

Chair Michael Vekich, Trustees Basil Ajuo, Elise Bourdeau, Alex Cirillo, Jay Cowles, Dawn Erlandson, Bob Hoffman, Jerry Janezich, Roger Moe, Rudy Rodriguez, Louise Sundin, Cheryl Tefer, and Chancellor Steven Rosenstone

Chair Vekich called the study session to order at 1:02 pm.

Chancellor Rosenstone discussed the roadmap that was shared with the board in November 2016. The roadmap was shared widely for consultation. He mentioned two concerns regarding the urgency to move forward: first, the tremendous workload that the presidents are under, and second, the transition of the chancellor.

Chancellor Rosenstone identified elements of the implementation plan that are currently underway. Presidents identified four items from the financial sustainability road map that they could get started on right away. Each president has identified and added a set of priorities for their work plan. At the system level, there are things that can be done this summer: persistence and completion meta-analysis of practices,

responsible for leading. The colleges and universities are at the midpoint of each of the initiatives that presidents are responsible for in the FY17 work plan. Vice Chancellor Anderson reported on progress for initiatives led and/or supported by the vice chancellors. All initiatives have made significant progress and are at the midpoint for the work to be done through FY17.

Ben Weng, math faculty, Metropolitan State University, and Bill Heider, math faculty, Hibbing Community College, introduced the topic of mathematics transfer pathway development. Mr. Heider identified a major concern in relation to mathematics degree pathways. Specifically, students do not have a clear understanding of the pathways to pursue four-year degrees in mathematics fields. The faculty developing the transfer pathway focused on this as they began to develop the transfer pathway in mathematics. The plan will ensure that students have a clear pathway to transfer to a four-year mathematics degree within the Minnesota State system, while saving time and money. The positive improvements greatly benefit faculty and students, as partnerships between all of the campuses ensure that students can transfer seamlessly among our colleges and universities without wasting any money or time.

Another issue that the pathway teams are working to resolve is that liberal arts students tend to be unsure which mathematics courses to take in preparation for transfer to a four-year degree in a liberal arts-related discipline. The pathways ensure that students pick the correct math course for the major they are pursuing. This leads to less time and money spent on credits that are unnecessary.

Linnette Manier, elementary education faculty, Normandale Community College, and Peg Ballard, elementary education faculty, Minnesota State University, Mankato, introduced the topic of elementary education transfer pathway development. Vice Chancellor Anderson highlighted the difference between the work occurring on this pathway versus the mathematics pathway. Ms. Ballard referred to the over 300 industry competencies that needed to be met as they built the elementary education pathway. The faculty identified which competencies should be met at the two-year and four-year levels.

Minnesota State supplies over five hundred elementary education courses at the two-year level for over 100,000 students. The cost of these courses is approximately \$13.5 million. The cost of these courses is approximately \$13.5 million. The cost of these courses is approximately \$13.5 million.

Vice Chancellor Anderson thanked Chancellor Rosenstone, the vice chancellors, presidents, faculty, staff and students who are working on Charting the Future initiatives across Minnesota State.

Chair Vekich adjourned the study session at 1:59 pm.