Committee Chair McElroy calls the meeting to order.

(1) Minutes of July 16, 2008 (pp. 1-6)
(2) Academic and Student Affairs Update (p.7)
(3) Proposed Policy 3.35 Credit for Prior Learning, Proposed Repeal of Carry Forward Community College Policy III.02.01 Awarding Credits (Second Reading) (pp. 8-12)
(4) Proposed Amendment to Policy 2.2 State Residency Requirements (Second Reading) (pp.13-17)
(5) Southwest Minnesota State University Mission Approval (pp. 18-24)
(6) Anoka Technical College Mission Approval (pp.25-30)
(7) Central Lakes College Mission Approval (pp.31-37)
(8) FY 2009 System Action Plan – Green Facilities and Energy Conservation (pp. 38-42)
(9) Centers of Excellence (pp. 43-51)
(10) Campus Profile: Central Lakes College (pp. 52-60)

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

Bolded items indicate action required.
Academic and Student Affairs Committee Members Present: Dan McElroy, Chair; Trustees Christine Rice, Duane Benson, Cheryl Dickson and James Van Houten.

Other Board Members Present: Trustees Tom Renier, Ruth Grendahl, David Olson, Scott Thiss, Jacob Englund, Allyson Lueneburg and Louise Sundin.

Leadership Council Committee Co-Chairs Present: Associate Vice Chancellor Leslie Mercer and President David Danahar.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held its meeting on July 15, 2008, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 1:02 pm.

1. Approval of the Academic and Student Affairs Committee Meeting Minutes
   - The May 20, 2008 Academic and Student Affairs Committee minutes were approved as written.
   - Trustee Van Houten asked that the minutes from the May 21, 2008 Academic and Student Affairs Committee item on the approval of the Pine Technical College mission be supplemented. He said the minutes indicated that he voted against the mission because of his concern that the wording would allow the possibility of mission creep. Prior to the vote, Gail Olson, the System’s legal counsel, said the mission wording is legal, but added that she also is concerned with the possibility of mission creep. Trustee Van Houten asked that Ms. Olson’s comments be included in the minutes. 

   Trustee Van Houten moved that the minutes be approved as corrected. Trustee Benson seconded the motion and it was carried.

2. Academic and Student Affairs Update – Associate Vice Chancellor Leslie Mercer
   - The System has been working closely in partnership with the Minnesota Army National Guard and the Minnesota Departments of Veterans Affairs, and Employment and Economic Development, the Office of Higher Education, the University of Minnesota and others for the past three years in a statewide, coordinated effort known as “Beyond the Yellow Ribbon.”

   This effort has focused sharply on the reintegration of military members, veterans and their families back into the Minnesota
communities they left prior to their deployment to Afghanistan, Bosnia, Iraq or elsewhere.

The System has received a congressional award totaling $1,099,451 to support a focused work plan in support of a smooth integration, including access to education programs as they return home.

- Adjutant General of the Minnesota National Guard Larry Shellito has assigned 1st Lieutenant Daniel Price to be a Military Liaison Officer in the Office of the Chancellor. His duties will include coordination and implementation of reintegration activities. Lt. Price was in Iraq for 22 months, serving as a mechanized infantry executive officer and infantry platoon leader.

- A brief update was given on the four action plan priorities selected by the Board at its October 2007 retreat. They are: 1) reaching the under-represented; 2) conducting a tuition study; 3) increasing the number of students taking courses in Science, Technology, Engineering, and Mathematics (STEM) courses; and 4) succession planning.

1) **Reaching the under-represented**: This is an initiative to promote the recruitment and retention of students from low-income families, students of color, first-generation college-goers and students from immigrant families.

Work on updating “Make College Part of Your Future” brochure is underway. It will be translated into 8 languages: Hmong, Dakota, Ojibwe, French, Russian, Somali, Spanish and Vietnamese.

Trustee Van Houten asked about the policy pertaining to the languages used in brochures. He said it has been his experience that the primary language for American Indians is English.

Linda Kohl, Associate Vice Chancellor for Public Affairs, said the System’s Public Information Division and the Diversity and Multiculturalism Division work together on the brochure. The languages for the brochure were chosen after consulting with advisory groups and reviewing state demographics.

It was determined that it would be appropriate to include American Indian languages, since they are not only are read by students, but also by parents and other relatives. Associate Vice Chancellor Kohl added translating the
brochure into other languages is a way to show that the System is welcoming other cultures.

Trustee Benson said it may be necessary to broaden these efforts in the future. He pointed out that local research shows Burmese to be one of the fastest-growing populations in St. Paul and they have no written language. Other populations are not proficient in their own language, he added.

In a related matter, Trustee Benson said the Board’s Diversity and Multiculturalism Committee has a confusing name and could be simplified by making it the Committee for the Underserved. Chair McElroy said it would be appropriate for the full Board to consider this suggestion.

2) **Tuition Study:** A tuition study is underway. The final report is scheduled to be completed and presented to the Board in September and after discussion with the Board will become a part of the 2010-2011 biennial budget planning.

3) **STEM:** There are several efforts underway to increase STEM course taking. Trustees were given an extensive report on these initiatives at their last meeting.

4) **Succession Planning:** The succession planning for the position of Chancellor is substantially complete.

4. **Metropolitan Area Planning**

In previous months, the Board has discussed the system’s challenges in serving the growing population in the Twin Cities metropolitan area. A presentation in September, 2007 reviewed demographic trends and proposed two conclusions:

- Because future population growth is uncertain and will occur over many years, the system can adapt gradually by expanding existing campuses, leasing additional facilities and using online instruction to replace some classroom needs.
- The system’s current programs in the Twin Cities are concentrated in lower division associate degrees, diplomas and certificates offered through 10 two-year community and technical colleges. As the population attains higher levels of college participation and as more jobs require advanced skills, Twin Cities residents will need more access to baccalaureate and graduate education.

Subsequent Board discussions have focused on the merits of adopting a planned strategy or framework to guide expansion in the Twin Cities, especially baccalaureate and graduate programs.

Assistant Vice Chancellor Mercer offered a review of the Metropolitan Area plan now under development. She asked Trustees to offer feedback and guidance on the plan in the areas of framework, principles, program development and facilities.
Does the planning document have the characteristics of an ideal framework to promote and guide expansion in the Twin Cities area?

A framework for developing additional opportunities in the Twin Cities could incorporate various attributes, such as:

- Flexibility – the ability to adapt to changing program needs and demands over time;
- Geographic coverage – the ability to serve populations across the metropolitan area;
- Cost-effectiveness – containment of operation costs and capital outlays;
- Competitiveness – institutions being attractive to students from different learner segments based on quality and convenience;
- System Advantage – deploying the resources and power of a System of institutions to benefit students and employers;
- Right-sizing – the capacity to handle development demand, limited risk of excess capacity.

Trustee Benson said System implications should be added to the list. For example, if the System’s programming or facilities are bolstered in one area, how does it affect the rest of the System?

Trustee Van Houten said the metropolitan area is in a unique situation since it has a cluster of two-year institutions. One strategy could involve making Metropolitan State University exclusively an upper-division school, with the first two years of coursework in the degree being offered by the two-year institutions. This would be a great opportunity for the System to integrate the two-year and four-year college experience, he said.

Chair McElroy said he would like the framework to include language pertaining to the containment of operating costs, system overheads and capital outlay. He said the Board needs to be strategic about dealing with capacity in the metropolitan area.

**Based on the System’s mission and current capacity, do the principles present a reasonable foundation for future development of baccalaureate and graduate education in the Twin Cities?**

- Metropolitan State University would remain the primary state University in the Twin Cities and should continue aggressive development of new baccalaureate and graduate programs delivered on its own campuses and in partnership with the Metro Alliance;
- There will be a role for non-metropolitan state universities to meeting needs that cannot be addressed by Metropolitan State University;
- Assigning exclusive responsible for geographic areas would not be promoted since it would not allow sufficient flexibility to take advantage of the different program capacities and strengths of each university to create metro-wide programs.
Trustee Englund said bolstering Metropolitan State University through the development of new graduate and baccalaureate programs would make it a more attractive option to students throughout the state, as well as the nation. A strengthened university would also be a benefit to both Minneapolis and St. Paul, he added.

**Which strategies for expansion of baccalaureate and graduate programs and courses in the Twin Cities appear to have the best potential?**

- Baccalaureate and graduate programs offered by non-metropolitan state universities in the Twin Cities should build upon the lower-division capacity of the Metro Alliance institutions.
- Upper-division programs should welcome students who have many types of prior lower-division course credits.
- Upper division and graduate programs should be delivered and marketed to Twin Cities residents who cannot move to attend the non-metropolitan universities and do have access to local programs at the University of Minnesota or private institutions. To the extent possible, Twin Cities’ program development should expand opportunities and not compete with on-campus enrollments in the non-metropolitan universities.

Trustee Van Houten asked what the Trustees’ expectations are regarding who should benefit most from the additional baccalaureate and graduate degree offerings. Should the System focus efforts on serving students now being underserved, rather than focusing on luring students from the institutions they currently attend?

Chair McElroy said he foresees underserved students benefiting from the increase in baccalaureate or graduate degrees in the metropolitan area. But he added there will be a need for more advanced degrees since there will be more people living in the metropolitan area, as well as more adults in mid-career who need or want those degrees.

Trustee Dickson said since current upper-division programs offered by public institutions in the metro area are now limited, students would benefit if the System were able to offer more advanced degrees.

Metropolitan State University President Sue Hammersmith said some programs, such as nursing, are filled to capacity at her institution. The unmet needs result from the university’s inability to expand faculty to offer programs in the full range of times and locations that students need. For example, they have not been able to expand the staffing enough to accommodate students who have finished coursework at Minneapolis Community and Technical College and are looking to continue attending higher-education classes during the day.

During their discussion, Trustees indicated they would like to see the planning document incorporate at least portions of the various proposed program strategies outlined:

- Accelerating development of Metropolitan State University;
• Using an entity to serve as a strategic broker/coordinator in terms of the programming offered in the metropolitan area. Examples of this broker could be the Office of the Chancellor, Metropolitan State or a committee with a broad representation;
• Promoting designated or niche specialties, taking advantage of strengths at different state universities;
• Building on voluntary partnership connections and successes;
• Systematic pairing of colleges and universities;
• Drawing on capacity at multiple universities to promote metro-wide programs.

Trustees were not supportive of strategies to only continue current practice or to create a new university in the Twin Cities area at this time.

Which strategies for use and development of facilities merit further analysis?
• It would be desirable to limit the number of locations for several reasons: To maximize public visibility and identify, to provide consistency for students and faculty, to be able to offer on-site auxiliary services and to incur fewer transaction costs for acquiring and modifying facilities.
• When capacity exists or can be built, existing system campuses should be a first choice for locating additional upper-division and graduate programs. Existing facilities on college campuses could be used, or perhaps the construction of upper division/graduate centers.
• Leasing in an attractive option for testing the market in new locations and for meeting temporary needs.

Trustees agreed that the use of alternative sites, such as public schools, city buildings, union halls, hospitals or corporate offices would be a cost-effective way to increase classroom space.

Trustee Englund said he strongly supports increasing the availability of online and blended courses. Blended courses include some classroom time in addition to the online instruction. This is a flexible, cost-effective way to promote programming without the need for more buildings.

The Senior Vice Chancellor for Academic and Student affairs will be meeting with the presidents of the seven state universities to discuss what roles the universities could be prepared to play in the Twin Cities in the short-term and what strategies and policies could guide further development.

The meeting adjourned at 2:05 pm
Respectfully submitted,
Margie Takash, Recorder
Committee: Academic and Student Affairs    Date of Meeting: September 16, 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 July 2008 meeting.

Presenter:
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Committee: Academic and Student Affairs  
Date of Meeting: September 16, 2008

Agenda Item: Proposed Policy 3.35 Credit for Prior Learning, Proposed Repeal of Carry Forward Community College Policy 111.02.01 Awarding Credits (Second Reading)

☑ Proposed Policy Action  
☐ Approvals Required by Policy  
☐ Other Approvals  
☐ Monitoring

☐ Information

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

Policy 3.35 Credit for Prior Learning directs system colleges and universities to:

1) provide opportunities to students to demonstrate college-level learning through a variety of methods;
2) develop or update institutional policy in accordance with system policy;
3) comply with Statute 197.775, Higher Education Fairness as it applies to Minnesota State Colleges & Universities; and
4) disseminate information about prior learning assessment opportunities to students.

Background Information:

See the following page for the background information on the development of this policy.

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

This is the second reading of a new policy: Policy 3.35 Credit for Prior Learning.
PROPOSED POLICY 3.35 CREDIT FOR PRIOR LEARNING TO INCLUDE REPEAL OF CARRY FORWARD CC POLICY III.02.01 AWARDING CREDITS

BACKGROUND

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 of the classroom.

This policy will require system colleges and universities to provide students with opportunities to demonstrate college and university-level learning gained in non-credit or experiential settings and to establish consistent practices among all system colleges and universities for evaluating and granting undergraduate credit for such learning.

Development of a Board Policy and System Procedure is a means of providing structure, guidance and consistent application across the system in awarding credit for college-level learning obtained outside of the normal academic delivery system. The policy and procedure are consistent with national standards and also comply with Subd. 2 of Minnesota Statute 197.775 Higher Education Fairness as it applies to a veteran’s military training or service.

While Proposed Policy 3.35 provides an overarching framework for prior learning assessment, Board policies also are in place for three nationally recognized examination programs that grant credit for prior learning: Advanced Placement, International Baccalaureate, and the College Level Examination Program.

A survey on institutional policy and practices in the areas of credit for prior learning was completed in 2006, revealing a wide range of variation of practices among system colleges and universities. While some institutions have well-developed policies, practices, and programs, some have either no policy or a very general policy that could result in inconsistent treatment of students.

Board of Trustees final approval of Policy 3.35 Credit for Prior Learning is scheduled for September, 2008. Additionally, Chancellor McCormick will approve Procedure 3.35.1 upon satisfactory completion of the consultation process. A list of formal consultations is found at the end of the policy document. Full implementation of both the policy and procedure is set for March 1, 2009.
The following chart provides an overview of the major elements addressed in the policy or the procedure.

<table>
<thead>
<tr>
<th>Description of element addressed</th>
<th>Where addressed</th>
<th>Part or Subpart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide for consistent, fair, and equitable treatment of students in evaluating credit for prior learning.</td>
<td>Policy</td>
<td>Part 1</td>
</tr>
<tr>
<td>Each system college and university must develop and implement a credit for prior learning policy.</td>
<td>Policy</td>
<td>Part 2</td>
</tr>
<tr>
<td>Each system college and university must comply with legislation pertaining to granting credit for military training or experience.</td>
<td>Policy</td>
<td>Part 3</td>
</tr>
<tr>
<td>Each system college and university must provide information to students about the opportunity to earn credit through prior learning assessment.</td>
<td>Policy</td>
<td>Part 4, Part 3, Subpart E</td>
</tr>
<tr>
<td>Board policies and procedures are in place for three nationally recognized examination programs that grant credit for prior learning (AP, IB, and CLEP).</td>
<td>Procedure</td>
<td>Part 1</td>
</tr>
<tr>
<td>Components are defined for system colleges and universities to include in local college or university policy.</td>
<td>Procedure</td>
<td>Part 3, Subpart A</td>
</tr>
<tr>
<td>Related policies affecting the implementation of Policy 3.35 are referenced.</td>
<td>Procedure</td>
<td>Part 3, Subpart B</td>
</tr>
<tr>
<td>Assessment of military training or experience, as required by MN statute, is defined.</td>
<td>Procedure</td>
<td>Part 3, Subpart C</td>
</tr>
<tr>
<td>Student responsibility and college or university responsibility for assessment of prior learning are defined.</td>
<td>Procedure</td>
<td>Part 3, Subparts D and E</td>
</tr>
<tr>
<td>Standards and definitions for use in assessment for prior learning are provided.</td>
<td>Procedure</td>
<td>Part 2, Subparts A-H</td>
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</table>

CONSULTATION

Consultation for the proposed policies and procedures has occurred as follows:

- A Credit for Prior Learning Task Force met four times during 2007 and provided guidance on the policy and procedure language.
- Reviewed in break-out sessions at the Chief Academic Officers meeting – 10/26/06; 5/23/07
- Reviewed at Academic & Student Affairs Policy Council – 4/5/07; 10/4/07; 11/27/07; 2/19/08
- Reviewed at Academic and Student Affairs Leadership Council – 10/2/07; 4/1/08; 5/6/08; 9/9/08
- Mailed out for review and comment –November, 2007; April, 2008
- Reviewed at the IFO Meet and Confer –11/30/07; 2/22/08; 4/11/08
- Reviewed at MSUAASF Meet and Confer – 11/16/07; 4/25/08
- Reviewed at MSCF Meet and Confer – 12/6/07

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed Policy 3.35 Credit for Prior Learning and the repeal of Carry Forward CC Policy III.02.01 Awarding Credits.
Chapter 3. EDUCATIONAL POLICIES

Section 35. CREDIT FOR PRIOR LEARNING

3.35 Credit for Prior Learning

**Part 1. Purpose.** The purpose of this policy is to require system colleges and universities to provide students with opportunities to demonstrate college and university-level learning gained in non-credit or experiential settings and to establish consistent practices among all system colleges and universities for evaluating and granting undergraduate credit for such learning.

**Part 2. Institutional Policy and procedure.** Each system college and university shall provide students with a means for evaluation of prior learning and shall develop policies and procedures consistent with Procedure 3.35.1 Credit for Prior Learning.

**Part 3. Compliance with Legislation.** Each system college and university shall grant credit for prior learning for a veteran’s military training or service in compliance with Subd.2 of Minnesota Statute 197.775 Higher Education Fairness.

**Part 4. Information Dissemination.** Each system college and university shall provide accessible and timely information to prospective and admitted students regarding opportunities for credit for prior learning.

*Date of Implementation: 3/1/09*

*Date of Adoption: 9/17/08*
III.02.01 Awarding Credits

Courses for college credit shall be designed and conducted with the expectation that the typical student will need to spend time in scheduled class or laboratory-type instruction, in combination with out-of-class assignments, so that the total approximates three hours per week per quarter for each quarter-credit.

The minimum scheduled time shall be one hour, per credit, per week, which would provide for two hours out-of-class expected for each class-hour, for the typical student. When the maximum of three hours of laboratory, clinic, shop, etc. is scheduled, there may be no expectation of out-of-class study.

In courses which meet for less than or more than a full quarter, the three hour standard shall also be used in determining the number of credits to be awarded.

Credit by examination may be given for selected courses which are regularly taught for credit and described in the college catalog, provided that the instructor who administers the examination has determined that the student meets the standards which would have been expected if the student had done the work described above. Such credit shall not count toward the enrollment of the college.

Credit may be awarded for learning experiences in non-instructional settings which have been evaluated by qualified faculty members as the equivalent of what would have been achieved through college coursework at the freshman and sophomore levels. ("Competency-based education"—"CBE") To operate in this manner, a college shall design a program which involves such coursework and which will result in such credit, and shall request Board approval of this program. There shall be two types of CBE credit: (1) Where learning (competencies) can be documented by examination alone, they shall be grouped with "credit by examination" as noted in the previous paragraph; (2) Where learning need translation to academic terms through development of "narratives," requiring advising by a faculty member with special "CBE" qualifications, as well as requiring an examination by a faculty member who is qualified in the academic field, credits may then count toward the enrollment of the college.
Committee: Academic and Student Affairs  Date of Meeting: September 16, 2008

Agenda Item: Proposed Amendment to Policy 2.2 State Residency Requirements (Second Reading)

☑ Proposed Policy Action  ☐ Approvals Required by Policy  ☐ Other Approvals  ☐ Monitoring

☐ Information

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

The current policy relies on a statute that has been repealed. The proposed amendment 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.

Background Information:

See the following page for the background information on the development of this policy.

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

This proposed amendment requires Board approval.
INTRODUCTION

The Office of the Chancellor is submitting an amendment to Policy 2.2 State Residency Requirements.

BACKGROUND

The current Board policy was approved by the Board in 1995 and has been amended only once, in 1999, to reflect a statutory change. The policy establishes the basic requirements for determination of state residency by referring to Minnesota Statutes 135A.031, Subd. 2. However, this provision of state statutes was repealed by the legislature in 2007. While it would be possible to continue referring to this statute by accessing archives on the Revisor of Statutes website, it was decided to revise the policy so that determination of residency status can be made without reference to external documents.

Historically, state residency status has determined the tuition rate that is paid by students, with non-residents paying a higher rate than Minnesota residents. Recently, many Minnesota State Colleges and Universities have adopted a policy of charging only one tuition rate, making no differentiation between residents and non-residents. Even at these colleges and universities, however, determining the state of residence of individual students is still necessary due to various federal and state reporting requirements and for institutional research purposes.

The revised policy includes language relating to the initial determination of residency at the time a student applies for admission to a college or university, and language stating that a student’s state of residency may be changed under certain conditions. The policy also includes language relating to tuition rates charged to Minnesota state residents and non-residents, and conditions under which non-residents of Minnesota may qualify for resident tuition rates. A related System Procedure, 2.2.1, describes the process to be used in determining whether a student qualifies for a change in residency status.

CONSULTATION

Consultation has occurred as follows:

- Reviewed at Academic and Student Affairs Policy Council in February 2008.
- Planned for review and comment from faculty, students, administrators, staff, statewide student associations, statewide faculty associations and other groups through system-wide constituent mailing during April and May, 2008.
- Reviewed at MSCF Meet and Confer - 3/6/08.
- Reviewed with Leadership Council - 5/6/08; 9/9/08.
- Reviewed at IFO Meet and Confer - 4/11/08.
- Reviewed at MSUAASF Meet and Confer - 4/25/08.

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed Amendment to Policy 2.2 State Residency Requirements.
2.2 State Residency Requirements

Part 1. Purpose. Determination of the state of residency of students is necessary for a variety of federal and state reporting requirements, for institutional research purposes, and in some cases, determination of the tuition to be charged to individual students. This policy provides standards for the initial classification of students as state residents or non-residents, determination of appropriate tuition charges, and the procedures to be followed in order to change the state residency status of students.

Definition of Domicile. A person’s true, fixed and permanent living place. Domicile is the place to which a person intends to return after temporary absences. A person may have only one domicile at a time.

Part 2. Classification as State Residents. Students who meet one or more of the following conditions on the date they apply for admission to a state college or university shall be classified as residents of Minnesota.

A. Students who resided in the state for at least one calendar year immediately prior to applying for admission, or dependent students who have a parent or legal guardian residing in Minnesota on the date the students apply.

B. Minnesota residents who can demonstrate that they were temporarily absent from the state without establishing residency elsewhere.

C. Persons who moved to the state for employment purposes and, before moving and before applying for admission to a public postsecondary institution, accepted a full-time job in the state, or students who are spouses or dependents of such persons.

Part 2. Determination of In-State Tuition.

Subpart A. Statute. Students shall be eligible to pay in-state tuition if they meet the criteria of Minnesota State Statute 135A.031, subd. 2.

Subpart B. Demonstrating domicile. Students may establish eligibility for instate tuition by demonstrating domicile in Minnesota before the beginning of any semester or quarter. Students have the burden of proving domicile for purposes of instate tuition.

1. Students who seek to qualify for instate tuition must first meet the following threshold requirements:
   a. Students must have resided in Minnesota for at least one calendar year immediately prior to applying for instate tuition.
   b. Residence in Minnesota must not be merely for the purpose of attending a college or university.

2. Each of the following additional facts and circumstances will be considered when responding to a petition for instate tuition. No one of these factors is either necessary or sufficient to support a claim for instate tuition.
   a. Continuous presence in Minnesota during period when not enrolled as a student.
b. Sources for financial support are generated within Minnesota.
e. Domicile in Minnesota of family, guardian, or other relatives or persons legally responsible for student.
d. Ownership of a home in Minnesota.
e. Permanent residence in Minnesota.

3. The following circumstances, standing alone, shall not constitute sufficient evidence of domicile to affect eligibility for instate tuition under these regulations but may be considered as part of the demonstration of the facts and circumstances listed above.

a. Voting or registration for voting.
b. The lease of living quarters.
c. A statement of intention to acquire a domicile in Minnesota.
d. Domicile of student's spouse in Minnesota.
e. Automobile registration.
f. Other public records, e.g., birth and marriage records.

Subpart C. Exceptions. Individuals in the following categories shall qualify for instate tuition rates:

1. Graduate students appointed to graduate assistant positions.
2. Students who qualify under a Board-approved agreement between a governmental subdivision and a college or university.
3. Colleges and universities may adopt a policy to exempt high ability students who are in the top 15 percent of their high school class or who score above the 85th percentile on a nationally-normed, standardized achievement test and who reside in states that do not have reciprocity agreements with Minnesota.
4. Students who qualify under a college or university affirmative action program consistent with law and approved by the Chancellor or designee.
5. Nonimmigrant Japanese students who have completed a program of study of at least one academic year at Akita campus and have been recommended by the provost for transfer to a Minnesota state college or university and who retain their legal visa status.
6. Students who are recognized as refugees by the Office of Refugee Resettlement of the U.S. Department of Health and Human Services.
7. Colleges and universities may adopt a policy to exempt nonimmigrant international students classified under 8., U.S.C. 1101 (a) (15) (B), (C), (D), (F), (H), (J), and (M).
8. U.S. military personnel serving on active duty assignment in Minnesota, and their spouses and dependent children.

Part 3. Tuition. Students who are classified as Minnesota state residents shall be charged the resident tuition rate. Students who are residents of states with which the state of Minnesota has a reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions provided in Part 4. below.

Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.

Subpart A. Required Exceptions. Non-residents of Minnesota who meet one or more of the following conditions shall be charged the resident tuition rate.

1. Active Duty Military. U.S. military personnel serving on active duty assignment in Minnesota, veterans, and their spouses and dependent children.
2. Migrant Farmworkers. Students who have been in Minnesota as migrant farmworkers, as defined in the Code of Federal Regulations, title 20, section 633.104, over a period of at least two years immediately before admission or readmission to a Minnesota public postsecondary institution, or students who are dependents of such migrant farmworkers.
3. Minnesota High School Graduates. A student who graduated from a Minnesota high school, if the student was a resident of Minnesota during the student's period of attendance at
the Minnesota high school and the student physically attends a Minnesota State College or University.

4. **Employment-related Relocation.** Persons who were employed and were relocated to the state by the person's current employer.

5. **Refugees and Asylees.** Students who are recognized as refugees or asylees by the Office of Refugee Resettlement of the United States Department of Health and Human Services.

**Subpart B. Discretionary Exceptions.** Non-residents of Minnesota may be charged the resident tuition rate under one or more of the following exceptions.

1. **Single Tuition Rate.** With Board of Trustees approval, a college or university may adopt a policy to charge one tuition rate to all students.

2. **International Students.** Colleges and universities may charge resident tuition to nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F), (H), (J), and (M).

3. **Graduate Assistants.** Universities may charge resident tuition to graduate students appointed to graduate assistant positions.

4. **Intergovernmental Agreements.** A college or university may have an agreement with a governmental subdivision of another state to charge certain students resident tuition approved by the Board of Trustees.

5. **High Ability Students.** Colleges and universities may adopt a policy to charge resident tuition to high ability students who are in the top 15 percent of their high school class or who score above the 85th percentile on a nationally-normed, standardized achievement test and who reside in states that do not have reciprocity agreements with Minnesota.

6. **Other Categories.** With Board of Trustees approval, colleges and universities may charge resident tuition to other specific categories of students.

**Part 5. Appeal of Initial Residency Classification.** Each college and university policy and procedure shall provide for an appeal to an appropriate college or university administrator of a decision not to classify a student as a Minnesota resident as described in this policy. The administrator’s decision shall be final. A student whose appeal is successful shall be charged the resident tuition rate retroactive to the beginning of the first term of enrollment.

**Part 6. Change of Residency Status.** Under certain conditions, students who are initially classified as not being Minnesota state residents may have their status changed to that of resident. The Chancellor shall develop a system procedure that describes the conditions under which residency status may be changed.

Date of Implementation: 8/15/97;  
Date of Adoption: 7/18/95;  
Date of Subject of Revisions:  
9/17/08, Policy completely revised. New sections developed for classification of residents and non-residents, appropriate tuition rates, exceptions and appeals. Process used to determine residency moved to a new system procedure.

7/21/99, Subpart C, added number 8, regarding military personnel serving on active duty assignment in Minnesota.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs
Date of Meeting: September 16, 2008

Agenda Item: Southwest Minnesota State University Mission Approval

Proposed Approvals x Other Approvals Monitoring

Policy Change Policy 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):
David Danahar, President, Southwest Minnesota State University
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:
The proposed vision, mission and purposes of Southwest Minnesota State University 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 new mission for Southwest Minnesota State University has been reviewed and found to meet all Board requirements for institutional missions.
EXECUTIVE SUMMARY

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

Southwest Minnesota State University’s vision, mission, purposes and array of awards are:

**Vision:** Southwest Minnesota State University is a university of choice.

**Mission:** 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.

**Purposes:** Southwest Minnesota State University’s purposes are:
1. To be the higher education institution of first choice in southwest Minnesota.
2. To create comprehensive learning experiences for students.
3. To develop students’ talents to prepare them to be successful in life.
4. To establish a distinguished record as a student-centered higher education institution.
5. To contribute significantly to the quality of life in southwestern Minnesota.
6. To decrease the University’s environmental footprint by reducing energy use and the waste stream, and by seeking renewable energy sources.
7. To optimize the University’s human, fiscal, and physical resources.

**Array of Awards:** Southwest Minnesota State University offers the Associate in Science, the Bachelor of Science, the Bachelor of Applied Science, the Bachelor of Arts, the Master of Business Administration, and the Master of Science.

An institution’s mission, vision and purposes shall support achievement of the system mission and vision: Southwest Minnesota State University’s proposed 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.” The proposed Southwest Minnesota State University mission supports System mission by envisioning:

- Innovative and efficient education programs that meet students’ personal and career goals as well as the economic needs of the state and region.
- Access and opportunity for a wide range of students who will enroll at SMSU.
- High quality programs and services leading to academic and professional development experiences for students.
- Preparing students to be engaged citizens in local communities, the state, and the region, as well as in the wider world.

The mission supports the following system strategic directions:

- **Strategic Direction One – Increase Access and Opportunity** by providing access and opportunity for a wide range of students who will enroll at SMSU.
- **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by offering high quality programs and services leading to academic and professional development experiences for students.
- **Strategic Direction Three – Strengthen Community Development and Economic Vitality** by preparing students to be engaged citizens in local communities, the state, and the region, as well as in the wider world.
- **Strategic Direction Four – Innovate to meet current and future needs** through innovative and efficient education programs that meet students’ personal and career goals as well as the economic needs of the state and region.

1. **An institution’s mission, vision, and purposes shall provide a foundation for evaluation, accountability, and regional accreditation:** Southwest Minnesota State University’s proposed vision, mission, and purposes provide a basis for evaluation, accountability, and regional accreditation.

2. **Compliance:** Southwest Minnesota State University’s vision, proposed mission, and purposes are consistent with statute, policy, and regional accreditation requirements.

**BACKGROUND**

Southwest Minnesota State College was created by the Minnesota legislature in 1963. After the Minnesota State College Board recommended a curriculum for the college, the board named a director of planning who, in 1965, became the first president. The college’s first mission statement was approved by the board in March 1966, and the first North Central Association accreditation visit occurred in 1969. In April 1970, the college was granted candidacy for accreditation and received accreditation in March 1972.
The institution’s name has changed three times. Although the word Minnesota was included in the college’s name to begin with, the name was later changed to Southwest State College. When the State College Board became the State University Board in 1975, the title became Southwest State University, and then in July 2003 the university changed its name to Southwest Minnesota State University, with the approval of the system Board of Trustees.

Southwest Minnesota State University’s most recent evaluation visit by the Higher Learning Commission was in February 2004. The next visit is scheduled for 2013-14.

**Mission, Vision and Purposes Application Analysis**

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

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.

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

**Review of Southwest Minnesota State University’s Mission, Vision and Purposes**

Southwest Minnesota State University’s proposed vision, proposed mission and purposes meet these requirements.

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

Southwest Minnesota State University’s proposed 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.” Southwest Minnesota State University’s proposed mission emphasizes that the institution will prepare students to become engaged citizens whose academic and professional lives in the state and region are connected to the wider world.

The proposed mission for Southwest Minnesota State University is guided by a vision that reads “Southwest Minnesota State University is a university of choice.”

Southwest Minnesota State University envisions a future in which:

- The institution continues to serve first-generation students from the area as well as physically challenged students; continue to serve a high percentage of international students; and serve...
an increasing percentage of minority students, through offering innovative, high-quality programs and services.

- The institution enhances its academic reputation and environment; maintain its long tradition of providing a broad-based liberal arts education; develop innovative programs such as the highly sought after concurrent enrollment program; continue to develop cooperative educational programs with 2-year campuses; offer degree programs desirable to both students and employers; and increase quality learning opportunities for students both academically and professionally.

- The institution provides diverse, high-quality education programs to a highly diverse population of students. SMSU was the first handicapped accessible state university and continues to address the needs of disabled students. First-generation college students will continue to be a target market. SMSU continues to demonstrate that it can provide quality programs and services despite insufficient budget support.

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:

The Southwest Minnesota State University proposed vision, mission, and purposes are consistent with statute, policy, and regional accreditation requirements. The proposed Southwest Minnesota State University mission and vision support the System mission and vision as it “prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities.”

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

Southwest Minnesota State University’s purposes are:
1. To be the higher education institution of first choice in southwest Minnesota.
2. To create comprehensive learning experiences for students.
3. To develop students’ talents to prepare them to be successful in life.
4. To establish a distinguished record as a student-centered higher education institution.
5. To contribute significantly to the quality of life in southwestern Minnesota.
6. To decrease the University’s environmental footprint by reducing energy use and the waste stream, and by seeking renewable energy sources.
7. To optimize the University’s human, fiscal, and physical resources.

SMSU’s purposes/goals:
- Affirm the commitment to offer education of highest quality and value;
- Confirm the commitment to student success and to access and opportunity for a diverse population;
- Address the individuality of students;
- Offer contributions to quality of life in the region and in the state;
- Address economic goals and considerations, particularly contributions to the economic development and well-being of southwest Minnesota and the state; and
• Continue SMSU’s commitment to innovative programs suited to the student population, the region, and the state.

Southwest Minnesota State University offers the Associate in Science, the Bachelor of Science, the Bachelor of Applied Science, the Bachelor of Arts, the Master of Business Administration, and the Master of Science.

SMSU is the only four-year institution in the southwest Minnesota area. Over 60% of students who enroll are first-generation college students. Our role is to prepare students to live and thrive in the wider world outside southwest Minnesota, to prepare students for the world of the 21st century, to prepare students to be engaged citizens who contribute to their communities, and to enhance the economic viability of the southwest Minnesota region by preparing highly qualified graduates.

d. How the new mission compares with the former mission:

The former mission states: “The mission of Southwest State University is to provide high quality liberal arts, professional, and technical programs at the undergraduate and graduate level. Southwest Minnesota State University is dedicated to excellence in teaching and to preparing students to be life-long learners in a changing global, social, and natural environment.” The University has a special commitment to the educational needs of people in its service region. This commitment is reflected in the curricula, cultural enrichment programs, cooperative relationships with other regional institutions, and in service and research contributions to both the public and private sectors of the region.

The new mission reads: “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.”

The revised mission statement is more succinct and is updated to reflect changes both within and outside of the university. Since SMSU no longer offers technical programs, reference to those programs has been deleted. While SMSU continues to serve the southwest Minnesota service region, the revised mission statement acknowledges the importance of a vital connection between the region and the wider world. The revised statement recognizes the complexity of the world students enter upon graduation, and the need for students to become involved as engaged citizens.

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

Revision of the mission, vision, and goals, undertaken in 2005-06, took place as part of SMSU’s strategic planning process. President Danahar and constituent groups appointed a task force to work on the mission, vision, and goals, leading to development of SMSU’s next strategic plan, keeping in mind the four system strategic directions.
SMSU’s mission was due for approval by the system Board of Trustees before the 2004 HLC visit. However, because of the visit, SMSU requested a delay. After the visit, work on the mission was incorporated into strategic planning. The revised mission, vision, and goals are now ready for submission to the Board of Trustees.

Below is a summary of the process.

• Fall 2006 Task force appointed; membership includes students, faculty, staff, administration
• Sept 2006 First meeting held; Task Force charged with establishing road map for next 5 years; preparing for next HLC visit; holding meetings, forums, interviews; involving faculty, staff, students, alumni, and internal/external community; revising vision, mission, and goals; preparing 6-12 recommendations for future direction of the university
• Oct-April 2006-07 Task Force appoints subcommittees, holds meetings, forums, interviews, etc.
• Jan 2007 Strategic planning day held
• May 2007 Task Force makes recommendations and final report to President Danahar
• Fall 2007 Meet and Confer/Meet and Discuss sessions held w/faculty, staff, students
• Sept 2007 Strategic planning day held
• December 2007 Strategic planning committee convened; members include students, faculty, staff, administration, and community representatives
• Jan 2008 Strategic planning day held
• Spring 2008 Strategic planning committee continues to meet

RECOMMENDED COMMITTEE MOTION
The Academic and Student Affairs Committee recommends that the Board of Trustees approve the Southwest Minnesota State University proposed vision, mission, purposes, and array of awards as listed in the executive summary.

RECOMMENDED MOTION
The Board of Trustees approves the request by Southwest Minnesota State University to approve its proposed 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: September 16, 2008

Agenda Item: Anoka Technical College Mission Approval

- Proposed Policy Change
- Approvals Required by Policy [X]
- 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):
Anne Weyandt, President, Anoka 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 Anoka Technical College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Minnesota State College and Universities Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:
The new mission for Anoka Technical College has been reviewed and found to meet all Board requirements for institutional missions.
EXECUTIVE SUMMARY

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

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

**Vision:** A vital student- and community-focused institution, providing the finest career and technical education in Minnesota.

**Mission:** Provide innovative career and technical education to help our students and communities live and learn well.

**Purposes:** Anoka Technical College’s purposes are:

1. Expand delivery strategies.
2. Support student readiness and seamless transitions.
3. Improve student support.
4. Address affordability.
5. Meet diverse needs of the community.
6. Focus institutional advancement.
7. Become an employer of choice.

**Array of Awards:** Anoka Technical College offers the Associate in Applied Sciences degree as well as a variety of technical certificates and diplomas.

An institution’s mission, vision and purposes shall support achievement of the system mission and vision: Anoka Technical College’s proposed mission is “Provide innovative career and technical education to help our students and communities live and learn well.” The proposed Anoka Technical College mission supports the system mission by focusing on technical, career and personal skills for students to become productive and supportive members of the life and economies of the communities in which they live and work.
The mission supports the following system strategic directions:

- **Strategic Direction One – Increase Access and Opportunity** by providing “technical education to help our students and communities.”

- **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by offering programs and services that “help students and communities live and learn well.”

- **Strategic Direction Three – Strengthen Community Development and Economic Vitality** by focusing on serving the communities in the college’s region.

- **Strategic Direction Four – Innovate to meet current and future needs** by emphasizing “innovative career and technical education.”

An institution’s mission, vision, and purposes shall provide a foundation for evaluation, accountability, and regional accreditation: Anoka Technical College’s proposed vision, mission, and purposes provide a basis for evaluation, accountability, and regional accreditation.

**Compliance:** Anoka Technical College’s vision, proposed mission, and purposes are consistent with statute, policy, and regional accreditation requirements.

**BACKGROUND**

The Higher Learning Commission awarded Anoka Technical College its last comprehensive PEAQ accreditation in the 2003-2004 school year. This accreditation is valid through the 2013-2014 school year. The college received a focus visit on assessment and strategic planning during the 2006-2007 school year.

**Mission, Vision and Purposes Application Analysis**

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

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.

Additionally, the institution’s mission must be compliant with statute, policy, and regional accreditation requirements.
Review of Anoka Technical College’s Mission, Vision and Purposes

Anoka Technical College’s proposed vision, proposed mission and purposes meet these requirements.

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

Anoka Technical College’s proposed mission is “Provide innovative career and technical education to help our students and communities live and learn well.” Anoka Technical College’s proposed mission emphasizes that the college aims to help students and communities to live and learn well. This means helping students to enroll in the right program and persist in that program until they reach their goals toward being productive members of the workforce and community.

The proposed mission for Anoka Technical College is guided by a vision that reads “A vital student- and community-focused institution, providing the finest career and technical education in Minnesota.” Anoka Technical College envisions a future in which:

• The college hopes to improve its already strong relationships with the communities in its service area.
• The college will adopt innovative curriculum and processes to help students efficiently and effectively learn the latest skills and technologies for their career field.
• The college will develop a wider variety of support services to help students achieve their learning goals once they enroll at the college.

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:

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

The Anoka Technical College proposed vision, mission, and purposes are consistent with statute, policy, and regional accreditation requirements. The proposed Anoka Technical College mission and vision support the system mission and vision by focusing on innovative career and technical education to help our students and communities and being a vital student- and community-focused institution.

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

Anoka Technical College’s purposes are:

1. Expand delivery strategies.
2. Support student readiness and seamless transitions.
3. Improve student support.
4. Address affordability.
5. Meet diverse needs of the community.
6. Focus institutional advancement.
7. Become an employer of choice.

The purposes/goals are designed to help students enroll at Anoka Technical College ready to learn and then persist at the college until they reach their learning goals. These outcomes will be achieved by trying to keep the cost of attending affordable and by providing personal and learning support to help students from all walks of life to succeed at the college so they can become more productive and contributing members of their communities.

Anoka Technical College offers Associate in Applied Sciences, Associate in Science, as well as technical certificates and diplomas.

Anoka Technical College’s primary niche is being one of just a handful of pure technical colleges in the Twin Cities and the state. The college is proud of its technical heritage and occupational focus and reaffirms this in its new mission by stating that the college provides, “innovative career and technical education.”

In addition, a significant strength of the college is a K-12 and technical education collaboration. The Secondary Technical Education Program (STEP) high school is located right on the campus of Anoka Technical College. This strong partnership with the Anoka-Hennepin School District allows STEP students to easily take courses at the college and see what it takes to succeed at the college level. Co-location allows high school and college faculty to work collaboratively to build and articulate programs.

d. How the new mission compares with the former mission:

The former mission of Anoka Technical College was, “Anoka Technical College is an institution of higher education providing quality technical and general education for employment, workforce development and lifelong learning through partnerships with business, industry and the community.” The new mission reads, “Provide innovative career and technical education to help our students and communities live and learn well.” Compared to the former mission statement, the new version reflects the College constituencies’ desire for precision, energy and focus on the primary beneficiaries of the institution’s teaching and learning activity: students, and the communities they represent.

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

The overall process began in the 2006-2007 school year as part of the Higher Learning Commission’s focused visit. This led the college to hire Mark Milliron, President and CEO, Catalyze Learning International, to facilitate the planning process. This process:

- Involved a wide variety of college and community stakeholders ranging from college employees to local elected officials and members of the college’s business community.
- Encouraged stakeholder contributions through planning meetings as well through an online blog that asked visitors to respond to specific planning questions.
• Used internal and external stakeholders to revise initial drafts of visions, missions, values and
goals so that they clearly and specifically focused on serving the needs of students and
communities.
The college needs the approval of the Board of trustees to meet the requirements of the Higher
Learning Commission and the Board’s own mission change policy.

RECOMMENDED COMMITTEE MOTION

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

RECOMMENDED MOTION

The Board of Trustees approves the request by Anoka Technical College to approve its proposed
vision, mission, purposes, and array of awards as listed in the executive summary.
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):
Larry A. Lundblad, President, Central Lakes 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 Central Lakes 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 new mission for Central Lakes College has been reviewed and found to meet all Board requirements for institutional missions.
BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

ACTION ITEM

CENTRAL LAKES COLLEGE MISSION APPROVAL

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Central Lakes College (CLC) meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Central Lakes College’s vision, mission, purposes and array of awards are:

Vision: CLC, Minnesota’s leading Community and Technical College for lifelong learning

Mission: 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

Purposes/Goals: Central Lakes College’s goals are:
- Achieve consistent enrollment growth and improved retention rates.
- Offer flexible, accessible programs and services that are responsive to the changing employment and educational needs of the region and that foster successful transition to educational and career advancement.
- Serve as a recognized leader in the region for innovation in community and economic vitality.
- Achieve institutional effectiveness through improved linkages in planning and resource allocation, assessment, and continuous improvement, and enhanced communication.

Array of Awards: Central Lakes College offers Associate in Applied Sciences, Associate in Science, Associate in Arts, Associate of Fine Arts as well as technical certificates and diplomas.
An institution’s mission, vision, and purposes shall support achievement of the system mission and vision: Central Lakes College’s proposed mission 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

The proposed mission of Central Lakes College supports the Minnesota State Colleges and Universities system mission by assisting the citizens in our region of the state to meet their educational and personal goals and through quality of life enhancements, and economic development activities. The proposed mission supports the following system strategic directions:

- **Strategic Direction One – Increase Access and Opportunity** by providing “a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds.”

- **Strategic Direction Two – Expand High-Quality Learning Programs and Services** by offering “liberal arts, technical education, and customized training programs of proven high-quality.”

- **Strategic Direction Three – Strengthen Community Development and Economic Vitality** in the college’s efforts to “respond to the needs of business and industry in a globally competitive economy” and to “encourage and support cultural enrichment, life-long learning, civic responsibility, and community development.”

- **Strategic Direction Four – Innovate to Meet Current and Future Needs** by emphasizing the college’s ability to anticipate and respond to needs “in a globally competitive economy.”

- **An institution’s mission, vision, and purposes shall provide a foundation for evaluation, accountability, and regional accreditation:** Central Lakes College’s proposed vision, mission, and goals provide a basis for evaluation, accountability, and regional accreditation. Of particular note is the college’s strategic plan goal to “Achieve institutional effectiveness through improved linkages in planning and resource allocation, assessment, and continuous improvement, and enhanced communication.”

**Compliance:** Central Lakes College’s vision, proposed mission, and purposes are consistent with statute, policy, and regional accreditation requirements.
BACKGROUND

The most recent comprehensive evaluation of Central Lakes College by the Higher Learning Commission (HLC) occurred during the 2002-2003 academic year. A focused visit on Student Learning Assessment occurred in March of 2006. The evaluation team acknowledged the significant strides the college made in assessment activities and recommended that a report be forwarded to HLC in the fall of 2008 to provide an update on the continued progress in this area. The next scheduled comprehensive evaluation is scheduled for 2013.

Mission, Vision and Purposes Application Analysis

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

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 goals/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.

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

Review of Central Lakes College’s Mission, Vision and Purposes

Central Lakes College’s proposed vision, proposed mission and purposes meet these requirements.

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

Central Lakes College’s proposed mission 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

Central Lakes College’s proposed mission emphasizes that the college intends to provide educational opportunities for all students who wish to attend the college, whatever their situation.
The proposed mission for Central Lakes College is guided by a vision to be “Minnesota’s leading Community and Technical College for lifelong learning.” Central Lakes College envisions a future in which:

- The college will strive to be flexible and innovative in its programming and delivery.
- Faculty will be leaders in their fields and recognized for their best practices in the classroom.
- Much of the instruction will take place off-campus through
  - on-line offerings in both credit and non-credit areas,
  - integrated programming for international students and development of a senior college, and
  - applied research and learning in agriculture, alternative fuels, and green technology.

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:

The Central Lakes College proposed vision, mission, and purposes are consistent with statute, policy, and regional accreditation requirements. The proposed Central Lakes College mission and vision support the system mission and vision by assisting the citizens in our region of the state to meet their educational and personal goals and through quality of life enhancements, and economic development activities.

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

Central Lakes College’s goals are:

1. Achieve consistent enrollment growth and improved retention rates.
2. Offer flexible, accessible programs and services that are responsive to the changing employment and educational needs of the region and that foster successful transition to educational and career advancement.
3. Serve as a recognized leader in the region for innovation in community and economic vitality.
4. Achieve institutional effectiveness through improved linkages in planning and resource allocation, assessment, and continuous improvement, and enhanced communication.

The four goals of the Central Lakes College strategic plan closely parallel the four strategic directions of the Minnesota State Colleges and Universities strategic plan. Both emphasize accessibility, high-quality learning programs, economic development initiatives, and innovation.

Central Lakes College offers Associate in Applied Sciences, Associate in Science, Associate of Arts, Associate of Fine Arts as well as technical certificates and diplomas.

As a comprehensive community college, Central Lakes College serves the central region of the state and beyond. We share many things in common with other two-year colleges in the system. Programs such as eco-tourism and heavy equipment are unique to the system.
d. **How the new mission compares with the former mission:**

The former mission of Central Lakes College was, “Our mission is to provide quality, lifetime learning opportunities through higher education.” The new mission reads, “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

The new mission statement represents the college’s focus on helping to build futures for a widening array of student populations and changing industry and community needs both of which require innovative programming and delivery.

e. **Ample consultation with faculty, students, employers and other essential stakeholders:**

- The college began the strategic planning process in Spring 2006 when the College Planning Council members representing the various divisions, employee groups, and administration were identified.
- An organizational meeting of the Planning Council was held in August, 2006. Todd Harmening, Program Director, Planning from the Office of the Chancellor was asked to be a consultant to the council.
- Staff from the Office of the Chancellor and the Department of Employment and Economic Development provided facilitation, data, and other consultative support.
- During October 2006, 10 different Community Focus meetings were held in 7 communities in the College service area, with input gathered from 71 community leaders.
- CLC employees were surveyed electronically.
- CLC students were surveyed and focus groups were conducted.
- Using the data provided from internal and external scanning, community focus meetings, the employee survey, and the student survey, the College Planning Council members identified key focus areas for consideration in the strategic plan. The focus areas included: Program and Delivery Opportunities, Community and Economic Vitality, Enrollment and Retention Strategies, and Institutional Effectiveness.
- The vision and mission were developed and the plan and statements were shared with all college employees in January of 2007.
- The complete Central Lakes College Strategic Plan for 2008-2011 was shared with all employees at the duty day in April of 2007.
- Follow-up meetings were held in the 7 communities in October, 2007 to share the plan.
- The college is requesting Board approval of the revised mission and vision statements.
RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the Central Lakes proposed vision, mission, purposes, and array of awards as listed in the executive summary.

RECOMMENDED MOTION

The Board of Trustees approves the request by Central Lakes College to approve its proposed 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: September 16, 2008


Proposed Policy Change  Approvals Required by Policy  Other Approvals  Monitoring

Information

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

Explain reason for item to go before the Board:
The Board of Trustees requested an opportunity to review the final Fiscal Year 2009 action plan, particularly the initiative focused on Green Facilities and Energy Conservation.

Purpose:
The discussion will include an overview of this initiative as a possible addition to the action plan.

Background Information:
This item is a continuation of the October 2007 retreat and March and May 2008 Board of Trustees discussion.
BACKGROUN

The Board of Trustees approved the 2009 Action Plan of the Minnesota State Colleges and Universities in May (see Attachment A). The five strategic priorities are-

1. Reaching the Underrepresented (previously named Hard to Reach)
2. Science, Technology, Engineering and Mathematics (STEM)
3. Tuition Study and Price of Attendance (previously named Economic Model)
4. Succession Planning
5. Workforce of the Future

Recently, the Chancellor proposed an initiative focused on conservation in facilities and energy efficiency, leading to discussion and the proposed addition of the following initiative-

6. Green Facilities and Energy Conservation

<table>
<thead>
<tr>
<th>Strategic Plan Goals &amp; Action Plan Activities</th>
<th>FY09 Action Plan Initiatives</th>
<th>Strategies and Timeline</th>
</tr>
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</table>
| **Goal 4.2** Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency | **Green facilities and energy conservation** – The Office of the Chancellor, in collaboration with colleges and universities, shall prepare a plan for advancing sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities. | The plan shall include facilities improvement strategies and innovations which advance knowledge and application of sustainable practices and methods in the built environment, including:

- Review and modification of facilities planning, design and construction standards
- Pursuit of greater energy efficiency, reduction of carbon footprint, and reduction in dependence on non-renewable energy sources
- Promotion of sustainability efforts across each college, university and the Office of the Chancellor through innovative facilities management practices |
RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the addition of an initiative for Green Facilities and Energy Conservation to the FY09 System Action Plan.

RECOMMENDED MOTION

The Board of Trustees approves the addition of an initiative for Green Facilities and Energy Conversation to FY 2009 System Action Plan.
# Attachment A - 2009 Action Plan for the Minnesota State Colleges and Universities

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<td><strong>Strategic Direction 1 - Increase access and opportunity</strong></td>
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| **Goal 1.1 Raise Minnesota's participation and achievement rates** | **Reaching the Underrepresented** - Build on current initiatives at institutions to recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families. | • Inventory and spending on recruitment and retention programs/services for underrepresented groups (May 2008)  
• Summarize customer service research results with presidents (Sept 2008) and share with campus marketing and diversity staff (fall and spring 2008-2009)  
• Secure Board approval of $7.4 million for second year of Access, Opportunity and Success allocations  
• Accountability reports on progress to recruitment and retention objectives and allocate FY09 funds.  
• Receive reports on College Access and Opportunity Centers. Allocate second year of funding. | **APT:** Improve the Fall 2011 retention rate for Fall 2010 entering students by 4.3%, Achieving the target will mean a 9.3% increase or 2,934 additional retained students by 2011.  
**APT:** Improve the Fall 2007 success rate for Fall 2006 entering students of color by 1.0%, Achieving the target will mean a 1.6% increase or 76 additional successful students of color by 2007.  
**ADM:** Participation rate |
| **Goal 1.2 Maintain an affordable cost of attendance for Minnesota residents** | **Tuition Study** - Conduct a study of tuition policies that includes an assessment of price of attendance and cost to educate students. The study will inform the FY2010-2011 biennial budget and the FY2010 operating budget | • Workgroup assistance/input on study (Jan – June 2008)  
• Leadership Council and other input (April-June 2008)  
• Recommendations submitted to Chancellor and Leadership Council (July 2008)  
• Recommendations presented to Board (Sept 2008)  
• Implementation of recommendations (Fall/Winter 2009) | **ADM:** Affordability index |

| **Strategic Direction 2 - Promote and measure high-quality learning programs and services** | | | |
| **Goal 2.2 Produce graduates who have strong, adaptable and flexible skills** | **STEM** - Increase student engagement in STEM coursework, Provide incentives for STEM faculty and teachers, Improve the infrastructure for STEM programs, and Develop STEM learning opportunities that meets current industry needs | • Expand Project Lead the Way and summer camps  
• Enhance teacher development through new models of recruitment, preparation, and professional development  
**Engage Students in STEM Coursework**  
• Infuse introductory STEM courses with active learning as feeders for higher-level STEM coursework.  
**Connect System Students to Careers**  
• Expand Bioscience Internship/Externship Program  
**Improve Infrastructure for STEM Teaching and learning**  
• Reprise Leveraged Equipment Program | **APT:** Increase percentage of students enrolled in one or more college level STEM courses by 2.9%. Achieving the target will mean an additional 6,900 students or a 6.3% increase in students taking STEM courses by 2009.  
**APT:** Increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011.  
41 |
|---------------------------------------------|----------------------------|------------------------|-------------------------------------------------------------------|
| **Strategic Direction 3 - Provide programs and services integral for state and regional economic needs** | **Workforce of the Future** - Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses. Strategies will focus exclusively on workforce needs of industry (initially the manufacturing sector). | **Business Outreach – Presidents and Chancellor Visits**  
- Conduct “CEO to CEO” visits to provide insights into economic and workforce conditions (April – Aug 2008)  
**Business Response System**  
- Develop portal for manufacturing and engineering firms to find employees and access training opportunities  
- Re-design web interfaces to improve customer satisfaction & facilitate customized training. (Sept 2008) | APT: Increase the number of students (unduplicated headcount) enrolled in customized training courses by 14,892 or 10.5% between Fiscal Years 2005 and 2009.  
APT: Increase the number of continuing education students (unduplicated credit headcount of students aged 25 to 44) by 4,853 or 7.6% between Fiscal Years 2005 and 2009.  
ADM: Related employment rate  
ADM: Licensure pass rate |
| **Goal 3.1** Be the state’s leader in identifying workforce education and training opportunities and seizing them.  
- Expand corporate learning | **Connecting with Business** - Public Relations  
- With outside assistance, develop and implement an integrated marketing and public relations plan targeted to Minnesota employers. (June 2008)  
- Develop catalogue of services for employers to increase education and training service delivery. (Spring 2008)  
**Leveraging Partnerships and Promoting Innovation**  
- Coordinate with external partners such as the Minnesota Chamber of Commerce, DEED, the University of Minnesota; and internal partners including the Centers of Excellence, customized training, and academic specialists. (On-going) | | |
| **Strategic Direction 4 - Innovate to meet current and future needs** | **Succession Planning** - This includes current and future initiatives of the system and individual institutions to address pending retirements, primarily among executive level leadership | **Chancellor Succession work group meets to develop draft timeline, and other items as appropriate** (January/February 2008)  
**Board of Trustees HR Committee meets to review draft documents** (March 2008)  
**Board of Trustees HR Committee meets to adopt final documents** (April to May 2008)  
**Further define the scope and intent of succession planning for the system**  
**Executive Development Task Force to address development opportunities and succession among senior administration** (Winter/Spring 2008)  
**Implementation of Executive Development Task Force recommendations (FY09)** | |
EXPLAIN REASON FOR ITEM TO GO BEFORE THE BOARD:
The Board of Trustees requested an opportunity to have a follow-up to the January study session on the Centers of Excellence.

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

PURPOSE:
The session will provide an overview of the Wilder Research program evaluation and an opportunity to discuss ongoing financial support for the Centers of Excellence.

OUTLINE OF KEY Policy ISSUES:
At the end of FY09, the Centers of Excellence initiative will complete the initial four year commitment. The success of the Centers and the importance of their activities to the long term vision of the system warrant sustaining this innovation initiative, as validated by the recent program evaluation. To address the ongoing financial sustainability of this initiative, the Chancellor recommends that:

1. The $5 million annual appropriation for the Centers of Excellence continue to be designated for this initiative;
2. The progress documented in Wilder Research’s evaluation and the importance of this initiative to system innovation warrant ongoing funding for the current Centers of Excellence;
3. Of the $5 million annual appropriation-
   a. $3.9 million should be provided as a base amount divided evenly across the four Centers of Excellence in both FY2010 and FY2011 contingent upon ongoing progress documented by Wilder Research and other ongoing evaluation.
   b. $1 million should be used to achieve specific goals that advance system and industry statewide needs for which any of the Centers of Excellence or other system strategic priorities would qualify.
   c. $100,000 should be used for ongoing evaluation, promotion, and advancement of the Centers of Excellence initiative in the context of other system goals and initiatives.
Discussion Questions:

1) What elements of the Wilder program evaluation are noteworthy in advancing the Centers of Excellence initiative and, more broadly, in supporting system innovation?

2) Does the recommended plan for continued funding align with Board expectations for development of the Centers of Excellence?
BACKGROUND
This item was scheduled for the May 2008 Academic and Student Affairs Committee but was postponed due to lack of time. Following the January 2008 study session on the Centers of Excellence the Board of Trustees requested an overview of the completed program evaluation from Wilder Research and an opportunity to discuss ongoing funding and sustainability issues.

In 2005, the governor and the legislature provided an annual appropriation of $5 million to establish “Centers of Excellence” articulating a number of criteria to the Board of Trustees for selection of applications from member institutions. The four Centers of Excellence awarded by the Board of Trustees in October 2005 are-

- HealthForce Minnesota
  Lead Institution: Winona State University
- Center for Strategic Information Technology and Security
  Lead Institution: Metropolitan State University
- 360° Manufacturing and Applied Engineering Center of Excellence
  Lead Institution: Bemidji State University
- Minnesota Center for Engineering and Manufacturing Excellence
  Lead Institution: Minnesota State University, Mankato

Of the $5 million annual appropriation, two percent is withheld to conduct an annual program evaluation and the economic impact study due next year, as required by legislative statute. The system has contracted with Wilder Research to conduct the evaluation. The 115-page full report and the executive summary for the year two program evaluation is available on the project website at http://centers.project.mnscu.edu/programevaluation. The Year 1 evaluation (also available on the project website) was completed and presented to the Board in March 2007. In January 2007, the Board of Trustees conducted a study session on the Centers of Excellence and requested a report on the Year 2 evaluation, scheduled in May 2008. The item was postponed due to lack of time and rescheduled for September 2008. The purpose of this session is to provide an overview of the completed program evaluation from Wilder Research and to discuss ongoing funding and sustainability issues.
The Year 2 Wilder Evaluation

The accompanying executive summary of the Wilder Research program evaluation focuses on the activities and satisfaction related to the industry partnerships, as well as ongoing challenges related to innovation and sustainability. Interviews with 66 of the over 100 participating employers in Center activities revealed the primary interests or activities—

- A better qualified or educated pool of employees
- Increase in number of graduates in their industry areas
- Ways to influence college curriculum
- Networking with other industry leaders
- Upgraded skills for existing employees

Among some of the key findings from the industry survey are the following—

- 75% observe the Centers as a model for future higher education and industry collaboration
- 82% believe the Center has facilitated new partnerships, programming, and service
- 92% believe there is a big gap between the number of qualified entry level workers today and the projected need 3 years from now
- 11% believe the Center is well-known among programs and businesses that do not directly participate in it

Recent Activities

- Agreement on FY09 funding levels of $1.225 million for each Center of Excellence
- Review of Wilder evaluation of business and industry survey and potential strategies for building stronger business and industry relations
- Review of sustainability findings from Wilder evaluation and from work done by Fieldstone Alliance at the request of 360° Manufacturing and Applied Engineering Center of Excellence. Both studies found that self-sufficiency is not feasible considering the lack of availability of industry and other resources for Center activities.
- Preparation for the Wilder evaluation in Year 3 which will focus on faculty, administrator, and student perspectives on Centers of Excellence activities as well as a study of economic impact as required by the Minnesota Legislature

Recommendations for Funding in FY2010-11

At the end of FY09, the Centers of Excellence initiative will complete the initial four year commitment. The success of the Centers and the importance of their activities to the long term vision of the system warrant sustaining this innovation initiative, as validated by the recent program evaluation. To address the ongoing financial sustainability of this initiative, the Chancellor recommends that:

1. The $5 million annual appropriation for the Centers of Excellence continue to be designated for this initiative;
2. The progress documented in Wilder Research’s evaluation and the importance of this initiative to system innovation warrant ongoing funding for the current Centers of Excellence;
3. Of the $5 million annual appropriation—
a. $3.9 million should be provided as a base amount divided evenly across the four Centers of Excellence in both FY2010 and FY2011 contingent upon ongoing progress documented by Wilder Research and other ongoing evaluation.

b. $1 million should be used to achieve specific goals that advance system and industry statewide needs for which any of the Centers of Excellence or other system strategic priorities would qualify.

c. $100,000 should be used for ongoing evaluation, promotion, and advancement of the Centers of Excellence initiative in the context of other system goals and initiatives

Discussion Questions
1) What elements of the Wilder program evaluation are noteworthy in advancing the Centers of Excellence initiative and, more broadly, in supporting system innovation?
2) Does the recommended plan for continued funding align with Board expectations for development of the Centers of Excellence?
Aiming to develop best-in-class programs in critical industry sectors, ensure a highly-qualified and diverse workforce to strengthen Minnesota’s economy, and gain regional and national reputations, the Minnesota State Colleges and Universities system designated four Centers of Excellence:

- The Center for Manufacturing and Applied Engineering (now 360° Center for Manufacturing and Applied Engineering)
- The Minnesota Center for Engineering and Manufacturing Excellence (MNCEME)
- The Center for Strategic Information Technology and Security (CSITS)
- The Center for Integrated Health Science Education and Practice (now called HealthForce Minnesota)

**Continued development of partnerships**

The headline story for the Centers’ first year (2006) was relationship building among institutional partners including K-12 schools and related organizations, business and industry, and the partner academic institutions. In 2007, this has continued and become more integrated into day-to-day work.

Partnerships can provide an effective way to respond to a rapidly-changing environment. However, they require new skills and behaviors and overcoming common challenges. These include geographic distance, the need to identify common interests and transcend differences in institutional missions, and the fact that participation is outside of the standard time commitment or incentive structures.

Centers have found that successful partnering requires: strong communication that begins with face-to-face relationship building; a consistent set of partners and their representatives; the right mix of partners; a clear, shared mission; and time, trust, and patience to develop and practice new ways of operating. When these foundations are well established, it is important to spread the involvement both upward to policy-making and resource-controlling levels of participating organizations and outward to operational levels.

**Partnership with business and industry**

Business stakeholders surveyed in 2007 cited three main roles for industry in the Centers: to advise the Centers on strategic priorities as well as industry’s skill needs; to provide a “real world” context by hiring graduates or providing industry experience for students and faculty; and to provide financial or in-kind support, especially for specific projects. In the Centers’ first two years, contributions from private corporations, industry associations, and corporate foundations totaled just over $2.4 million in cash and in-kind donations (not including the value of individual representatives’ time).

Among the Centers’ goals identified by multiple stakeholder groups, industry representatives rated two as critical: increased numbers of potential employees, and a better qualified or educated pool of potential employees. Other benefits industry expects from the Centers include input into the academic preparation of future workers, and opportunities to network with other business people and educators. They also report that they find the Centers valuable as a single point of access for a broad range of programs and services, and for their work to promote the visibility and positive image of the industry and its job opportunities.

All Centers report considerable progress in developing new relationships with business and industry, and over one-third of business respondents reported that their business had not been involved with any of the Center’s academic partners before the Center was formed. Center directors report that the new and deeper relationships with business have resulted in better understanding of industry needs. Business representatives report a largely positive perception of Center progress. Two-thirds (67%) of those surveyed...
think their Center has made adequate progress to date. Although increases in numbers or qualifications of students are not expected this early, most business partners report being satisfied that the work is being done to make this happen. In the mean time, immediate benefits reported include better business access to Center resources, increased awareness of their business or the industry sector, and networking with others in education and industry.

**Partnership with K-12 and other outreach to promote enrollment**

During 2007, all four Centers increased their marketing activities and levels of visibility, and continued to promote interest in their respective fields and programs. Activities include sponsorship of in-school secondary curricula (such as Project Lead the Way) and summer camps and other out-of-school-time activities. Promotion includes information and marketing materials for prospective students and their parents, secondary teachers and counselors, and others including WorkForce Center staff.

**Partnership among higher education institutions**

Although Centers are expected to promote innovations in recruitment, programs, and articulation, they do not control admissions, instruction, program approval, or award of degrees. Rather, they depend on the partner universities and colleges to do these and other traditional academic functions.

Centers have expanded and strengthened their academic partnerships during 2007. Building on a shared vision and the relationships and trust that were developed during 2006 (often on existing foundations), stakeholders report that partnership is more effective when each partner is clear about its needs and expectations, and brings innovative ideas to the discussion, while promoting the Center and its work among its own internal and external institutional networks. This includes ensuring that both faculty and top administrators are informed and involved.

**Key Center accomplishments to date**

An estimated $10.4 million in additional funding was leveraged in the first two years, or slightly more than the amount awarded for start-up. Just over one-quarter (28%) came from private sources such as industry partners or businesses, corporate foundations, and philanthropies.

Centers have heightened visibility by increasing marketing and outreach efforts, including general student recruitment and targeted recruitment to more diverse and nontraditional students.

Based on enrollments in courses identified by Centers as core to their associated programs, just under 20,000 students were affected by Center activities in each of the first two years of implementation. According to faculty in two Centers, enrollments in associated programs grew in fall 2007 (the start of the 2008 academic year that will be reported on in the final report).

With advice from industry stakeholders and the coordinated efforts of associated departments and programs, Centers have helped fund upgrades in technology and facilities, spur the creation of dozens of new courses and eight new programs or concentrations (with more under development), and better articulation among programs.

The Centers are also contributing to changes in how existing courses and programs are offered, including more nontraditional instruction such as simulation, on-line learning and other remote instruction, and flexible class times to better support a more diverse student population.

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This is the second of three annual evaluation reports addressing implementation issues and outcomes. A main focus of evaluation activities during 2007 was in-depth interviews with 66 industry stakeholders. Findings are also based on site visits and other meetings, review of documents, data collected by the Centers and the Office of the Chancellor, and interviews with Center directors, systems office staff, and trustees who visited the Centers during 2005-06.
In working with their academic partners on these accomplishments, and by coordinating processes across institutions, Centers have found ways to more quickly and easily implement innovations, and to better leverage existing resources. By convening faculty and staff across institutions they are sparking awareness and dissemination of best practices among campuses. According to the business representatives surveyed, the Centers’ coordination of activities across several campuses makes them uniquely different from individual Minnesota state colleges and universities, and is one of their main selling points for industry.

Key challenges to Center development and growth

One measure of the extent of Centers’ innovation is the extent to which they have challenged the system to do things in new ways, which can cause stress both to the Centers and to the rest of the system. This section describes some of the challenges involved in accomplishing the Centers’ work so far, and considerations for ways that the Centers’ progress can be sustained in the longer term.

1. Centers are restricted in their ability to seek, receive, or control funds.

Unlike a department or college, a Center is not a legal entity, and is not allowed to receive funds directly, either as a donation or as a share of tuition revenue from enrollments it helps to generate. Each Center has a governance structure that includes all academic partners, but Directors report to the administration of the host universities, which are also ultimately accountable for Center funds. One result of this arrangement is that the university administrators have the power, if they choose, to determine the amount of authority the Centers’ governing bodies can exercise over those funds.

2. Differences in institutional missions and priorities can impede curriculum articulation.

Four-year institutions and each kind of two-year institution have different missions, which can lead to different understandings of academic standards for course content and depth. Similarly, selection of courses for a two-year technical degree may not match what is expected in the first two years of a four-year degree. Development of articulation agreements for seamless academic progression requires a thorough review of curriculum, and tactful resolution of these differences.

3. Innovation is mainly initiated through new individual relationships, but is more likely to be maintained if it is embedded in new structural relationships.

Competition among academic partners naturally arises from varied missions and institutional strengths, as well as institutional needs to maximize revenues from tuition, grants, and contracts. The Centers have made significant strides toward reconciling many of the initial turf issues, by focusing on cooperative activities that increase resources for all the partners as well as form the basis for continued cooperation and trust.

So far, relationships have been developed through early partnership negotiations, which appear to make subsequent negotiations easier. The more layers of the organization that are involved in such relationship building (such as campus administration, department administration, and individual faculty members), the stronger the basis for continued cooperation and trust. However, busy academic schedules and difficulties in arranging for release time tend to limit such broad participation.

Funding and sustainability considerations

Across Centers, stakeholders often reiterate that four years of guaranteed funding is not likely to be enough to permit Centers to ramp up to a level of operation where they can generate, on their own, the funding they need to continue.

When Centers were set up, it was assumed that business and industry would be significant sources of funding for longer term operations. However, industry partners report that businesses do not feel they have enough resources to contribute at this level. They expect, and will advocate for, public funding to maintain the Centers. They are prepared to contribute directly to the work of the Centers, but more for specific projects than for ongoing general operations.
Stable, ongoing operations are key to effective service to industry as well as students, and require stable, ongoing sources of revenue. Identification of these sources will need to be a significant focus of third year efforts.

**What can be expected by the end of 2008**

The table below summarizes key outcomes expected of the Centers, and the likely time frame within which each may reasonably be expected:

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<th>Year</th>
<th>Outcome of interest</th>
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<tr>
<td>1</td>
<td>2- and 4-year partnerships; employer involvement; growth in Center funding (initial efforts)</td>
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<tr>
<td>2-4</td>
<td>Articulation of curriculum (adoption of agreements)</td>
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<tr>
<td>3-6</td>
<td>Growth in student admissions and program enrollment</td>
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<tr>
<td>4-6</td>
<td>Growth in Center funding (more mature, sustainable efforts)</td>
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<tr>
<td>4-7</td>
<td>Diversification of student demographics; increase in graduation numbers</td>
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<tr>
<td>4-8</td>
<td>Articulation of curriculum (evidence of student success)</td>
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<tr>
<td>5-10</td>
<td>Regional recognition</td>
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<tr>
<td>6-9</td>
<td>Graduation outcomes such as employment success</td>
</tr>
<tr>
<td>6-10</td>
<td>Economic impact</td>
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<tr>
<td>6-12</td>
<td>Improvement of results in related programs</td>
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</table>

From the common starting point of a shared mission and expected outcomes, each Center is adapting to the different needs of its targeted industry and the different strengths and interests of its academic partners. Because of the need to find the best fit for these unique conditions, there is no single best set of strategies or practices that applies to all Centers.

Although the evaluation is designed to measure one set of common outcomes, Center stakeholders expect that outcomes will vary among the Centers, in part reflecting the varied environments in which they operate. These variations will most likely be reflected in different quantitative results, such as the numbers of enrolled students and graduates, as well as other more qualitative measures such as the extent of new partnerships or Center visibility.

It is unlikely that large-scale economic impact, including job placement rates and income changes, would be evident as early as the end of 2008. However, a variety of intermediate measures can be used to gauge potential longer-term impact. These might include such measures as customized training contracts, growth in enrollments in Center-related programs and in outreach activities for prospective students, or possibly awards of shorter-term credentials such as certificates.

For more information

This summary presents highlights of the **Centers of Excellence Program Evaluation Year 2 Progress Report**. For more information about this report, contact Ellen Shelton at Wilder Research, 651-280-2689.

Authors: Ellen Shelton, Brian Pittman, Paul Anton, Greg Owen, Luke Weisberg

APRIL 2008
MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs    Date of Meeting: September 16, 2008

Agenda Item: Campus Profile: Central Lakes College

☐ Proposed Policy Change  ☐ Approvals Required by Policy  ☐ Other Approvals  ☐ Monitoring

X Information

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

The Academic and Student Affairs Committee requested that the Board have an opportunity to hear from individual institutions on their integrated planning efforts.

Scheduled Presenters:
Larry Lundblad, President
Kari Christiansen, Vice President of Administrative Services
Rex Veeder, Vice President of Academic and Student Affairs
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Background Information:
Central Lakes College is located in the rural scenic lakes region of central Minnesota. The college was formed as a result of the creation of the Minnesota State Colleges and Universities system. 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 rich traditions and unique qualities of the three institutions created the comprehensive community college of today.

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.
BACKGROUND
Central Lakes College President Larry Lundblad 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 Central Lakes 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 Central Lakes 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 Larry Lundblad will deliver at the September Board Meeting.
Central Lakes College is located in the rural scenic lakes region of central Minnesota. The college was formed as a result of the creation of the Minnesota State Colleges and Universities system. 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. Higher education began in the region when the Brainerd Junior College was established in 1938. The rich traditions and unique qualities of the three institutions created the comprehensive community college of today.

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.
- 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
- Athletic programs
- Ag Center
- Rosenmeier Center for State and Local Government
- Humphrey Center for American Indian Studies
- Theater
- Music programs and concerts
- 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

> Integrated Planning

> Integrated Planning (continued)
- Department Portfolio (2009-2010) – an example of one instrument that facilitates integrated planning
  - COLLEGE-WIDE – all areas of the college, instructional and non-instructional departments, participate in the department portfolio process
  - ONLINE – reporting is done via college intranet and available to all
  - COMPONENTS of the department portfolio:
    - Section 1 – Planning
    - Section 2 – Assessment and Continuous Improvement
    - Section 3 – Changes/Resource Needs
    - Section 4 – Operating Budget

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 college hiring
- Create and sustain cohorts for international students
- Partner with regional secondary districts and universities to create
- 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 and maintain 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

Resource Deployment (continued)
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, Fall 2007

Funded through Repair & Replacement and Grant: New Medical Assistant Lab renovation for Fall 2009, Staples Campus

Planned programmatic updates and changes to better meet academic program needs

Received funding for Dental Community Clinic Renovation- Spring 2009

Continue to seek external private, state, and federal dollars to support programming

Continue to assess programs and services between campuses and through partnerships in pursuit of efficiencies

Improve college safety and security (i.e. upgrade camera systems, re-keying initiatives)

Reported FY2007 CLC Annual Grants: $1.035 million

Reported FY2007 CLC Foundation Endowment Balance $3.764 million

Reported FY2007 CLC Foundation Scholarship Awards: 545 scholarships totaling $297,509
Central Lakes College
Data Profile

Enrollment
FYE (Full Year Equivalent)

<table>
<thead>
<tr>
<th>Year</th>
<th>FYE (Full Year Equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2,644</td>
</tr>
<tr>
<td>2007</td>
<td>2,340</td>
</tr>
<tr>
<td>2006</td>
<td>2,347</td>
</tr>
<tr>
<td>2005</td>
<td>2,362</td>
</tr>
<tr>
<td>2004</td>
<td>2,478</td>
</tr>
</tbody>
</table>

Headcount Enrollment for Full- and Part-Time Students

<table>
<thead>
<tr>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,095</td>
<td>1,065</td>
<td>1,045</td>
<td>1,096</td>
<td>1,447</td>
</tr>
</tbody>
</table>

Source: Office of the Chancellor Research and Planning

Student Characteristics

Enrollment Status of Central Lakes College Students

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Fall 2007</th>
<th>Fall 2006</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>38%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>57%</td>
<td>62%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Age Groups of Central Lakes College Students in FY2007

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20</td>
<td>1,500</td>
<td>38%</td>
</tr>
<tr>
<td>20-24</td>
<td>1,081</td>
<td>27%</td>
</tr>
<tr>
<td>25-34</td>
<td>604</td>
<td>15%</td>
</tr>
<tr>
<td>35-44</td>
<td>374</td>
<td>10%</td>
</tr>
<tr>
<td>45+</td>
<td>374</td>
<td>10%</td>
</tr>
</tbody>
</table>

Percent Unknown: 0.2%

Race/Ethnicity for Central Lakes College Students in FY2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>58</td>
<td>1.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>59</td>
<td>1.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>27</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>3,745</td>
<td>95%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>3,934</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Office of the Chancellor Research and Planning

Customized Training

Customized Training Courses and Enrollments at Central Lakes College in FY2007

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unduplicated Contract Courses</td>
<td>2,090</td>
</tr>
<tr>
<td>Unduplicated Open Enrollment (Non-Credit Only)</td>
<td>1,904</td>
</tr>
<tr>
<td>Total Unduplicated Headcount for Customized Training</td>
<td>3,896</td>
</tr>
</tbody>
</table>

Source: Office of the Chancellor Research and Planning
Academic Offerings

Majors of Graduates by Program Area in FY2007

<table>
<thead>
<tr>
<th>Top Categories</th>
<th>Majors</th>
<th>% of All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Conservation, Park &amp; Rec</td>
<td>39</td>
<td>5%</td>
</tr>
<tr>
<td>Business and Marketing</td>
<td>33</td>
<td>5%</td>
</tr>
<tr>
<td>Child Development and Personal Services</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Communication and Comm. Technology</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Science and Engineering</td>
<td>52</td>
<td>7%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>153</td>
<td>21%</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>252</td>
<td>35%</td>
</tr>
<tr>
<td>Protective Services, Public Admin. &amp; Law</td>
<td>45</td>
<td>6%</td>
</tr>
<tr>
<td>Trades, Mechanics &amp; Transportation</td>
<td>134</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td><strong>729</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Instructional Programs by Program Area in FY2007

<table>
<thead>
<tr>
<th>Instructional Program Area</th>
<th># of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Conservation, Park &amp; Rec.</td>
<td>12</td>
</tr>
<tr>
<td>Business and Marketing</td>
<td>12</td>
</tr>
<tr>
<td>Child Development and Personal Services</td>
<td>3</td>
</tr>
<tr>
<td>Communication and Comm. Technology</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science and Engineering</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>Health Professions</td>
<td>8</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>14</td>
</tr>
<tr>
<td>Protective Services, Public Admin. &amp; Law</td>
<td>5</td>
</tr>
<tr>
<td>Trades, Mechanics &amp; Transportation</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total Program Awards</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

System Expenditures for Repair and Replacement

<table>
<thead>
<tr>
<th>FY2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense</td>
<td>$/GSF</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>$280,392</td>
</tr>
<tr>
<td>System</td>
<td>$23,228,462</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense</td>
<td>$/GSF</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>$472,429</td>
</tr>
<tr>
<td>System</td>
<td>$19,313,566</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY2007</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense</td>
<td>$/GSF</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>$308,308</td>
</tr>
<tr>
<td>System</td>
<td>$22,416,948</td>
</tr>
</tbody>
</table>

Source: Office of the Chancellor, Facilities Unit

Facilities

Deferred Maintenance for Central Lakes College in 2007

<table>
<thead>
<tr>
<th>Campus</th>
<th>Deferred Maintenance (DM)</th>
<th>Sq. Feet</th>
<th>DM/SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staples</td>
<td>$3,571,000</td>
<td>250,998</td>
<td>$14</td>
</tr>
<tr>
<td>Brainerd</td>
<td>$11,977,000</td>
<td>356,379</td>
<td>$33</td>
</tr>
<tr>
<td>System</td>
<td>$646,425,000</td>
<td>21,029,858</td>
<td>$31</td>
</tr>
</tbody>
</table>

Space Utilization for Central Lakes College

<table>
<thead>
<tr>
<th>Campus</th>
<th>2006 Gross Sq Foot (GSF)</th>
<th>2006 FYE</th>
<th>Ratio of GSF/FYE</th>
<th>Percent Room Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staples</td>
<td>260,098</td>
<td>388</td>
<td>670</td>
<td>46%</td>
</tr>
<tr>
<td>Brainerd</td>
<td>356,379</td>
<td>1,959</td>
<td>182</td>
<td>66%</td>
</tr>
</tbody>
</table>

Source: Office of the Chancellor, Research and Planning
**Finance**

Central Lakes College FY2006 Revenue

- Gifts, Investment Income, & Other Revenue: 15%
- Tuition and Fees: 22.9%
- State Appropriations: 47.4%
- Federal Operating Grants & Contracts: 13.3%
- State Operating Grants & Contracts: 5.5%
- Sales and Services: 2.8%
- Capital Appropriations & Grants: 4.9%

Central Lakes College FY2006 Expenses

- Instruction: 40%
- Research and Public Service: 13%
- Academic Support: 15%
- Other: 9%
- Student Services: 9%
- Institutional Support: 10%
- Auxiliary Enterprises: 2%
- Plant Operation & Maintenance: 7%
- Depreciation: 7%
- Scholarships & Fellowships: 2%
- Scholastic Support Services: 1%
- Full-Time Faculty: 4%
- Part-Time Faculty: 3%
- Customized Training: 7%
- Adjunct/Other: 11%
- MnSCU Administrators: 10
- Commissioner's Plan: 4
- MAPE: 35
- MMA: 11
- AFSCME: 81
- Customized Training: 7)
- Adjunct/Other Part-Time: 73
- Part-Time Faculty: 35
- Full-Time Faculty: 96

Source: IPEDS Finance Survey, NCES

**Human Resources**

Headcount for Employee Groups at Central Lakes College in 2007 and 2008

- MnSCU Administrators: 10/11
- Commissioner's Plan: 4/4
- MAPE: 35/35
- MMA: 11/11
- AFSCME: 81/80
- Customized Training: 7/7
- Adjunct/Other Part-Time: 73/74
- Part-Time Faculty: 4/3
- Full-Time Faculty: 96/94

Source: MnSCU HR Oracle Database

8/7/08