



Meeting Presentations January 24-25, 2023

	Page
Joint Meeting: Board of Trustees and Leadership Council	2
Outreach and Engagement Committee	18
Finance and Facilities Committee	28
Academic and Student Affairs Committee	63





January 24, 2023

The Pandemic Impact on the Workplace

Vice Chancellor for Human Resources Eric Davis
Metro State University
Lake Superior College

The Pandemic Impact on the Workplace

- New technologies enabling virtual interaction and collaboration
- Increases in remote and hybrid work
- Impact on the physical workplace

The Pandemic Impact on the Labor Market

- The Great “Resignation”
 - In March 2022, available job openings hit 11.5 million...
 - AND “quits” edged up to 4.5 million (a record)
 - Job openings outnumbered unemployed workers by ~5.5M
 - In 2021, 48 million workers quit their jobs (a record)
- Minnesota’s Labor Force

The Pandemic Impact on the Labor Market

- According to Pew Research, workers who quit a job in 2021 did so because:
 - Low pay (63%)
 - Perceived lack of opportunities for advancement (63%)
 - Feeling disrespected at work (57%)
 - Child-care issues (48%)
 - Lack of work flexibility (43%)
- We are in a new era of *boundary-less recruiting*
- Unexpected turnover is costly in many ways

Employee Expectations Shift

- Key Value Drivers for Employees - Post-Pandemic Workplace
 - Work-Life Harmony: More flexibility and autonomy
 - Well-being gains importance
 - Opportunities for growth
 - Sense of inclusion and belonging
 - Competitive wages and benefits

How to respond

- It starts with our **workplace culture**:
 - How we carry out our mission and values
 - How we create cultures of inclusion and belonging
 - How we communicate, support, manage, engage, fail, endure, succeed, and celebrate as institutions
- Understand and promote what makes our institutions attractive and desirable places to work and develop / renew our **employee value proposition**

How to respond

- Reframe and renew our **employee value proposition**
 - Build on a foundation of competitive and attractive pay and benefits in a hyper-competitive talent market
 - Offer greater autonomy and flexibility where it works
 - Re-recruit your current high performers
 - Evaluate causes of stress, anxiety and burnout and offer remediation ideas to reduce the sources

How to respond

- Reframe and renew our **employee value proposition**
- Create and showcase more opportunities for social connection and community; connect individual work with organizational mission
- Build a culture of appreciation and recognition
- Prioritize, promote and support employee learning and advancement opportunities

Post-Pandemic Workplace Pilot

- No single approach is appropriate for every institution
- FY22 Leadership Action Team (LAT) on the Post-Pandemic Workplace
 - Developed a Telework Decision Framework and
 - Defining the Student Experience discussion guide
- Lake Superior College and Metro State agreed to pilot and assess the effectiveness of the framework last Fall

Reflections on the Telework Framework



METRO STATE UNIVERSITY

*Lake
Superior
College*





METRO STATE UNIVERSITY

Our Approach to Telework/Hybrid Work

- Nature of Metro's student body allows more hybrid work
- Emphasize service to students
 - Positive response to remote services
 - Benefits of synchronous learning for sense of belonging





METRO STATE UNIVERSITY

Our Experience with the Draft Telework Framework

82%

Supervisors found the telework framework helpful

“Makes telework choices understandable”

“Aligns with the university’s philosophy”

“Appreciate the focus on employee readiness”

Other Things to Include in the Future:

- Should mention that flexibility is understood and should be encouraged
- Add a component stressing the need to maintain a sense of belonging
- Work to create consistency across the institution
- Communication of potential flexibilities to job applicants





METRO STATE UNIVERSITY

Other impacts of Telework/Hybrid Work

- Space usage
- New methods of supervision

Goal: Balance employee value proposition AND the business needs of the College (that is, needs of our employees and the success of our students!)

- Prospective employees asking about telework options
- Current employees asking about opportunities for telework
- Concerns for equity among the areas (facilities employees really cannot telework).
- Re-examine position descriptions for ways to be more inclusive and provide opportunities to grow (remove unnecessary barriers)

Top Employee Expectations

Autonomy and Flexibility

Rebuild Social Connections

Support for Advancement Opportunities

Atmosphere of Appreciation and Inclusion



A member of Minnesota State

Table Discussions

1. What post-pandemic workplace challenges (and opportunities) resonate most with you?
2. What is your institution currently doing to address the challenges and/or realize the opportunities?
3. What might we do collectively as a system to better address these challenges and/or seize the opportunities?



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MINNESOTA STATE Driving Economic and Social Vitality across Minnesota

FY2022 Economic Contribution Analysis

January 2023

Prepared by *Parker Philips*
assess. analyze. assert!



Minnesota State

Makes an Impact

26 colleges
7 universities
54 campuses



62,125 jobs supported
and sustained throughout Minnesota

\$8.4B in
economic
impact

1 out of every \$49 in the
Minnesota economy is supported
by Minnesota State
2% of the Minnesota economy

- 13,496 Minnesota State employees
- The number of jobs directly and indirectly supported by Minnesota State would almost fill U.S. Bank Stadium (seat capacity 66,655)
- One out of every 46 jobs in the state is supported or sustained by Minnesota State

charitable giving
and volunteerism

\$109.3M

\$649.2M
generated
in state and
local taxes



\$9.6B in impact for
those alumni
living and working in the state

- 52,111 jobs supported each year
- An estimated \$385.9B in impact generated by alumni over a 40-year career



Lowest tuition in Minnesota

300,000
students
attend
annually



NEARLY **\$11** is leveraged in
the statewide
economy by Minnesota State for
every \$1 in state appropriation

\$4.5B in student
spending annually

4,023 
academic programs

84.5%
job placement in a
related field of study

9,953 

customized and specialized training,
occupational, and professional classes

36,000+ degrees, certificates, and
diplomas awarded annually



About the Study

- » It is a point-in-time calculation of impact for FY22.
- » It quantifies the amount of impact that Minnesota State produces each year.
- » The economic numbers can fluctuate based on operational spending, capital spending, pay and benefits, number of employees, and number of students, and state appropriation.
- » The study uses IMPLAN to calculate economic contribution.
- » This is an economic contribution analysis, which casts a broader net to calculate impact.

MINNESOTA STATE STUDY PROFILE

Data used in the study provided by:
The individual colleges and
universities of Minnesota State

Study Type:
Economic contribution analysis

Geography
State of Minnesota
Six Minnesota Department of
Economic Development Regions
(DEED)

Study Year
Fiscal Year 2022

Key Terms to Know



Direct

Operational Expenditures,
Capital Expenditures, and Student
Spending

Indirect

Supply Chain Spending
(multiplier)

Induced

Household Spending
(multiplier)

Direct Effect:

Impacts generated as a result of spending on capital projects, operations, and pay and benefits. Also included in this category is student and visitor spending.

Indirect Effect:

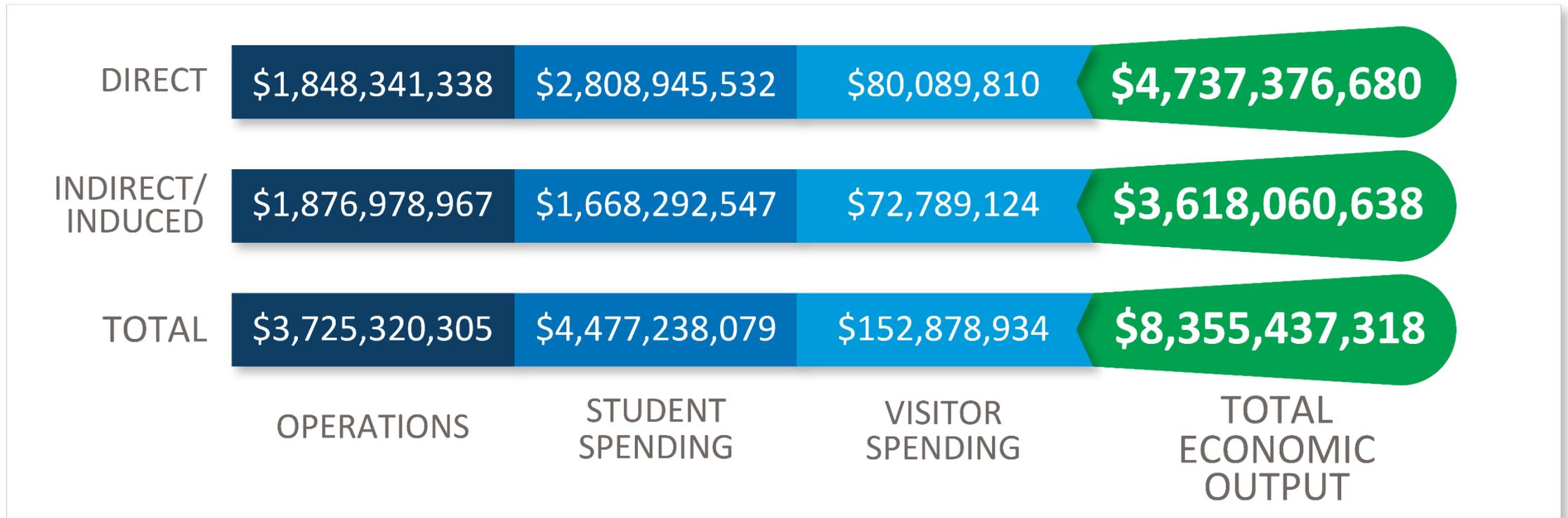
The increase in demand for goods and services in industry sectors that supply or support the colleges or universities, their students, and visitors.

Induced Effect:

The third wave of impact created as a result of spending by its employees, students, and suppliers. Induced impacts estimate the effect of increased household income including housing, household goods, entertainment, food, clothing, transportation, and other categories.

Economic Contribution: Spending

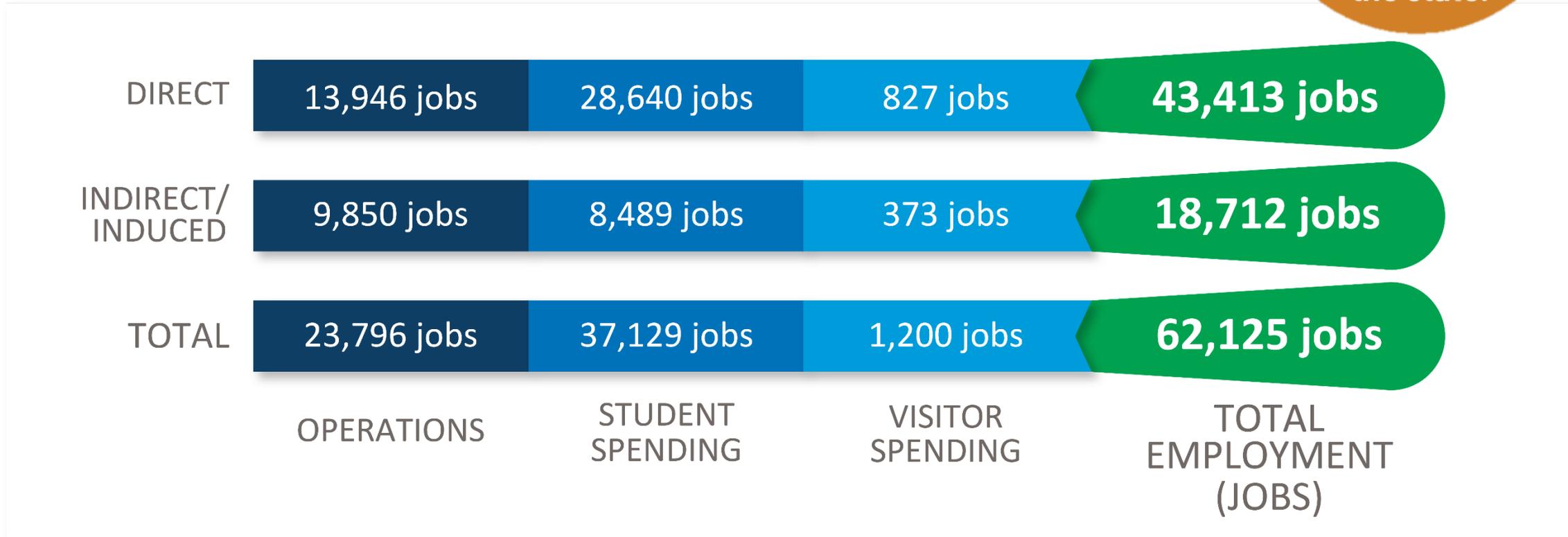
MINNESOTA STATE Economic Contribution



Economic Contribution: Jobs

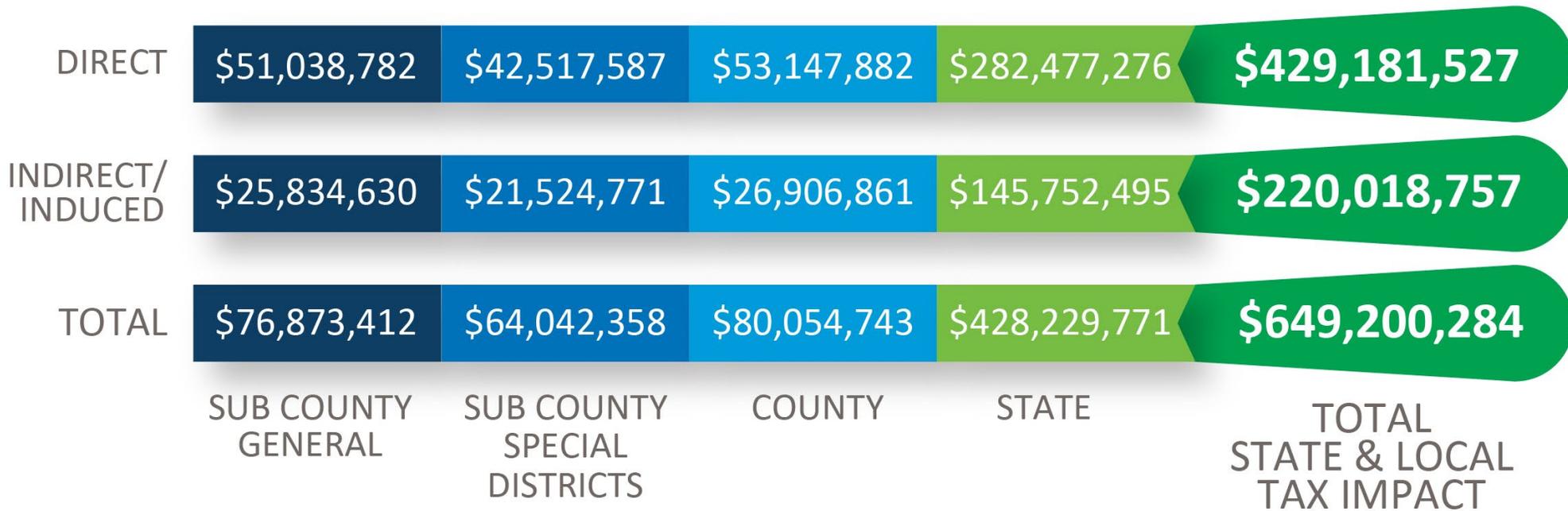
With 14,000 employees, Minnesota State is the 11th largest employer in the state.

MINNESOTA STATE Employment Impact



Economic Contribution: State and Local Taxes

MINNESOTA STATE Annual State and Local Tax Impact



Additional Impacts

Minnesota State alumni generate additional impact

Minnesota State alumni living and working in the state will have contributed \$385.9 billion in additional impact over the span of their 40-year careers.

Minnesota State is making a difference in the community

Based upon assumptions derived from the U.S. Census Bureau and the University of Maryland's Do Good Institute, it is estimated that Minnesota State employees and students give \$109.3 million annually in charitable donations.

Communications Plan

- » Reports are posted on MinnState.edu and on carousel
- » Statewide and local market news releases
- » Social and earned media efforts, including commentaries
- » Key messages and training about how to present the findings



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January 24, 2023

College and University Financial Performance Update

Board of Trustees
Finance & Facilities Committee Meeting

Presentation Overview

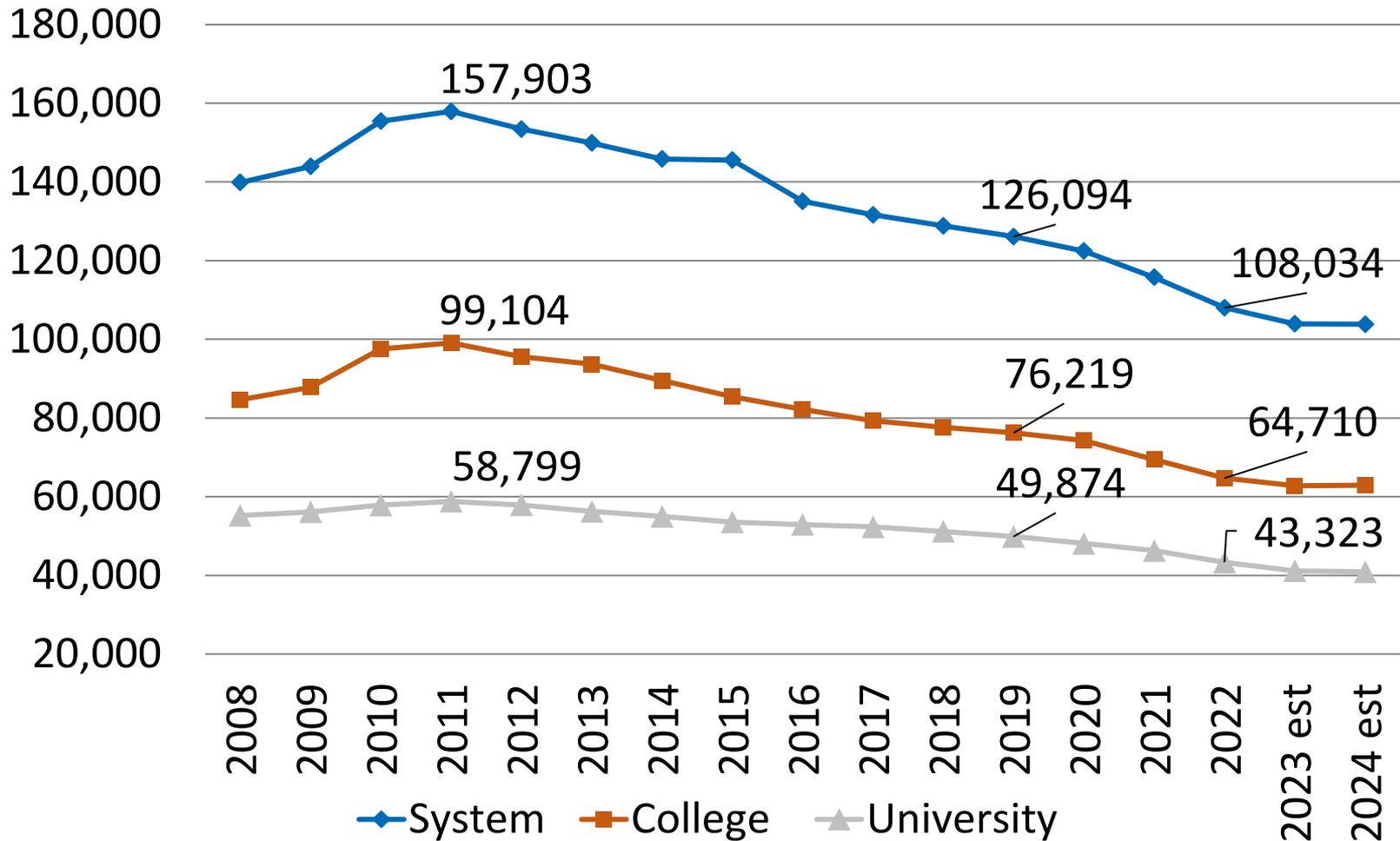
- Enrollment Trends and Federal Financial Assistance
- Overview of Financial Health Measures
- Minnesota State FY2022 Financial Statement Results
- College and University FY2022 Financial Health Indicator Results
- Review and Updates for System Procedure



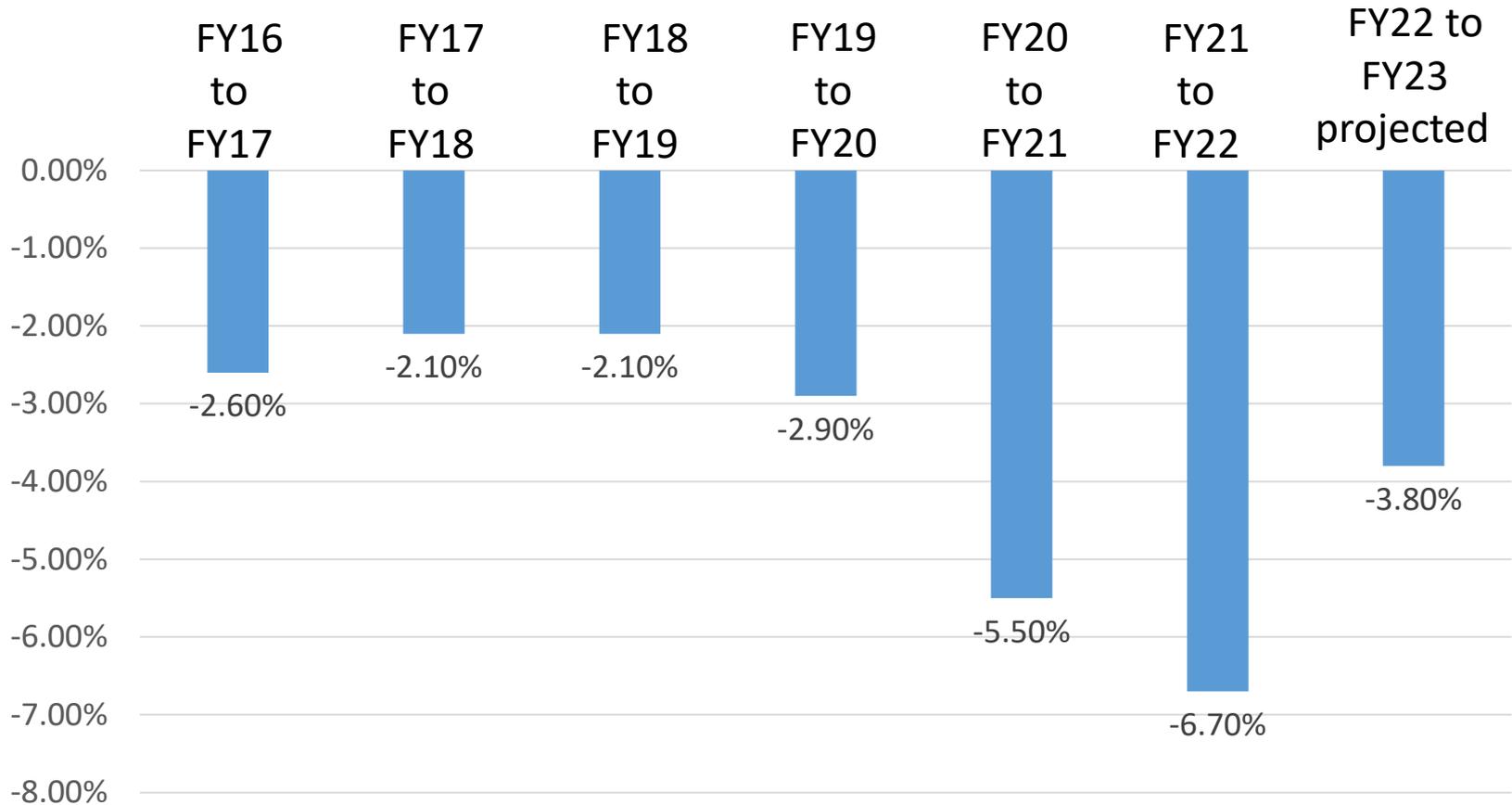
Enrollment Trends and Federal Financial Assistance



Historical & Projected Enrollment for the System



Enrollment Decline is a Continuing Concern



HEERF Funds Helped With Lost Revenues, Campus Safety, Instructional Delivery

- FY2020 \$14 million (+\$43M directly to students)
- FY2021 \$97 million (+\$59M directly to students)
- FY2022 \$129 million (+\$194M directly to students)

- Remaining \$70 million is being be used in FY2023
(of which \$6M has already gone directly to students)

- Financial health would have been considerably worse
without this assistance

Overview of Financial Health Measures



System Procedure 7.3.16

Indicators measure financial health

Enrollment-based indicators

- **A1.** Long-term enrollment
-decline of more than 8 percent over two years
- **A2.** Short-term enrollment
-shortfall more than 2% compared to budget

Cash-based indicators

- **B1.** General fund cash balance less than 20 percent of annual general fund revenue
- **B2.** General fund cash balance decline of 10% or more over three-year period

Accrual-based indicators

- **C.** Adjusted CFI (without pension/retirement benefits)
-below 1.5 (2-year average) or 0.5 (most recent year)

Measures of Financial Health Derived from Audited Financial Statements

- Financial Position measures (balance sheet)
 - **Primary Reserve Ratio** measures the ability to fund operations from relatively liquid net worth during business interruption, fund innovation, etc.
 - **Viability Ratio** measures the capacity to increase debt or service debt if business operations are interrupted
- Financial Operation measures (income statement)
 - **Return on Net Assets Ratio** measures rate of return when measured against investment in net assets
 - **Operating Margin Ratio** measures the extent to which operations generate positive or negative financial results

Composite Financial Index - CFI

- Combines four measures:
 - Primary Reserve Ratio (35%)
 - Net Assets Ratio (20%)
 - Viability Ratio (35%)
 - Operating Margin Ratio (10%)
- Resulting value is relative measure of financial health
- Used in higher education as a composite performance measure for assessing financial health
- Higher Learning Commission (HLC) uses CFI in assessing institutions for accreditation
- Continued use provides a consistent, comparable benchmark

Composite Financial Index (CFI)

Financial Health Indicator Ranges

Status	issues with viability and survival are possible	consider substantive program adjustments	moderate capacity to withstand adversity	increasingly stronger financial health
Actions	more analysis required	management needs to focus on longer term financial stability	ability to innovate and pursue emerging opportunities	ability to be transformational and allow for experimentation and new initiatives
	< 0.5	0.5 - 1.5	1.5 - 3.0	> 3.0

Source: [Strategic Financial Analysis for Higher Education](#), 7th Edition



System Composite Financial Index – CFI

- FY2022 CFI = 3.28 (without GASB 68/75)
- FY2021 CFI = 2.70 (without GASB 68/75)
- FY2020 CFI = 2.53 (without GASB 68/75)

- FY2022 CFI = 3.62 (with GASB 68/75)
- FY2021 CFI = 0.41 (with GASB 68/75)
- FY2020 CFI = 0.30 (with GASB 68/75)

Minnesota State FY2022 Financial Statement Results

System Financial Statements Summary

- Unmodified opinion on the systemwide, revenue fund, and Itasca student housing financial statements
- GASB 68/75 continues to have a substantial impact on the reported condition of the system, colleges and universities
- Overall financial condition remained stable due to:
 - HEERF funding covering a portion of lost revenue lost due to declining enrollment and some expenses related to the pandemic
 - Management of overall operating expenses

CHANGES IN NET POSITION

FY2022 - FY2020

Revenues/(Expense) (in Thousands)

Components and changes	FY2022	FY2021	FY2020
Revenue from students, net of financial aid	\$ 737,140	\$ 730,373	\$ 774,502
State appropriation revenue	795,315	767,931	762,135
Federal and state grant revenue	678,075	504,990	442,482
Compensation Expense	(1,179,090)	(1,411,613)	(1,420,716)
All other revenues/(expenses), net	(774,811)	(581,141)	(532,635)
Change in Net Position	\$ 256,629	\$ 10,540	\$ 25,768

- Compensation expense decrease in fiscal year 2022 includes a decrease of \$197.8M, or 14 percent, related to GASB Statements No. 68 & 75
- Excluding GASB 68/75 effect, the change in fiscal year 2022 compensation expense was a decrease of \$21.3M, or 1.5 percent

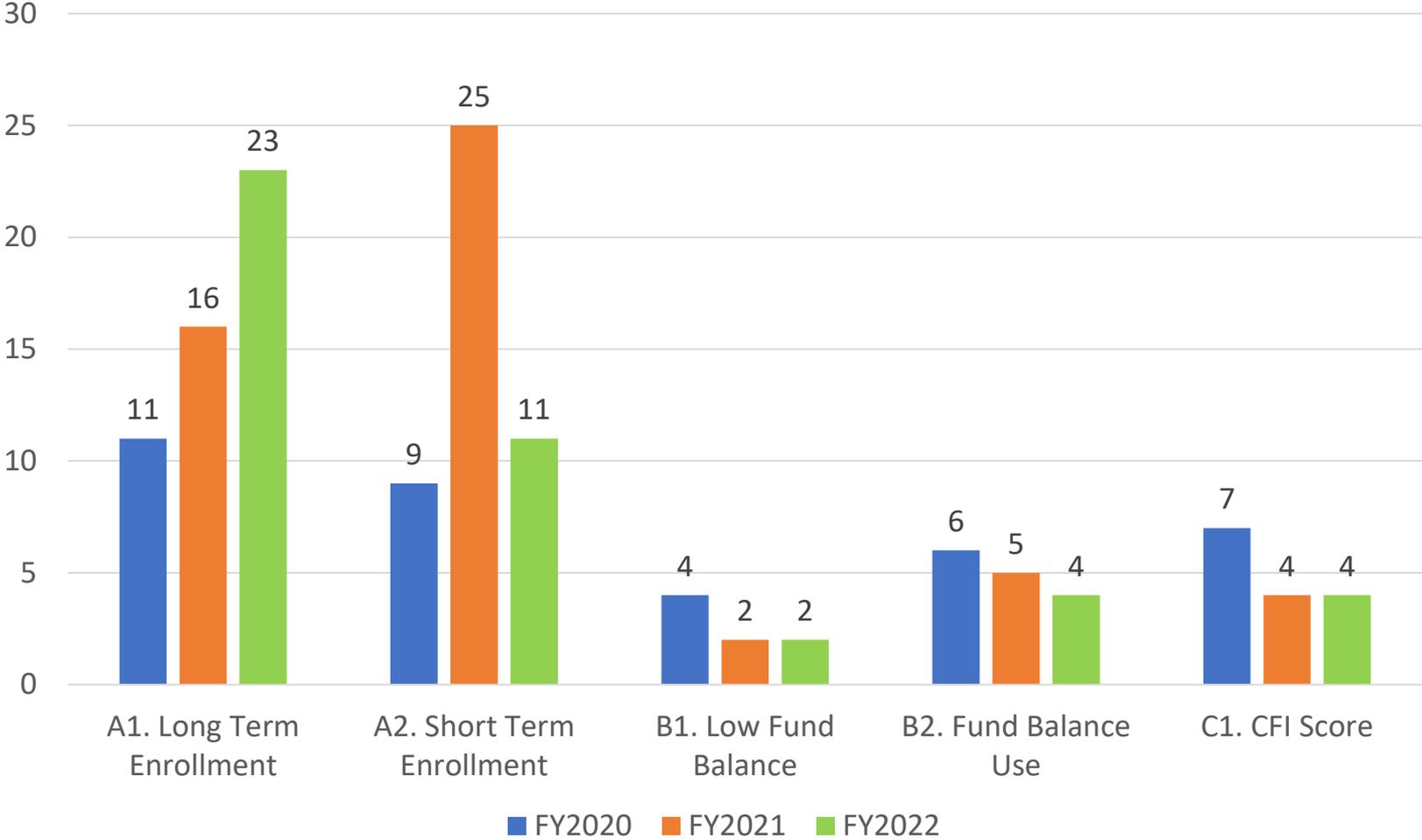


Financial Statement Results

- Excluding the effects of GASB 68 & 75, adjusted operating margins remained close to “break-even” in both FY2022 and FY2021
 - FY22 adjusted operating margin: \$25.1M; 1.1% of operating expenses
 - FY21 adjusted operating margin: \$(6.6M); (0.3%) of operating expenses
- Excluding the effects of GASB 68 & 75, total operating/non-operating expenses increased, primarily due to increase in HEERF student financial aid

College and University FY2022 Financial Health Indicator Results

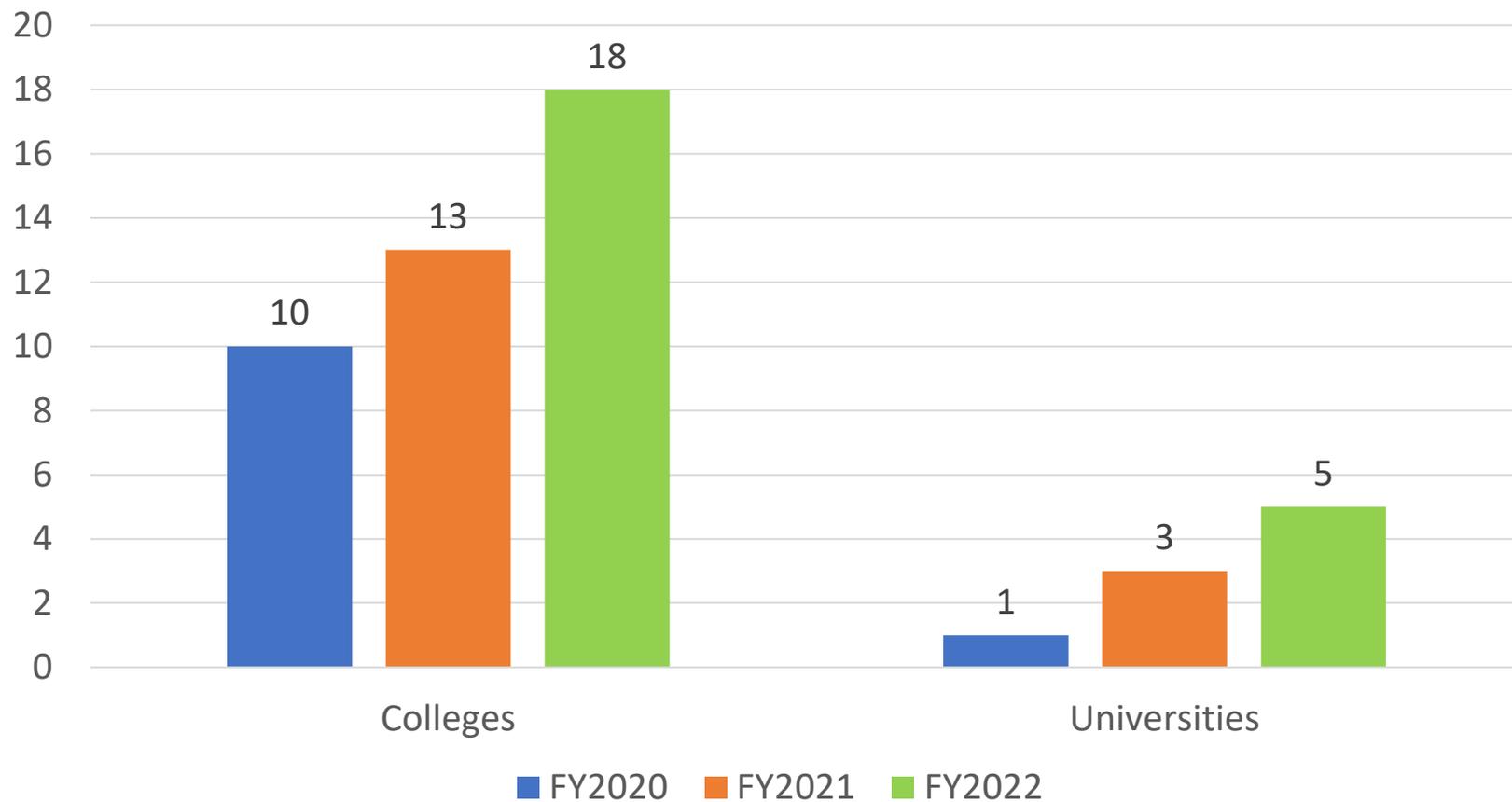
Indicators triggered in FY2022 emphasize continuing enrollment concerns



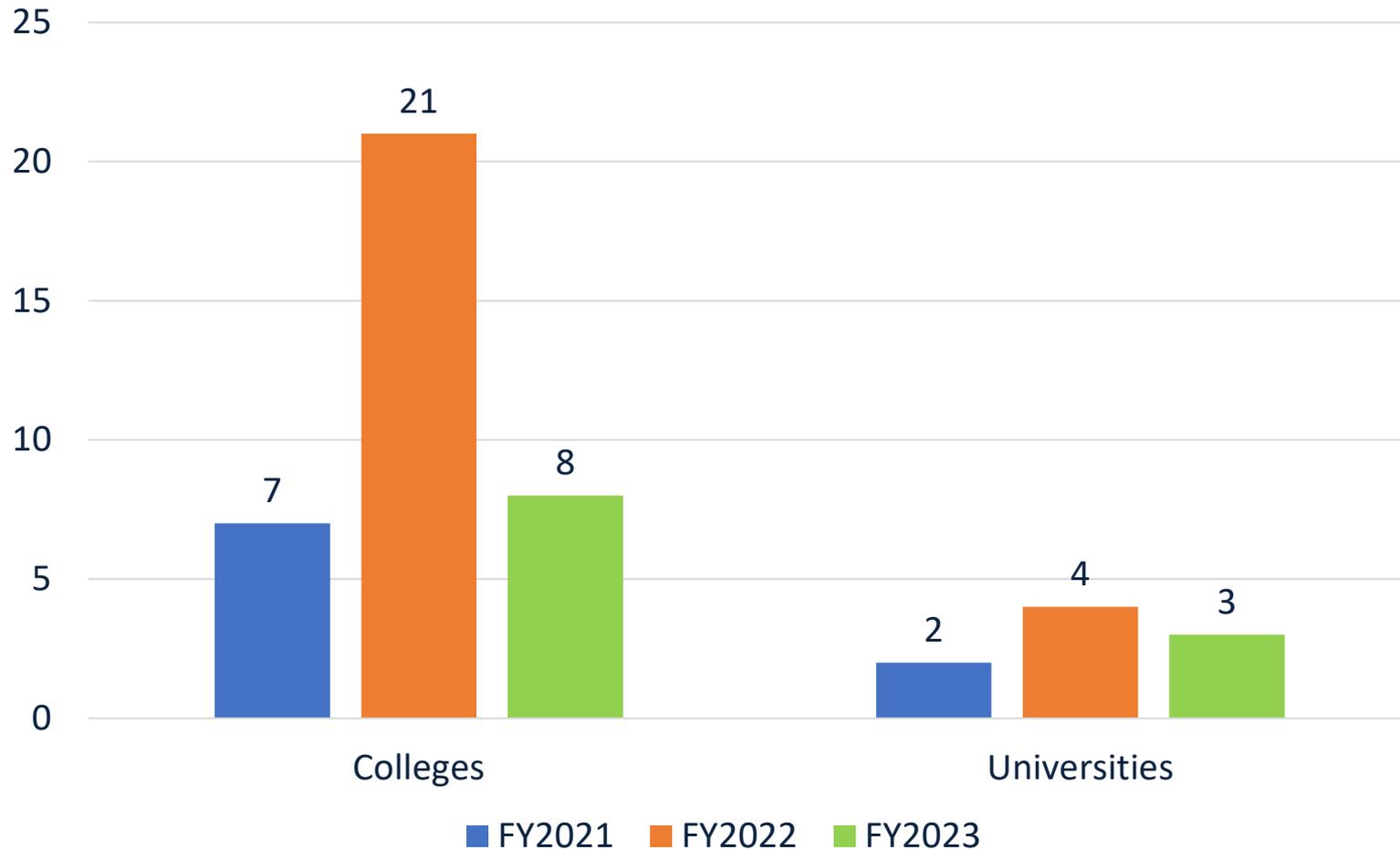
Key for the Charts –System-wide Perspective

- 33 institutions
- 2-5 years of data (FYs 2019 - 2023)
- Grouped by categories
- College and University sectors
- Summary of all institutions in relation to the indicators

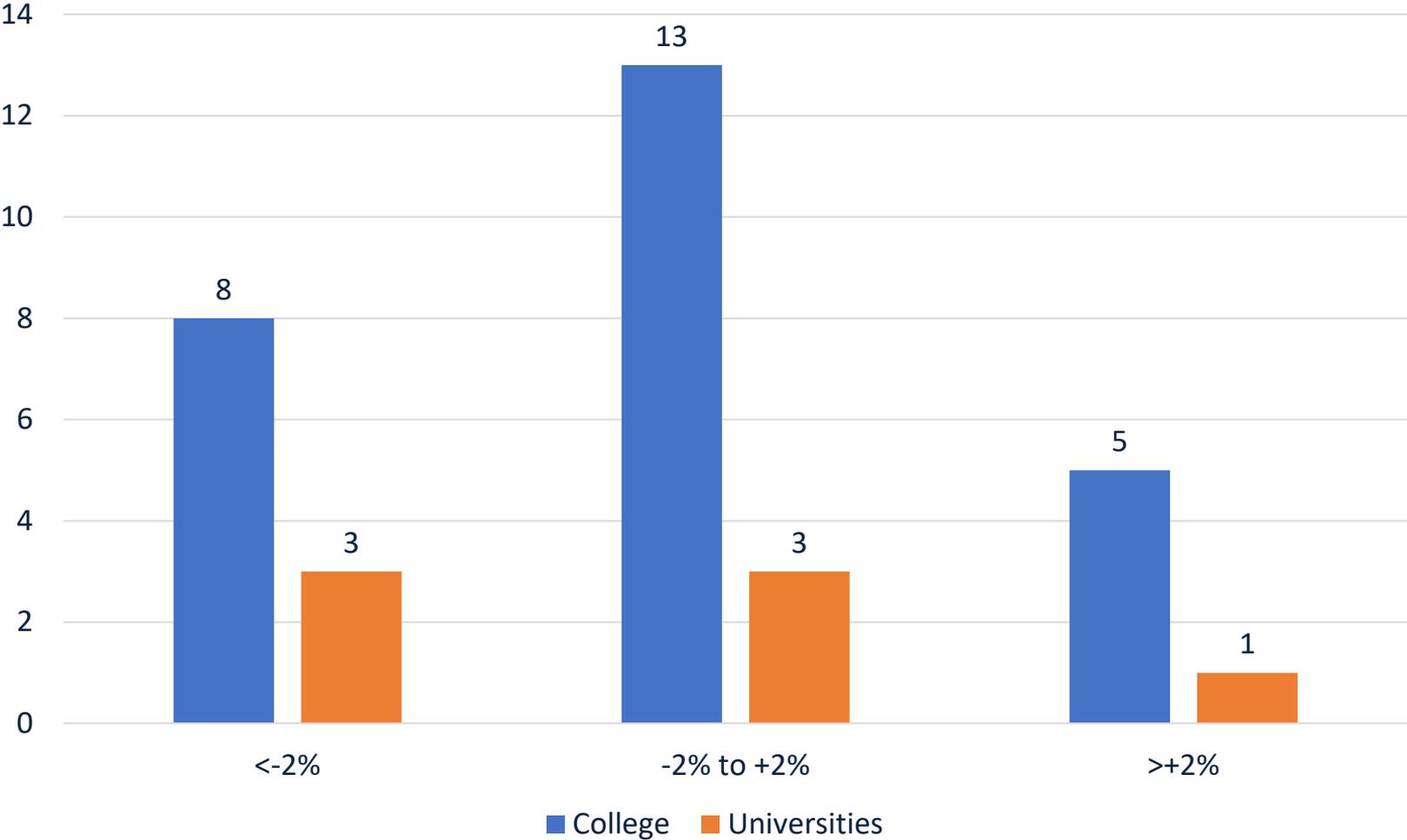
A1. Enrollment decline of more than 8% over two years



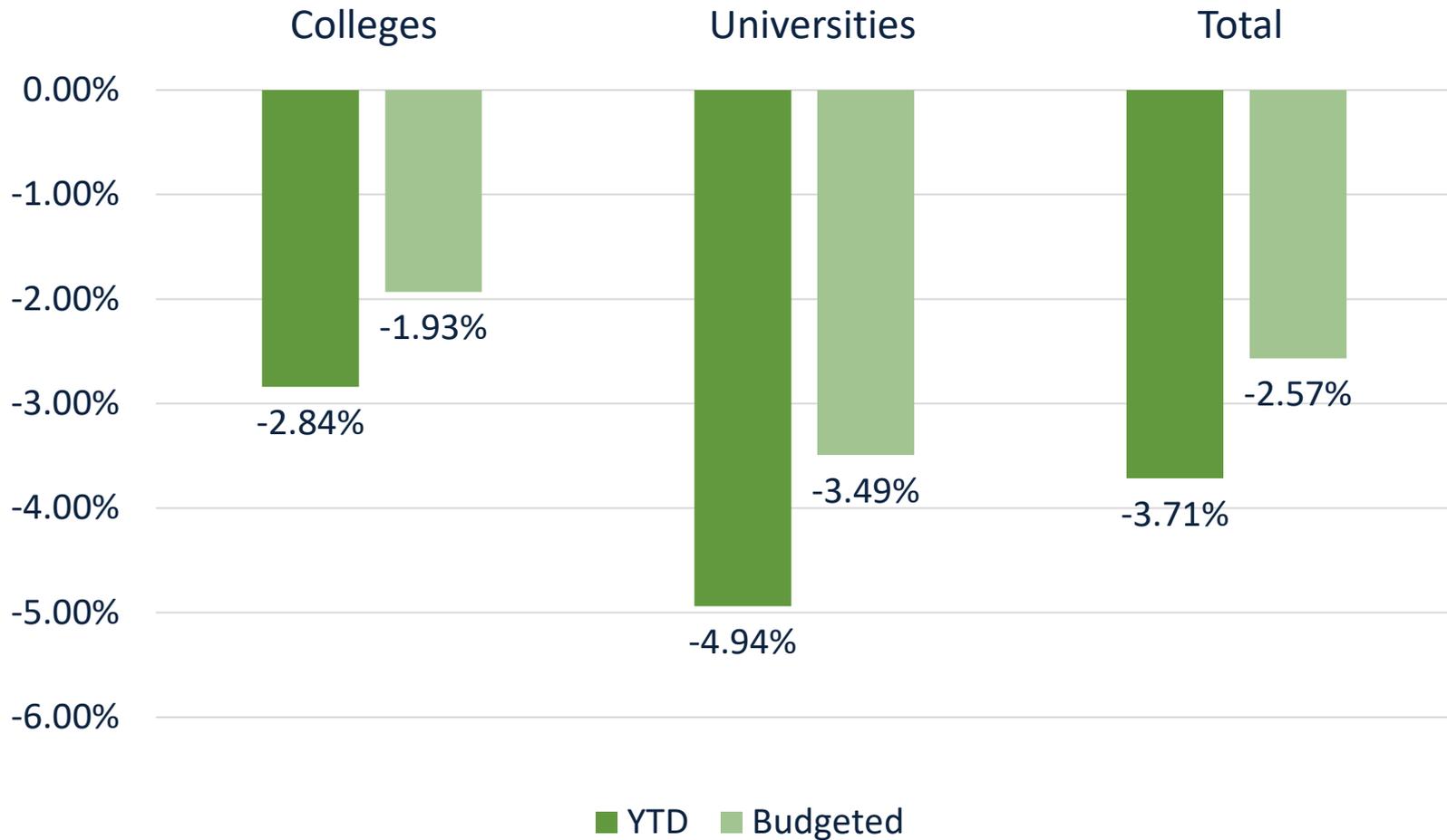
A2. Year-to-date enrollment versus budgeted



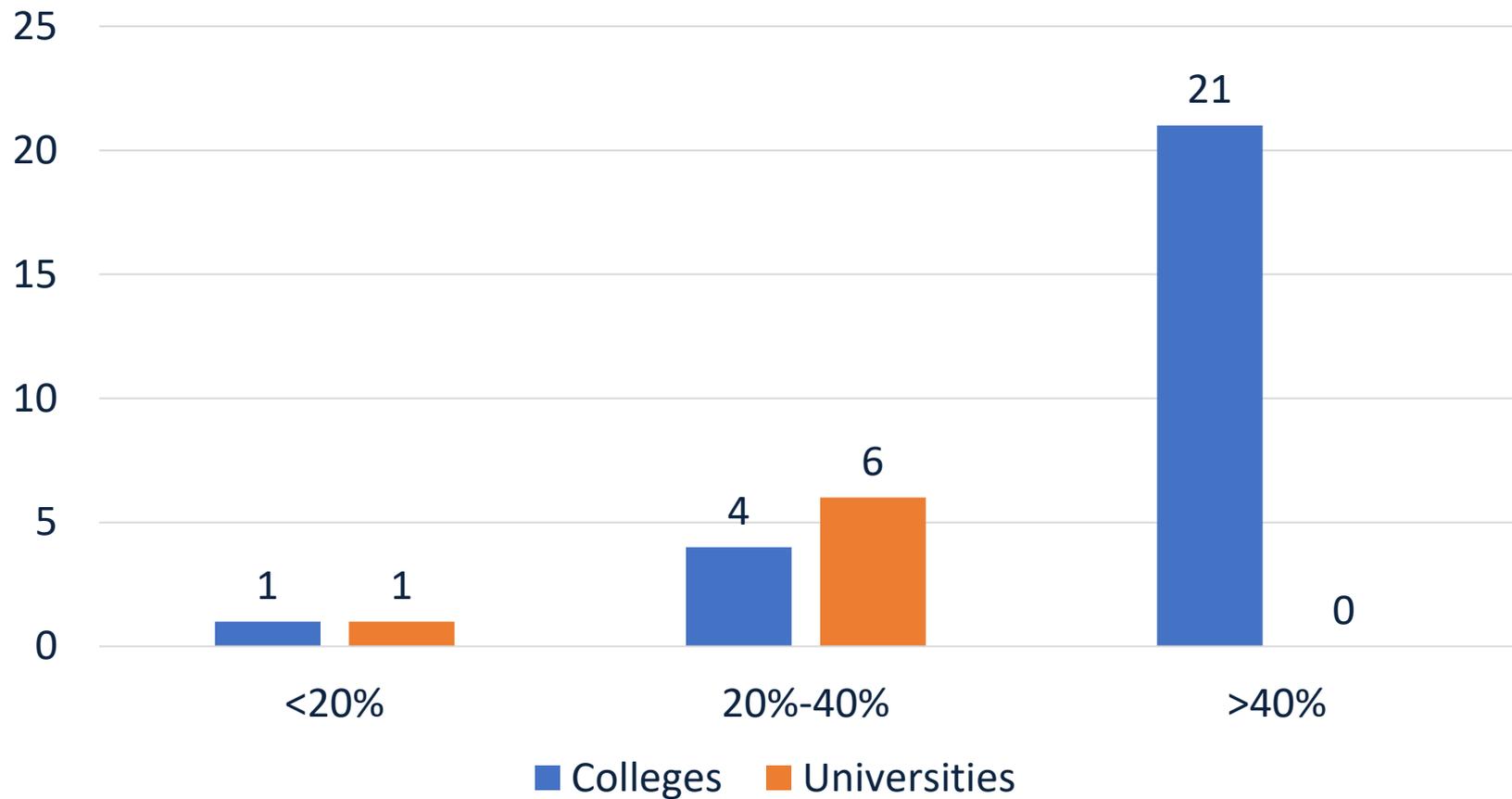
A2. Year-to-date enrollment versus budgeted



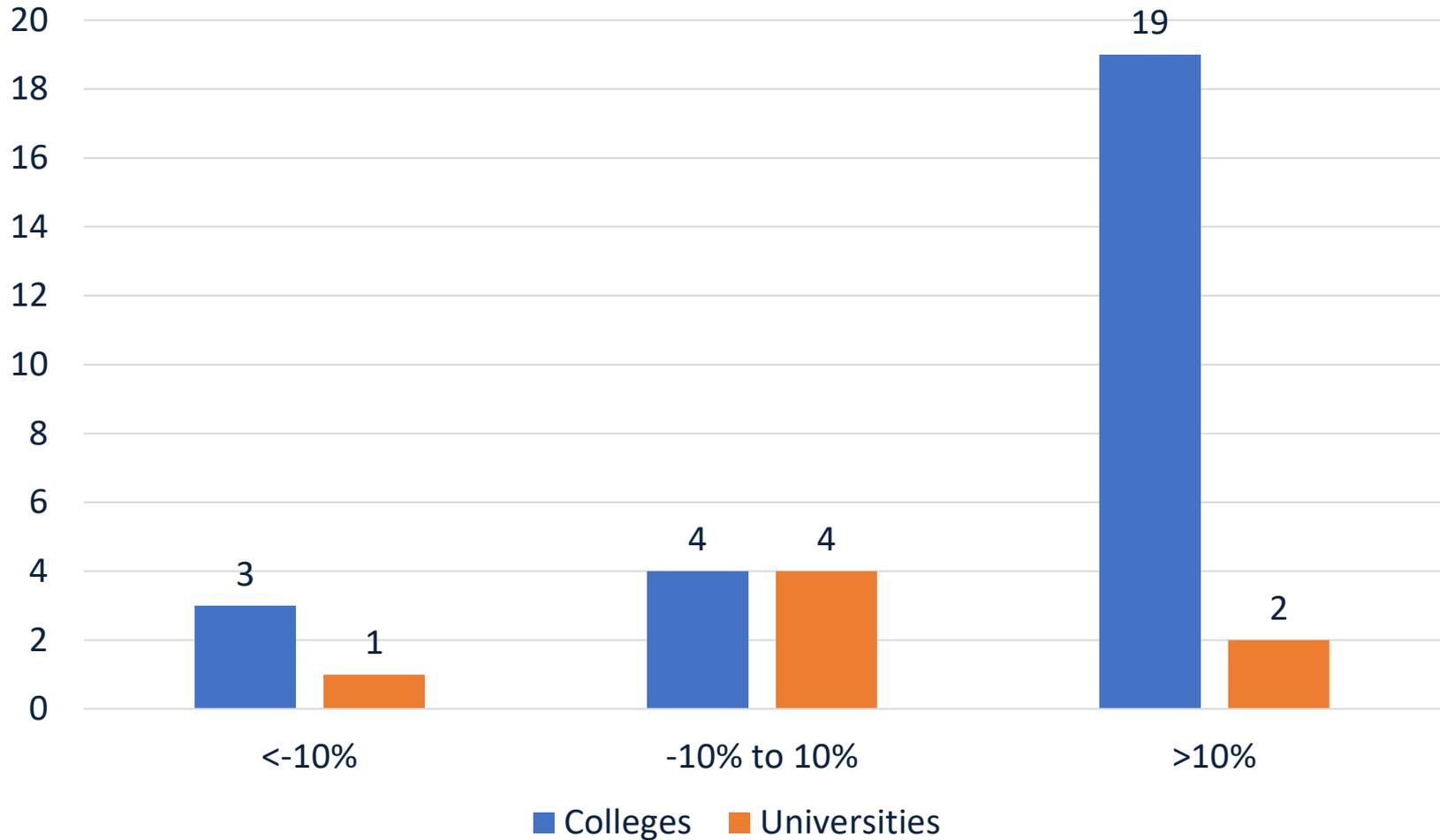
A2. October 2022 year-to-date enrollment worse than budgeted enrollment



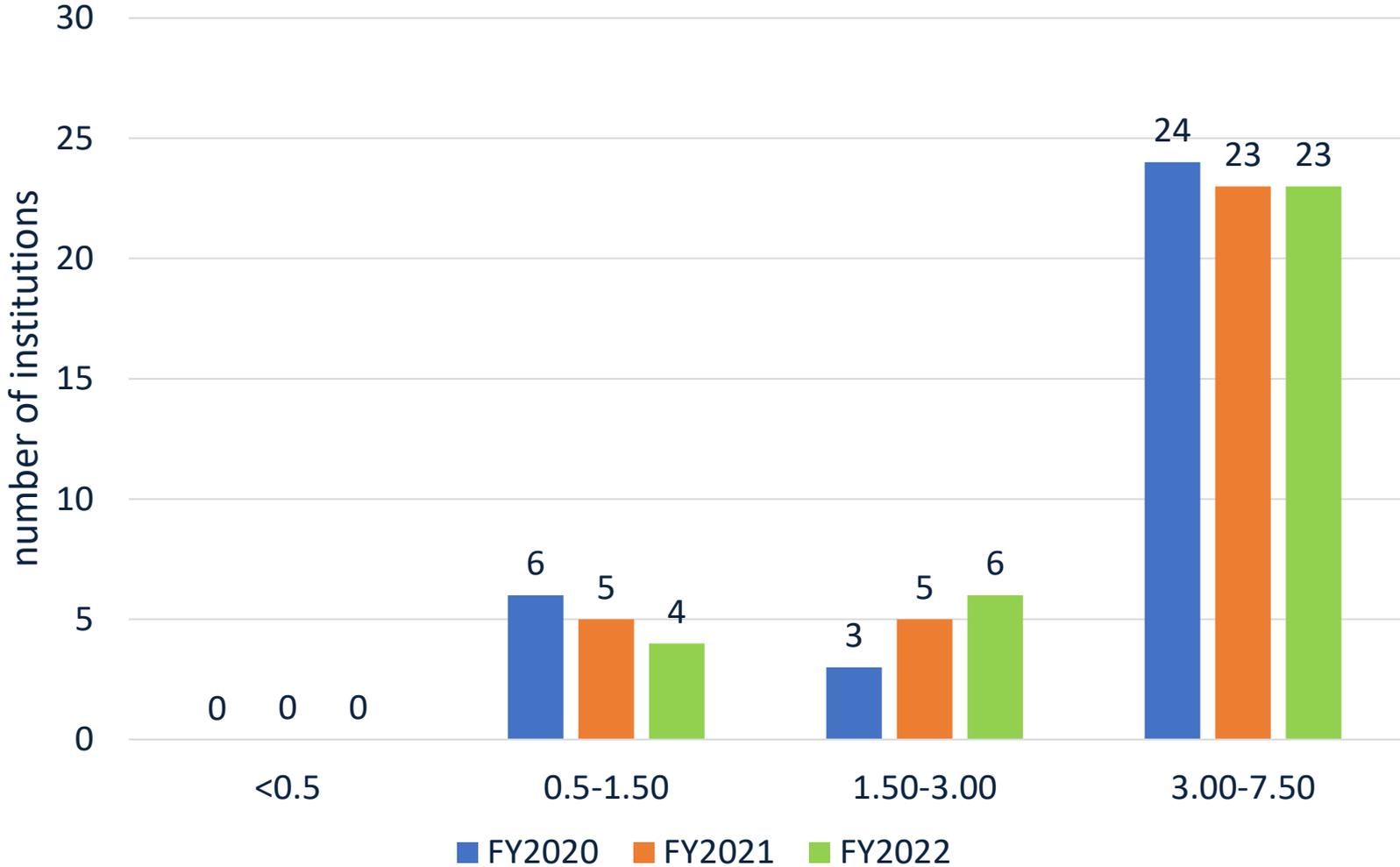
B1. Nearly all fund balances are in compliance with the health indicators



B2. General fund balance change FY20 to FY22

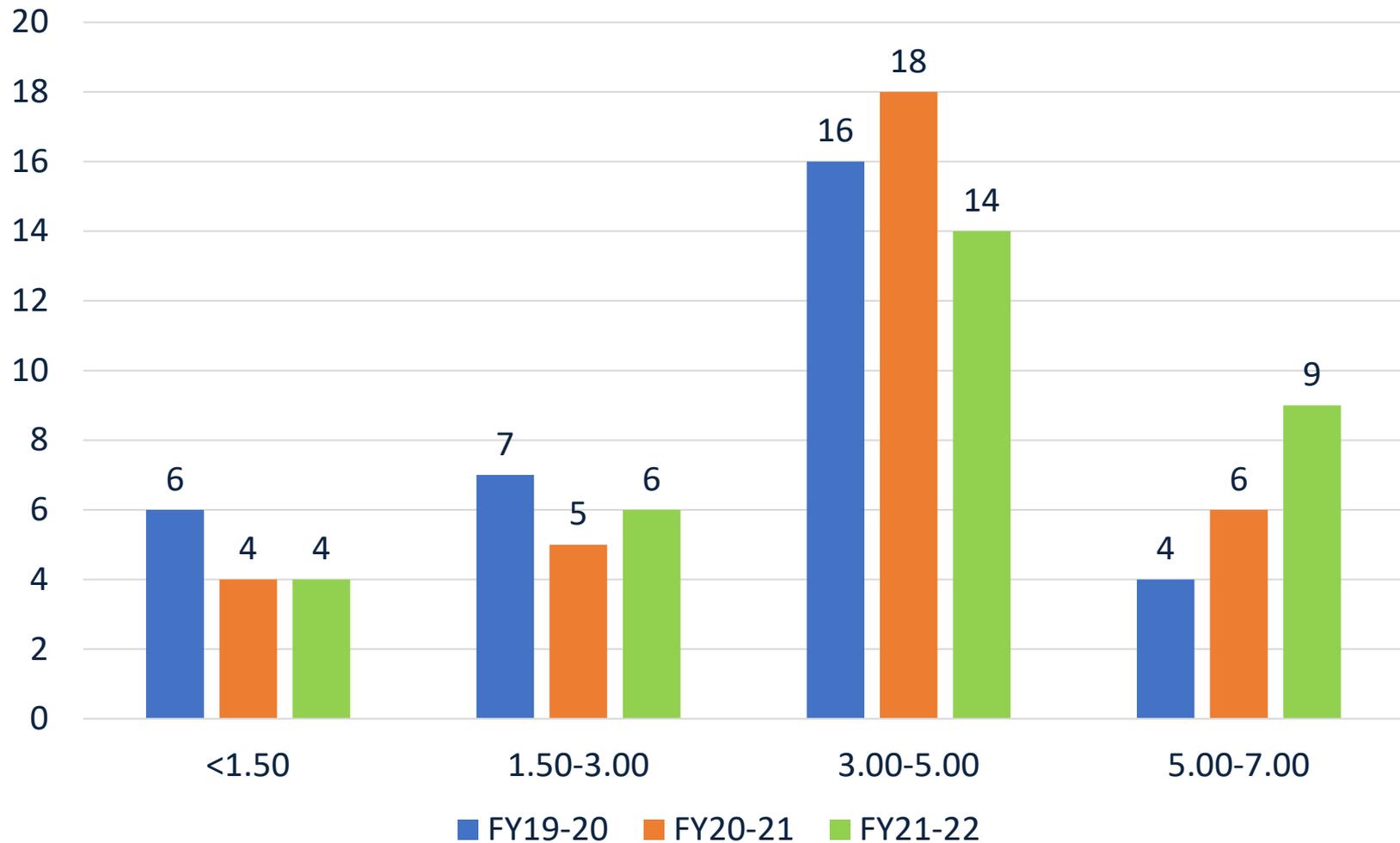


Annual CFIs remained stable in FY2022



Excludes the unfunded pension/OPEB liability entries

Two-year average CFIs show improvement

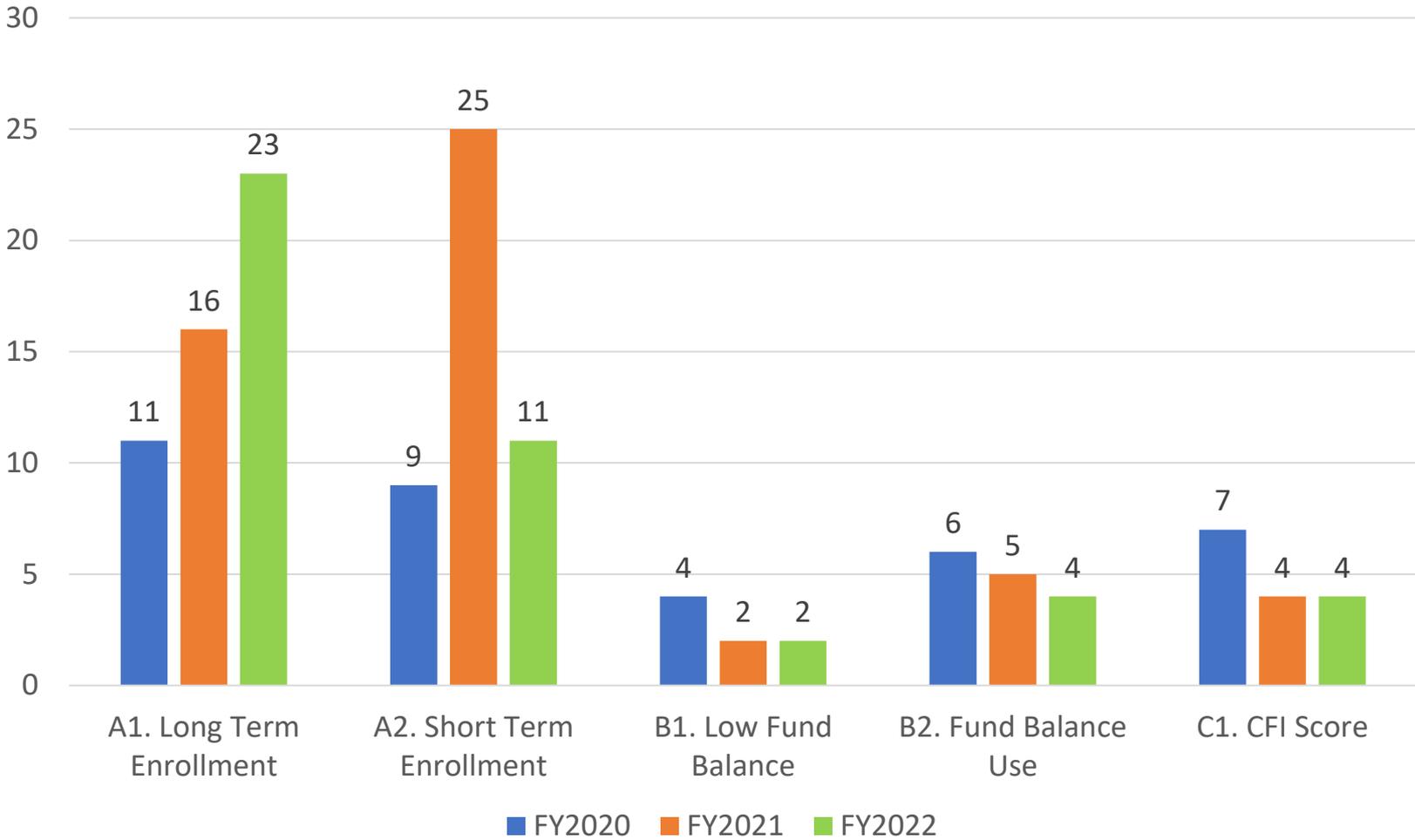


Excludes the unfunded pension/OPEB liability entries

Financial Health Reporting and Monitoring

- 23 institutions triggered the long-term enrollment (A1) indicator, resulting in reviews of strategies related to enrollment
- 11 institutions triggered the short-term enrollment (A2) indicator
- 8 colleges and universities triggered one of the fund balance indicators (B1, B2) or the CFI indicator (C1), requiring submission of revised financial planning reports

Indicators triggered in FY2022 emphasize continuing enrollment concerns



Colleges and Universities Financial Health Summary

- Colleges and universities continue to face financial and enrollment challenges
- Federal funding has provided crucial help with one-time pandemic costs but is not a substitute for ongoing funding sources to provide long-term structural balances
- Institutions continue to adjust their academic offerings and services to align with their available resources

Review and Updates for System Procedure

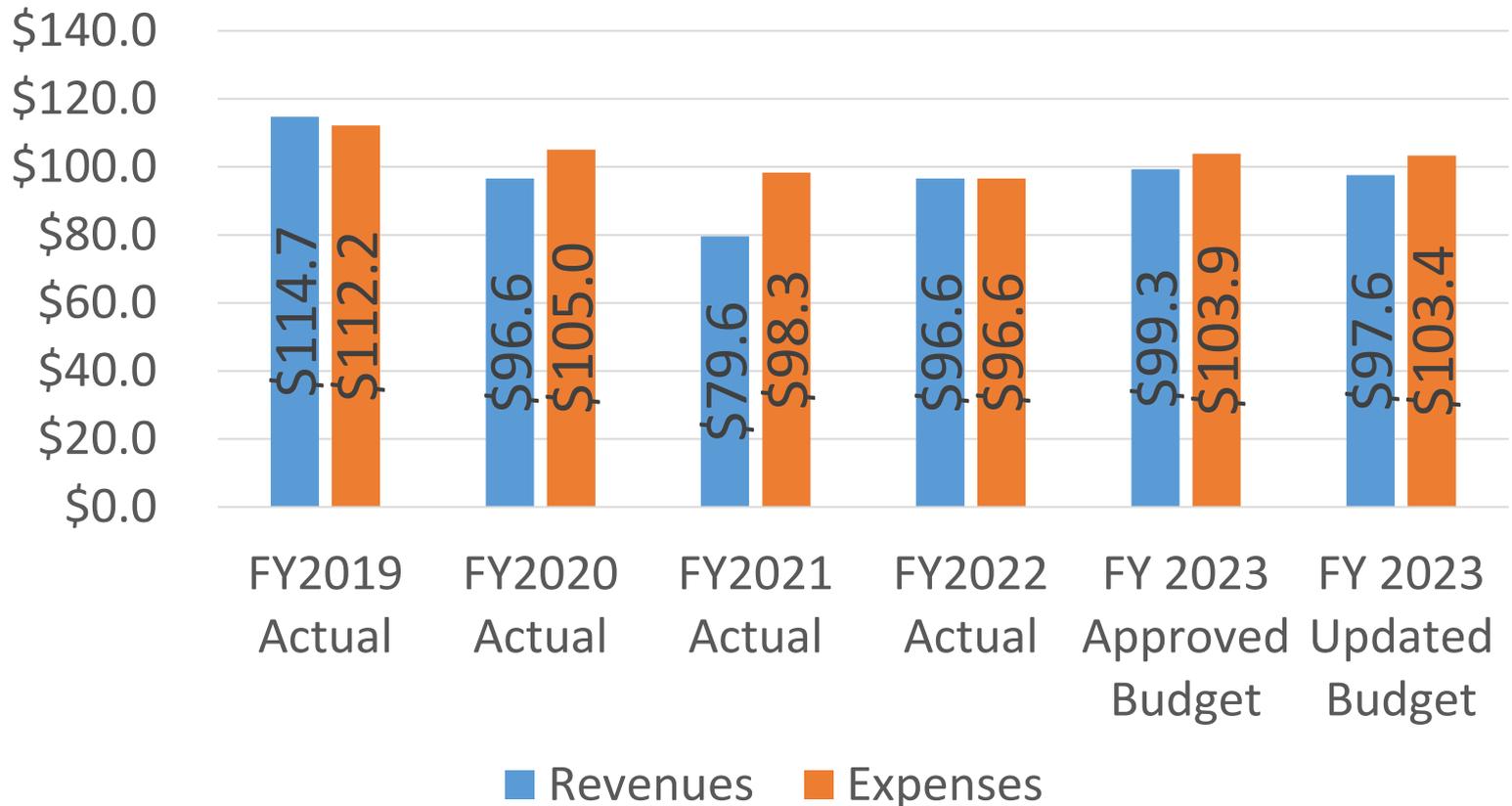


Continual Improvement: Review of Procedure by Finance Resource Allocation & Policy (FRAP)

- FRAP advisory group was created to review policy, procedure, and practice and offer advice to the Vice Chancellor for Finance and Facilities
- FRAP members include campus leaders, geographically and functionally diverse from:
 - colleges and universities, large and small institutions, multi- and single-campus, urban and rural
 - Academic & Student Affairs, Institutional Research, Equity & Inclusion, and Finance
- FRAP reviewed and discussed Financial Health Indicator measures and resolutions, and the policy goals driving them
- Analyzed effectiveness of components
- Recommended modifications and additions

Revenue Fund Comparison of Revenues and Expenses

- Create measures specific to the Revenue Fund
 - On-campus housing occupancy
 - Ability of operating surpluses to cover debt service



Procedure 7.3.16 Financial Health Indicators FRAP Recommendations

(information item, no action required)

- Create a measure relating to fund balance to balance operating budgets
- Revise resolution requirements to focus on strategic management rather than status quo
- Align reporting dates, resolution parameters, and data requirements



January 25, 2023

College and University Financial Performance Update

Board of Trustees
Finance & Facilities Committee Meeting



January 25, 2023

Academic and Student Affairs Committee

Institutional and Specialized Accreditation

Board of Trustees

MINNESOTA STATE

Agenda

- **Accreditation Types – Institutional and Specialized or Programmatic**
 - Institutional accreditors regional or national
 - Different from Licensure and Certification
- **Higher Learning Commission (HLC) – Institutional Regional Accreditor**
- **Specialized or Programmatic Accreditation**
 - National Perspective
 - System Office Perspectives
 - Campus Perspectives

Accreditation Types

Institutional Accreditor

Accreditation Types

GENERAL GOAL: To maintain standards of educational quality based on specific articulated standards

Institutional

- Applicable to the entire institution
- Includes agencies that may specialize in a specific discipline or area of degrees (e.g., health professions, legal education, etc.)
- Establishes opportunities to participate in Title IV program funding

Specialized or Programmatic

- Applicable to specific departments, academic programs, or disciplines within an institution or agency
- Establishes opportunities to participate in Title IV program funding

Council for Higher Education Accreditation (CHEA). CHEA is the international authority on post-secondary accreditation and also maintains a list of agencies it deems reputable on its [website](#). Reference: ed.gov

Licensure and Certification

Licensure

- an official process, administered by a state-level authority, that is required by law in order for an individual to practice a regulated profession
- e.g., Minnesota Peace Officer Standards and Training (MN POST Board), Minnesota Board of Nursing, Professional Educator Licensure and Standards Board (PELSB)

Certification

- a function administered by a nongovernmental organization, which is intended to further recognize professional competence based on having met the quality standards of the organization.
- prevalence and relevance of certification varies by profession.

Reference: <https://sites.ed.gov/international/professional-licensure/#LvC>

Board Policy on Accreditation 3.43

Part 1. Purpose

To establish accreditation requirements for colleges and universities.

Part 2. Background

Higher education institutions demonstrate that they and their educational programs meet minimum standards through accreditation. Accreditation can be attained at the institutional or programmatic level. Once achieved, accreditation must be renewed periodically to ensure that the quality of the institution and educational programs is maintained.

In order for students to receive federal student aid from the U.S. Department of Education for postsecondary study, the institution must be accredited by a federally recognized accreditor.

An Overview of the Higher Learning Commission (HLC)

Institutional-National/Regional Accreditor

Why Specialized Accreditation?

Examples of Specialized Accreditors

Board Policy on Accreditation 3.43

Part 4. Accreditation

Subpart B. Program Accreditation

For programs that have an accreditation and for which people working in that field must be licensed or certified for employment, then colleges and universities shall achieve and maintain accreditation for those programs (i.e., law enforcement, nursing, dental hygiene, etc.).

Colleges and universities are encouraged, though not required, to obtain voluntary program accreditation where appropriate and aligned with the mission of the college or university (i.e., automotive technician, business, chemistry, etc.).

Specialized Accreditation-National View

- **Programmatic accreditors evaluate specific programs or disciplines**
- **More than 60 recognized programmatic accrediting organizations in the United States (which are distinct from state licensing bodies)**
- **Examples include:**
 - Accreditation Board for Engineering and Technology (ABET)
 - Accreditation Commission for Education in Nursing (ACEN)
 - Association to Advance Collegiate Schools of Business (AACSB)
 - Council for the Accreditation of Educator Preparation (CAEP)

Specialized Accreditation-System View

- How many approved specialized accreditation programs across Minnesota State?
- Most frequent specialized program accreditation?
- Required versus Optional Specialized Accreditation



**Accreditation Council
for Education in
Nutrition and Dietetics**



Specialized Accreditation-Campus View



Minnesota
North College



ST. CLOUD STATE
UNIVERSITY



North Hennepin Community College

**American Bar Association (ABA) – Approved
Paralegal Program, A.S. & Certificate**

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Summary of NHCC's Paralegal Program

- **ABA-Approved since 1979, last re-approval August 2021**
- **One of Five ABA-Approved Paralegal Programs in Minnesota**
 - North Hennepin, Inver Hills, Moorhead, Winona & Hamline Univ.
- **Consistently rated first or second in the MN by Minnesota Lawyer Reader Rankings**
- **Coursework prepares graduates to provide specifically delegated substantive legal work for which a lawyer is responsible.**
- **First, and only, ABA-Approved Paralegal Program in the country to deliver paralegal education to incarcerated students.**



Why is ABA-Approval Important?

- The Standing Committee on Paralegals develops and promotes policies relating to the education, employment, training and effective use of paralegals.
- The Standing Committee, through its Approval Commission, continues to serve as the body to set standards for paralegal education. In addition to overseeing its approval program, the Standing Committee monitors trends in the field.
- Recognized as the “gold standard” for paralegal education by legal community



AMERICAN **BAR** ASSOCIATION

ABA Approved
Paralegal Program



ABA-Approval Process

Educational programs approved by the American Bar Association must satisfy the stringent requirements of the approval process.

- These include a minimum of 60 semester hours of study (18 semester hours must be designed specifically to develop paralegal skills), extensive reports and periodic site visits.
- An ABA-approved paralegal education program has undergone a rigorous scrutiny of its curriculum, advisory committee, faculty, recruiting and admission practices, library and computer resources, student services, and other aspects of the program.
- Mandatory assessment of employers, graduates, students, and job placement.



Impact on Students & the Workforce

Benefits to Students

- \$56K 2-3 yr. paralegal midpoint salary in Minneapolis
- Equity – affordable Minnesota State tuition
- High Job Placement
- Student Opportunities w/ Community
 - Target, Cargill Programs, Law Firms
 - Partnership with Dept. of Corrections & All Square

Workforce Needs

- 15% growth through 2026 (BLS)
- Recruiters - Employers favor ABA-approved programs
- Access to Justice initiatives



Thank You

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Interim Associate Vice President

of Academic Affairs & Workforce Innovation

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NHCC Paralegal Program Director

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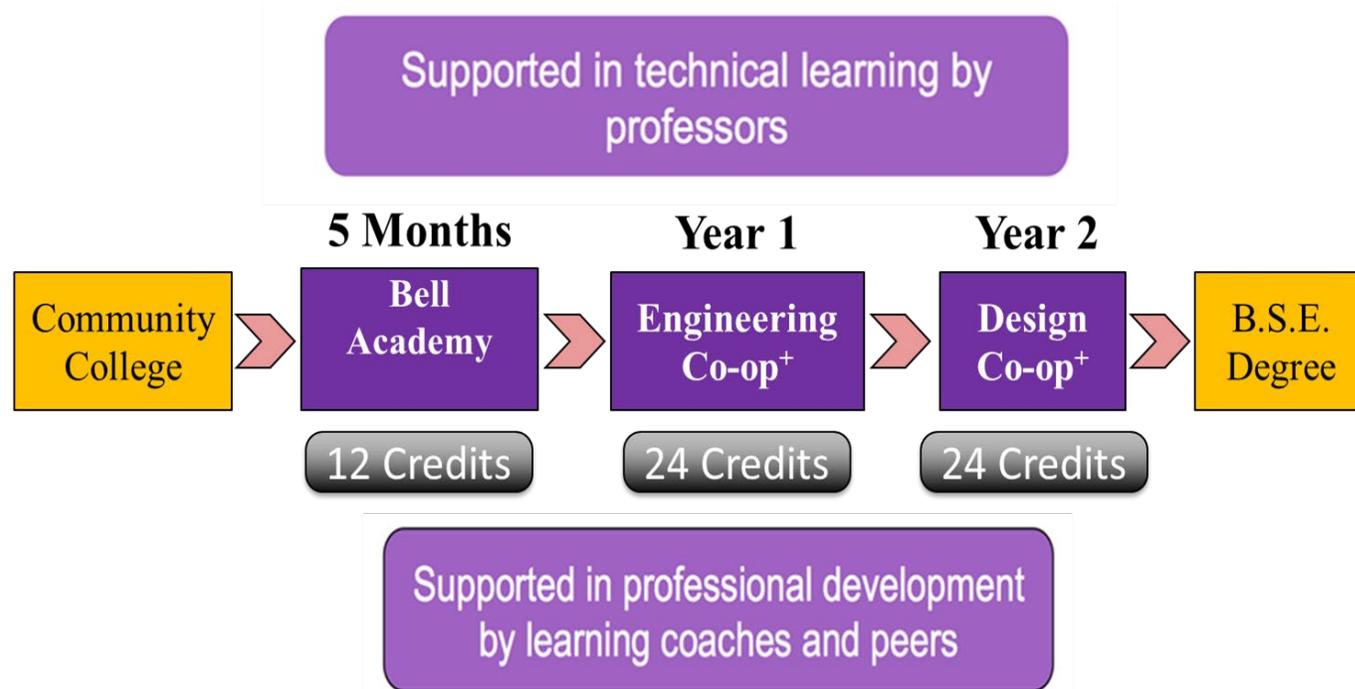
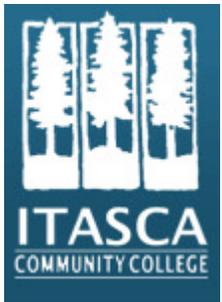


Iron Range Engineering (IRE) & Accreditation

Becky Bates & Cody Mann



IRE started as an accreditable, upper-division, project-based engineering program closely tied to community college preparation and has innovated to a work-based program.



ABET is the international engineering accreditation organization where student outcomes and curriculum expectations are defined by professional societies.



Engineering
Accreditation
Commission



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ASCE AMERICAN SOCIETY®
OF CIVIL ENGINEERS

 **IEEE**
Advancing Technology
for Humanity

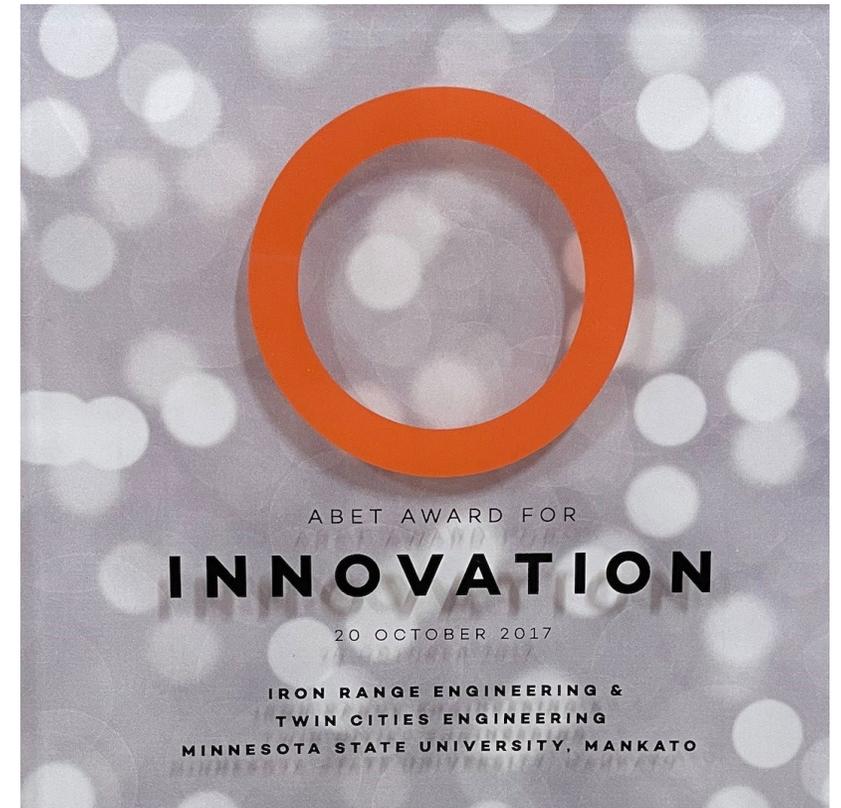
 **ASME**
SETTING THE STANDARD

 **ASEE**
AMERICAN SOCIETY FOR
ENGINEERING EDUCATION

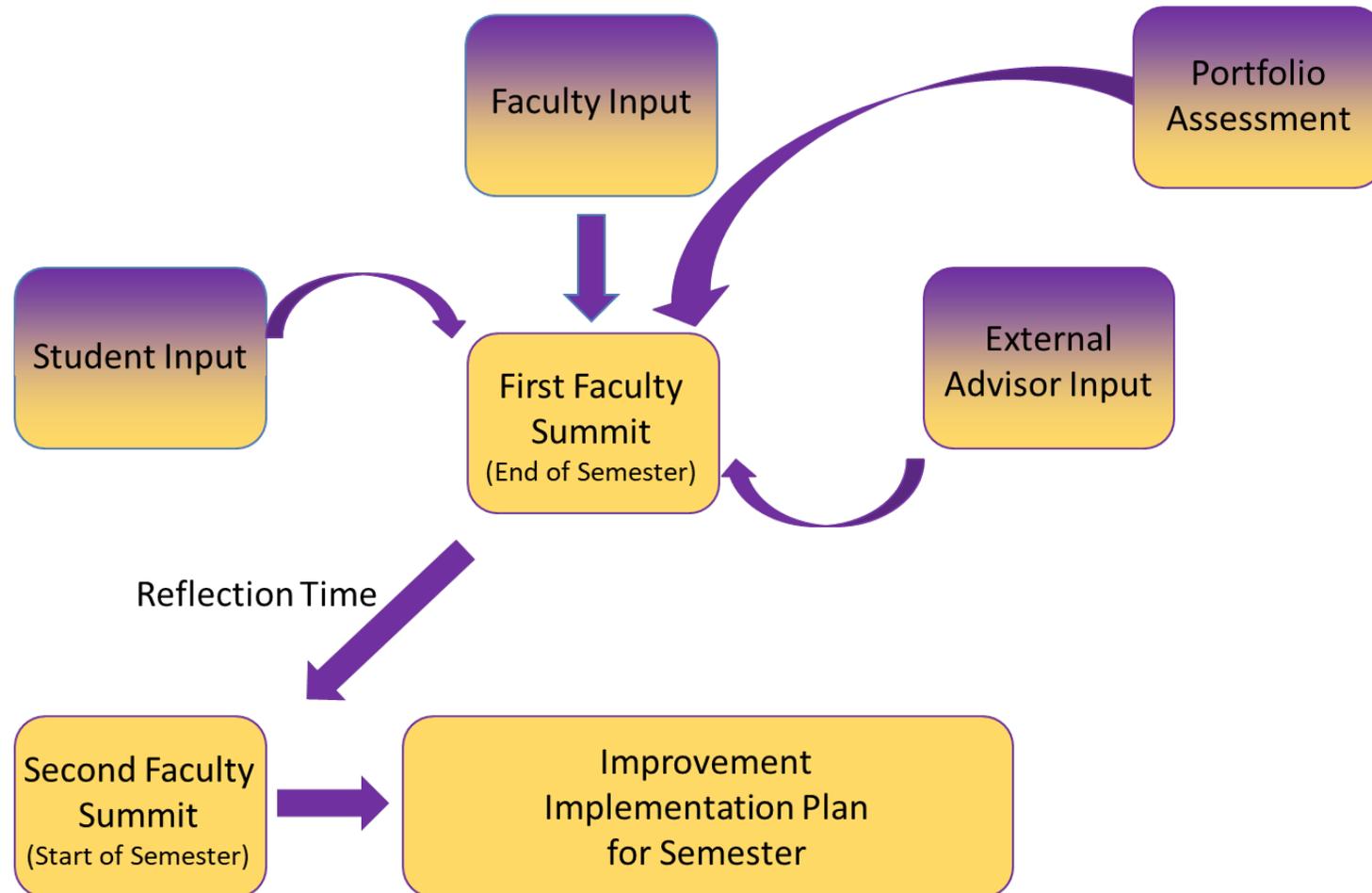
The accreditation process drives innovation and partnerships between academic institutions and industry partners.

A number of interviewees commented that IRE was “a truly innovative model, based on good scholarly work, that doesn’t get the press and the accolades that it deserves.” As one interviewee commented, “they are not starting with any cream-of-the-crop students. They take students that wouldn't make it into outstanding engineering departments and they turn them into independent learners in two years. It is really very different.”

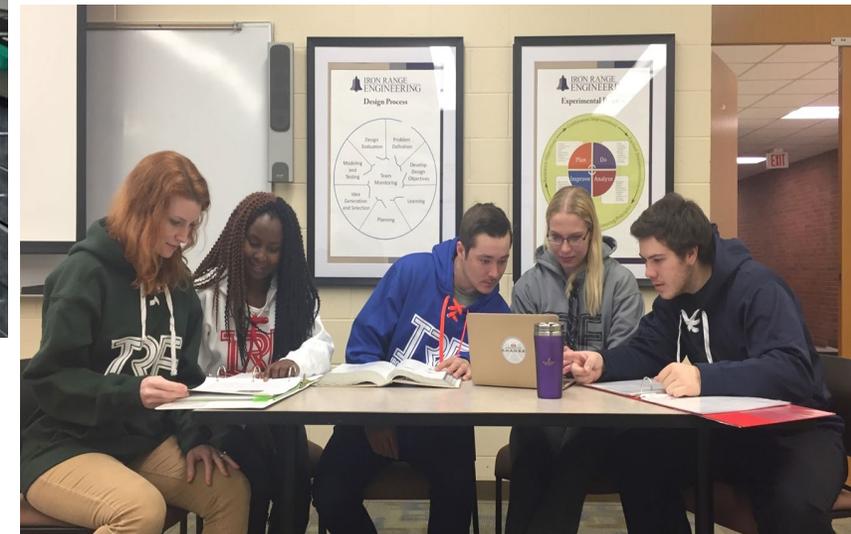
-R. Graham from “[Global state of the art in engineering education.](#)” 2018



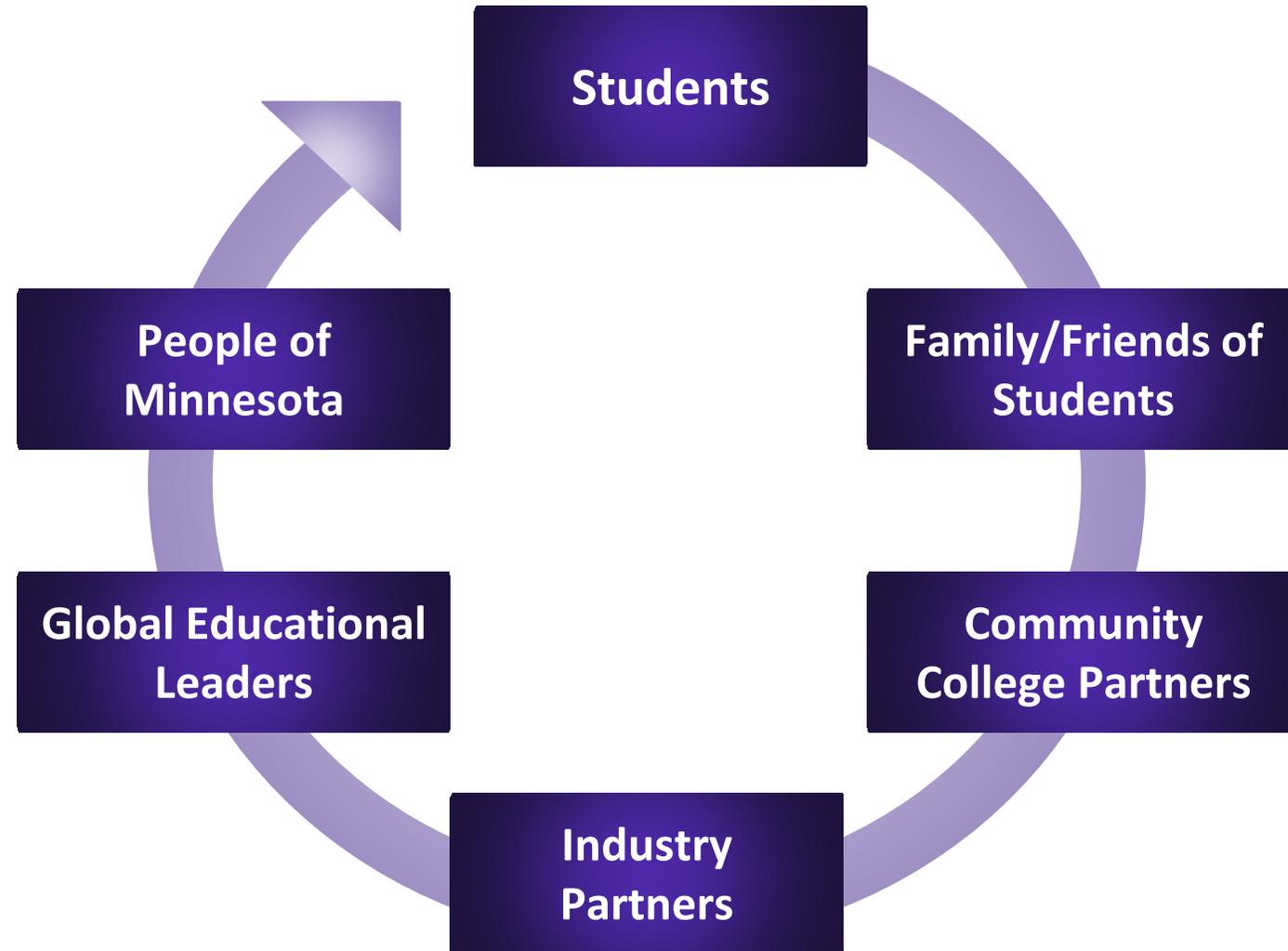
Accreditation happens on a 6-year cycle and requires a defined improvement process, a written self-study, and a 3-day on-campus visit from an evaluation team.



IRE and Twin Cities Engineering use the accreditation process to continuously improve the student experience.



Many stakeholders are affected by this continued accreditation, which creates additional opportunities.



Iron Range Engineering (IRE) & Accreditation

Thank you!



Iron Range Engineering (IRE) & Accreditation

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**North Hennepin Community College
and
St. Cloud State University**

**Medical Laboratory Technician (MLT)
and
Medical Laboratory Science (MLS)**

National Accrediting Agency for Clinical Laboratory
Science (NAACLS) accreditation



NHCC MLT Summary

- 1 of 10 accredited MLT programs in Minnesota
 - 8 within Minnesota State
- Program recognized in May 1990 and ran first class September 1990
- Final semester of the program is a 12-week clinical in the healthcare setting
- 60 credits - Associate of Applied Science
 - All 60 credits fit directly into the St. Cloud 2+2 program



St. Cloud MLS Summary

- 1 of 5 accredited MLS program in Minnesota
 - Only 2+2 accredited program in Minnesota State
- Program launched fall 2010, collaborative from the start
- 2007-2010 worked with MLT faculty to create format and content
- Students need employer support to start, provide financial support and clinical internship
- 12 weeks clinical internship in hospital setting (reduced by work experience)
- 60 credits – Bachelor of Science in MLS



Why NAACLS accreditation?

- Ensures that programs are meeting the needs of the workforce and that students are ready for entry level work in the profession
 - Currently there are massive workforce shortages in the laboratory field in healthcare
- Provides direct route to American Society for Clinical Pathology (ASCP) Board of Certification (BOC) Exam
 - Multiple routes to qualify to sit for the exam
 - Route 1 is going through an accredited program
 - Other routes require more laboratory exposure which can be challenging for hospitals to accommodate especially during shortages



NAACLS - Accreditation Process

- Provides recognition for education programs that meet established education standards in clinical laboratory science disciplines
- External peer review process which requires both a self-study and site visit
- 10-year maximum award, interim report required halfway through
- Annual reporting of program outcomes including job placement, graduation and attrition rates, and Board of Certification pass rates

NHCC Timeline

Accreditation through April 30, 2029

Self-study due April 1, 2028 – fall 2028 site visit

Interim report due April 1, 2023

SCSU Timeline

Accreditation through April 30, 2028

Self-study due April 1, 2027 – fall 2027 site visit

Interim report completed April 6, 2022



Impact on students and workforce

- All major healthcare systems in the Twin cities and outer Minnesota require ASCP certification
 - Allows students that graduate to very easily obtain a job; most students MLT and MLS have jobs lined up prior to graduation
- MLT to MLS program provides career ladder opportunities
- Laboratory programs have very strong curriculum and high standards due to the outside accreditation. This has resulted in requests from industry to partner with our program in an attempt to draw students into a less traditional route
 - Beckman Coulter Partnership – NHCC first in the country to partner with them in this new initiative
 - Takeda Partnership



Thank You

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Questions and Answers

Additional Information

Upcoming HLC Visits

Minnesota State Colleges and Universities HLC Upcoming Visits for Spring 2023

College/University	HLC Visit or Monitoring Report Expected	Accreditation Reaffirmation
Central Lakes College	04/03/2023 Comprehensive Evaluation	2022-2023
Minnesota State Community and Technical College	04/24/2023 Comprehensive Evaluation	2022-2023
North Hennepin Community College	04/24/2023 Comprehensive Evaluation	2022-2023

HLC Visits and Reports Due 2022-2023

A Total Number of 10 HLC Visits and Reporting Due

COLLEGE NAME	UPCOMING HLC VISIT/REPORTING DATE/TYPE ACADEMIC YEAR 2022-2023
Ridgewater College	07/25/2022 Assurance Review
South Central College	08/31/2022 Interim Report on Program Review
Minnesota North College (NHED)	11/14/2022 Focus Visit
Central Lakes College	04/03/2023 Comprehensive Evaluation
Century College	04/03/2023 Assurance Review
Minnesota State Community and Technical College	04/24/2023 Comprehensive Evaluation
North Hennepin Community College	04/24/2023 Comprehensive Evaluation
Pine Technical and Community College	04/24/2023 Assurance Review
Northwest Technical College	04/28/2023 Interim Report on Application/Credit Hours & Assessment
Minnesota State College Southeast	06/30/2023 Interim Report on Assessment
TOTAL (10)	Assurance Review (3) – <u>30%</u> Comprehensive Evaluation (3) – <u>30%</u> Focus Visit (1) – <u>10%</u> Interim Report on Assessment, Application/Credit Hours, and Program Review (3) – <u>30%</u>

Higher Learning Commission (HLC)

HLC Accreditation is guided by the review of five criteria* that mark standards of quality within an institution.

- **Criterion 1. Mission:** The institution's mission is clear and articulated publicly; it guides the institution's operations.
- **Criterion 2. Integrity: Ethical and Responsible Conduct:** The institution acts with integrity; its conduct is ethical and responsible.
- **Criterion 3. Teaching and Learning: Quality, Resources, and Support:** The institution provides quality education, wherever and however its offerings are delivered.
- **Criterion 4. Teaching and Learning: Evaluation and Improvement:** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Criterion 5. Institutional Effectiveness, Resources and Planning:** The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

* Each With Core Components

Resource: [HLC Policies Criteria and Core Components](#) (Retrieved 2022)

HLC Criteria Directly Related to the Governing Board

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.

HLC Criteria Directly Related to the Governing Board

More Core Components to Criteria 2

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

HLC Criteria Directly Related to the Governing Board

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.



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