ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JULY 22, 2009
9:30 A.M.

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

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

Committee Chair McElroy calls the meeting to order.

(1) Minutes of June 17, 2009 (pp. 1-4)
(2) Academic and Student Affairs Update
(3) Metropolitan Area Planning (pp. 5-23)
(4) FY 2010 Academic and Student Affairs Committee Work Plan (pp.24-26)
(5) Proposed Response to the Office of the Legislative Auditor Program Review Report (pp. 27-36)
(6) Charter School Report (pp. 37-44)

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

Bolded items indicate action required.
The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 17, 2009 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 9:47 am.

1. Minutes of May 19, 2009
   The minutes from the May 19, 2009 Academic and Student Affairs Committee Meeting were approved as written.

2. Metropolitan Area Planning
   The Minnesota State Colleges and University system is working on a strategy for building its capacity in the metropolitan region to keep pace with the growing population and to meet emerging workforce needs.

   Senior Vice Chancellor said while the metropolitan area is being well served in terms of the availability of two-year programming, a key challenge in the future will be meeting the needs for more baccalaureate and graduate-level programming. She said the goal is for the system to remain competitive now and in the future in meeting the needs of students.

   Past studies have shown that adults in the metropolitan area enroll most in baccalaureate-level offerings in business, health care, computer sciences and social sciences. Graduate-level offerings in business education and health fields were the most popular in surveys.

   The study also showed that adult learners prefer opportunities for baccalaureate and graduate programs close to their home.

   In order to expand access to baccalaureate and graduate programs in the Twin Cities metropolitan area, Senior Vice Chancellor Baer asked the board to approve the following motion:
The Board of Trustees directs the Minnesota State Colleges and Universities to expand access to baccalaureate and graduate programs in the Twin Cities metropolitan area through immediate action and long-range planning. The Board approves the following core strategies to guide continuing work by the Office of the Chancellor and universities and colleges serving the metropolitan area:

1) Strengthened partnerships between Metropolitan State and the ten metropolitan colleges.
2) Additional partnerships between metropolitan area colleges and carefully chosen non-metropolitan state universities when necessary to supplement the program capacity of Metropolitan State University.
3) Online delivery and collaborate programs and services that conserve resources and expand resources.
4) Marketing that promotes the strength and power of the system to offer the full range of programs – associate, baccalaureate and graduate degrees – in the metropolitan area.
5) Students First and other information technology improvements that aid institutional partnership and student mobility by creating common administrative processes at system institutions.
6) Facilities on the campuses of Metropolitan State University and the metropolitan area colleges to support expanded opportunities for baccalaureate and graduate education.
7) Development by Metropolitan State University of a Master Facilities Plan which incorporates a metropolitan-wide programming strategy to guide facilities planning.
8) Selected learning when on-campus facilities are not available or appropriate to serve the student market.
9) Investment of additional resources at Metropolitan State University to accelerate its growth in programs and facilities, when feasible, within the constraints to meeting other system obligations.

Trustee Englund said the Students First portal, which would help streamline administrative processes between the system’s colleges and universities, would be a valuable and attractive option for students and asked when it will be implemented.

Students First is a top priority for the Enterprise Investment Committee, Senior Vice Chancellor Baer said. Chair McElroy asked if Trustees could receive a timeline for the project.

Trustee Rice said marketing of the system’s program is important, especially considering the marketing done by for-profit schools in the metropolitan area. She asked how the system will market when the system’s budget for such efforts is minimal.

Senior Vice Chancellor Baer said Metro Alliance schools have marketing staffs and they are working on a more coordinated marketing strategy.
Chancellor McCormick said he would like the Trustees to keep the marketing investment on future allocation agendas since it is important for the system to tell its story.

Trustee Benson said he is concerned that the planning strategies presented don’t adequately nurture partnerships that are developing on campuses between out-state universities and metro colleges. He said he does not want to see those partnerships dampened.

Chair McElroy said the strategies do support the partnerships that are emerging between colleges and outstate universities. What is not being promoted is the building of a new public university in the metropolitan area. Students have different needs and desires, and a multi-layered approach will best meet their needs.

Senior Vice Chancellor Baer pointed out that for decades there has been a balancing act between institutions wanting to serve the Twin Cities market. It will be important to encourage and support emerging partnerships to address capacity issues in the future, she said.

Trustee Dickson said she sees the developing partnerships as a sign of improvement. The system can support the alliances growing between colleges and universities, while at the same time encouraging the one four-year, public institution the system has in the Twin Cities as a way to meeting growing needs.

Trustee Van Houten said marketing should include going directly to the customer to find out his or her preferences. For example, metropolitan students from two-year colleges could be asked if they would prefer the opportunity to earn a bachelor’s degree from MSU, Mankato, St. Cloud State University or Metropolitan State University.

Metropolitan State University President Hammersmith said the university did a study that showed that their major competition is from private universities, not public universities in Mankato or St. Cloud. Students surveyed indicated that they would have preferred to earn a baccalaureate degree from Metropolitan State University, but weren’t able to because of university limitations, such as when the classes were offered.

The Metro Area Plan being presented is designed to meet the needs of the two year college students and ensure that other institutions are allowed to operate in the Twin Cities, she said.

Trustee Van Houten said another important thing for Trustees to consider is the change in the economic climate since metropolitan area planning discussions began in 2007. Planning goals were drafted when the state’s finances were drastically different. He said evaluation and final decisions should take into
consideration whether programs can be offered less expensively in the Twin Cities area by other universities rather than by creating a new program at Metropolitan State University.

Chair McElroy asked Trustees if they wanted to vote on the Board recommendation with the nine stated strategies, or add language pertaining to cost efficiency of programming.

Trustee Sundin said she didn’t think a new goal needed to be added to the plan. Trustees take into consideration fiscal implications of each action. Trustees Dickson and Rice agreed. Trustee Dickson said shrinking resources are forcing the board is to work more efficiently.

Trustees Benson, Dickson, Rice and Benson indicated they preferred to move ahead with the motion. Trustees Englund and Van Houten indicated they preferred the recommendation be redrafted.

Chair McElroy said he was concerned about the motion as written and since the timing of the approval of the plan is not urgent, he asked that the motion be redrafted to state that all university programs approved in the Twin Cities should show that they offer the best value in terms of cost and quality.

The redrafted motion will be brought back for consideration at the July committee meeting.

The meeting adjourned at 10:30 am
Respectfully submitted,
Margie Takash, Recorder
In September 2009, the Board reviewed recommendations for a system response to meeting growing needs for baccalaureate and graduate education in the Twin Cities metropolitan area. Since that meeting, planning has continued through the Metro Alliance, state universities, and the Office of the Chancellor. In June 2009, the Board was asked to adopt a framework for ongoing planning for the region. Revisions to the discussion and suggested motion address the Board’s direction to include specific references to efficiency and cost-effectiveness.

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

The Minnesota State Colleges and Universities system needs a strategy for building its capacity to contribute to the continued vitality of the Twin Cities. A key challenge is to develop additional baccalaureate and graduate programs in the metropolitan area to 1) keep pace with the growing population and participation in post-secondary education and 2) meet emerging workforce needs.

Background Information:

Previous Board discussions occurred in September, 2007; January, 2008; May, 2008; July, 2008; September 2008; and June 2009.
Board action is requested on a recommended strategy to address the increasing numbers of Twin Cities residents who will need post-secondary education, with particular attention to allowing more residents to complete their bachelor’s and graduate degrees at a Twin Cities public university.

The information below originally was presented to the Board in June, 2009. It has been modified to reflect the Board’s intent that program decisions should always promote efficient use of state and student resources. Changes are shown underlined.

BACKGROUND

Population forecasts by the Metropolitan Council anticipate nearly 1 million additional residents in the seven-county area between 2005 and 2030. Projections by the Office of the State Demographer for the region are more modest, but still forecast over 500,000 more residents by 2030. Uncertainty over the size and location of population growth complicates system planning but does not eliminate the need to assume that the system will need to accommodate more Twin Cities resident students in the years ahead.

In addition to responding to growth in overall population, the system will be expected by state leaders to increase participation in post-secondary education. The system 2008-2012 Strategic Plan starts with a commitment to achieve this goal.

With 10 community and technical colleges located across the metropolitan area, the system is well-positioned to increase capacity at the lower division level. It is less well prepared to respond to increasing needs for upper division and graduate education. Bachelor’s degrees awarded by Metropolitan State University now make up approximately 11 percent of the awards granted by system institutions in the metropolitan area; master’s degrees and graduate certificates account for 1 percent of the awards.

As more Twin Cities residents are successful in beginning post-secondary education and as the labor market increasingly favors workers with advanced levels of education, demand for baccalaureate and graduate degrees is likely to grow even faster than the population numbers alone would indicate. The University of Minnesota and traditional and for-profit private institutions will satisfy part of the market. In fact, the most profitable programs may be available from numerous providers. Lack of a coordinated and aggressive system response, however, will limit affordable opportunities across the many fields of study that Minnesota State College and
Universities delivers for Minnesota’s workforce. In 2008, the eleven system institutions that make up the Metro Alliance\(^1\) and the Office of the Chancellor received the results of a market study of Twin Cities area adult learners age 25 to 54 who enrolled in any public and private institution within the past 5 years. The needs and preferences of this market for post-secondary education have helped shape thinking about ways to improve the system’s responsiveness to students in the Twin Cities region.

Previous Board discussions on this topic have led to the plan presented for action at this meeting:

- **September, 2007** Demographic trends and workforce needs, establishing the need for more capacity in the Twin Cities metropolitan area and the expanded upper division and graduate programming.
- **January, 2008** Regional planning to create additional capacity and potential roles of Metropolitan State University and the other six state universities in the metro area. The Board determined that a planned approach would be beneficial and directed that the non-metropolitan state universities should be part of the solution to meeting upper division and graduate needs.
- **May, 2008** Principles and values that should guide planning in the Twin Cities and options for organizing expansion of programs and facilities.
- **July, 2008** Further exploration of organizing principles and program and facilities models for expanded upper division and graduate education. The Board determined that further planning for the Twin Cities should not include the option of establishing a new university.
- **September, 2008** June, 2009 Recommendations presented and discussed.

**PRINCIPLES**

Principles for development of baccalaureate and graduate education in the Twin Cities are based on the Board’s discussions in July and September, 2008. They are the foundation for the recommended Board motion.

**Institutional Roles and Responsibilities**

- Metropolitan State University should remain the primary state university in the Twin Cities. As it is able and as documented demand warrants, Metropolitan State should

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\(^1\) The Metro Alliance consists of Anoka-Ramsey Community College, Anoka Technical College, Century College, Dakota County Technical College, Hennepin Technical College, Inver Hills Community College, Metropolitan State University, Minneapolis Community and Technical College, Normandale Community College, North Hennepin Community College, and Saint Paul College.
continue aggressive development of new baccalaureate and graduate programs delivered on its own campuses and in partnership with the Metro Alliance colleges.

- Because Metropolitan State is not able to meet all student and workforce needs that the system should address in the Twin Cities, academic strengths in other state universities need to be part of the mix of programs offered in the region.

- While a framework for expanding state university programs is desirable, assigning exclusive responsibility for geographic areas does not allow sufficient flexibility to take advantage of the different program capacities and strengths of each university or to create metro-wide programs.

Program Development

- Baccalaureate and graduate programs offered by non-metropolitan state universities in the Twin Cities should build upon, and not duplicate, lower division capacity in the Metro Alliance institutions.

- Program expansion in the Twin Cities should avoid unnecessary duplication of 1) upper division and graduate programs offered by Metropolitan State University and other state universities and 2) specialized lower division college courses that articulate to these programs.

- Upper division programs should welcome students who have many types of prior lower division course credits. In other words, many students will not follow a traditional 2 + 2 pattern of two years at a community or technical college followed by transfer to a single baccalaureate institution for the final two years of the degree.

- 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 not 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.

Facilities

- Because development is occurring throughout the region, opportunities need to be distributed across the metropolitan area. Too many locations, however, make it difficult to promote public visibility and identity, offer on-site auxiliary services, manage facilities costs, and provide consistency for students and faculty.

- For this reason, when capacity exists or can be built, existing system campuses should be a first choice for locating additional upper division and graduate programs.
• Aggressive development of online and hybrid instruction throughout the system will allow institutions to offer convenient, competitive education to residents of the growing Twin Cities area while limiting capital investment requirements.

• Leasing is an attractive option for testing the market in new locations and for meeting temporary needs.

PLANNING FRAMEWORK AND ON-GOING WORK

In the Twin Cities metropolitan area, the Minnesota State Colleges and Universities is pursuing strategies that would enable it to provide a more comprehensive, balanced set of programs and classes while expanding capacity to serve the growing population.

At present, approximately 7 percent of the full-year equivalent (FYE) instruction offered in the metropolitan area is at the upper division or graduate levels (6 percent upper division, 1 percent graduate). By utilizing the capacity of the non-metropolitan universities to supplement growing capacity at Metropolitan State University, the system will better match the region’s higher education needs.

Directed by the Board’s previous discussions about the urgency of expanding the system’s service to the Twin Cities area, the Metro Alliance, state universities, and Office of the Chancellor are continuing to implement programs and facilities for upper division and graduate education.

The following sections list the strategies presented to the Board in September, 2008 and provide an update on progress.

Development of Baccalaureate and Graduate Program Capacity

See attachment A for baccalaureate and graduate programs currently offered in the Twin Cities.

1. **Strategy:** The system should invest resources that will allow Metropolitan State University to offer more programs, to more students, in more locations.

   **Rationale:**
   Within Minnesota State Colleges and Universities, institutions finance new programs by tapping their allocation from the system appropriation, their retained tuition revenues and special initiative funding when it is available. This has been the method used to develop Metropolitan State University to its position today. The pace of change, however, has not been fast enough to respond to demand for programs in nursing and other STEM fields, for degree completion programs for community and technical college graduates, and for program opportunities for others in the community who are seeking public higher education leading to a bachelor’s or graduate degree.
Update:
The Board considered but withdrew a legislative initiative for the 2009 legislative session. Current economic conditions make it unlikely that targeted state funding will be possible during this biennium. However, Metropolitan State still needs to grow aggressively. In fact, Metropolitan State’s FYE enrollments have increased 7-8% over the past year without additional state funding. When feasible, focused funding should be considered a viable strategy to accelerate its development.

Within the limits of available resources, Metropolitan State University has moved forward in developing academic, marketing, and strategic plans with an expectation of growth, as resources permit, over the next decade. By so doing, Metropolitan State is laying the groundwork for future accelerated growth, and Metropolitan State should be able to move quickly and efficiently when resources and facilities do become available. Until the state is able to invest in this growth, Metropolitan State will only selectively move forward with its expansion of programs, enrollments, and locations.

As shown in Attachment A, Metropolitan State University now offers nearly 70 baccalaureate and graduate programs. In Fall, 2009, the university will open a new Master of Science program to prepare Advanced Dental Therapists (on the Normandale Community College campus) and a Bachelor of Science program in Finance. New programs under development at Metropolitan State University include:

- Doctor of Business Administration
- Bachelor’s degrees in Entrepreneurship, Special Education
- Master’s degrees in Alcohol and Drug Counseling, Education, Law Enforcement and Criminal Justice, Orthotics/Prosthetics
- Professional certificate in English as a Second Language

2. Strategy: Metropolitan State University should strengthen its partnerships with Metro Alliance colleges.

Rationale:
Upper division classes built upon the system’s lower division capacity provide pathways to career advancement. Whether or not special funding to speed development can be identified, the system should expect the University to continue its expansion of baccalaureate degree programs that are offered in cooperation with Metro Alliance colleges.

Presidents of the colleges welcome more opportunities to serve their communities by hosting baccalaureate programs that connect with their associate degrees and lower division offerings. Use of these campuses allows Metropolitan State to extend its reach to areas of the Twin Cities beyond its own locations in St. Paul and Minneapolis.

Update:
During 2008-2009, the Metro Alliance colleges and Metropolitan State worked to strengthen their partnerships, to lay a solid base for the expansion of baccalaureate offerings on the two-year campuses, and to enhance recruitment of Metro Alliance students into Metropolitan
State University. Metropolitan State’s new president visited all Metro Alliance college campuses to learn about the interests, needs, and opportunities, and Metro Alliance chief academic officers meet regularly throughout the year.

Metropolitan State University now offers courses on campuses of 8 of the 10 two-year Metro Alliance colleges. Business programs are available at all of these locations, nearly achieving a Metro Alliance goal of having business programs on all campuses. Entrepreneurship classes have been requested and are being added to these programs.

The university is planning additional partnership programs in nursing, accounting and other fields.

- In final approval stages and scheduled to begin in 2009, a new bachelor’s degree program in nursing will serve students graduating from LPN programs at Metropolitan State University, Anoka Technical College, Dakota County Technical college, Hennepin Technical College, and Saint Paul College. Courses will be taught on the five campuses on a rotating basis, utilizing existing laboratory facilities.
- Accounting degree completion programs, currently available at Normandale Community College, will be expanded to more Metro Alliance college campuses.
- Individualized major degree completion programs are scheduled to begin in 2010 at Inver Hills Community College, Normandale Community College, and North Hennepin Community College.

Metropolitan State has developed special marketing materials for each of the 10 Metro Alliance college campuses, including both institutions’ logos, to highlight their partnership and promote continuation into baccalaureate programs.

Metropolitan State is moving an array of services online to enable students to get easy access to information and materials they need regardless of which Metro Alliance campus they are using. These include online student orientation, online advising, online academic success workshops, online career services, and online access to significant library and information resources.

3. **Strategy: Metro Alliance colleges should develop sustained partnerships with carefully chosen non-metropolitan state universities when Metropolitan State University is unable to deliver cost-effective upper division and graduate programs that best meet the needs of their students.**

**Rationale:**
For the foreseeable future, Metropolitan State University will not have the ability to fulfill the system’s potential for upper division and graduate education in the Twin Cities. To make up these gaps, the community and technical colleges have begun to develop closer relationships with the non-metropolitan state universities. Existing partnerships between Anoka-Ramsey Community College and St. Cloud State University, Normandale Community College and Minnesota State University, Mankato, and North Hennepin Community College and Minnesota State University Moorhead are prototypes.
In addition to partnerships with Metropolitan State University, further pairings among Metro Alliance Colleges and other state universities should be developed when they are cost-effective solutions to priority student needs. The goal should be to create a metro-wide network of significant, sustained relationships between each college and a primary state university partner to expand the number of bachelor’s and graduate degrees that can be completed in the region. The Office of the Chancellor and the Metro Alliance should coordinate and assist in the development of paired colleges and universities in order to address different program needs efficiently while avoiding unnecessary duplication.

**Update:**
Presidents and chief academic officers of the Metro Alliance institutions and the non-metropolitan state universities are in on-going discussions directed toward the goal of initiating two new baccalaureate completion program areas by Fall 2010.

State university chief academic officers and the Metro Alliance chief academic officers met regularly in 2009 including an all-day work session in May with leadership of the Institute for Academic Alliances, a multi-state partnership that develops and coordinates joint graduate degree programs. The Institute shared templates for cost and revenue sharing, space allocation, faculty agreements and other administrative arrangements that can facilitate cooperation. The college and university chief academic officers and staff from the Office of the Chancellor agreed to a schedule to meet six times a year to intensify planning for upper division programs.

Each university has identified its program strengths that are potential candidates for partnership programs. In the Metro Alliance, business, nursing and an individualized baccalaureate completion degree have been selected for priority development on every Metro Alliance college campus. In addition, there is interest in developing one or more engineering and education programs that would be available at certain locations, but not all campuses. New programming in these two fields will need to include resources from the non-metropolitan universities.

Recently, state university engineering deans met with interested college administrators to refine the issues and plan next steps in developing a potential engineering or engineering technology program in the Twin Cities. Depending on the specific program pursued, universities at Bemidji, Mankato, St. Cloud, or Winona would be the lead. The deans of education will be convened for a similar discussion in July.

Minnesota State University, Mankato has an established partnership with Normandale Community College. In addition to offering programs at Normandale, the university worked with the Office of the Chancellor to identify an off-site location in Edina to expand its baccalaureate and graduate programs. Enrollments exceeded projections for the first year. Programs approved for this location are listed in Attachment A; upper division and graduate courses that apply to Minnesota State University, Mankato degrees are offered in additional program areas. To alleviate some of its own overcrowding, Normandale is offering lower division courses at the 7700 France Avenue site.
4. **Strategy:** A marketing initiative should be created to inform Twin Cities residents that they can complete bachelor’s degrees on the Metro Alliance college campuses.

**Rationale:**
One finding of the recent market study is that adult learners favor community and technical college locations for taking courses toward university degrees. Once developed, a robust network of baccalaureate opportunities, in locations throughout the metropolitan area, would be a powerful message to convey to Twin Cities adults seeking to complete their undergraduate degrees.

**Update:**
Following the completion of the market study of adult learners, Metro Alliance communications staff began work on a combined communications strategy. Full implementation of this strategy must wait for progress in strengthening the partnership programs. The Metro Alliance chief academic officers are eager to promote the availability of baccalaureate completion programs on their campuses to residents who are now looking to other institutions for these opportunities.

Working with the marketing staff from the metro colleges and the Office of the Chancellor, Academic and Student Affairs developed a proposal for enhancing the search capability of web tools so that potential students can easily find information about the programs offered in the metro area and the entire state in one place. The proposal was presented to the system Enterprise Investment Committee, and while it was not funded at this time, it remains on a list of worthy projects for future consideration.

Metropolitan State University has developed a strategic marketing plan, based on market research, to raise the visibility and awareness of the university and to enhance recruitment of adult learners, working professionals, and Metro Alliance transfer students.

5. **Strategy:** To supplement intensive partnerships between individual state universities and Metro Alliance colleges, online instruction, collaborative metro-wide programs, and specialized partnerships should be used to expand cost-effective access to baccalaureate and graduate education.

**Rationale:**
No single strategy can anticipate all future needs and possibilities. While the above recommendations address major system strategies in the Twin Cities, other strategies can contribute to expanded access. Online courses offered by any of the state universities can enroll Twin Cities residents. The system’s doctorate in nursing degree is a collaboration among four state universities that could serve as model for other disciplines. There may also be needed bachelor’s degree programs that could articulate with a college’s lower division offerings that are not available through an on-campus state university partner.
Update:
Hybrid delivery is incorporated into most programs offered in the metropolitan area and throughout the system. Attachment A notes the programs now offered either exclusively online or as an online alternative to classroom-based delivery. Online programs available at all state universities can be accessed by metropolitan area residents as well as residents in their regions.

Metropolitan State University and surrounding metro institutions have embraced online learning as an option for responding to the needs of individual students and industries. With an average growth of 25% in FY 2009, online learning is tailored to meet the needs of working professionals and enables students to pursue a quality education in an online learning environment. Institutions have invested in technologies that serve students through online orientation, online academic advising, online library reference services, curriculum design and program development support for courses and programs aligned to the college's mission and values, creating an appropriate infrastructure to support and sustain online degree offerings.

6. Strategy: At some point in the future, among other long-range options, the Board should evaluate whether educational access could be enhanced by consolidating Metropolitan State University with one or more Metro Alliance colleges.

Rationale:
Actions taken in today’s environment would not preclude future expansion of Metropolitan State University though structural changes in the system’s Twin Cities institutions.

With added investment and deepened partnerships, the Metropolitan State University can play a much larger role in meeting metro-wide needs for higher education. But too many changes too fast would be difficult for the university to absorb. The differing roles, missions and staffing of open admissions colleges and state universities would be critical considerations in choosing whether or not to merge at a later time.

Update:
Planning through the Metro Alliance and state university chief academic officers will be pursued under the guidelines that the Board adopts. Current work in the system (“Students First”) to streamline and standardize back office operations of all institutions will help students move freely among campuses and produce efficiencies, providing some of the benefits that could be achieved through reorganization, which is often disruptive to relationships and lines of authority.

Facilities to Accommodate Enrollment Growth and the Expansion of Upper Division and Graduate Education

See Attachment B for capital projects and leasing related to supporting upper division programs in the Twin Cities.
7. **Strategy:** Metropolitan State University campuses should be expanded as classroom enrollments grow.

**Rationale:**
Online instruction can alleviate facility needs, but Metropolitan State University will still require additional facilities to add enrollments and expand into new program areas.

**Update:**
With funding approved in 2008, Metropolitan State University and Minneapolis Community and Technical College are constructing a training facility on the Brooklyn Park campus of Hennepin Technical College to serve all Metro Alliance law enforcement programs.

Two projects on the St. Paul campus are proposed for the 2010-2012 capital budget: the Smart Classroom Building (to replace a condemned building) which the legislature has funded and the governor has vetoed each of the last two years, and a Science Education Center.

Further expansion will be addressed in the university’s updated Master Facilities Plan. As part of this process, the university is examining its future space needs in the West Metro area.

Metropolitan State has undertaken an Instructional Space Allocation Project designed to enable more efficient use of available instructional space, allowing enrollment to grow within existing facilities and on Metro Alliance college campuses. This project is scheduled for conclusion later in 2009 and will guide course scheduling for the academic plan beginning in 2010.

8. **Strategy:** In addition to building out each of the Metro Alliance college campuses for enrollment growth, space planning on the college campuses should allow for upper division and graduate education offered by state university partners.

**Rationale:**
Since population growth is occurring throughout the metropolitan area, every college should be expected to enroll more students in the years ahead. Online and hybrid courses will satisfy an increasing portion of the demand, but, over the long term, the system should anticipate continuing needs to expand facilities on existing campuses. While some institutions will need to consider parking structures, increased classroom and other building capacity is feasible on all existing campuses in the Twin Cities.

As a long-range strategy, the system should develop the capacity to provide a coordinated network of baccalaureate degree completion opportunities on the 11 Metro Alliance college campuses. Recent market research confirms that two-year college campuses are attractive sites for students seeking bachelor’s degrees; these campuses are located in strategic locations across the metropolitan area and already contain support facilities and other amenities expected of higher education institutions.
Colleges should work with their state university partners to design classrooms and laboratories that fit short and intermediate term program plans. However, the system should avoid permanent designation of these facilities for a particular university.

The Metro Alliance should develop consistent usage and financial guidelines for shared space when a state university offers classes on a Metro Alliance college campus. Universities that locate on college campuses need the assurance that they will be able to schedule their courses as needed. Colleges that host university classes should expect reasonable sharing of facilities and support costs. Greater consistency in these arrangements will streamline planning and reduce uncertainty.

**Update:**
New projects are proposed for the 2010-2012 capital budget that will support upper division partnerships at: Anoka-Ramsey Community College, Minneapolis Community and Technical College, Normandale Community College, and North Hennepin Community College. Projects are under development at Inver Hills Community College and Saint Paul College. In a future year, Century College will likely propose renovations that could expand use by university partners. Other Metro Alliance college campuses have room to accommodate university programs.

The Finance Division in the Office of the Chancellor developed a model template for co-location agreements. Metropolitan State is using this template to guide development of its co-location agreement with Hennepin Technical College for the Law Enforcement and Criminal Justice Education Center.

Metropolitan State University is analyzing its future space requirements with a goal of 3-year rolling space allocation contracts to ensure the smooth delivery of Metropolitan State programs and courses across the Metro Alliance campuses.

9. **Strategy:** When on-campus facilities are not available or appropriate, leased space should be employed on a case-by-case basis.

**Rationale:**
Although Metro Alliance campuses are distributed across the region, off-campus locations may be necessary when there is insufficient capacity or when the institution seeks to enroll students who do not have convenient access to its campus.

**Update:**
Three state universities currently employ significant leased space in the metropolitan area. Metropolitan State University leases space in the St. Paul midway area; future leased locations will be part of an updated Master Facilities Plan for the university. Minnesota State University, Mankato and St. Cloud State University each lease facilities in Twin Cities suburbs.
The Senior Vice Chancellor for Academic and Student Affairs has issued guidelines for reviewing proposed off-campus locations in any area of the state. These guidelines are used to review the market need for an additional location, to avoid unnecessary duplication among system institutions, and to assess lease arrangements.

**RECOMMENDED COMMITTEE MOTION**

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the following motion:

**RECOMMENDED MOTION**

The Board of Trustees directs the Minnesota State Colleges and Universities to expand access to baccalaureate and graduate programs in the Twin Cities metropolitan area through immediate action and long-range planning. Expanded programs should offer competitive, attractive opportunities for Twin Cities residents and serve workforce needs of the changing Twin Cities economy. All programming should meet high standards for quality and cost-effective use of the investment provided by Minnesota taxpayers and students.

The Board approves the following core strategies to guide continuing work by the Office of the Chancellor and universities and colleges serving the metropolitan area.

1. Strengthened partnerships between Metropolitan State and the ten metropolitan colleges.
2. Additional partnerships between metropolitan area colleges and carefully chosen non-metropolitan state universities when necessary to supplement the program capacity of Metropolitan State University.
3. Online delivery and collaborative programs and services that conserve resources and expand access.
4. Marketing that promotes the strength and power of the Minnesota State College and University System to offer the full range of programs–associate, baccalaureate and graduate degrees—in the metropolitan area.
5. Students First and other information technology improvements that aid institutional partnerships and student mobility by creating common administrative processes at system institutions.
6. Facilities on the campuses of Metropolitan State University and the metropolitan area colleges to support expanded opportunities for baccalaureate and graduate education.
7. Development by Metropolitan State University of a Master Facilities Plan which incorporates a metropolitan-wide programming strategy to guide facilities planning.
8. Selected leasing when on-campus facilities are not available or appropriate to serve the student market.
9. Investment of additional resources at Metropolitan State University to accelerate its growth in programs and facilities, when feasible within the constraints of meeting other system obligations.
## Programs Offered by Metropolitan State University

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<tr>
<th>Program (all on St. Paul Campus or Midway)</th>
<th>Award</th>
<th>Other Twin Cities Area Locations</th>
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<tbody>
<tr>
<td>Women’s Studies</td>
<td>BA</td>
<td>Minneapolis Community and Technical College (co-located)</td>
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<td>Gender Studies</td>
<td>BA</td>
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<tr>
<td>Ethnic Studies</td>
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</tr>
<tr>
<td>Professional Communications</td>
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<td></td>
</tr>
<tr>
<td>Visual Communications</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>MIS Systems Analysis and Design</td>
<td>GC</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>BS, MS</td>
<td></td>
</tr>
<tr>
<td>Computer Forensics</td>
<td>BAS, cert</td>
<td></td>
</tr>
<tr>
<td>Urban Secondary Teacher Education</td>
<td>GC</td>
<td>Minneapolis Community and Technical College (co-located)</td>
</tr>
<tr>
<td>Urban Elementary Education</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>English Teaching</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Mathematics Teaching</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Social Studies Teaching</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Life Sciences Teaching</td>
<td>BS</td>
<td></td>
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<tr>
<td>English</td>
<td>BA</td>
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<tr>
<td>Writing</td>
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<tr>
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<td></td>
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<tr>
<td>Liberal Arts</td>
<td>BA, MA</td>
<td></td>
</tr>
<tr>
<td>Individualized Studies *</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>BA</td>
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</tr>
<tr>
<td>Philosophy</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Early Childhood Studies</td>
<td>BAS</td>
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<tr>
<td>Criminal Justice</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>BS, certificate</td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td>BHS</td>
<td></td>
</tr>
<tr>
<td>Public and Nonprofit Administration *</td>
<td>MPNA</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>BSW</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>BA</td>
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</tr>
<tr>
<td>Economics</td>
<td>BS</td>
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<tr>
<td>Theater</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Screenwriting</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Oral Health Care Practitioner (Advanced Dental Therapist)</td>
<td>MS</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>BS, GC</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>Alcohol and Drug Counseling</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>BSN, MSN</td>
<td>Anoka-Ramsey Community College-Coon Rapids (RN baccalaureate completion)</td>
</tr>
<tr>
<td>Leadership Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult/Geriatric Nurse Practitioner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Practice **</td>
<td>DNP</td>
<td></td>
</tr>
<tr>
<td>Nursing Science *</td>
<td>MSN</td>
<td></td>
</tr>
<tr>
<td>Public Health Nursing Leadership</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>Wound Ostomy Continence Nurse **</td>
<td>Certificate</td>
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<tr>
<td>Wound Care Nurse **</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Ostomy Care Nurse **</td>
<td>Certificate</td>
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</tbody>
</table>
# Programs Offered by Metropolitan State University

<table>
<thead>
<tr>
<th>Program (all on St. Paul Campus or Midway)</th>
<th>Award</th>
<th>Other Twin Cities Area Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continence Care Nurse **</td>
<td>Certificate</td>
<td>Bloomington</td>
</tr>
<tr>
<td>Business Administration *</td>
<td>MBA</td>
<td>Anoka-Ramsey Community College</td>
</tr>
<tr>
<td>Organizational Administration *</td>
<td>BAS</td>
<td>Century College</td>
</tr>
<tr>
<td>Management *</td>
<td>BS</td>
<td>Hennepin Technical College</td>
</tr>
<tr>
<td>Business Administration *</td>
<td>BS</td>
<td>Inver Hills Community College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minneapolis Community and Technical College (co-located)</td>
</tr>
<tr>
<td>Industrial Management *</td>
<td>BAS</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>Accounting</td>
<td>BS</td>
<td>Minneapolis Community and Technical College (co-located)</td>
</tr>
<tr>
<td>Finance</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management *</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>International Commerce</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Management Information Systems*</td>
<td>BS, GC, MMIS</td>
<td></td>
</tr>
<tr>
<td>Information Assurance and Information Technology Security *</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>Information Assurance</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Marketing *</td>
<td>BS</td>
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<tr>
<td>Sales Management</td>
<td>BAS</td>
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<tr>
<td>Project Management</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>BA</td>
<td></td>
</tr>
</tbody>
</table>

* Programs available the Twin Cities in both classroom and online delivery
** Programs available to Twin Cities residents entirely or predominantly online

Notes: Includes programs in the system program inventory, June 2009. Does not include all locations where courses, but not complete programs, may be available. GC = Graduate Certificate.
# Upper Division and Graduate Programs Offered in the Twin Cities Metropolitan Area by State Universities Located in Other Areas of the State

<table>
<thead>
<tr>
<th>Program</th>
<th>Award</th>
<th>Twin Cities Area Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bemidji State University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education **</td>
<td>BS</td>
<td>Golden Valley</td>
</tr>
<tr>
<td>Technology Management</td>
<td>BAS</td>
<td>Twin Cities</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>BS</td>
<td>Twin Cities</td>
</tr>
<tr>
<td>Nursing (RN baccalaureate completion)</td>
<td>BS</td>
<td>Anoka-Ramsey Community College (Cambridge)</td>
</tr>
<tr>
<td>Curriculum and Instruction **</td>
<td>MED, MS</td>
<td></td>
</tr>
<tr>
<td>Online Teaching **</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>Special Education **</td>
<td>MS, MSpEd</td>
<td></td>
</tr>
<tr>
<td>Applied Engineering **</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Technology Management **</td>
<td>BAS</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology **</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice **</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Business Administration **</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td><strong>Minnesota State University, Mankato</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Planning</td>
<td>MA</td>
<td>Normandale Community College</td>
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<tr>
<td>Education</td>
<td>MAT</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>MS, Specialist</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Special Education</td>
<td>MS</td>
<td>Burnsville</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorders *</td>
<td>GC</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Learning Disabilities *</td>
<td>GC</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>BS</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>MS</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Experiential Education</td>
<td>MS</td>
<td>Normandale Community College</td>
</tr>
<tr>
<td>School Health Education</td>
<td>MS</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Library Media Education *</td>
<td>MS</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Sociology Corrections</td>
<td>MS</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Public Administration</td>
<td>MPA</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Public Administration (Urban Planning)</td>
<td>GC</td>
<td>France Avenue, Edina</td>
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<tr>
<td>Local Government Management</td>
<td>GC</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Community Health</td>
<td>MS</td>
<td>France Avenue, Edina</td>
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<tr>
<td>Rehabilitation Counseling</td>
<td>MS</td>
<td>Twin Cities</td>
</tr>
<tr>
<td>Business Administration</td>
<td>MBA</td>
<td>France Avenue, Edina</td>
</tr>
<tr>
<td>Database Technology **</td>
<td>GC</td>
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<tr>
<td>Education Technology **</td>
<td>GC</td>
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<tr>
<td>Reading **</td>
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<tr>
<td>English **</td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>Technical Communications **</td>
<td>GC</td>
<td></td>
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<td>Speech Communication **</td>
<td>GC</td>
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<tr>
<td>Nursing Science **</td>
<td>MSN</td>
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<tr>
<td>Clinical Nurse Specialist (Post-Master’s) **</td>
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<tr>
<td>Family Nurse Practitioner (Post-Master’s) **</td>
<td>GC</td>
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</tr>
<tr>
<td><strong>Minnesota State University Moorhead</strong></td>
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---

Attachment A

Upper Division and Graduate Programs Offered in the Twin Cities
### Upper Division and Graduate Programs Offered in the Twin Cities Metropolitan Area by State Universities Located in Other Areas of the State

<table>
<thead>
<tr>
<th>Program</th>
<th>Award</th>
<th>Twin Cities Area Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BA</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td>Special Education</td>
<td>BS</td>
<td>Anoka Ramsey Community College</td>
</tr>
<tr>
<td>Construction Management</td>
<td>BS</td>
<td>Century College</td>
</tr>
<tr>
<td>Operations Management</td>
<td>BS</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td>Educational Leadership **</td>
<td>MS</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td>Teaching and Learning with Technology **</td>
<td>GC</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td>Operations Management **</td>
<td>BS</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td><strong>Southwest Minnesota State University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>BS</td>
<td>Dakota County Technical College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hennepin Technical College</td>
</tr>
<tr>
<td>Physical Education</td>
<td>BS</td>
<td>Dakota County Technical College</td>
</tr>
<tr>
<td>Applied Technology Management</td>
<td>BAS</td>
<td>Dakota County Technical College</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BS</td>
<td>Dakota County Technical College</td>
</tr>
<tr>
<td><strong>St. Cloud State University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>MS</td>
<td>North Branch</td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>MS</td>
<td>Anoka-Ramsey Community College</td>
</tr>
<tr>
<td>Special Education</td>
<td>BS</td>
<td>Anoka-Ramsey Community College</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>BS</td>
<td>North Branch</td>
</tr>
<tr>
<td>Information Media</td>
<td>MS</td>
<td>Anoka-Ramsey Community College</td>
</tr>
<tr>
<td>Engineering Management</td>
<td>MEM</td>
<td>Metropolitan State University</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>BES</td>
<td>Anoka-Ramsey Community College</td>
</tr>
<tr>
<td>Business Administration</td>
<td>MBA</td>
<td>Maple Grove</td>
</tr>
<tr>
<td>Regulatory Affairs and Services</td>
<td>MS</td>
<td>North Hennepin Community College</td>
</tr>
<tr>
<td>Reading Teacher K-12</td>
<td>GC</td>
<td>North Branch</td>
</tr>
<tr>
<td>Information Media **</td>
<td>MS</td>
<td>North Branch</td>
</tr>
<tr>
<td>Applied Behavior Analysis **</td>
<td>MS</td>
<td>North Branch</td>
</tr>
<tr>
<td>Criminal Justice Studies **</td>
<td>MS</td>
<td>North Branch</td>
</tr>
<tr>
<td>Aviation Maintenance Management **</td>
<td>BAS</td>
<td>North Branch</td>
</tr>
<tr>
<td><strong>Winona State University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (learning community)</td>
<td>MS</td>
<td>St. Paul</td>
</tr>
<tr>
<td>Sports Management **</td>
<td>GC</td>
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</tr>
<tr>
<td>Post-Nursing Master’s Certificate: CNS **</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>Post-Nursing Master’s Certificate: Nurse</td>
<td>GC</td>
<td></td>
</tr>
<tr>
<td>Educator **</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Programs available the Twin Cities in both classroom and online delivery
** Programs available to Twin Cities residents entirely or predominantly online

Notes: Includes programs in the system program inventory, June 2009. Does not include all locations where courses, but not complete programs, may be available. GC = Graduate Certificate.
## Facilities Planning for Baccalaureate and Graduate Education in the Twin Cities Metropolitan Area

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009 Existing Sq Ft</th>
<th>Projects Under Construction and Recommended Projects for 2010-2012 Capital Budget</th>
<th>Currently Planned New Square Footage</th>
<th>Future Capital Budget Planning</th>
<th>Program Areas in Planned Space</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy: Expand capacity at Metropolitan State University in St. Paul and co-locations on college campuses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan State University, St. Paul campus</td>
<td>273,448 sq ft</td>
<td>$35.1 million for Science Education Center at main St. Paul campus with skyway across 6th Street</td>
<td>58,600 sq ft for total of 334,077 sq ft (21% increase at main campus)</td>
<td>Current Master Plan is in process of updating focus on metro wide program delivery and services and discussion of type of space needed (collocate, lease or build); project will be likely for 2012-2016</td>
<td>Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$5.86 million classroom expansion utilizing existing space in condemned structure on St. Paul campus (requested and vetoed in 2008 and 2009)</td>
<td>Renovation of existing unusable 16,500 sq ft (no increase in sq ft)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan State University at Minneapolis Community and Technical College</td>
<td>Approx 50,000 sq ft</td>
<td>Minneapolis Community and Technical College: Management Education Center in the Old Harmon Building</td>
<td>Approximately 50,000 sq ft acquired and renovated in 2005</td>
<td></td>
<td>General classroom use</td>
</tr>
<tr>
<td>Metropolitan State University at Hennepin Technical College-Brooklyn Center</td>
<td>Approx 65,150 sq ft</td>
<td>Completing $16.3 million Law Enforcement Center at to replace leased space in St. Paul Midway area</td>
<td>Approx 65,150 sq ft under construction for occupancy Fall 2010</td>
<td></td>
<td>Law enforcement skills and classroom instruction</td>
</tr>
<tr>
<td><strong>Strategy: Provide capacity for upper division and graduate programs on Metro Alliance two-year college campuses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: At all campuses, additional space could be available for university use during some times of the day; space and land are available to accommodate future additional facilities to house university programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anoka-Ramsey Community College - Coon Rapids Campus</td>
<td>357,135 sq ft</td>
<td>$16.777 million Bioscience and Allied Health Addition with partners St. Cloud State University and Metropolitan State University</td>
<td>30,000 sq ft for total of 387,135 sq ft (8% increase)</td>
<td></td>
<td>Science/Allied Health</td>
</tr>
<tr>
<td>Anoka Technical College</td>
<td>323,839 sq ft</td>
<td>None-space for additional programming currently available</td>
<td>Space available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Century College</td>
<td>730,519 sq ft</td>
<td>None-limited capacity to house partnership programs on campus</td>
<td>Renovation in the proposed 2012-2014 capital budget cycle will assist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dakota County Technical College</td>
<td>536,081 sq ft</td>
<td>None-space for additional programming currently available</td>
<td>Space available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Facilities Planning for Baccalaureate and Graduate Education in the Twin Cities Metropolitan Area

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009 Existing Sq Ft</th>
<th>Projects Under Construction and Recommended Projects for 2010-2012 Capital Budget</th>
<th>Currently Planned New Square Footage</th>
<th>Future Capital Budget Planning</th>
<th>Program Areas in Planned Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hennepin Technical College - both Eden Prairie and Brooklyn Park campuses</td>
<td>835,721 sq ft</td>
<td>None-space for additional programming currently available at Eden Prairie and Brooklyn Park campuses. Completing Law Enforcement Center at Hennepin Technical College—(see Metropolitan State University)</td>
<td></td>
<td>Space available with scheduling</td>
<td>Law enforcement skills and classroom instruction</td>
</tr>
<tr>
<td>Inver Hills Community College</td>
<td>298,245 sq ft</td>
<td>None. College proposed additional space for 4-year partners in 2010; will continue planning for future capital request</td>
<td></td>
<td>Will likely develop for 2012-14 capital budget request to renovate/add sq footage for 4 year programs with partners Metro State University and Winona State University</td>
<td></td>
</tr>
<tr>
<td>Minneapolis Community &amp; Technical College</td>
<td>1,072,390 sq ft</td>
<td>Space for additional programming currently available. Renovation in 2010-2012 may enhance program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normandale Community College</td>
<td>485,678 sq ft</td>
<td>$36.844 million - Academic Partnership Center and Student Services. Estimated to serve additional 1,460 FYE in both 2 and 4-year programming.</td>
<td>82,000 sq ft for a total of 567,678 sq ft (17% increase)</td>
<td></td>
<td>General classroom use</td>
</tr>
<tr>
<td>North Hennepin Community College</td>
<td>412,066 sq ft</td>
<td>$27.427 million for BioScience and Health Careers Center with partners MSU Moorhead and Metropolitan State University</td>
<td>60,000 sq ft for a total of 472,066 sq ft (15% increase)</td>
<td></td>
<td>Science/Allied Health</td>
</tr>
<tr>
<td>Saint Paul College</td>
<td>517,612 sq ft</td>
<td>None. College proposed 4-year Collaborative Learning Academy in 2010; will continue planning for future capital request</td>
<td></td>
<td>Will likely develop for 2012-14 capital budget request</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy: Lease space to meet immediate demand, verify programmatic needs and establish long term goals

<table>
<thead>
<tr>
<th>Institution</th>
<th>Leased Sq Ft</th>
<th>Major Leased Locations in the Twin Cities region</th>
<th>Comments on Potential Future Growth</th>
<th>Program Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan State University</td>
<td>54,000 sq ft</td>
<td>St Paul Midway, Energy Park area:</td>
<td>With completion of Law Enforcement Center on Hennepin Technical College campus, will vacate some leased space at Midway Center by 2011. University has indicated potential interest in additional leased sites.</td>
<td>General classroom use</td>
</tr>
<tr>
<td>Minnesota State University, Mankato</td>
<td>12,200 sq ft</td>
<td>Edina: since fall 2008 at 7700 France Avenue</td>
<td>May relocate to new facility at Normandale Community College upon completion.</td>
<td>General classroom use</td>
</tr>
<tr>
<td>St. Cloud State University</td>
<td>12,300 sq ft</td>
<td>Maple Grove: for classes starting in fall 2009</td>
<td></td>
<td>General classroom use</td>
</tr>
</tbody>
</table>
MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs
Date of Meeting: July 22, 2009

Agenda Item: FY 2010 Academic and Student Affairs Committee Work Plan

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

☒ Information

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

The Academic and Student Affairs Committee of the Board of Trustees is "charged with oversight of all system academic and student service policy. This includes program approval, academic standards, transfer policy, institutional names, and systemwide strategic planning.” [Excerpt from Board Policy 1A.2, part 5, sub D.]

Scheduled Presenter(s):

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

Outline of Key Points/Policy Issues:

The Academic and Student Affairs division supports the Committee in the exercise of its responsibility and has incorporated those responsibilities into the Academic and Student Affairs Division work plan for FY 2010.

Background Information:

The Academic and Student Affairs Committee updates its work plan annually.
The Academic and Student Affairs Committee of the Board of Trustees is "charged with oversight of all system academic and student service policy. This includes program approval, academic standards, transfer policy, institutional names, and systemwide strategic planning. [Excerpt from Board Policy 1A.2, part 5, sub D.]

The Academic and Student Affairs division supports the Committee in the exercise of its responsibility and has incorporated those responsibilities into the Academic and Student Affairs Division work plan for FY 2010.

The following items are tentatively scheduled for the Academic and Student Affairs Committee in FY 2010.

July 21-22, 2009
- Metropolitan Area Planning
- FY 2010 Academic and Student Affairs Committee Work Plan
- Proposed Response to the Office of the Legislative Auditor Program Review Report
- Charter School Report (info)

September 8-9, 2009
- St. Cloud Technical College Mission
- Students First Initiative
- Conferred Honorary Degrees – Spring 2009
- Higher Learning Commission Update
- Sabbatical Report

November 17-18, 2009
- Bush Report – Teacher Education
- Centers of Excellence

January 19-20, 2010
- 60/120 Waivers Reporting
- Board Policy 2.6 Intercollegiate Athletics – First Reading
March 16-17, 2010
- Study Session: Programs: Technical Education, Capacity and Direction
- MnOnline
- Board Policy 2.6 Intercollegiate Athletics – Second Reading
- Board Policy 3.30 College Program Advisory Committees – First Reading

April 20-21, 2010
- Centers of Excellence Report
- Analysis of Remediation / Developmental Education
- Board Policy 3.26 Intellectual Property – First Reading
- Board Policy 3.27 Reproduction and Use of Copyrighted Materials – First Reading
- Board Policy 3.30 College Program Advisory Committees – Second Reading
- New Policy on Career and Job Opportunity Information – First Reading
- Board of Trustees Excellence in Teaching Awards

May 18-19, 2010
- Annual Update on Board Accountability Dashboard
- Board Policy 3.24 System and Institutional Missions – First Reading
- Board Policy 3.26 Intellectual Property – Second Reading
- Board Policy 3.27 Reproduction and Use of Copyrighted Materials – Second Reading
- Board Policy 3.31 Graduate Follow-Up System – First Reading
- New Policy on Career and Job Opportunity Information – Second Reading

June 15-16, 2010
- Board Policy 3.24 System and Institutional Missions – Second Reading
- Board Policy 3.31 Graduate Follow-Up System – Second Reading

**Routine Items**
- Joint University of MN and MN State Colleges and Universities Report – FY11
- Other Board Policies as need arises

**Other Items**
- Action Analytics
- Target Setting on Online and Blended Instruction
At a previous Board of Trustees meeting, members requested an update on the actions taken and/or proposed in response to the Office of the Legislative Auditor Evaluation Report on MnSCU Occupational Programs.

Scheduled Presenter(s):
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:
A number of approaches will be used to address the recommendations proposed by the Office of the Legislative Auditor; policy and procedural changes, revisions to guidelines for reporting and committee structures, and new operational tactics.

Background Information:
The Office of the Legislative Auditor Evaluation 2009 Report on MnSCU Occupational Programs has been shared previously and is available upon request.
Plans to Respond to the Office of the Legislative Auditor Evaluation Report Recommendations – *MnSCU Occupational Programs*

Board of Trustees
Academic and Student Affairs Committee
July 22, 2009
Recommendation #1: College/University mission review

- Mission policy 3.24 System and Institutional Missions will be reviewed/revised;

and,

- Chancellor's procedures will be prepared to assure missions meet legislative and policy requirements.
Recommendation #2:
Policy on program review to include labor market information

- Policy has been drafted;

and

- Pending remaining steps in policy development process.
Recommendation #3: Assessing graduates’ success at finding related employment

- New approaches to measure graduates' success at finding related employment will be identified and tested;
- Revisions to Policy 3.31 Graduate Followup System;
  and,
- Will convene an advisory group during the 2009-2010 academic year relating to advisory groups; review policy and make recommendations to the Senior Vice Chancellor and others regarding the various elements of the way graduate follow up data is collected and reported.
Recommendation #4: Regional response for Electricians

- Completed.

- Senior Vice Chancellor communiqué to Presidents and Chief Academic Officers of colleges with an electrician program. Memorandum includes an analysis by region that retains an enrollment cap in all regions except southwest MN.
Recommendation #5: Policy on Advisory Committees

- Policy has been drafted [including explicit reference to the *Program Advisory Committee Handbook* cited by the OLA Report];
- Remaining steps pending in the policy development process for the 2009-2010 academic year;
- Accountability measures/processes will be considered.
Recommendation #6: Policy on getting career explorations and job information to students

- Policy will be developed in the 2009-2010 academic year.
Recommendation #7: Inform students about job prospects

- Process alternatives, such as iSeek, will be developed to assure students are aware of job prospects.
List of Recommendations

- All MnSCU college statements of mission, vision, and purpose, as well as their high-level planning documents, should clearly reflect the priorities set in state law and decisions of the Board of Trustees (p. 63).

- MnSCU colleges that currently do not assess labor market data when conducting program reviews should change their review policies to require assessing how well the supply of graduates and workers matches demand for occupations related to a program (p. 64).

- MnSCU should explore improvements to assessing graduates’ success at finding employment related to their chosen occupation (p. 65).

- When reviewing its cap on enrollments for construction electrician programs, MnSCU’s Office of the Chancellor should take local economic conditions into greater account (p. 65).

- Colleges should provide better oversight of program advisory committees and take steps to improve those that are not fulfilling their potential (p. 66).

- The Board of Trustees should by policy require colleges to ensure that information on career exploration and job opportunities is getting to the occupational program students who need it (p. 74).

- Especially for occupations with mixed expectations for regional job opportunities, MnSCU colleges should make certain that pertinent students are informed of job prospects (p. 74).
Committee: Academic and Student Affairs  Date of Meeting: July 22, 2009

Agenda Item: Charter School Report

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

☑ Information

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

Board Policy 3.28 Charter School Sponsorship requires completion of an annual report about all charter schools sponsored by colleges and universities within the Minnesota State Colleges and Universities system.

Scheduled Presenter(s):

None (The report was mailed in advance and is included on the agenda as an information item.)

Outline of Key Points/Policy Issues:

In Minnesota, discussions over the past year were informed by reports by the Office of the Legislative Auditor (OLA) and the Institute on Race and Poverty at the University of Minnesota, and by the work of a joint House-Senate charter school working group prior to and during the 2009 legislative session. In response to statutory changes enacted in 2009, current sponsors will have to apply to the Commissioner of Education to continue serving as sponsors by 6.30.2011.

Background Information:

Currently, charter schools are in operation in forty states, the District of Columbia, and several other countries. There are currently more than 4,000 charter schools in the U.S. with a total enrollment of more than one million students. According to the Minnesota Association of Charter Schools, 28,304 Minnesota students were enrolled in 143 charter schools in 2007-2008. Within the Minnesota State Colleges and Universities, three colleges currently sponsor five charter schools.
BACKGROUND

The Charter School report was prepared to meet the requirements of Board Policy 3.28 Charter School Sponsorship using information submitted by each institution within the Minnesota State Colleges and Universities system that is a sponsor of one or more charter schools. This report describes charter school activities and performance during 2007-2008. Specifically, it provides information about the five charter schools sponsored by three colleges within the Minnesota State Colleges and Universities System – Alexandria Technical College, Century College, and Rochester Community and Technical College – during the 2007-2008 school year.
Introduction
This report was prepared to meet the requirements of Board Policy 3.28 Charter School Sponsorship using information submitted by each institution within the Minnesota State Colleges and Universities system that is a sponsor of one or more charter schools. It describes charter school activities and performance during the 2007-2008 school year.

Background
Charter schools are public schools established under Minnesota Statute 124D.10 as either a cooperative or a non-profit corporation. The first charter school in Minnesota, and in the nation, was approved in 1991 and became operational in 1992. Each charter school must have an elected board of directors, which is responsible for the school’s education program, management, and administration, and a sponsor, which can be a school district, a public or private postsecondary institution, or a nonprofit organization. Operating and reporting requirements for charter schools are articulated in MS 124D.10 and in rules and regulations promulgated by the Minnesota Department of Education. Sponsorship contracts set forth responsibilities of and requirements for charter school boards and sponsors. Minnesota Statute also sets forth the means by which a sponsor may terminate or not renew its sponsorship contract.

National Trends and Issues
Currently, charter schools are in operation in forty states, the District of Columbia, and several other countries. There are currently more than 4,000 charter schools in the U.S. with a total enrollment of more than one million students. According to the Minnesota Association of Charter Schools, there were 143 charter schools operating in Minnesota in 2007-2008 with a total enrollment of 28,034. The majority are sponsored by non-profit organizations and colleges and universities.

In Minnesota, discussions over the past year were informed by reports on charter schools by the Office of the Legislative Auditor (OLA) and the Institute on Race and Poverty at the University of Minnesota, and by the work of a joint House-Senate charter school working group prior to and during the 2009 legislative session. Specifically:

- The OLA report highlighted the greater percentage of charter schools than “regular” public schools that failed to make AYP, while also noting that differences in performance diminished significantly when accounting for certain school and student characteristics. The report found the system of charter school oversight to be complicated and, in too many cases, marred by duplication or gaps. OLA recommended legislative clarification of the roles of the Minnesota Department of Education and of sponsors, as well as changes in the make-up of charter school boards and some related aspects of charter school oversight.
The report by the Institute on Race and Poverty, “Failed Promises: Assessing Charter Schools in the Twin Cities,” evaluated three dimensions of charter schools: academic achievement, racial and economic segregation, and their competitive impact on traditional public schools. The study’s authors concluded that charter school competition promotes a “race to the bottom” and that they are deepening, rather than lessening, problems for underserved populations. The study also expressed strong concerns about the role of charter schools in “re-segregating” public education in Minnesota.

The legislative work group on charter schools solicited, and listened to, many hours of testimony by the authors of these two reports and, more broadly, from both charter school supporters and detractors. Their work culminated in significant statutory changes effective on July 1, 2009. These include a fundamental shift in oversight from approval of charter schools by the Minnesota Department of Education (MDE) to MDE approval of sponsors (now to be called authorizers), which will now have the responsibility for approving charter schools. Other changes include mandatory training for charter school board members, stronger requirements regarding conflicts of interest, and more specificity about facilities leasing, buying, and/or building. Many changes that were contemplated during the session were not included in the final K-12 omnibus bill but will likely be revisited during future legislative sessions.

Charter Sponsors in the Minnesota State Colleges and Universities

During the 2007-2008 academic year, three colleges within the Minnesota State Colleges and Universities System – Alexandria Technical College, Century College, and Rochester Community and Technical College – continued their sponsorship of a total of five charter schools. No new sponsorships were initiated, nor were any ended, during that time. Several system institutions were contacted during that time by potential new charter school developers but to date no new sponsorships have been undertaken. The costs of sponsorship and the need for an appropriate “fit” between the mission of a given school and its sponsor continue to be significant factors in considering a new sponsorship role.

It is increasingly apparent that a close and mutually beneficial working relationship between a college or university and the school it sponsors is critical. Presently, our sponsors evaluate, consult, and monitor fiscal performance; monitor progress toward academic and other goals; participate in strategic planning; and serve as ex officio members of each school’s board of directors. In light of the significant financial and academic pressures faced by charter schools, it is critical that the school and its sponsor share information openly and work together effectively to help ensure that the school meets its goals. In response to statutory changes enacted in 2009, current sponsors will have to apply to the Commissioner of Education to continue serving as sponsors by 6.30.2011.

Finally, although this technically relates to data that will be included in the 2009 Charter School Annual Report, it seems appropriate to note that the Star Tribune recently identified Twin Cities International Elementary (TIES) charter school, sponsored by Century College, as one of two Minnesota charter schools that “do the best in math and reading, respectively, with high numbers of students living in poverty.” This is at least the second time in the past year that TIES has been recognized in the print media for the strong student performance and parent/community support.
Institutional Report Summaries, 2007-2008

**Sponsor:** Alexandria Technical College  
**School:** Lakes Area Charter School  
**Location:** Osakis, MN  
**Status of Sponsorship:** Continuing  
**Sponsor Comments:** “LACS has a credit recovery program that provides the opportunity for students who are behind to graduate on time. The program has been a key factor in moving students towards graduation…The school board will continue to work on finding a new facility. [that] will provide the space to serve grades 7 and 8 which has not been possible due to limits in existing leased facilities. It is in the strategic plan to accept these lower grades in 2010, using 2009 to develop and approve curriculum.”

**School Mission and Programs:** It is the mission of the Lakes Area Charter School to provide quality education for the youth of the community in support of personal growth and academic excellence. The three components of the curriculum include state mandated academics, individual instruction, and technology with emphasis on individual student needs. Academic and transitional (to work or postsecondary education) needs are both given a high priority.

**Enrollment:** Lakes Area Charter School has students “open enrolled” from seven surrounding districts. Total enrollment in 2007-2008 of 77 reflects a modest decrease compared to the previous year, but also a continuing “leveling” among grades (12 in grade 9, 14 in grade 10, 26 in grade 11, and 23 in grade 12). Transportation challenges continue to limit enrollment of students not yet old enough to drive. In an effort to address this challenge, the school provides transportation to students from the south and west of the school by a public bus system called Rainbow Rider, as well as providing state transportation aid to all qualified students and parents. Overall, 33% of LACS students qualify for special needs instruction.

**Staff:** LACS employs seven teachers, a counselor, and a director, all of whom are appropriately licensed.

**Board of Directors:** The elected board consists of two teachers, two parents, and the director; Alexandria Technical College liaison Judi Anderson is an ex officio member of the board. The board has adopted a policy to rotate board elections in order to ensure experience on the board.

**Academic Progress:** In 2007-2008, all students at LACS passed the Minnesota Basic Standards Test (BST) in reading in grades 11-12; all sophomores through seniors have passed the writing BST; and nine of eleven students who attempted the math BST passed. LACS also has all students take the Test of Adult Basic Education (TABE). Average scores on each subtest improved for students in every grade from fall to spring, in some cases by as much as 26%. Academic goals of displaying progress toward graduation by passing the state BSTs in reading, math, and writing continue to be academic goals for 2008-2009. The school has also encouraged students, where appropriate, to participate in PSEO and had five students taking full college loads during 2007-2008. LACS also has implemented a Knowledge Bowl competition focused on academic performance and teamwork; a Be Positive (B+) program focused on developing “soft skills”; a school store that is “run by students for students,” with profits used to support the prom; and a highway maintenance project in remembrance of two students from the school who were killed and four who were injured in an automobile accident four years ago.

**Audit Summary:** The audit report, prepared by Gary W. Paulson, CPA, found that the financial statement represents fairly the financial status of the schools. As is typical of small entities, the audit report noted a lack of proper segregation of duties, which LACS seeks to address by having their board review financial transactions monthly. In addition, the school’s director will approve all journal entries and district personnel will meet with the auditor as recommended.
Sponsor: Century College  
School: Twin Cities International Elementary School (TIES)  
Location: 277 12th Avenue North, Minneapolis, MN  
Status of Sponsorship: Continuing  
Sponsor Comments: “This has been a year of significant progress. Early in the year we conducted a study of three schools using a team of internal and external experts...What we discovered was that these schools are having an impact upon the immigrant communities they serve. Many parents were passionate about how the schools have enabled their children to both assimilate into American culture while remaining a part of their communities. One significant point of pride this year [growing] out of the sponsor audit...was a very positive article in the New York Times on our charter schools [on January 10, 2009].”  

School Mission and Programs: The mission of TIES is to “provide a rigorous education in a culturally sensitive environment.” As such, it “seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.”

Enrollment: Enrollment at TIES has increased steadily from 343 students in 2003 to just over 600 in 2007-2008. This growth is attributed to connections between the school and the East African community. Of these, 93% qualify for free and reduced lunch and 97% have limited English proficiency.

Staff: The TIES staff in 2007-2008 included 43 teaching positions and two administrators, including two new positions focused on reading. The school continues to provide mentors to support new teachers in the school.

Board of Directors: The board consists of eleven members, including five teachers, four community members (two of whom are parents), and two ex officio members (the sponsor liaison and school director).

Academic Progress: TIES students made AYP in math but not in reading in 2007-2008. The school has implemented Success For All for reading interventions and has started an after school program two days per week to build reading and math skills. The school is also proud to have again achieved an overall attendance rate of more than 95% in 2007-2008 and an AYP participation rate of 100%.

Audit Summary: The audit conducted in 2007-2008 found that the schools practices complied in all materials respects with the exception of two findings: several journal entry errors, highlighting the need for controls to detect errors, and errors in several applications under the Child Nutrition cluster, which the school is addressing by a careful review of eligibility standards.

Sponsor: Century College  
School: Minnesota International Middle School (MIMS)  
Location: 277 12th Avenue North, Minneapolis, MN  
Status of Sponsorship: Continuing  
Sponsor Comments: See above  

School Mission and Programs: See description for TIES above.

Enrollment: Enrollment at MIMS continues to grow, having increased from 290 students at the end of 2006-2007 to 360 students at the end of the 2007-2008 school year.

Staff: In 2007-2008, MIMS employed twenty teachers, including five in grade 5, four in grade 6, five in grade 7, four in grade 8, and two in special education.
**Board of Directors:** The board consists of eleven members, including five teachers, four community members, and two ex officio members (the sponsor liaison and school director).

**Academic Progress:** MIMS was pleased to make AYP for the seventh year consecutive year with a participation rate of nearly 100%. This success was attributed in part to a strong after school program, significant attendance (41%) in summer school, and curricula targeted to strengthening student skills in math and reading. Efforts were also undertaken to pilot new curricula in social studies and math to determine which materials best fit the needs of MIMS students. The school continues to use the Accelerated Reader Program.

**Audit Summary:** The school had a clean audit for 2007-2008.

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**Sponsor:** Century College  
**School:** Ubah Medical Academy (UMA)  
**Location:** 277 12th Avenue North, Minneapolis, MN  
**Status of Sponsorship:** Continuing  
**Sponsor Comments:** See above

**School Mission and Programs:** The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in the community.

**Enrollment:** Enrollment remained generally steady at 271 in 2007-2008, a slight decrease compared to the 280 enrolled in 2006-2007 but still significantly higher than the 213 enrolled in 2005-2006.

**Staff:** UMA had a staff of 21 teachers in 2007-200, including four each in math and science and two each in language arts, social studies, health/physical education, and Arabic. The remaining teachers were in ESL (four) and special education (one).

**Board of Directors:** The board is made up of ten elected members, including six teachers and four community members.

**Academic Progress:** Ubah tests student performance with the state’s GRAD test and Minnesota Comprehensive Assessments (MCAs) and two ESL tests (TEAE and MNSOLOM). The school made AYP in reading, with 21% of 10th graders scoring as proficient compared to 11% in 2006-2007. UMA did not meet AYP standards in mathematics, with just 16% of students achieving scores; at a proficient level; however, this was a gain from only 2% proficient in 2006-2007. At the time that the annual report was prepared, the school had not yet received TEAE or MNSOLOM results. The limited language skills of many students continue to challenge their ability to meet required standards. Strategies being used to improve student performance include SIOP (Sheltered Instruction Observation Protocol), which helps teachers plan and instruct ESL students; an after school program focused on reading, math, writing, college prep, ESL, and computer applications; participation in Admission Possible; the Accelerated Reader program; two College in the Schools courses; and Century College’s PACE program, which is designed to give low-income students a head start on college by allowing them to take up to 24 hours of college credit over the course of two years. The schools’ attendance is strong, at 95.22% in 2007-2008.

**Audit Summary:** The school had a clean audit for 2007-2008.
Sponsor: Rochester Community and Technical College
School: Rochester Off Campus (ROC) Charter School
Location: Rochester, MN
Status of Sponsorship: Continuing
Sponsor Comments: “RCTC very much enjoys the affiliation we have with ROC. It is remarkable to watch how they can succeed with students who have not been successful at other schools. ROC gives these students the confidence to attempt post-secondary education and succeed! RCTC continues to enjoy and take pride in this charter school sponsorship. ROC satisfies it unique mission very well, and RCTC is more than pleased to assist in that mission.”
School Mission and Programs: Rochester Off Campus was established “to assist young people in developing the life, work, and academic skills necessary for transition to adulthood and the workplace.” It seeks to provide a safe and healthy learning community that nurtures educational rigor and engages students, parents, and the community in a partnership to that end.
Enrollment: Enrollment at ROC was stable at 125 students in grades 9 through 12 in 2007-2008, enrolling students from 19 school districts. Of these students, 31 percent received special education services and 56 percent were eligible for free or reduced lunch. Sixty-eight percent of the school’s 2008 graduates were enrolled in postsecondary institutions the next year, an increase from the previous year’s graduates, sixty percent of whom attended college after graduation.
Staff: The staff of ROC consists of 11 licensed teachers, all of whom were retained from 2006-2007 to 2007-2008.
Board of Directors: The school has a nine member board, made up of five teachers, three community members, and one parent, plus a representative of Rochester Community and Technical College serving as an ex-officio member.
Academic Progress: ROC focuses on three primary academic benchmarks – the Adult Basic Learning Examination (ABLE), the Minnesota Comprehensive Assessments (MCAs), and attendance. During the 2007-2008 school year, Adult Basic Learning Examination results showed significant improvement from Fall 2007 to Spring 2008. The MCA passing scores showed an improvement in reading and math from 2007 to 2008, with reading score pass rates increasing from 60% to 73% and math from 36% to 40%. Although writing pass rates declined from 74% to 64%, the school notes that since the percent of ROC students passing the MCA tests increases relative to the amount of time the student spends at ROC and because the writing test is taken in earlier grades, improved performance is anticipated in subsequent years. ROC reported average daily attendance at or above 83 percent, with an average of eight days missed per student per year compared to an average of 24 days per year per student prior to attending ROC.
Audit Summary: The audit report prepared by Larson Allen found the financial statements of the school to be in conformity with generally accepted accounting principles, noting two findings involving internal control over annual financial reporting and suggesting a corrective plan for each finding. Overall, the school maintains an exceptionally strong financial structure and increased its fund balance on 2007-2008 despite unstable economic conditions.