



Meeting Presentations March 15-16, 2022

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March 15, 2022

Diversity, Equity and Inclusion Committee

Equity 2030 in Action: Campus Stories

Board of Trustees

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Equity 2030 Overview

The Equity 2030 Goal

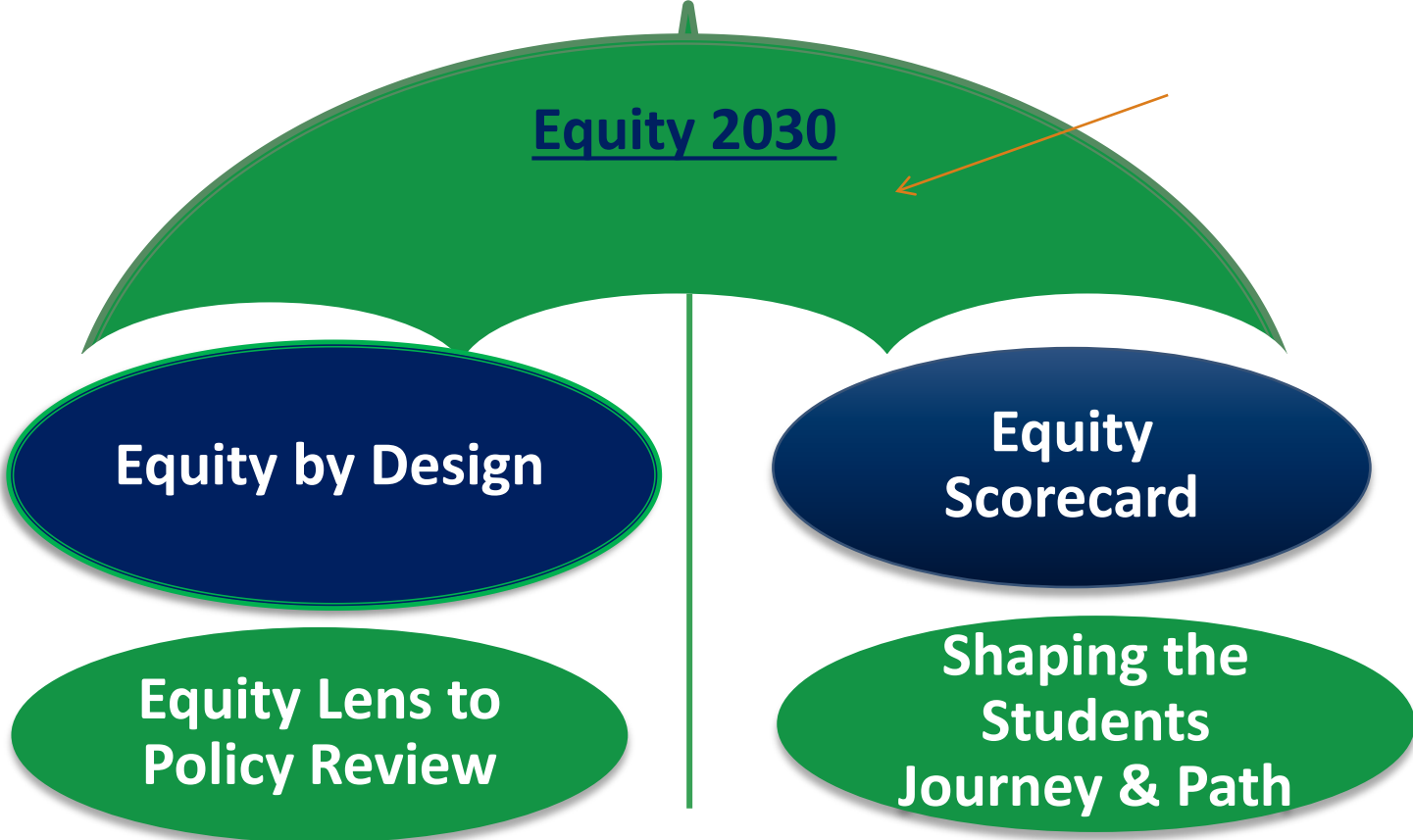
Intentionally address equity gaps in the educational outcomes of students who are first-generation, low-income, indigenous, or from a historically underserved community color at every Minnesota State college and university.



How will we close the gaps?



Equity by Design & Equity 2030



Equity By Design Overview & Background



What is Equity by Design?

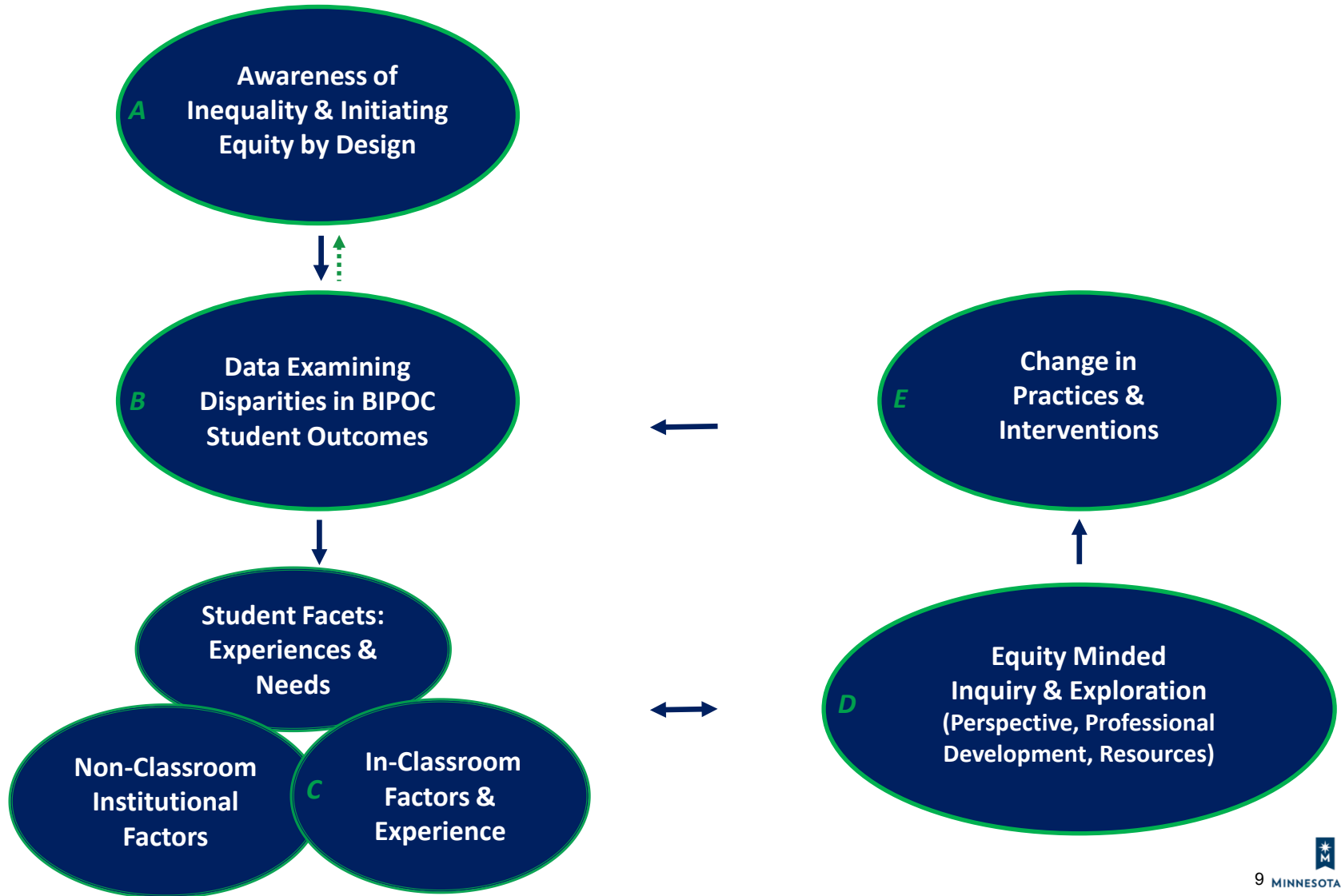
Foundational Overview

- Strategy & framework for understanding and addressing equity gaps in students' academic outcomes
- Emphasizes our & the institutions role in shaping & exacerbating gaps
- Shift “our” perspective from student deficit to equity minded

Key Principles

- Disaggregate data informed to elucidate disparity patterns
- Meaningful inquiry to understand how “practices” impede equity
- Bring about changes to be more student-ready institutions
- Integrate with efforts already underway
- Adaptable & Flexible

Equity by Design Methodology



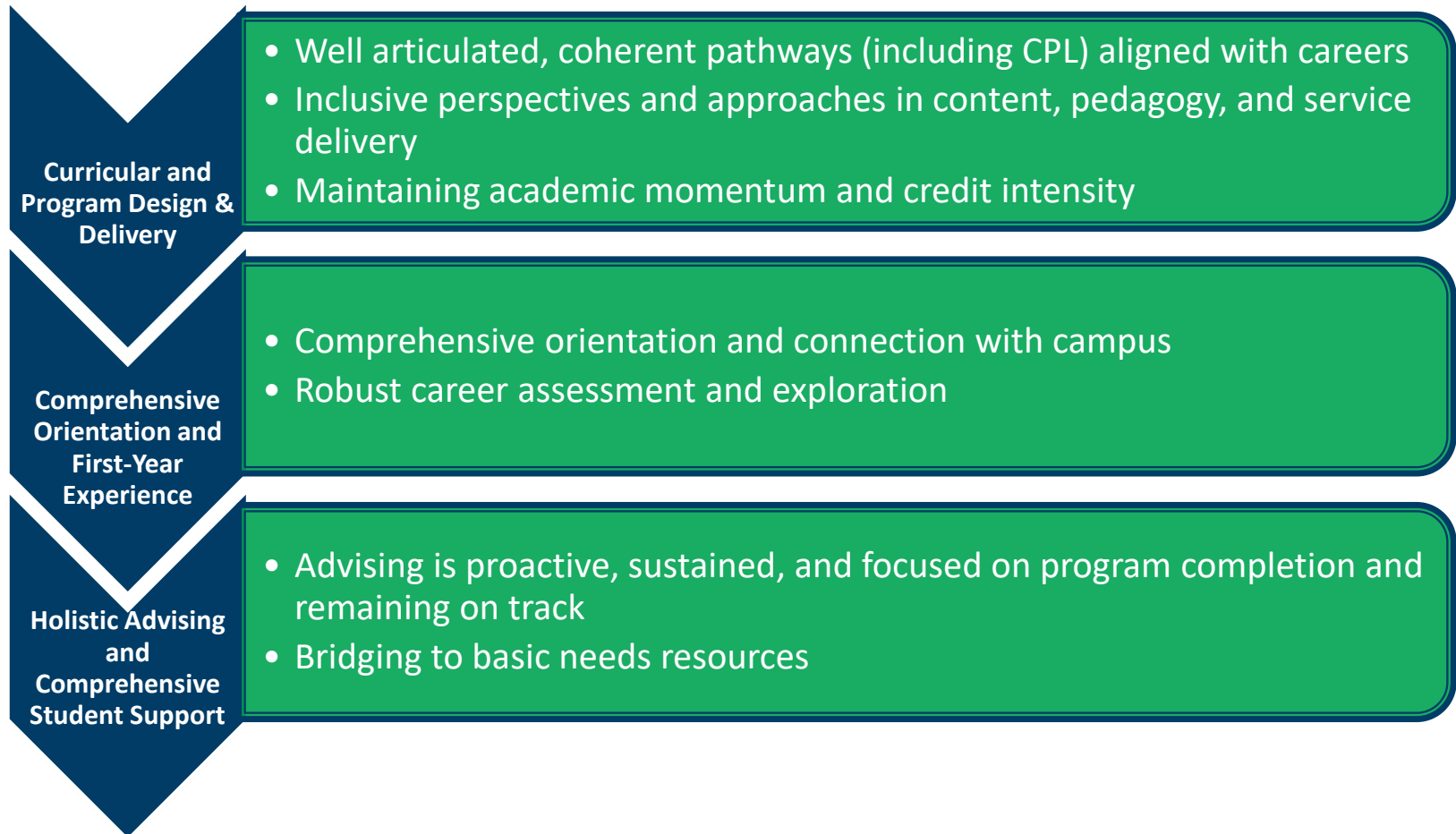
Shaping the Students Journey & Path: Guided Learning Pathways

Rethinking Pathways



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Minnesota State Guided Learning Pathways Framework




Toolkits



Office of Equity and Inclusion


**Minnesota State Equity Scorecard:
User Guide and Facilitation Tool**




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Office of Equity and Inclusion

**APPLYING AN
EQUITY LENS
TO POLICY
REVIEW**

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**Equity by Design
Campus Team Toolkit**

Minnesota State Colleges & Universities
Josefina Landrieu - Priyank Shah - Tarence Robertson

Office of Equity and Inclusion Resources

Equity 2030

<https://www.minnstate.edu/Equity2030>

Office of Equity and Inclusion

<https://www.minnstate.edu/equity>

Equity 2030 In Action: South Central College

- Dr. Annette Parker, President
- John Harper, Director of Diversity, Equity and Inclusion
- Narren Brown, PhD., Vice President of Research and Institutional Effectiveness



Equity 2030 – SCC Strategic Plan Alignment

March 2022

MINNESOTA STATE

SCC Mission and Values

Mission Statement

South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

Values

- **LEARNING:** Recognizes the effects of lifelong intellectual, professional, and personal learning
- **EQUITY:** Honors diversity, equity, and Inclusion by recognizing every person's worth and potential
- **INTEGRITY:** Operates with ethics and transparency in all interactions
- **COMMUNICATION:** Practices relevant, respectful, timely, and effective communication
- **COLLABORATION:** Values collaboration and believes that teamwork promotes unity and shared purpose
- **INNOVATION:** Embraces continuous improvement and opportunities

Institutional Priorities and Goals



Strategic Plan FY20 – FY24 Institutional Priorities and Goals			
Just 1 More (J1M)	Regional and Cultural Partnerships and Innovation (RCPI)	Curricular Pathways (CP)	Institutional Effectiveness (IE)
Goal 1: Improve student persistence, retention and completion rates.	Goal 3: Contribute to the diversity, equity and inclusion of the regional workforce.	Goal 5: Create accessible on and off ramps in in-demand fields.	Goal 7: Identify and overcome barriers to overall organizational health.
Goal 2: Holistically meet the needs of all learners.	Goal 4: Establish and strengthen partnerships and innovative practices.	Goal 6: Develop strategic course scheduling.	

Just 1 More Eight Innovation Teams *Powered by ATD*

Student-Focused Financial Planning Services

Wrap Around Services

Data Informed Advising Model

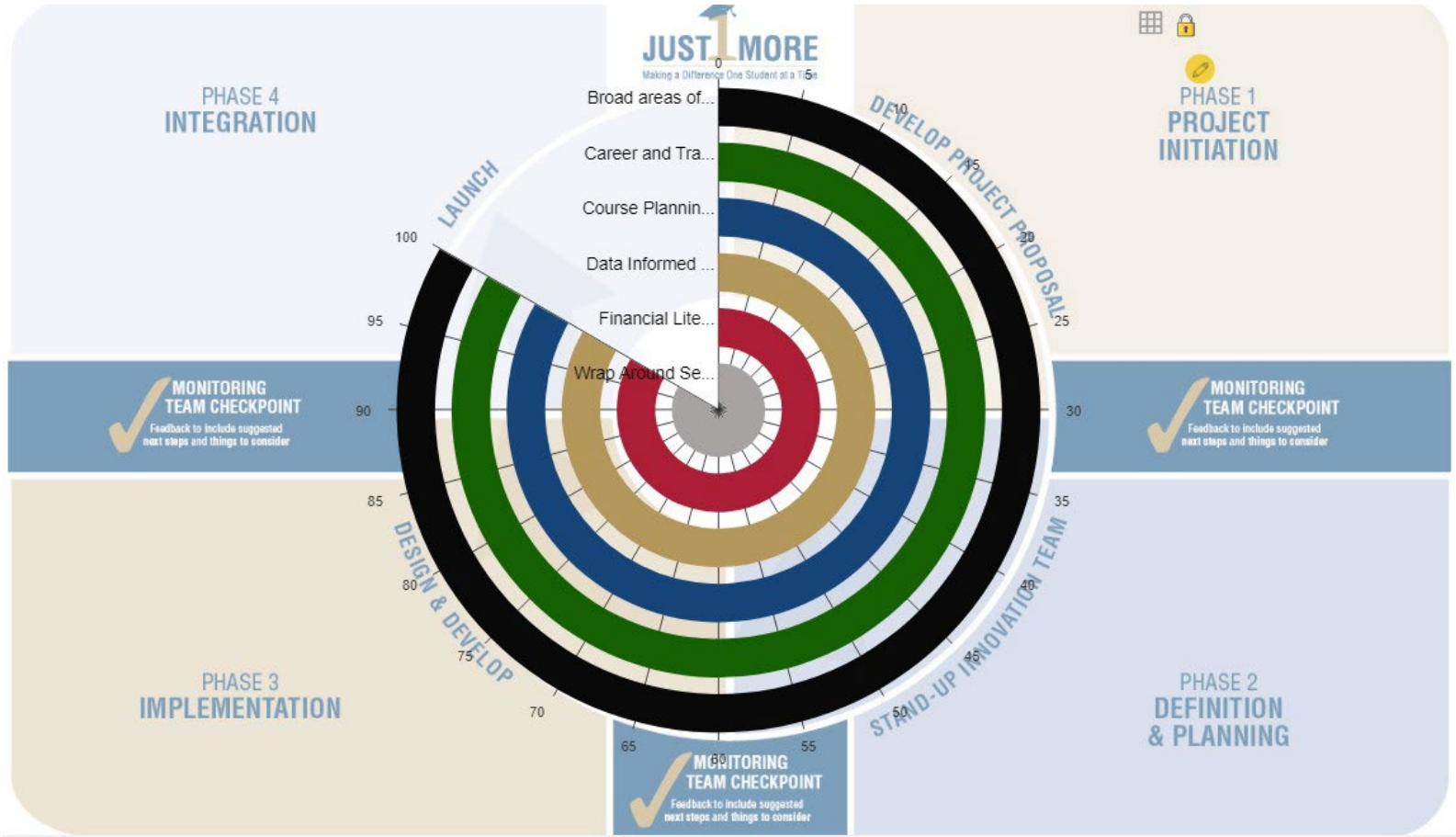
Broad Areas of Concentration / Curricular Pathways

Course-Planning Tool/Advising Software

Career and Four-Year Transfer Planning Model

Mental Health Support Group

Community Resource Integration



Alignment with Equity 2030

KPI Alignment Legend		EQUITY 2030	
SP	Systems Portfolio	EQ1	Student Academic Success
J1M	Just 1 More	EQ2	Student Success: Engagement and Support
SEMP	Strategic Enrollment Management Plan	EQ3	Workforce Diversity and Talent Development
SS	Minnesota State System Objective of Student Success	EQ4	Financial Resources and Support
IS	Minnesota State System Objective of Institutional Sustainability	EQ5	Enhanced Access
DV	Minnesota State System Objective of Diversity	EQ6	Data-Guided Decision Making

Example of alignment

J1M Goal 2

Holistically Meet the Needs of all Learners. (SS, IS, J1M, SP, EQ2, EQ4)

KPI 2.1

Achieve or exceed annual metrics set for Achieving the Dream action projects for:

- Data Informed Advising (EQ2, EQ4, EQ6)
- Wrap Around Services (EQ2)
- Financial Literacy (EQ4)
- Mental Health (EQ2, EQ4)
- Campus and Community Resource Integration (SS, J1M, EQ2, EQ4)

KPI 2.2

Increase alignment between departmental and program goals and co-curricular assessment. (IS, SP, EQ2)

Example of alignment

IE Goal 7

Identify and overcome barriers to overall organizational health. (IS, SP, EQ4, EQ6)

KPI 7.1 Integrate strategies to strengthen the organizational culture. (SS, IS, SP, EQ6)

KPI 7.2 Meet and exceed compliance with Minnesota State directives. (SS, IS, DV, EQ4)

KPI 7.3 Increase the percent of faculty and staff participating in professional development by 50 percent. (SS, IS, SP, J1M, EQ6)

KPI 7.4 Increase percent of completion and submission of assessment plans and results by 25 percent. (SS, IS, SP, EQ6)

KPI 7.5 Increase the number of peer-reviewed online courses applying the Quality Matters (QM) rubric. (SS, IS, EQ4)

Example of Work plan alignment

Institutional Priority: Institutional Effectiveness

Goal 7:	Identify and overcome barriers to overall organizational health
Lagging Indicators:	<p>KPI 7.2—Meet and exceed compliance with Minnesota State directives. (SS, IS, DV, EQ4)</p> <p>KPI 7.5—Increase the number of peer-reviewed online courses applying the Quality Matters (QM) rubric. (SS, IS, EQ4)</p> <p>KPI 7.4—Increase percent of completion and submission of assessment plans and results by 25 percent. (SS, IS, SP, EQ6)</p> <p>KPI 7.3—Increase the percent of faculty and staff participating in professional development by 50 percent. (SS, IS, SP, J1M, EQ6)</p>
Leading Indicator:	KPI 7.1—Integrate strategies to strengthen the organizational culture
Work Plan Integration:	<ol style="list-style-type: none"> 1) Collaborate with VP of FO to identify multi-cultural space on each campus 2) Assist VPASA to embed Equity Mindfulness within Academic Programs
Work Plan Objective:	Develop Diversity and Inclusion Master Plan (Lead = John Harper)

ATD Leader College Candidate

Scaled from plan to integration across all eight initiatives leading to transformative outcomes such as:

Hunger Free Campus designation

Significantly reducing the student to advisor ratio

Implementing a student success CRM

Providing robust on campus mental health

Integration of internal student supports with those provided by our greater community

Wrap Around Student Support service

Yielded greater transparency and increased communication

Professional development

Positioning us ahead with Equity by Design

ATD Leader College Candidate

Gateway Course Completion—Math

- Pell eligible students Math Gateway Course completion rate increased 20%
- Black students in Math Gateway Course completion rate increased 140%

Gateway Course Completion—English

- Hispanic students in English Gateway Course completion rate increased 70%
- The English Gateway Course completion rate increased 16% for females
- The English Gateway Course completion rate increased 46% for First Generation students and 44% for Part-Time students

Gateway Course Completion—Both

- Pell Recipient students overall completion rate for Gateway Courses increased 150%

ATD Leader College Candidate

Fall-to-Fall Persistence

- Pell Eligible student persistence increased 5%
- Part-time student persistence increased 6%
- Hispanic student persistence increased 13%
- Veteran student persistence increased 35%

Completion—200% time to degree

- Veteran student completion rate increased 15%
- Adult learner completion rate increased 17%
- Pell Eligible student completion rate increased 23%
- First Generation completions rate increased 26%
- Part-time student completion rate increased 38%
- Black student completion rate increased 38%
- Hispanic student completion rate increased by 82%

DEI Plan & Equity by Design

Assist the college in addressing issues of diversity, equity, and inclusion to support the fulfillment of the mission & vision

Focus on creating equitable systems that enable all students, faculty, and staff to thrive and achieve their maximum potential

Develop a formal process to identify and implement best practices/promising initiatives for recruitment & retention of diverse employees

Achieve a more robust and integrated diversity approach that builds on prior diversity models and operates in a strategic, evidence-based, and data-driven manner

Enhance diversity and cultural competence among employees, students and the community to help strengthen existing recruitment & marketing initiatives

DEI Plan & Equity by Design

Assist the college in addressing issues of diversity, equity, and inclusion to support the fulfillment of the mission & vision

Develop a formal process to identify and implement best practices/promising initiatives for recruitment & retention of diverse employees and students by enhancing cultural competencies and strengthening community relationships

Achieve a more integrated approach to inclusiveness that builds on prior diversity models and operates in a strategic, evidence-based, and data-driven manner for curriculum

Equity 2030 and DEI Accomplishments

- 85% of previous 2016-2019 plan
- Reviewed college policies to address inequities
- Third Annual Hispanic and Somali recruiting nights; all material, presentations and demonstrations are conducted their respective languages
- Fall Equity Series (Six different workshops)
- Secured spaces on both campus locations for Inclusion Student Centers to launch Fall 2022
- Sixth annual Equity Book Group in collaboration with CTLE

Equity 2030 and DEI Accomplishments cont....

- DEI workshops for cultural competencies in curriculum for Career & Technical Programs and Health Science programs
- Collaborating with HR regarding position descriptions and job postings to expand diverse applicant pool
- Unconscious bias workshops for hiring practices
- Global Education Conference
- Developing an equity lens with the Assessment Committee

Equity 2030 and DEI Accomplishments cont....

- Expanded international student outreach
- Strengthen relationship with Mexican Consulate
- Strengthen relationship with Japanese Consulate and with Rice County and the Faribault Chamber of Commerce to support Japanese companies with international business
- Equity by Design Team added two additional faculty members from CTE. Faculty members now at six
- Foot washing station

Equity 2030 and DEI Accomplishments cont....

- Implemented AVISO software to improve early alert/intervention activities for at-risk students
- College wide assessment of student learning outcomes, including cultural competency with Career & Technical academic programs
- Launched “Cultural Cuisine” with historical context for BIPOC students for specific months. I.e. Black History Month, Asian/ Pacific Islander Month, Hispanic Heritage Month and Indigenouness Peoples Month
- Developed and implemented the college wide Land Acknowledgement

H2C – High School to College and Career



Based on P-TECH (Pathways in Technology Early College High School), a national best practice and public education reform model started by IBM that focuses on college attainment and career readiness for high school students.

Public-private partnership between South Central College, Faribault Public Schools, Faribault Chamber and local business community

Pathway sequencing helps students pursue college credentials while completing their high school degree

- includes industry-recognized credentials, integrated work-based learning, and post high school requirements to complete diploma or degree awards

First pathway started in fall 2021 in Health Sciences

H2C Health Sciences Pathway



Areas of Study & Pathways Development

Practical Nursing (LPN)

Nursing Assistant (CNA or HHA)

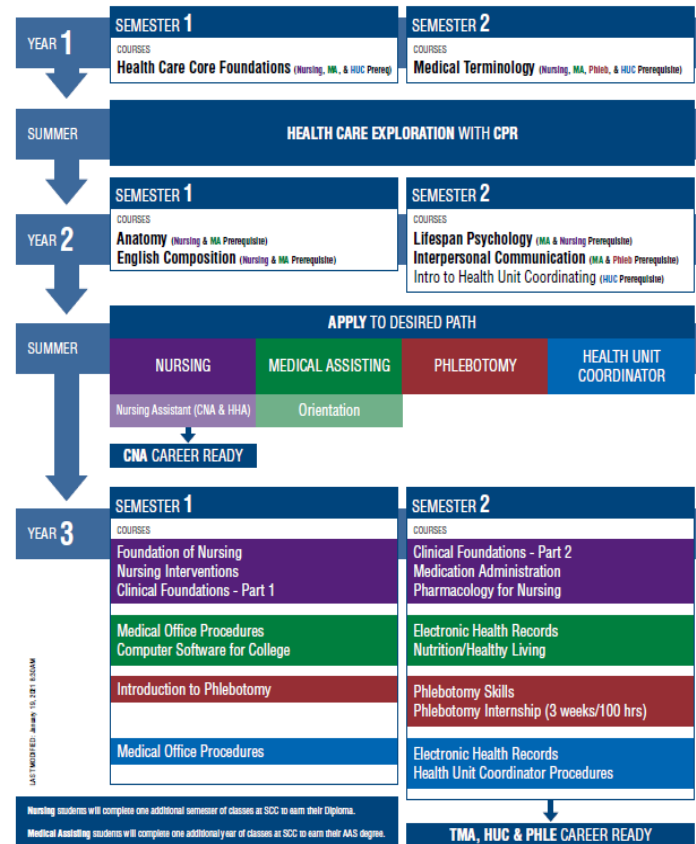
Trained Medication Aid (TMA)

- Phlebotomy
- Medical Assisting (MA)
- Health Unit Coordinator (HUC)

2021-2022 Enrollment

Fall 2021: 29 in Medical Terminology

Spring 2022: 29 in Medical Terminology &
32 in Health Care Core Foundations





H2C Program Benefits

Time & Cost Savings

Students may earn up to 36 college credits while in high school, which saves time & tuition. Can earn a degree in 1-2 semester post-high school

Early Entry into Workforce

Students who complete Health Unit Coordinator, Phlebotomy, or CNA (with or without TMA) may enter the workforce

Degree Completion

Students who choose to complete the Practical Nursing program will have one additional semester of coursework to earn their Practical Nursing diploma

Students who choose to complete the Medical Assisting program will have one additional year of coursework and internship to earn their Associates of Applied Science (AAS) degree

Questions & Comments



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Appendix

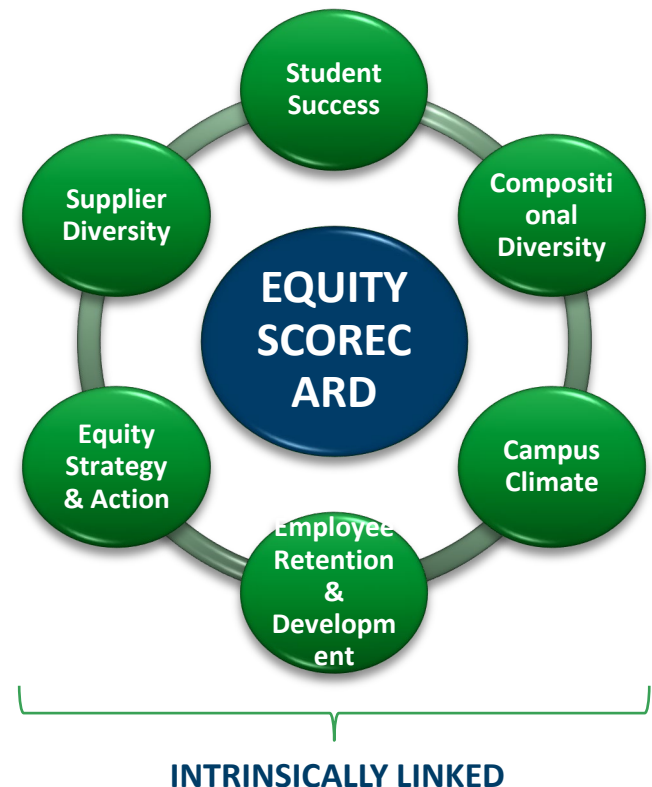
Equity Scorecard Overview & Background

Foundational & Conceptual Considerations

1. Create greater awareness of disparate outcomes
2. Convey Equity Story - Readily understandable manner
3. Holistic view of improving equity
4. Institutionalize & normalize discussion of EDI
5. Gauge the equity “health” of our institutions
6. Foster institutional change to address disparities & close equity gaps

Key Performance Indicators (KPIs)

- KPIs - critical aspects of organizational priorities
- Assess & monitor progress
- Enable us to focus on strategic & operational measures that for impact outcomes
- Improving equity requires holistic & multifaceted approach



Equity Lens to Policy Review

Equity Lens & Policy Review

What is an equity lens?

- An approach for considering the disparate impact of policy design & implementation on stakeholders groups
- Particularly on underserved & marginalized individuals/groups
- Offers a way to identify & eliminate barriers

Equity lens review aims to:

- Assess policy intent & inclusiveness
- Reveal policy assumptions
- Further prioritizes equity
- Encourage reflection about how policies can advance equity

Importance of Policy & Equity in Policy

What is policy & the importance of equity in policy?

- Growing awareness & importance of equity
- Growing awareness of how policy can advance/impede equity across the system
- Equity 2030
- Existing policy, need to review the “missed” impact of inequitable policy
- How to consider diverse viewpoints at the onset of developing policy & other factors prior to policy implementation
- Reframing the question – *“Equity Mental Mindset”*

Examples of Scope of Equity & Disparate Impact

- Race/ethnicity
- Indigenous identities
- Religious identity/expression
- Veteran status
- Nationality
- Gender
- Age
- Socio-economic
- Ability



March 15, 2022

Marketing and Communications

Minnesota State Foundation Services

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Priorities

- Fostering a community of practice
- Ensuring valid and reliable data
- Discovering and pursuing large-scale private funding opportunities that benefit multiple campuses or system-wide

Developing a Community of Practice

- Monthly calls
- Teams site
- Mentor program pilot
- Annual conference and training
- Presented at MSU Mankato Foundation on Large Foundations and Volunteer Board Member training
- Webinars: Grassroots Advocacy for Foundations and Boards, Workforce Development Scholarships, Protected Class Scholarships

Role of the System Office

- Provide key messaging on simple and practical articulation of Equity 2030
- Facilitate and support training
- Reporting and compliance
- Develop consistent and reliable metrics
- Start to define what a culture of philanthropy could look like at Minnesota State

Develop Consistent Metrics

Global Standard: CASE's Annual Voluntary Support of Education (VSE) Survey

Benefits:

- Provide a more systematic way of defining and reporting on fundraising outcomes
- Result in system-wide consistency, relevant, reliable and understood data
- Provides more data points than a single number resulting in better context
- Identify how much funds are raised, their sources and support it provided
- Understand where we are investing in areas of alumni relations, fundraising and advancement services and how they relate to outcomes
- Allow to benchmark against most appropriate peer institutions

Timeline for adoption:

- Year 1: Pilot
- Year 2: Wave 2
- Year 3: Final wave

VSE Survey Data Inputs Needed

Enrollment total and Endowment market value

Source of gift and by purpose

- Gift source: Alumni; Nonalumni Individual; Corporations; Foundations; Donor-Advised Funds; Other Organizations
- Gift purpose: Student Financial Aid; Athletics; Research; Academic Divisions; Student Life; Other

Other

- Alumni Giving Statistics: # of Records, # Solicited, # who Donated
- Realized Bequests: \$ and #

Advancement Investment - Expenditures of College, University and Foundation (combined) and FTEs for functional areas of:

- Fundraising/Development
- Alumni Relations
- Advancement Services
- Advancement Management

Aspire to a Culture of Philanthropy

Embed in how foundations engage with college and university leadership, and how Minnesota State approaches initiatives

- Align the college/university and foundation/advancement to that end at the campus level
- Identify how the system office can accelerate this work

Develop professional development programming for presidents, board members, and executive directors

- Training and Skills Development
- Best Practices

Pursue Private Funding Grants

Focus: Opportunities that benefit multiple campuses or scalable system-wide

- 3M -- \$1,290,272
 - Learning Pathways through Centers of Excellence
 - Skilled Trade Careers: Century, DCTC, Inver, MSU Mankato, Saint Paul College
- Lumina -- \$418,000
 - SEM development for up to 15 colleges
- ECMC Foundation – in progress
- Others: AIR Equity Initiative/American Institutes for Research, Bank of America, MBCRE



March 15, 2022

Academic and Student Affairs Committee

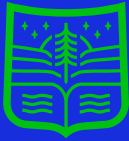
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Board of Trustees

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Minnesota North College

- **Michael Raich**
President, Northeast Higher Education District



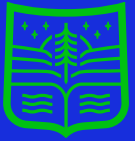
Minnesota State Board of Trustees Actions

January 2020:

The Board of Trustees supports the intent of merging the Northeast Higher Education District's five independently accredited colleges (six campuses) into one accredited college (six campuses) and charges Interim President Raich with developing a comprehensive plan and timeline for such a merger and securing advance approval from the Higher Learning Commission.

January 2021:

The Board of Trustees approves the name, mission, and vision of the new single college that will be formed upon the future merger of Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College, and Vermilion Community College.



Name, Mission, & Vision

Name

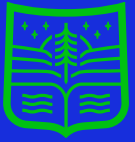
Minnesota North College

Mission

Minnesota North College prepares lifelong learners and engaged citizens through inclusive, transformative experiences reflecting the character and natural environment of the region.

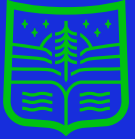
Vision

Minnesota North College will be the premier provider of life-changing education and the catalyst for regional prosperity.



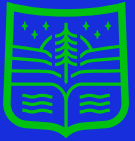
Recent Milestones

July 31	2021	Submitted Higher Learning Commission (HLC) <i>Change of Control</i> Application
Oct 25-26	2021	Hosted HLC Site Visit
Dec 1	2021	Received Change of Control Report
Feb 25	2022	Received HLC Board of Trustees Approval
March 15	2022	Seeking Minnesota State Board of Trustees Action



Institutional Readiness

- *Development of name, mission, vision, & core value statements
- *Creation of strategic priorities for critical service areas
- *Development of new leadership structure
- *Restructure of service and academic departments where necessary
- *Development of AASC and Shared Governance models
- *Establishment of student senate model in progress with student leadership
- *Creation of institutional databases and active directory
- *Creation of a college brand
- *Development of Website in progress
- *Course and program consolidation – course schedule drafted
- *Creation and approval of college policies
- *Bargaining Units' Transition Agreements complete or in progress



What's Next

Ongoing		Continue Transition Work
April 22	2022	Launch Minnesota North Brand
May 23	2022	Transition to Minnesota North (Internal)
Summer	2022	Pilot Summer Session, Transition Supervisory Lines, Launch Website
Fall	2022	Welcome Minnesota North Student Cohort #1

Request Info

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Head North

Explore programs 



Six campuses.
Endless possibilities.

Head North

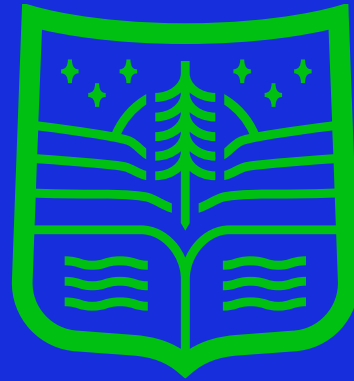


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Thank You!



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Recommended Motion

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the reorganization and consolidation of Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College, and Vermilion Community College, resulting in the Northeast Higher Education District becoming the sole HLC-accredited entity and operating henceforth as a single unified college, Minnesota North College, with six branch campuses.



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Minnesota State Centers of Excellence

Workforce and Economic Development

MINNESOTA STATE

March 2022

Vision and Purpose



Minnesota State hosts eight Centers of Excellence - each serving a major industry that faces serious workforce challenges. The centers collaborate with industry and educators to attract and prepare students for success in high-demand careers.

Strategically located throughout the state, the Minnesota State Centers of Excellence drive workforce innovation through education and industry collaboration - and provide thought leadership on workforce development in their respective industries.

ENGAGING
INDUSTRY

ENHANCING
EDUCATION

INSPIRING
STUDENTS

History

- Legislative appropriation in 2005
- Four centers established: healthcare, information technology, engineering, and advanced manufacturing
- Four additional centers added in 2012: agriculture (north and south), energy, and transportation
- Credit for Prior Learning Assessment Network (C-PLAN) funded
- Funding available: \$3,900,000

Structure

- Each center hosted by a lead campus (college or university)
- Employs 3 – 5 full- or part-time staff
- Coordinates with Workforce and Economic Development to align to system priorities and Equity 2030
- 2020 developed Centers of Excellence “Common Strategic Directions”

Workforce Development Context

- **Nature of work**
 - Significant growth in middle skills jobs and too few workers with those skills
 - Estimated 47 percent of future jobs will be augmented by technology
 - 21st Century Skills of critical thinking, problem-solving, team work, and communication are central
 - Jobs will outnumber available workers in Minnesota
- **Nature of education**
 - Greater need for short-term, just-in-time credentials that ladder into advanced credentials over time
 - Continual changes in job availability and skill requirements necessitate greater nimbleness and more frequent program adaptations
 - Increased dependence on education that is mobile and accessible
 - Post-traditional adult students need and demand greater flexibility and immediate relevance
- **Disparities in employment and economic mobility**
 - Racial/ethnic and gender disparities have been exacerbated by the pandemic
 - Employers increasingly look to Minnesota State to provide diverse prospective employees

Common Strategic Directions

These strategic directions are framed around **Minnesota State Equity 2030: Centers of Excellence cultivate a pipeline entry point for highly qualified talent that fulfills the state’s goal to support a diverse workforce and that offers equitable employment outcomes for our students.** Over three years, these strategic directions reflect the commitment by Centers to be facilitators of employer voices in enhancing education and inspiring students to meet the education and workforce needs of the future. To be successful, Centers will partner with industry, secondary schools, community, and our colleges and universities to carry out the following strategies:

Engaging Industry

Seeking the voice and expertise of industry and community partners is integral throughout the work of the Centers. Centers facilitate **rich, interactive networks** to inform and guide our workforce of the future.

Strategies:

- 1.1 Sponsor active and engaged industry-led advisory councils that meet regularly each year.
- 1.2 Facilitate industry-led strategic planning that addresses workforce needs and addresses education and employment disparities.
- 1.3 Cultivate non-state financial support for programs and students.
- 1.4 Regularly evaluate workforce needs through a structured process with employers that is shared with colleges and universities, and guides development of innovative education programs.

Enhancing Education

Centers will be a catalyst and conduit for the latest industry knowledge to benefit our faculty and staff and to provide students with an **innovative, high quality education.**

Strategies:

- 2.1 Partner with college and university faculty and staff to develop innovative, adaptive and agile program offerings, such as alternative credentials, prior learning assessment, guided pathways, etc.
- 2.2 Redesign education offerings to meet the needs of today’s learners and employers (with the option to facilitate credit and non-credit instruction).
- 2.3 Advise, support and participate in program quality assessment, including program accreditation.
- 2.4 Sponsor or offer faculty and teacher training and professional development.

Inspiring Students

Centers will provide high school and college students with opportunities to **meaningfully expand their knowledge** of careers and acquire skills and knowledge for their chosen profession.

Strategies:

- 3.1 Sponsor or offer career exploration and skill development programs.
- 3.2 Cultivate active learning environments in school and college/university programs, including research, internships, capstone opportunities, and job shadowing.
- 3.3 Facilitate student learning environments using the latest technologies and that are accessible to students in rural or underserved communities.
- 3.4 Develop or support programs that engage students in their communities as citizens and employees.

Minnesota State Centers of Excellence

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HealthForce Center of Excellence

Hosted by Winona State University
Valerie DeFor, Executive Director

Engaging Industry



HEIP PARTNERSHIP COUNCIL

Chaired by Laura Beeth,
VP Workforce Partnerships
M Health Fairview

Healthcare Employers
Healthcare Associations
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Enhancing Education



Minnesota Laboratory Professionals' Workforce Mini-E Summit
"Laboratory Staffing for the Future"

Friday, February 25
8:00 am – 10:00 am

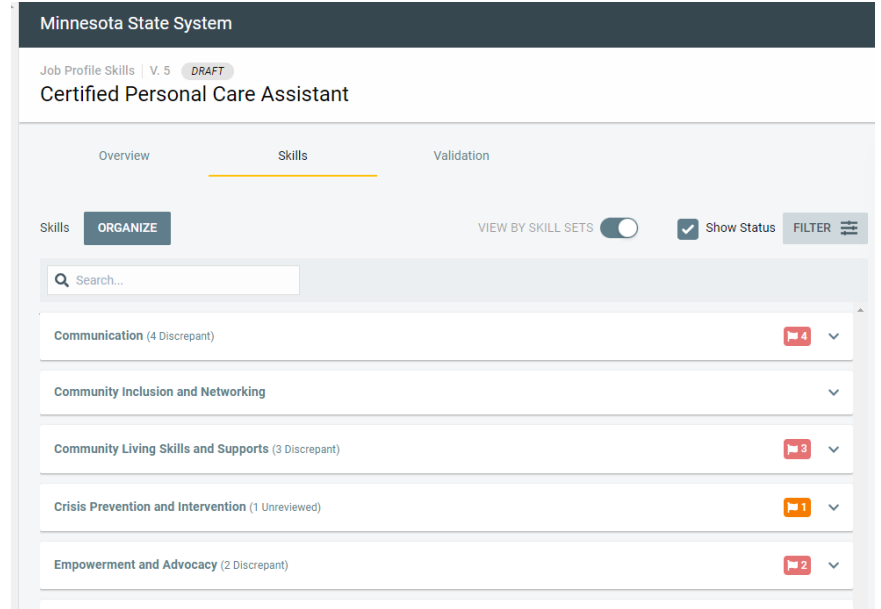
What?

- Salary
- Compensation
- Advocacy
- Visibility/Marketing

Who?

- Lab Managers
- Human Resource Leaders
- Administration
- Educators

 **MINNESOTA STATE**
HealthForce Center of Excellence



Minnesota State System

Job Profile Skills | V. 5 **DRAFT**

Certified Personal Care Assistant

Overview Skills Validation

Skills **ORGANIZE** VIEW BY SKILL SETS Show Status **FILTER**

Search...

- Communication (4 Discrepant) **4**
- Community Inclusion and Networking
- Community Living Skills and Supports (3 Discrepant) **3**
- Crisis Prevention and Intervention (1 Unreviewed) **1**
- Empowerment and Advocacy (2 Discrepant) **2**

Inspiring Students



Next Generation Nursing Assistant

Call to Action from Governor Walz to train and employ 1,000 nursing assistants by January 31.

Cross-Agency Workgroup led by Commissioner Olson

Approach:
Free training and testing via Next Generation Nursing Assistant classes

ARP Funding: \$3.4M

Next Generation Nursing Assistant

25 classes scheduled in the month of January

47 classes offered in 3 months at 18 colleges

6 private training companies

1,212 training slots created

~1,100 filled

Each training program required to incorporate employment and job seeking support to students:

- List of employers
- Employer panel
- Mini-career fairs
- Working with CareerForce

This is what success looks like





MINNESOTA STATE

Transportation Center of Excellence

Hosted by Dakota County Technical College
Chris Hadfield, Executive Director

Engaging Industry



**EXECUTIVE
LEADERSHIP
BOARD**

Collaboration of industry and education leaders:

**Minnesota Automobile Dealers Association
Association of Automotive Service Providers
Minnesota Trucking Association
Association of Equipment Distributors
Automotive Service for Excellence Education Fdn
MN-DOT
Large and small employers
Teacher associations
Education leadership from Minn State and MDE**

Engaging Industry: Partnerships Across Minnesota State

Mission:	To have employers engaged in career pathways at Minnesota State campuses and programs.
Approach:	Collaborate as a system to engage employers in being a true partner of the entire pathway.
Work:	Executive board industry leaders engage employers, the TCOE engages campus leaders, multiple pathway engagements occur.
Sustainability:	The pathways are complex, variable, and always changing. The system uses the TCOE as the backbone for a SME, collaborator, leader, and connector.
Results:	Enrollment increases in secondary and post-secondary programs, communication locally and statewide, best-practices get spread out.

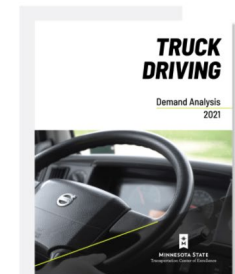
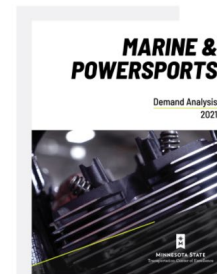
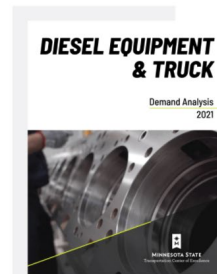
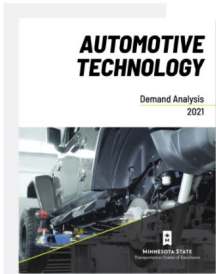
Engaging Industry



Enhancing Education

Demand Analysis

DISCOVER WORKFORCE DATA IN TRANSPORTATION



Enhancing Education & Engaging Industry



MINNESOTA STATE
Commercial Driver Academy

Inspiring Students



Work That Matters: Understanding The Barriers – Equity & Perception



Minnesota State Centers of Excellence
www.minnstate.edu/coe

Questions?



March 15 ,2022

Committee of the Whole

Minnesota State Multi-Prong Approach to Law Enforcement Education Reform: Program Review

Board of Trustees

MINNESOTA STATE

From the onset of this work, Minnesota State has committed to being a key partner in the reforming of Law Enforcement education, recognizing that we are one piece of a large intricate puzzle



Alignment with Equity 2030



Taskforce Recommendations and Steps to Implementation

OUTCOME I: Reform Law Enforcement education by creating anti-racism law enforcement education programs

OUTCOME II: Propose/develop competencies for Law Enforcement education programming that prepare graduates for transformative policing of our communities.

CATEGORY I: EDUCATION AND TRAINING OF NEW OFFICERS

CATEGORY II: RECRUITMENT AND RETENTION OF BIPOC LAW ENFORCEMENT OFFICERS

CATEGORY III: EDUCATION AND TRAINING OF CURRENT OFFICERS

- **Recommendations were shared with Minnesota State stakeholders**
 - This included the Law Enforcement and Criminal Justice Faculty Community of Practice
- **A process of implementation for the recommendations was informed by an ad-hoc summer workgroup of the larger Faculty Community of Practice**

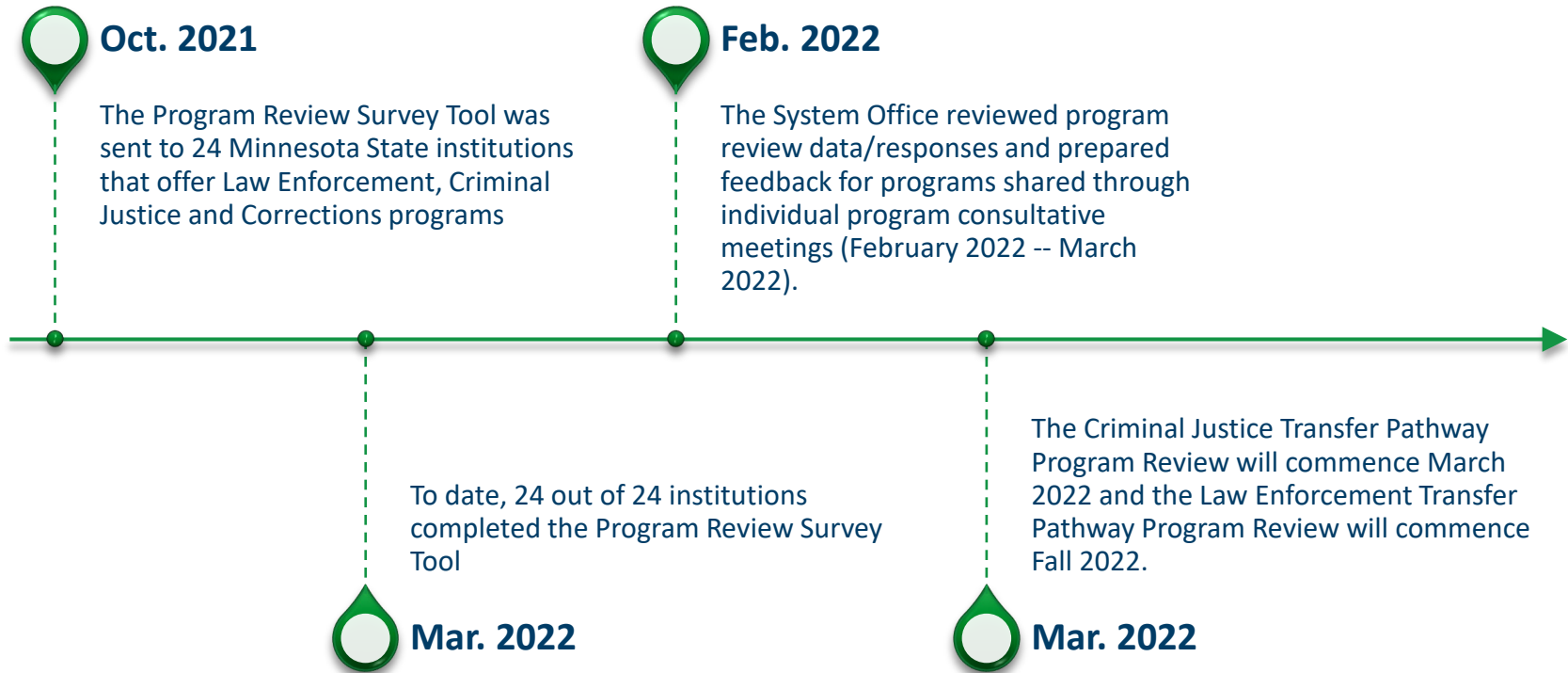
Prong #2: Law Enforcement Faculty Community of Practice: Role in Program Review



Prong #3: Program Review and Quality Assurance Criteria

- Taskforce recommendations were implemented into **criteria of the Program Review Survey Tool** that was used in the program review process for **ALL** Law Enforcement and Criminal Justice programs.
- The **review of program alignment** with Taskforce recommendations began in **October 2021** via the **Program Review Survey Tool**.

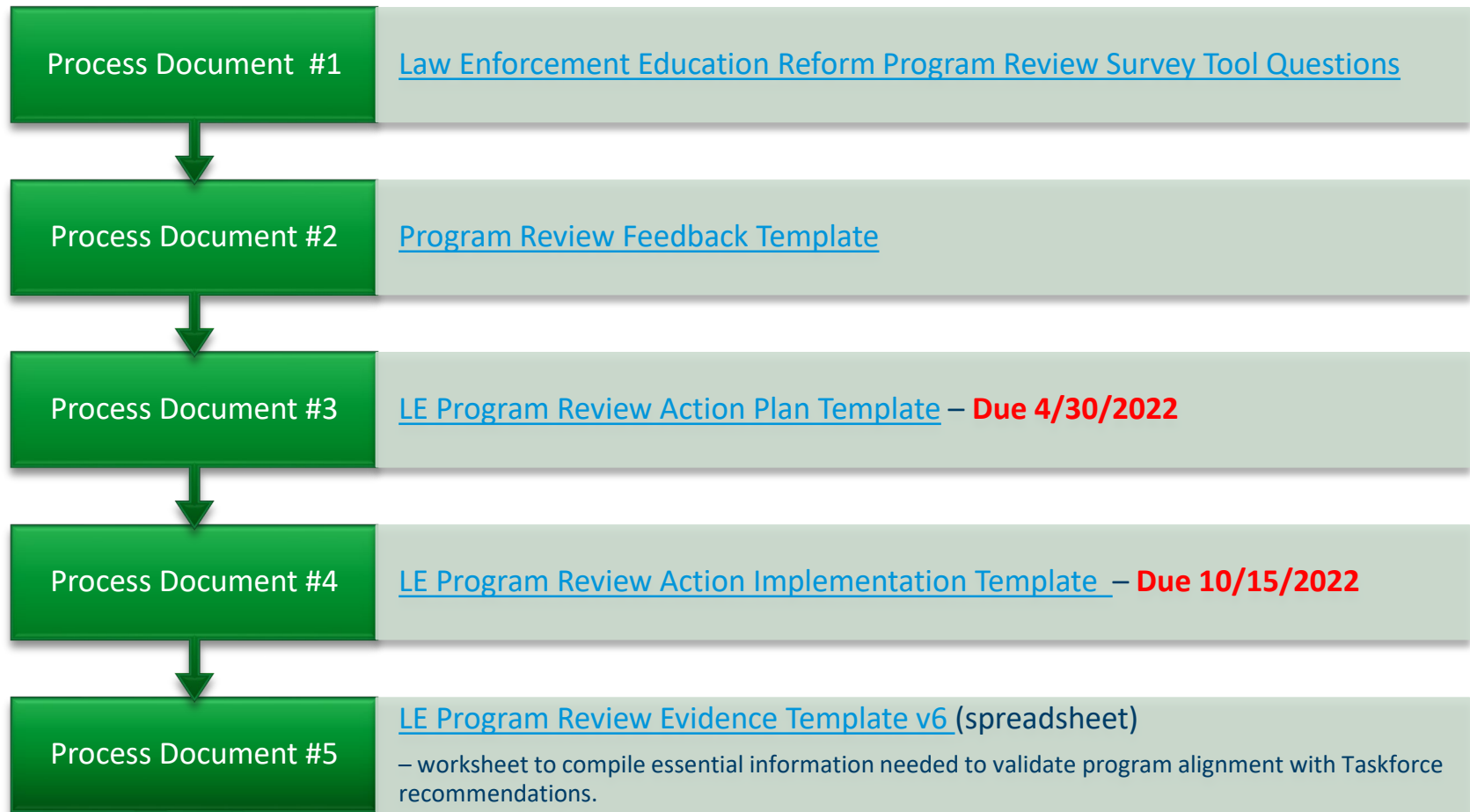
Progress to Date: Program Review & Quality Assurance Process



Next Steps

- By **April 2022**, programs will supply an **Action Plan** that outlines and demonstrates their program's **alignment with Taskforce recommendations** to the System Office.
- In **October 2022**, programs will provide **FINAL** evidence that demonstrates their program **aligns to Taskforce recommendations** resulting in a **FINAL** System Office **evaluation** of the Law Enforcement program for **approval** to officially change the program name to be offered as a **Professional Peace Officer Program**.

Program Review Tools and Documents



Campus Perspectives

**Greg Cady, Instructor,
Criminal Justice, Minnesota
State College Southeast**



**Wade Lamirande, PPOE
Coordinator, Fond du lac
Tribal & Community College**





MINNESOTA STATE COLLEGE
SOUTHEAST

A Comprehensive Community and Technical College
Red Wing, Winona and Online



MSC Southeast Students

Total number students served: 2611
Students of color: 18%
Average age: 24 years

MN STATE COLLEGE SOUTHEAST CRIMINAL JUSTICE PROGRAM RED WING and WINONA CAMPUS	FALL 2019	FALL 2020	FALL 2021
	29	31	18

MSCS -38% decrease from 2019
Winona State University (WSU) Criminal Justice: Corrections and Law Enforcement, -31.5% decrease from 2019



Criminal Justice Program

- **CJ AAS (2009)**
 - 33 General/27 CJ Credits
 - Foundation: Understanding Human Behavior
 - Team – 6 Faculty/0 CJ Full Time (3 UFT/3 Adjunct) w/Advanced Degrees + Field Experience
 - CJ Pathway Development
 - Cyber and Information Security AAS
- **100% Online (2019)**
- **Stackable Credentials (2021)**
 - Certificate – 16 Credits
 - Diploma – 32 Credits
 - Degree – 60 Credits
- **Robust Advisory Committee**

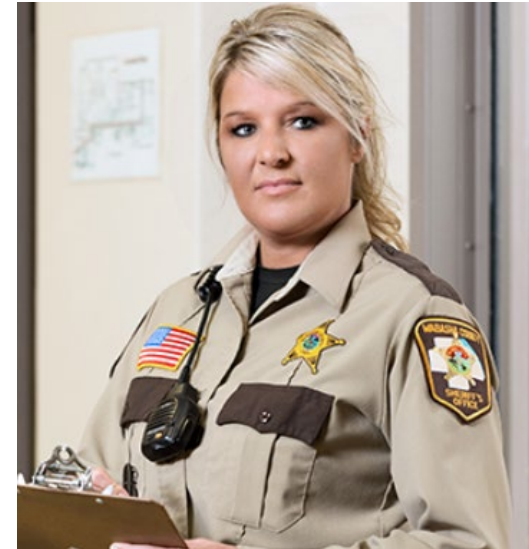


MSC SOUTHEAST CJ GRADUATES



Students lead an art session with jail inmates

Graduate + Army National Guard member becomes Reserve Police Officer



Graduate becomes Corrections Officer

CJ Program Review

- **Course Offerings (CJ and General Ed)**
 - Evolving Changes: Social + Professional
 - Best Practices + Needs Assessment
 - Employability: Stackable Credentials
- **Course Outline/Syllabi**
 - DEI Lens + DEI Committee
 - Empowerment
- **Advisory Committee**
 - Input, Support and Collaboration
- **Marketing + Branding**
 - DEI Lens
 - Website
 - Advertisement
 - Recruiting Team





Dr. Marsha A. Danielson

President

Minnesota State College Southeast

Winona: 507.453.2721

Red Wing: 651.385.6313

Marsha.danielson@southeastmn.edu

Twitter: [@MSCSPresident](https://twitter.com/MSCSPresident)

LinkedIn: www.linkedin.com/in/madanielson/



Wade Lamirande Law Enforcement Program Coordinator



Fond du Lac Tribal & Community College,
A member of Minnesota State

FDLTCC Programs:

- AS Degree in Law Enforcement (68) Credits
 - [Law Enforcement AS.pdf \(fdltcc.edu\)](#)
- AS Degree in Criminal Justice (60) Credits
 - [Criminal Justice AAS.pdf \(fdltcc.edu\)](#)
- SKILLS Diploma (40)
 - [LESkillsTrainingDiploma.pdf \(fdltcc.edu\)](#)

FDLTCC Program Review Team:

- Dr. Anna Felleg, VP of Academic Affairs
- Erica Gelo, Registrar
- Marisa Haggy, HR Director
- Joel Olejnicak, Skills Program Coordinator
- Cassandra Nicholson, Administrative Assistant
- Jamies Eisenhauer, Institutional Research Director

Program Review Information and Action Steps:

- Program Information Review/Program Change Log: Recommended changes made to the college webpage and program recruiting materials.
- Community Engagement: Recommended changes to the program advisory board. Adding student participation and community participation.
- Program-Level Student Learning Outcomes/Curriculum Map: We are using the learning outcomes from the MN POST Board learning outcomes matrix.

Equity Access & Success:

- Recruiting and retaining students of color. Adding of scholarship opportunities and improving student support services. Adding and retaining instructors of color.
- The eligibility of C.J. majors for tuition scholarships.
- Concern of "fast-track" programs or limiting the availability of program offerings.



Stephanie Hammitt President

Fond du Lac Tribal & Community
College

shammitt@fdltcc.edu

Phone: 218.879.0804

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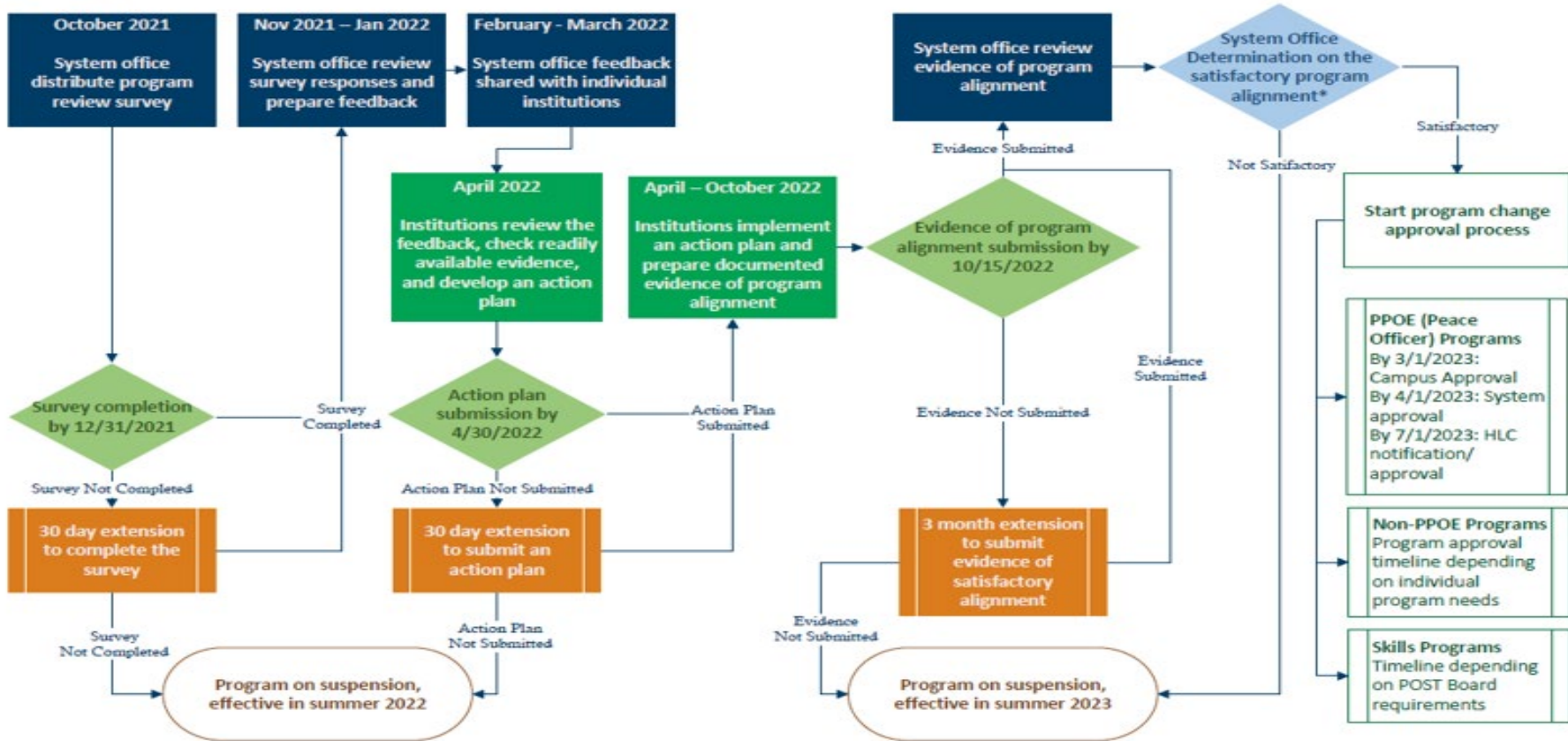
Discussion



MINNESOTA STATE

Law Enforcement Program Review and Approval Process

2.4.2022





MINNESOTA STATE

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St. Paul, MN 55101-7804

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888-667-2848

[MinnState.edu](https://www.minnstate.edu)

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March 16, 2022

FY2022 Annual Operating Budget Update

FY2022 All Funds Budget June 2021

<i>\$s in millions</i>	FY2021 Updated Budget	FY2022 Proposed Budget	\$ Change	% Change
Revenues/Sources				
General Fund	\$1,639.1	\$1,674.4	\$35.3	2.2%
Revenue Fund	\$97.9	\$105.4	\$7.5	7.7%
Other Funds	\$328.0	\$365.4	\$37.4	11.4%
HEERF Acts	\$113.2	\$341.1	\$227.9	201.3%
Revenues/Sources Total	\$2,178.1	\$2,486.3	\$308.2	14.1%
Expenses/Uses				
Compensation	\$1,363.8	\$1,395.6	\$31.8	2.3%
Other Operating	\$861.7	\$1,142.7	\$281.0	32.6%
Expenses/Uses Total	\$2,225.5	\$2,538.3	\$312.8	14.1%
Budget gap	(\$47.4)	(\$52.0)		
HEERF Transfer in	\$54.8	\$60.3		
Budget balance	\$7.4	\$8.3		

*Numbers may not add due to rounding.



FY2022 General Fund Operating Budget June 2021

\$s in millions	FY2021 Updated Budget	FY2022 Approved Budget	\$ Change	% Change
Revenues/Sources				
State appropriation	\$765.7	\$792.0	\$26.3	3.4%
Tuition	\$715.7	\$723.3	\$7.5	1.0%
Other revenues	\$141.8	\$131.1	(\$10.7)	-7.5%
Programmed fund balance	\$15.9	\$28.1	\$12.2	76.8%
Revenue/Sources Total	\$1,639.1	\$1,674.4	\$35.3	2.2%
Expenses/Uses				
Compensation	\$1,249.0	\$1,281.3	\$32.3	2.6%
Other operating costs	\$418.6	\$433.0	\$14.4	3.4%
Expenses/Uses Total	\$1,667.8	\$1,714.3	\$46.7	2.8%
Budget gap	(\$28.5)	(\$39.9)		
HEERF Transfer in	\$33.7	\$42.6		
Budget balance	\$5.2	\$2.8		

*Numbers may not add due to rounding.

FY2022 Operating Budget Update

March 2022



System's enrollment outlook for FY2022

FY2022 Compared to FY2021	June Enrollment Projections	October Enrollment Projections	March Enrollment Projections
Colleges	-0.8%	-6.8%	-7.3%
Universities	-4.1%	-6.0%	-6.2%
System	-2.1%	-6.5%	-6.8%

FY2022 All Funds Budget

<i>\$s in millions</i>	FY2022 Approved Budget (June)	FY2022 Updated Budget (October)	FY2022 Updated Budget (March)	\$ Change (June – March)
Revenues/Sources				
General Fund	\$1,674.4	\$1,656.8	\$1,652.2	(\$22.2)
Revenue Fund	\$105.4	\$105.3	\$103.2	(\$2.1)
Other Funds	\$365.4	\$336.4	\$336.6	(\$28.8)
HEERF Acts**	\$341.1	\$325.6	\$293.0	(\$48.1)
Revenues/Sources Total	\$2,486.3	\$2,424.1	\$2,384.9	(\$101.4)
Expenses/Uses				
Compensation	\$1,395.6	\$1,394.4	\$1,379.9	(\$15.7)
Other Operating	\$1,142.7	\$1,098.7	\$1,068.0	(\$74.7)
Expenses/Uses Total	\$2,538.3	\$2,493.1	\$2,447.9	(\$90.4)
Budget gap	(\$52.0)	(\$69.0)	(\$63.0)	
HEERF Transfer in**	\$60.3	\$77.1	\$91.9	
Budget balance	\$8.3	\$8.1	\$28.9	

*Numbers may not add due to rounding.



FY2022 General Fund Operating Budget

	FY2022 Approved Budget (June)	FY2022 Updated Budget (October)	FY2022 Updated Budget (March)	\$ Change (June – March)
\$s in millions				
Revenues/Sources				
State appropriation	\$792.0	\$792.0	\$792.0	\$0
Tuition	\$723.3	\$697.4	\$698.9	(\$24.3)
Other revenues	\$131.1	\$136.0	\$139.3	\$8.2
Programmed fund balance	\$28.1	\$31.4	\$21.9	(\$6.2)
Revenue/Sources Total	\$1,674.4	\$1,656.8	\$1,652.2	(\$22.2)
Expenses/Uses				
Compensation	\$1,281.3	\$1,282.0	\$1,267.4	(\$13.9)
Other operating costs	\$433.0	\$434.4	\$439.5	\$6.6
Expenses/Uses Total	\$1,714.3	\$1,716.4	\$1,706.9	(\$7.3)
Budget gap	(\$39.9)	(\$59.6)	(\$54.8)	
HEERF Transfer in	\$42.6	\$64.7	\$76.6	
Budget balance	\$2.8	\$5.1	\$21.5	

Revenue Fund Budget

	FY2021 Approved Budget (June)	FY2022 Updated Budget (October)	FY2022 Updated Budget (March)	\$ Change FY21 compared to March FY22
\$s in millions				
Revenues				
Other revenues	\$84.9	\$99.1	\$95.4	\$10.5
Programmed fund balance	\$13.0	\$6.3	\$7.8	(\$5.2)
Revenue Total	\$97.9	\$105.3	\$103.2	\$5.3
Expenses				
Compensation	\$25.5	\$27.4	\$26.4	\$0.9
Other operating costs	\$82.4	\$86.7	\$81.9	(\$0.4)
Expenses Total	\$107.9	\$114.1	\$108.3	(\$5.7)
Budget gap	(\$10.0)	(\$8.7)	(\$5.2)	
HEERF Transfer in	\$11.6	\$10.4	\$8.7	
Budget balance	\$1.6	\$1.7	\$3.5	

**Numbers may not add due to rounding.*

Higher Education Emergency Relief Funds (HEERF)

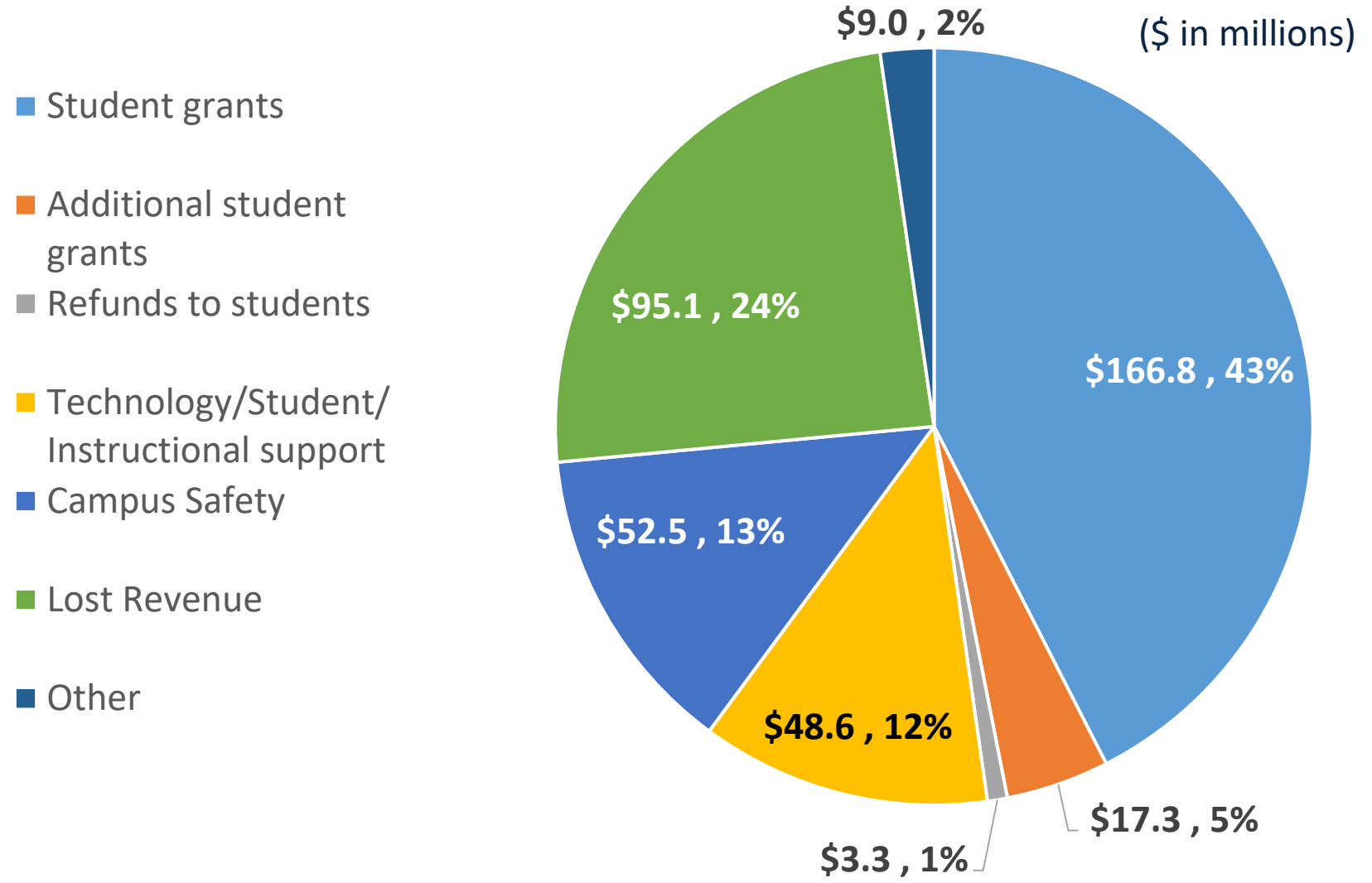


Federal Emergency Relief for COVID-19 Years

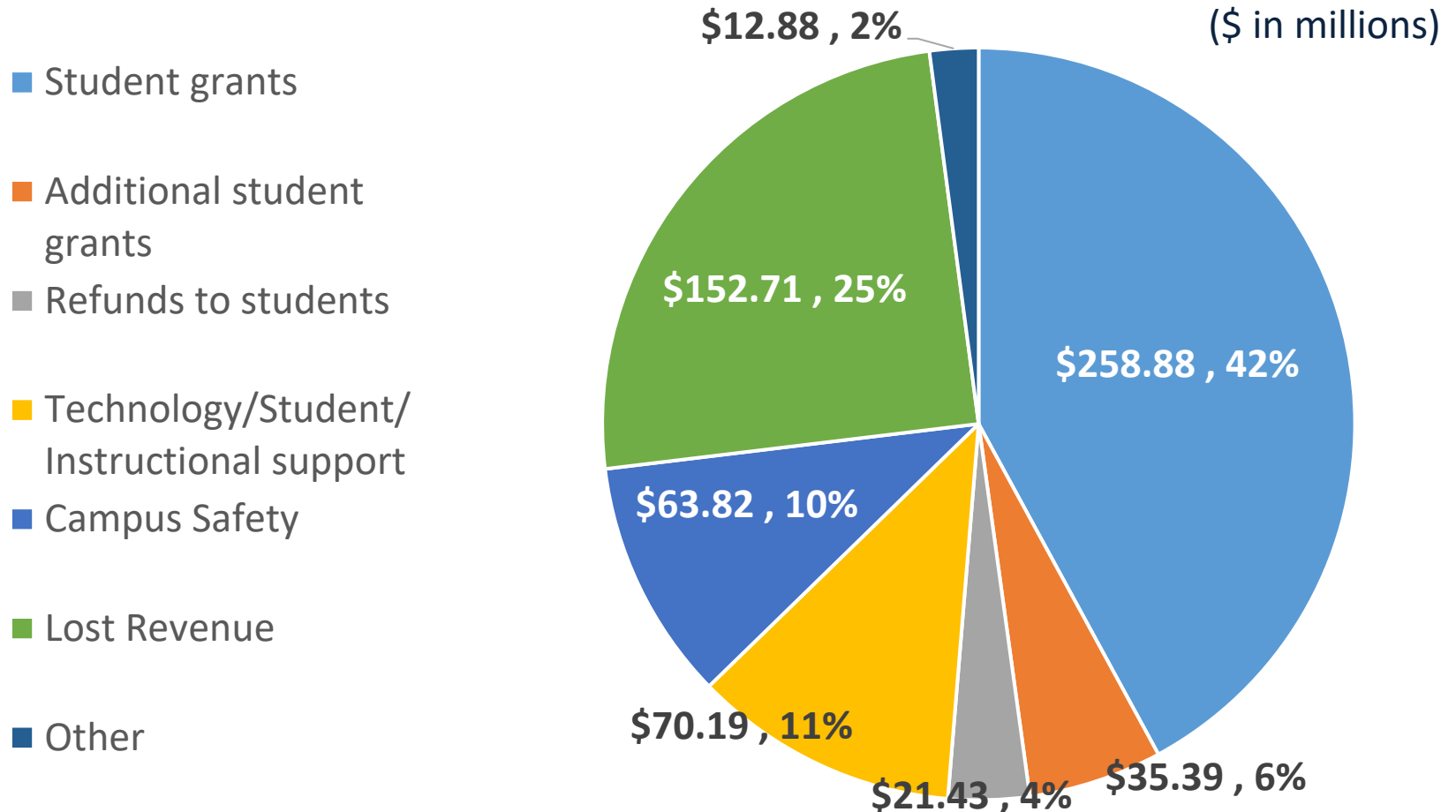
	CARES HEERF I	CRRSAA HEERF II	ARP HEERF III	HEERF Total
Student minimum	\$46.7M	\$46.7M	\$167M	\$260.4M
Institution maximum	\$46.7M	\$140.2M	\$160M	\$346.9M
Total to Institutions	\$93.4M	\$186.9M	\$327M	\$607.3M
Primary years	2020, 2021	2021, 2022	2022	



FY2022 Planned Uses for HEERF Funds \$392.5 million



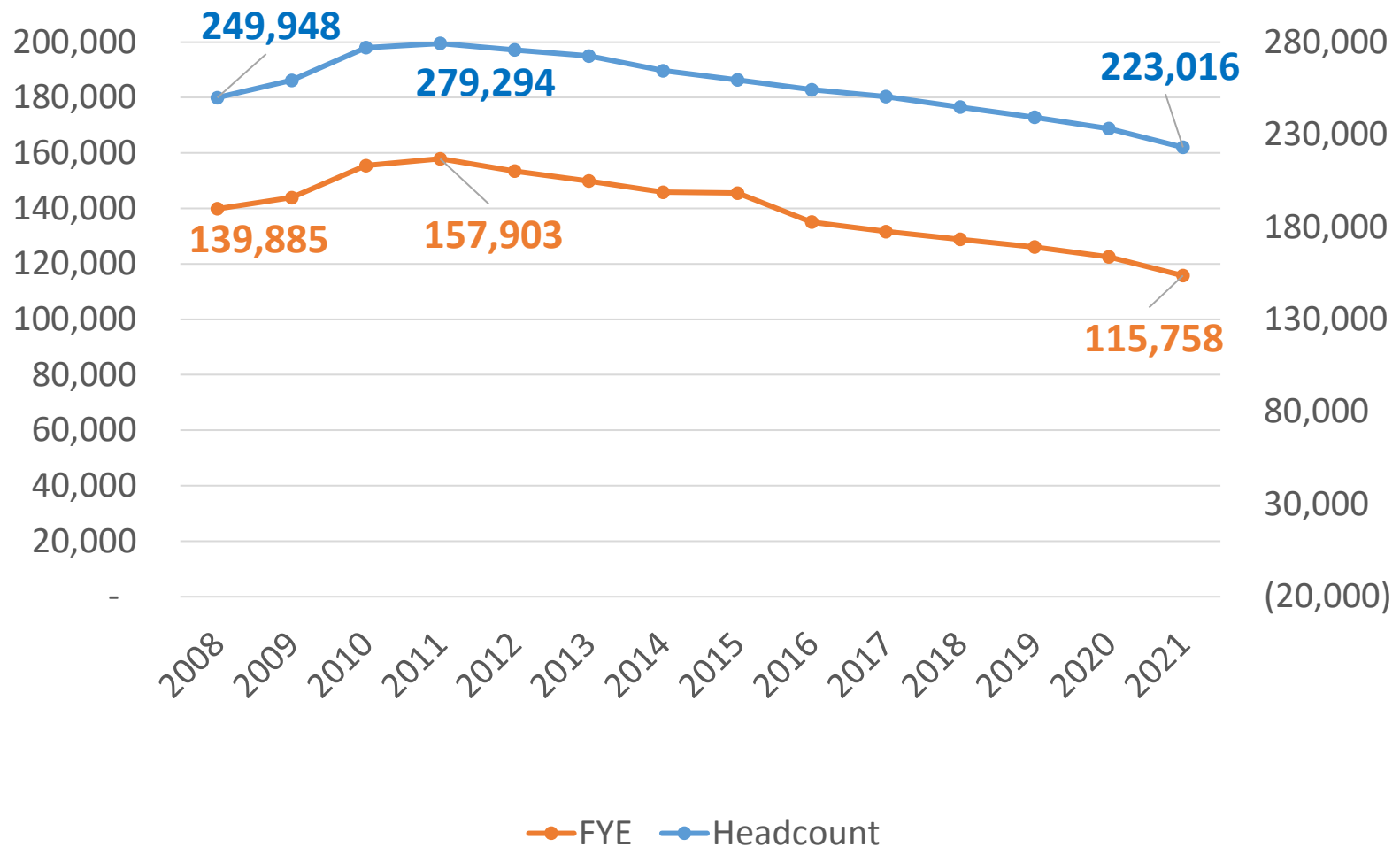
Total HEERF Spending (Spent and Budgeted) – FY2020 through FY2023 \$607.3 million



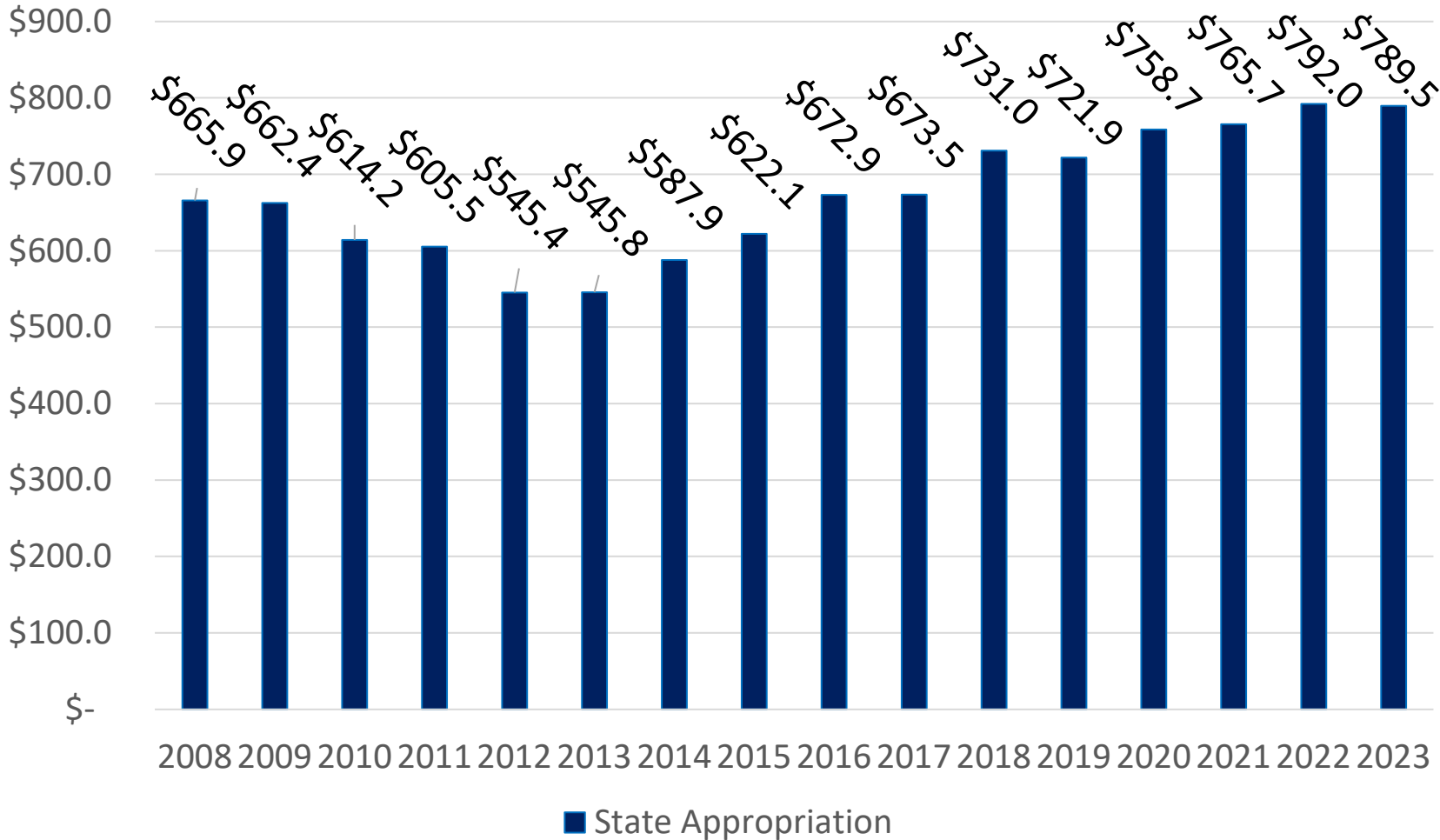
FY2023 Operating Budget Variables

- Enrollment
- Continued improvement in the State's budget outlook
- Outcome of 2022 Legislative Session
- Inflation
- Ability to reduce reliance on one-time HEERF funds for on-going operational costs

Historical Enrollment (FYE & Headcount) for the System



State Appropriation Flat Going into FY2023



Presidential Perspectives



Conclusions

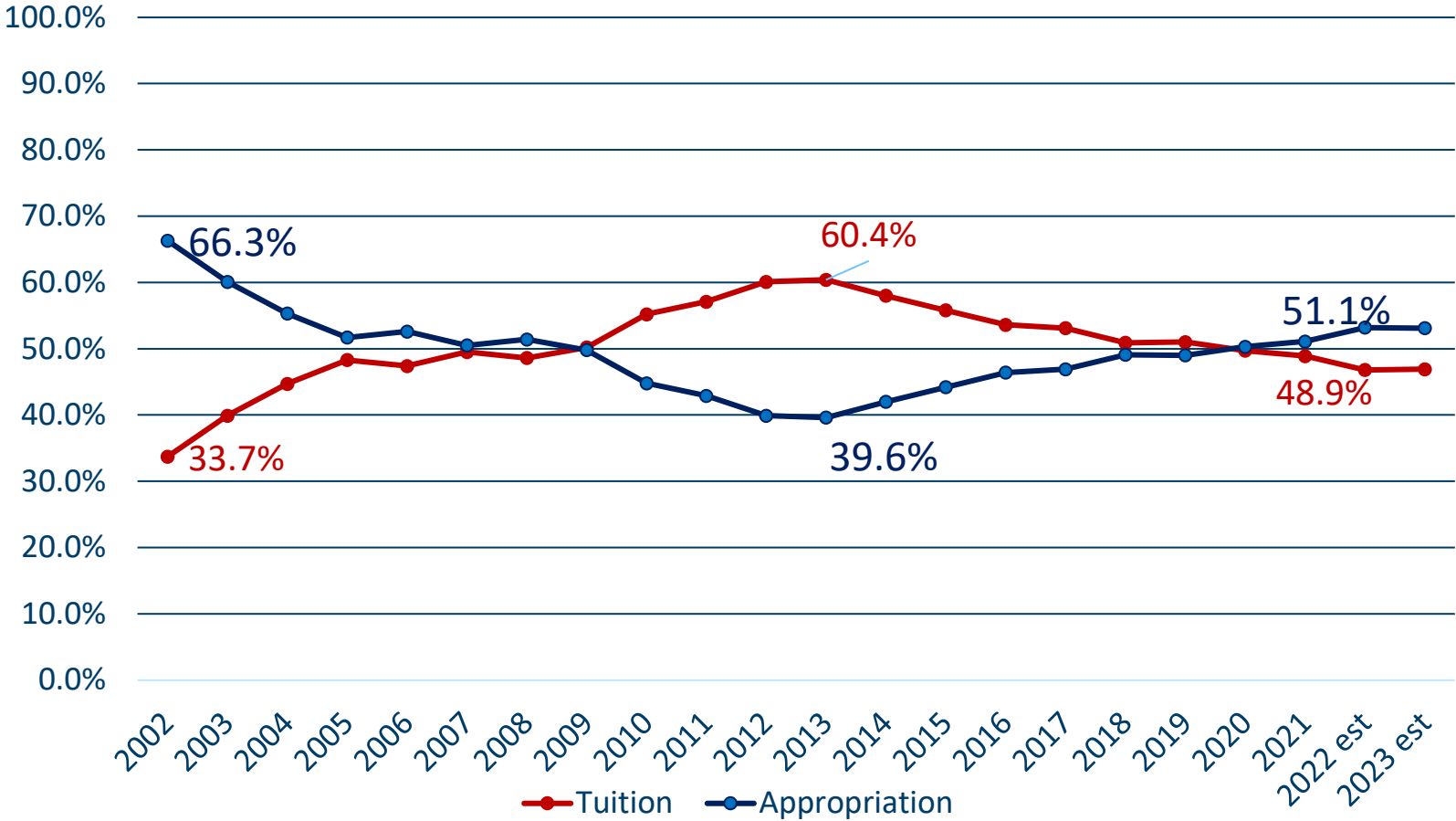
- **Continued enrollment declines are putting significant pressure on operating revenues**
- **HEERF funds have provided valuable one-time assistance to both our students and our institutions**
- **Structural financial concerns present in the FY2020 will still be present and of a higher magnitude for many institutions**



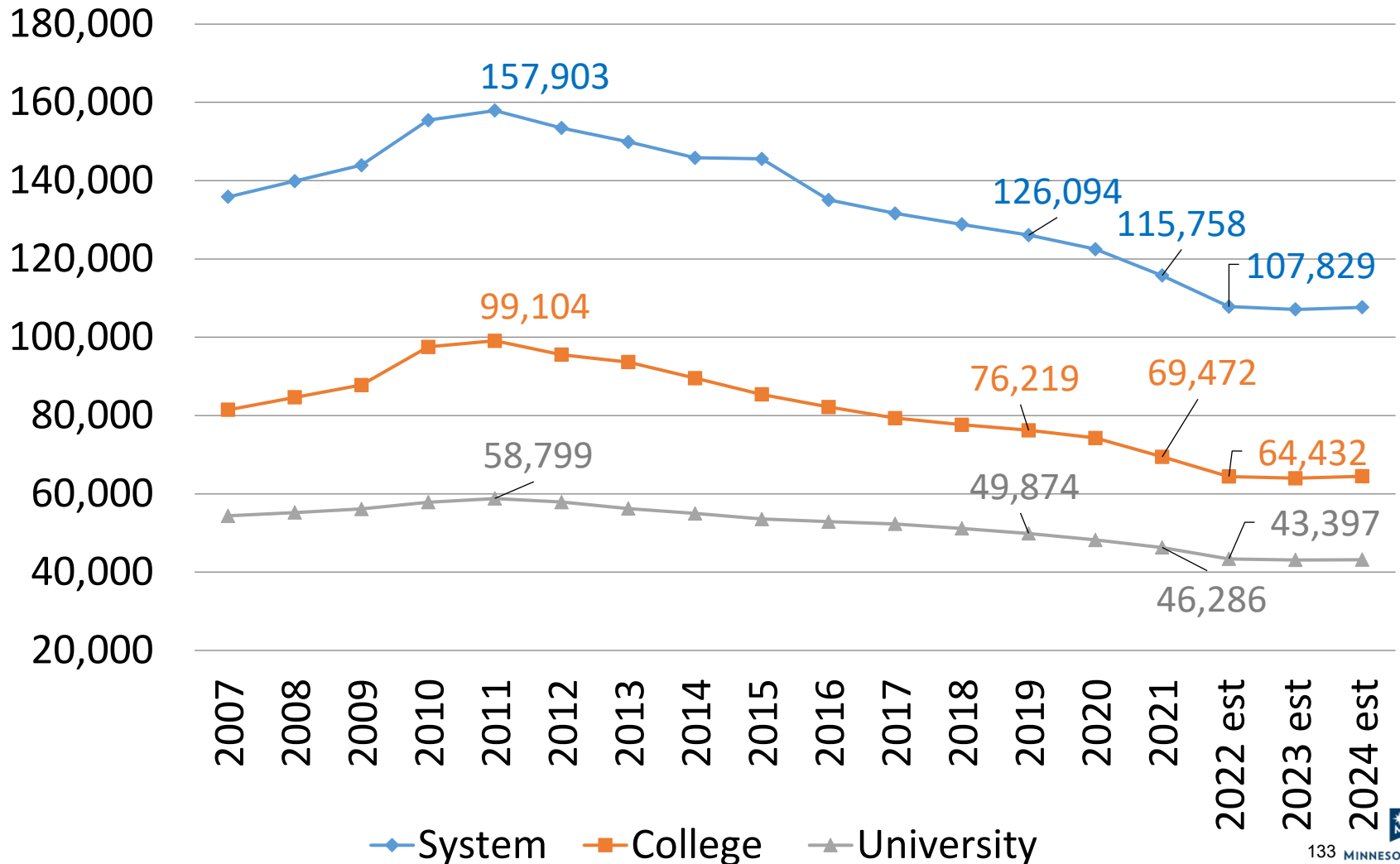
March 2022

FY2022 Annual Operating Budget Update

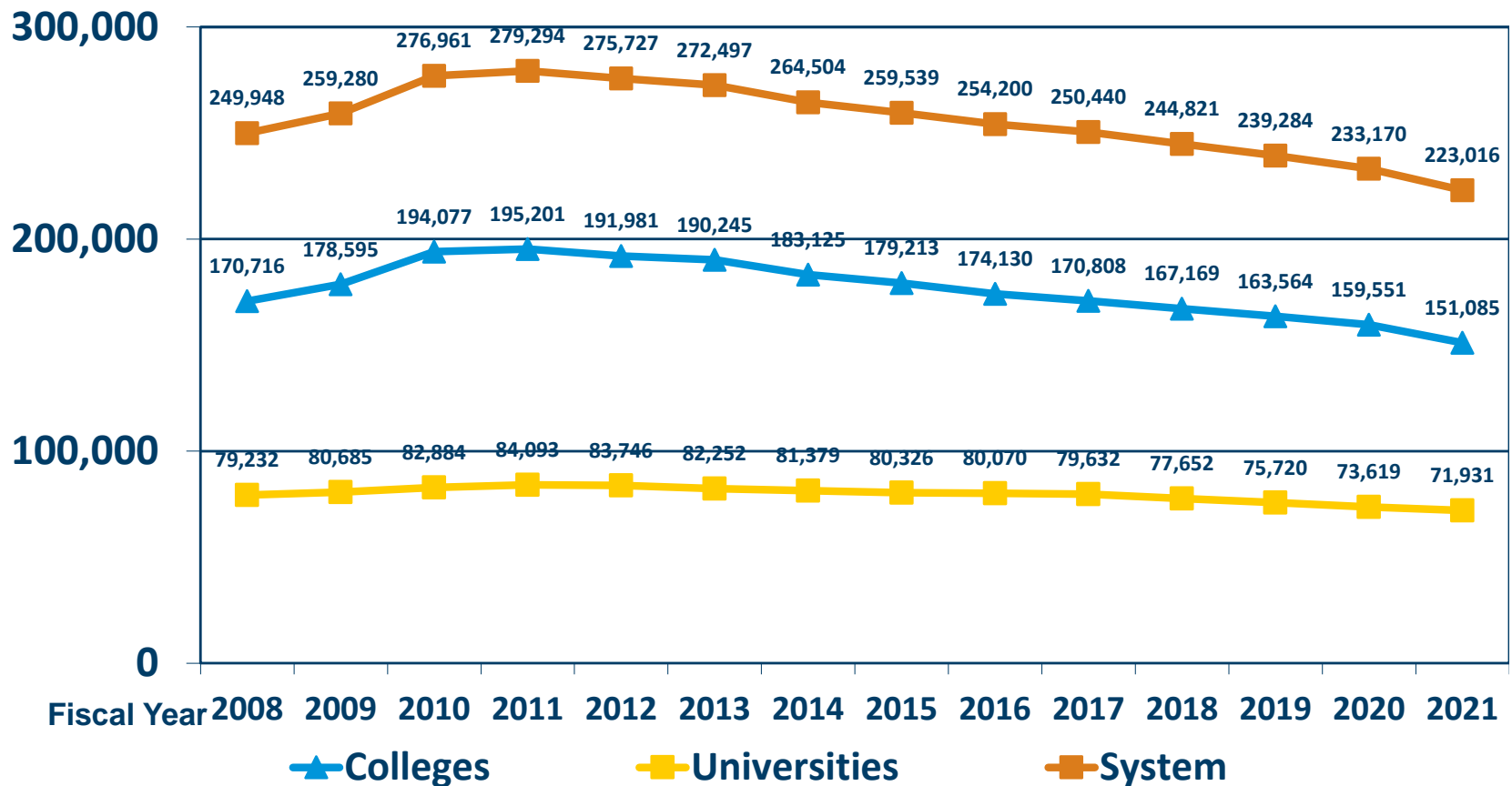
Relationship Between Appropriation and Tuition



Historical and Projected Enrollment for the System



Total credit headcount peaked during the recession and has decreased since fiscal year 2011 as the economy recovered



Source: System Office Research – Academic and Student Affairs
End of Fiscal Year Y record, Enrollment DTL