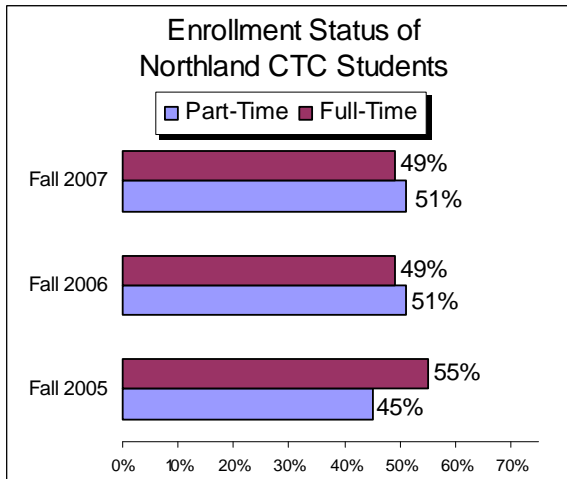
	Number	Percent
African American	174	3%
American Indian	220	4%
Asian	60	1%
Caucasian	5,063	90%
Hispanic	112	2%
Nonresident Alien	10	<1%
Total	5,639	100%

Percent Unknown: 0.3%



Source: Office of the Chancellor Research and Planning

Student Characteristics

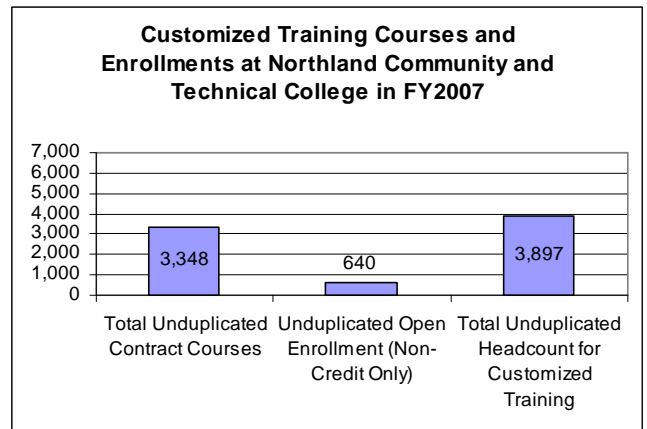


Age Groups of Northland Community and Technical College Students in FY2007

Age	Number	Percent
<20	1,443	27%
20-24	1,690	31%
25-34	1,049	20%
35-44	562	10%
45>	619	12%

Percent Unknown: 5.2%

Customized Training



Source: Office of the Chancellor Research and Planning

Academic Offerings

Majors of Graduates by Program Area in FY2007

Top Categories	Majors	% of All Majors
Agriculture, Conservation, Park & Rec	143	14%
Business and Marketing	110	11%
Child Development and Personal Services	6	<1%
Communication and Comm. Technology	10	<1%
Computer Science and Engineering	37	4%
Education	7	<1
Health Professions	452	44%
Liberal Arts and Sciences	73	7%
Protective Services, Public Admin. & Law	55	5%
Trades, Mechanics & Transportation	126	12%
Total Majors	1,019	100%

Instructional Programs by Program Area in FY2007

Instructional Program Area	# of Programs
Agriculture, Conservation, Park & Rec.	10
Business and Marketing	18
Child Development and Personal Services	3
Communication and Comm. Technology	2
Computer Science and Engineering	14
Education	2
Health Professions	30
Liberal Arts and Sciences	3
Protective Services, Public Admin. & Law	6
Trades, Mechanics & Transportation	16
Total Program Awards	104

Source: Office of the Chancellor Research and Planning

Facilities

Deferred Maintenance for Northland CTC in 2008

	Deferred Maintenance (DM)	Sq. Feet	DM/SF
East Grand Forks	\$9,915,000	162,832	\$61
Thief River Falls	\$4,473,000	338,906	\$13
System	\$684,791,000	21,095,406	\$32

Space Utilization for Northland CTC

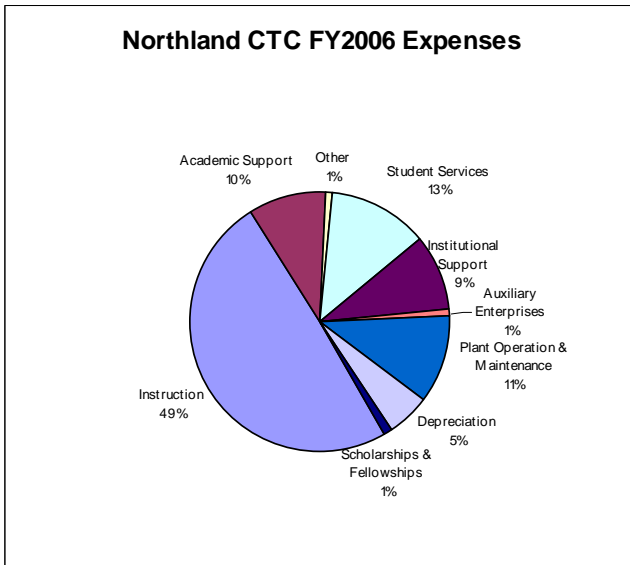
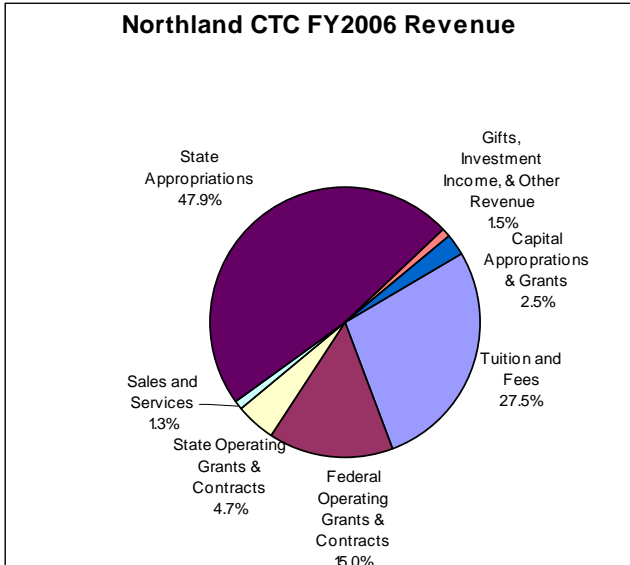
Campus	Percent Room Usage
East Grand Forks	84%
Thief River Falls	62%

System Expenditures for Repair and Replacement

FY2006		
	Expense	\$/GSF
Northland CTC	\$227,619	\$0.47
System	\$19,313,566	\$0.92
FY2007		
	Expense	\$/GSF
Northland CTC	\$430,468	\$0.88
System	\$22,416,948	\$1.06
FY2008		
	Expense	\$/GSF
Northland CTC	\$602,474	\$1.20
System	27,083,273	\$1.28

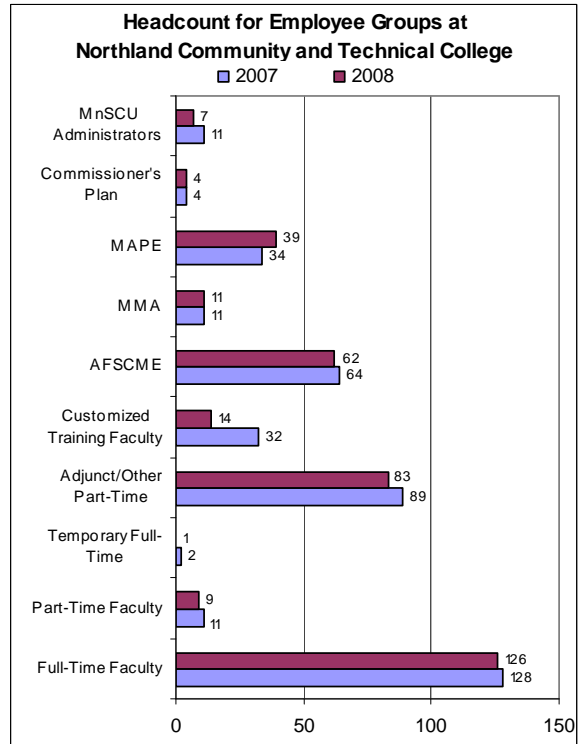
Source: Office of the Chancellor, Facilities Unit

Finance



Source: IPEDS Finance Survey, NCES

Human Resources



Source: MnSCU HR Oracle Database