

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 19, 2011

Agenda Item: Statement on Board Committee Goals

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

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

The FY2011 work plan of the Academic and Student Affairs Committee includes goals to study and take action on two sets of issues:

- Three-year baccalaureate degree programs and 12-month calendars and
- Developmental education.

Recommendations for committee discussion on these topics are proposed.

Scheduled Presenter(s):

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

- Both 12-month calendars and three-year baccalaureate degree programs can enable students to accelerate completion of their degrees.
- Developmental education is a significant, necessary and important part of the system's instructional program.

Background Information:

In May 2011, the committee reviewed final reports on each of the study topics in its work plan. Suggested motions were presented and discussed by the committee at it June meeting. Committee members had several suggestions relating to the draft motion and asked that staff take the feedback and discussion back and craft a statement for the committee to consider at the July meeting.

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MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM
STATEMENT ON BOARD COMMITTEE GOALS

BACKGROUND

With approval of the Board of Trustees, the Academic and Student Affairs Committee adopted the following two goals as its FY2011 workplan:

- Study the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program and make a decision on implementation by June 21, 2011.
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and to make a decision on implementation by June 21, 2011

In the initial stages of studying remedial (or developmental) education, the committee held a study session in November, 2010, that provided an overview of the national literature and system enrollments in developmental courses. Following that session, the committee determined that it was not desirable to assign all responsibility for developmental education to the colleges. In place of the original goal, the committee directed that a study of best practices in developmental education be prepared for the committee's review.

STUDY REPORTS

Ad hoc committees with representation from colleges and universities were convened to assist with both studies. Reports addressing the study topics were presented to the committee in May.

The report on three-year baccalaureate degrees and 12-month calendars noted that all system colleges and universities operate year round by offering one or more summer terms. Summer term course offerings and enrollments vary, but on every campus, summer terms are shorter and enroll fewer students than fall and spring semesters. North Hennepin Community College is exploring an alternate 12 month calendar which would consist of three equal-length terms over a year. If implementation issues can be resolved, the pilot would be evaluated after three years.

Although the state universities do not now have formal three-year baccalaureate degree programs, about 140 university students a year earn a bachelor's degree within three years. The most common acceleration strategies are to transfer in credits earned while in high school and to take heavier than normal course loads. Bemidji State University and Minnesota State University, Mankato are planning to develop structured three-year degree programs in selected majors.

The report on developmental education describes five promising best practices and how they are currently deployed in the system:

- Learning communities,
- First Year Experience/Student Success Courses,
- Intrusive advising,
- Supplemental instruction/tutoring, and
- Re-design of developmental education.

Each of these practices can improve student outcomes and efficiency, but no one practice is universally appropriate. Conclusions for advancing the effectiveness of developmental education in Minnesota State Colleges and Universities are identified in the report.

Suggested motions were presented and discussed by the committee at its June meeting. Committee members had several suggestions relating to the draft motion and asked that staff take the feedback and discussion back and craft a statement for the committee to consider at the July meeting.

STATEMENTS FOR COMMITTEE DISCUSSION

ASA Committee Statement on Developmental Education

The Academic and Student Affairs Committee notes that a significant number of students who are admitted to our system institutions lack adequate preparation to successfully undertake courses requiring college-level writing, reading, or mathematics skills.

The Academic and Student Affairs Committee affirms the need for our colleges and universities to provide developmental coursework to these students, while at the same time working with their P-12 partners and others to improve the college readiness and preparation of all students so that they may enter college fully prepared for the rigor of college-level coursework.

The Committee notes that it has adopted two motions related to developmental education, directing the Chancellor to work with P-12 partners to encourage all high school students to participate in academic assessments while still in high school and to complete a college or university application.

The Committee also directs the system office to work with P-12 partners to encourage students to participate in career diagnostics while in high school.

The system office should encourage and support campuses to explore innovations in education, such as stackable credentials, curricula that infuses developmental education with other content, intentional pathways for advancement, and other innovative practices.

ASA Committee Statement on the 3-year Baccalaureate and 12-month Calendar

The Academic and Student Affairs Committee directs the system office to promote innovative practices that give students choices in reaching their goals, including increasing the year-round use of facilities and making it possible for students to accelerate progress toward their degrees.

The Committee directs the system to promote opportunities and develop innovative practices for students to accelerate progress toward graduation through year-round academic programs when appropriate to student and employer needs.

The Committee directs the system to develop structured opportunities for students to complete a baccalaureate degree in three years at the option of a university and a student.

The Committee directs all colleges and universities to reach out to high school students to inform them about early graduation opportunities made possible by earning college credits while attending high school.

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