



## Meeting Presentations March 21-22, 2023

	Page
Academic and Student Affairs Committee	<b>2</b>
Audit Committee	<b>27</b>
Diversity Equity and Inclusion Committee	<b>53</b>
Finance and Facilities Committee	<b>75</b>





March 2023

Academic and Student Affairs Committee

---

# Minnesota State Strategic Enrollment Management Approach

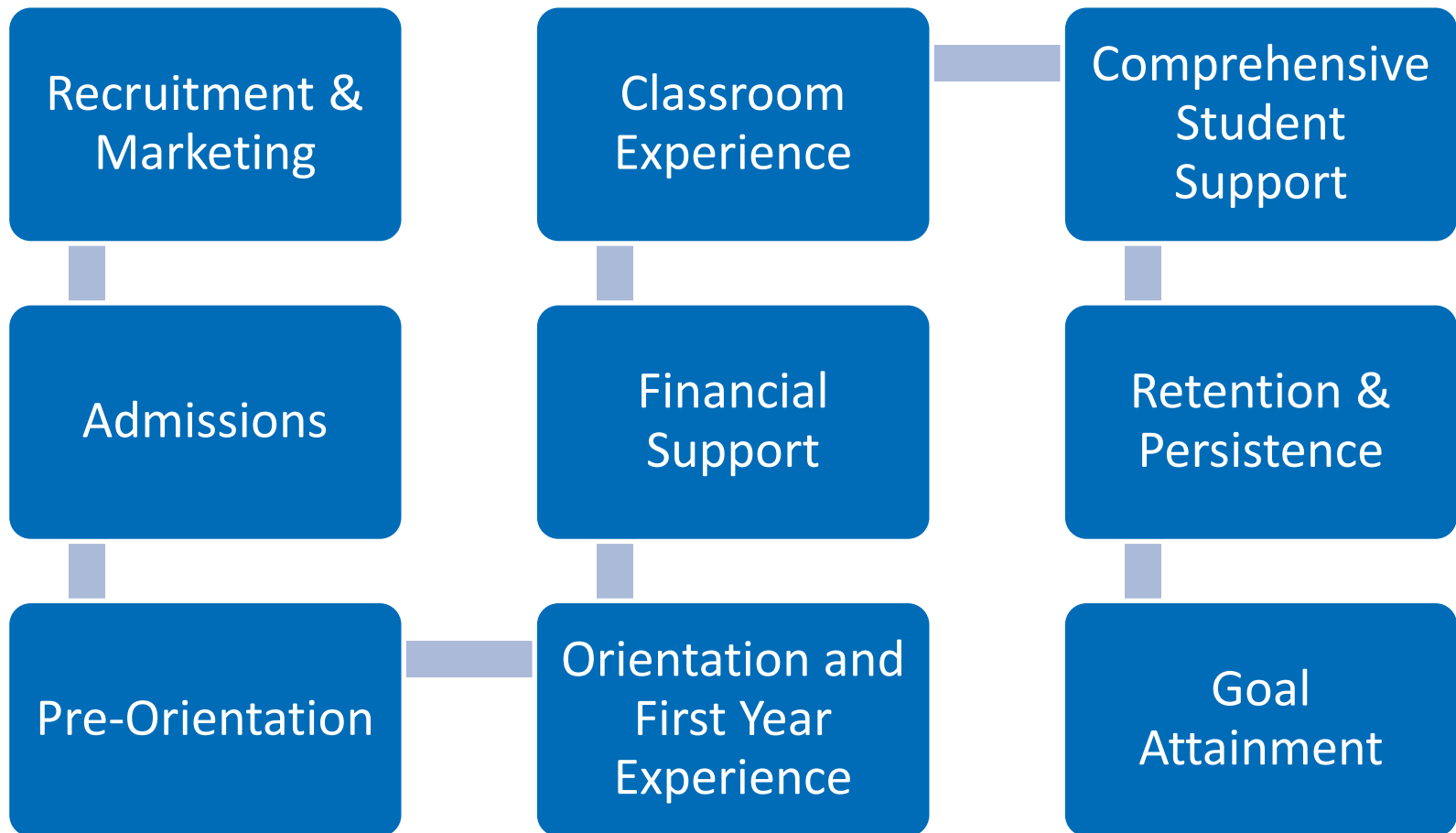
Board of Trustees

# Strategic Enrollment Management (SEM) Working Definition

A comprehensive, data informed approach aligning all college and university programs, practices, policies, and planning to ensure the equitable recruitment, persistence, goal completion, and graduation of students



# SEM Planning Considers the Totality of the Student Experience



# SEM Planning is Connected to Minnesota State Strategic Priorities

- Equity 2030
- Minnesota State Guided Learning Pathways
- Equity Scorecard
- Campus Climate Assessment
- Addressing Basic Needs Insecurity
  - United Way 211 Partnership
- Supporting Student Mental Health



# Strategic Enrollment Management Workgroup Recommendations

- Strategic Enrollment Management (SEM) plans are developed and implemented at the campus level.
- SEM plans should be created using an approach that works best for the college or university.
- SEM plans should contain common elements that address equity, goals, strategies, and assessment.
- Campus responsibilities and system responsibilities should be clearly defined.
- Identify opportunities to implement a more comprehensive data sharing culture across the system to inform SEM planning and implementation.



# Next Steps

- Create a Minnesota State Strategic Enrollment Management Approach document to align system strategies with SEM Planning
  - Equity 2030
  - Minnesota State Guided Learning Pathways
  - Addressing student basic needs and mental health
- System Director for Strategic Enrollment Management
- Continue to identify opportunities to advance SEM work and support campus efforts



# Campus Perspectives





# Comprehensive Student Support: Key Strategies and a Coordinated Approach

Dr. Lynn Akey

Vice President for Student Success, Analytics and Integrated Planning

# Advancing Student Success

## Key Themes for Success

- Focusing on the “means” (strategies and actions) in light of the “ends” (outcomes)
- Using actionable data and leading indicators to inform
- Coordinating, continuously improving, and scaling

# Advancing Student Success

## Key Strategies for Success

- Reduction of institutional barriers
- Development of focused success initiatives
- Cross-divisional/institutional coordination
- Holistic advising and support with proactive interventions and communications

# Data-Informed Support

Our Challenge:

*“understanding what a student needs to achieve success  
...and then meeting that need”*

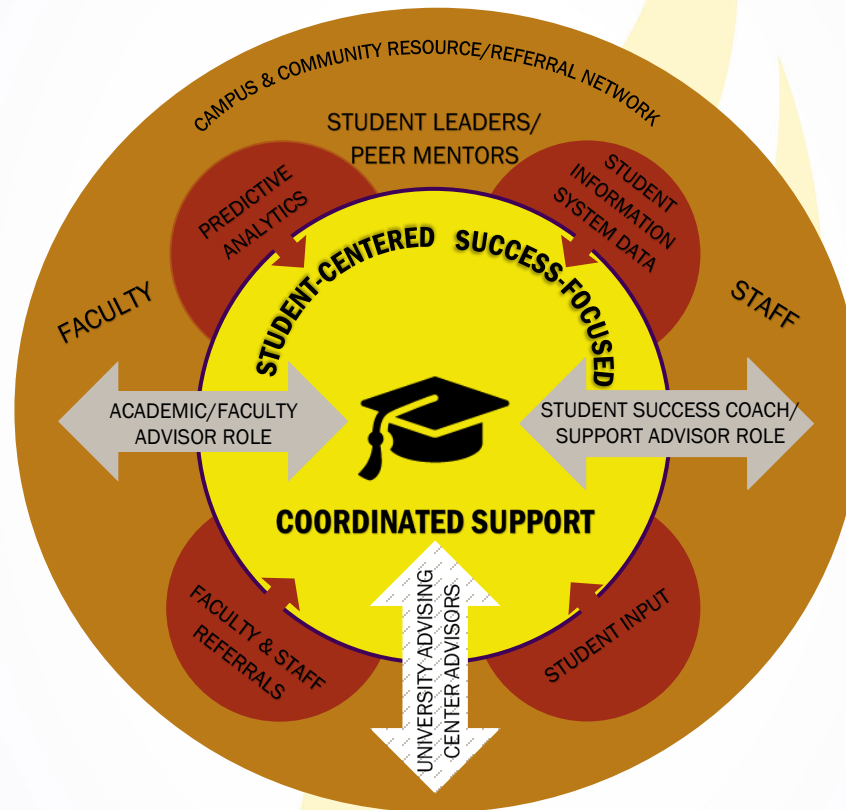
How do we learn about the needs our students have?

- Student voice (surveys, focus groups)
- Student behaviors (tracking items, notes, learning management system)
- Student information system (ISRS) data (data indicators/factors)
- Historical data (strategic analytics)
- Predictive modeling (retention, completion, persistence)

*Meaningful Connections, Coordinated Support, Demonstrating Care, Reducing Barriers*

# Student-First Advising and Support

Supported by  
MavConnect  
(EAB Navigate)



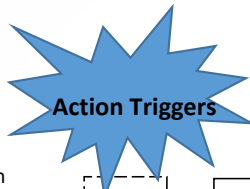
Roles that encompass many different position titles from across the campus impacting the experience of every student

Advisors within University Advising join a coordinated support team when a student needs high levels of support (i.e., academic warning, in transition, multiple flags/referrals of concern)

# Coordinated Approach to Student Support

MavConnect  
Transactional  
Platform

**Student Success  
Predictive Model**  
Initially based on Student  
Attributes (and then refined  
based on engagement/action  
triggers)



Student Support Level  
↑  
Murky Middle

		A		
		B		
		C		
		D		
		E		
		F		
		G		
		H		

*Student Support Level and Action Trigger Interaction*

## Coordinated Support

<p><b>Academic/Faculty Advisor Role</b></p> <p>A collaborative educational partnership with a student that clarifies goals, establishes educational plans, and fully uses resources and enrichment opportunities to support students' diverse backgrounds, interests, and abilities, and facilitates students' achievement of education, career and life goals.</p>	<p><b>Student Success Coach/Support Advisor Role</b></p> <p>A personalized point of contact and connection that provides a student resources, referrals, and encouragement in navigating the University experience from matriculation to graduation.</p>	<p><b>University Advising Center Advisor</b></p> <p>A proactive advising relationship with a student that needs high levels of support and accountability through the development of individualized plans, close monitoring for progress toward critical short-term goals, and barrier identification and reduction.</p>	<p><b>Campus Resource/Referral Network</b></p> <p>Campus resources, services, and offices that support student learning, activities, engagement, well-being, and success.</p>
---	--	--	---

# Proactive Interventions and Communication

## Student Folder view of Success Scores

Profile

**53**  
At Risk

Since: 11-15-2020

### Significant Score Factors

- + Time since Prior Term: 0.51 years
- + ACT: Math: 25.0
- + Age Entering the Program: 17.16 years
- Best Grade (last term): D+
- Worst Grade (last term): D+
- Full/Part Time: Part-time

### Significant Score Factors

- + ACT: Math: 18.0
- + Worst Grade (last term): P
- + ACT: English: 21.0
- Full/Part Time Status (last term): Full-time
- Program: Dental Hygiene
- ACT: Reading: 17.0

### Success Score Ranges

- Low Risk- 100- 90
- Moderate Risk- 89-81
- At-Risk- 80-0

## Dashboard view of Success Scores

### My Students' Success Scores

**16197**  
students total

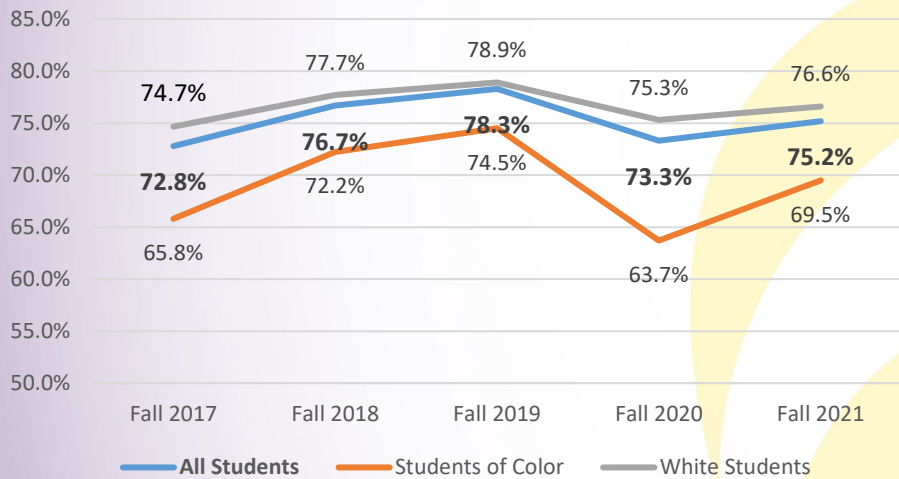
Data As Of: 12-07-2020 2:55 pm

- 13125** with **low risk** success scores  
[View Students](#)
- 1975** with **moderate risk** success scores  
[View Students](#)
- 1097** with **at risk** success scores  
[View Students](#)

# Tracking Impact

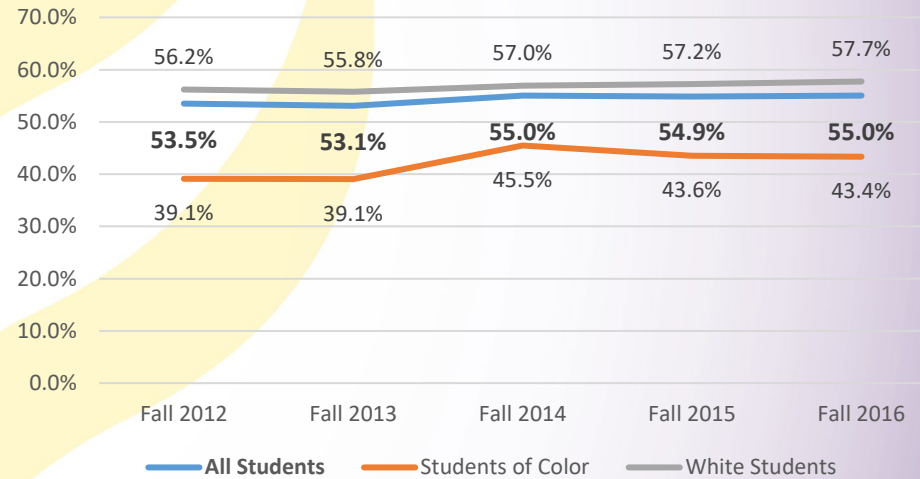
## Student Retention

2nd Fall Retention Undergraduate First-Time and Transfer, Full-Time



## Student Completion

6 Year Completion-Undergraduate First-Time and Transfer, Full-Time







**MINNEAPOLIS**  
COMMUNITY & TECHNICAL  
**COLLEGE™**



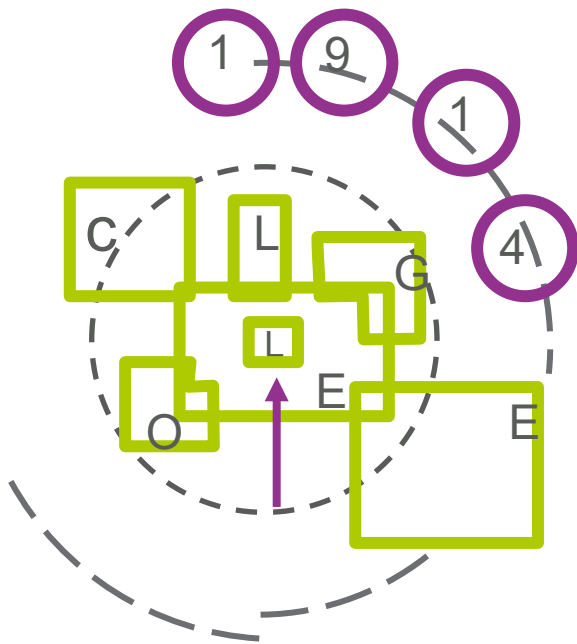
# Guided Pathways & SEM

*Gail O’Kane, Vice President of Academic Affairs*

*Heidi Aldes, Dean of Enrollment Management*

Board of Trustees Academic & Student Affairs Committee, March 21, 2023

# Guided Learning Pathways Supporting SEM at Minneapolis College



## GLP Philosophy

- Providing clearer pathways
- Removing barriers

## GLP in Action – new NASH projects

- First-year student experience
- Meeting basic needs
- Strategic outreach around basic needs

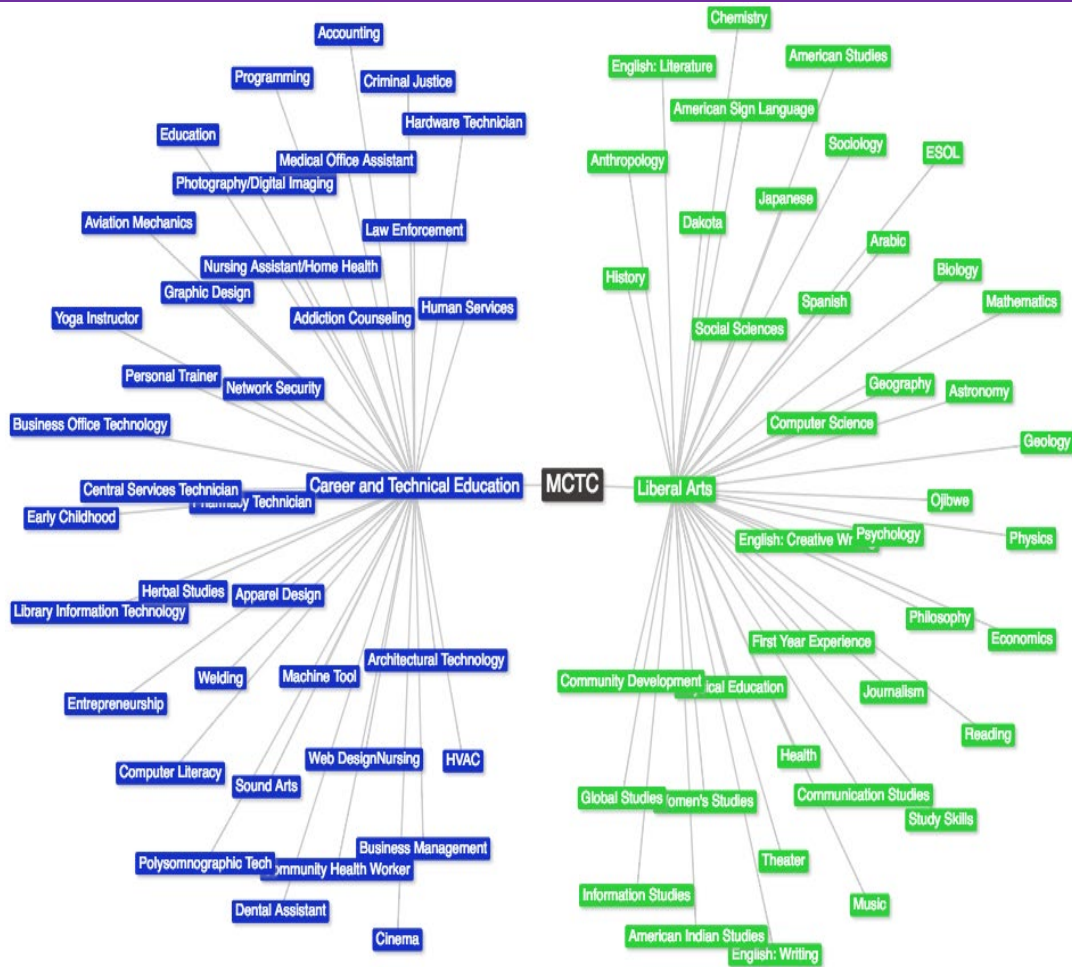
## Strategic Partnerships

- TREC college-in-prison program
- Wellstone International High School

# Clearer Pathways

- **STRUCTURE:** Re-engineering the College
  - Questioning our own assumptions
  - Thinking from student's point of view
  - Providing clearer choices and pathways
  - Fostering a sense of community, belonging – equity

# Old Mind Map: “Cafeteria College”



# Guided Pathways Organization

- Every program/department in one of eight schools
- Schools aligned as students think of pathways (e.g., School of Design and the Arts)
- Each has own advisor(s)
- Faculty within each school meet monthly
- Campus space-planning
  - All Student Services in one location (done)
  - Each academic school with classes, offices, student spaces in proximity (next major capital project)
- Working on fostering a sense of belonging within each school – space, co-curriculars

## Right Math for the Right Path – an Equity Issue

- Eliminating unnecessary Math requirements to open pathways (e.g., in HVAC, Welding, IT programs)
- Redesigned Math Pathways—curriculum redesign
  - No-pre-req Math for Liberal Arts
  - Removing pre-req for Stats starting in Spring
  - Redesigned College Algebra for non-STEM majors
  - Calculus-based pathway for STEM majors
- Results:
  - Fewer developmental math sections, more college-level math sections – with no decrease in course success
  - More Goal 4 math completions now than when college had many more students

## Removed Extra Requirements in A.A. Degree

- Eliminated requirements for courses that aren't required by transfer partners (i.e., Information Studies, Physical Education, Health)
  - Conferred ~200 extra A.A. degrees in one year (mostly to previous students who hadn't completed an A.A. solely due to missing one or more of these requirements)

# Supporting Students Where They Are At ...

## Comprehensive Orientation and First-Year Experience

- Comprehensive on-campus and/or online orientation is provided
- Systematically provide incoming students with career assessment and exploration opportunities

## Holistic Advising & Comprehensive Student Support

- Culturally relevant and responsive advising
- Comprehensive student support services that are available to students (mental health, food, emergency financial assistance)

## \*\* New \*\* NASH Projects

- Messaging for students about impact of withdrawals
- Bringing advising and other services to students where they are at (Food Pantry)



## Supporting Students Where They Are At ...

- Going to students: Transformation and Re-entry through Education and Community (TREC) program at Lino Lakes and Stillwater correctional facilities
- High school on campus: Wellstone International High School moved onto Minneapolis campus in Fall 2022



# MINNESOTA STATE

30 East 7th Street, Suite 350  
St. Paul, MN 55101-7804

651-201-1800  
888-667-2848

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

This document is available in alternative formats to individuals with disabilities.

To request an alternate format, contact Human Resources at 651-201-1664.

Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

Minnesota State is an affirmative action, equal opportunity employer and educator.



March 21, 2023

---

# Audit Committee Meeting

## Board of Trustees

# **Project Results: Financial Internal Control Assessments (FY23/Year 3)**



# Purpose and Objectives

The purpose of the year 3 financial controls review was to facilitate financial control assessments at select institutions to gain an understanding of current procedures, internal controls, and potential risks and gaps.

The objectives of this project were to:

- Review the current internal control practices and process documentation
- Perform the controls risk assessment by reviewing the design of internal controls over key financial risk areas



# Fiscal Year 2023 Institutions



Century College



Hennepin Technical College



Minneapolis College



Normandale Community College



# In-Scope Business Cycles

---

---

Business Office Cashiering

---

---

Non-Business Office Cashiering

---

---

Banking and Account Reconciliations

---

---

Accounts Payable

---

---

Purchasing Cards

---

---

Inventory

---

---

Tuition and Student Billing

---

---

Budgeting

---

---

System Security Access



# Activities Completed

- **Interviews** – Conducted interviews with business office staff and key stakeholders at each respective institution for each in-scope business cycle
- **Documentation review** – Reviewed relevant policy, procedure, and controls documentation at each respective institution to further develop an understanding of existing processes, controls, and related risks
- **Results review** – Reviewed and discussed results of the respective financial controls assessment for each institution with business office staff and key stakeholders, including any recommendations and opportunities for improvement to enhance the internal controls environment



# Summary of Year 3 Results

Overall, adequate financial controls appear to exist in the in-scope business cycles, and appropriate processes appear to be in place in alignment with established Board policies and procedures

Identified internal control gaps and provided recommendations to address the gaps. None of the internal control gaps identified are considered significant.

Identified certain instances where internal controls and related procedures can be further enhanced to reduce the risks relative to the specific business cycles for each individual institution



# Strengths

Strong review and approval controls are in place for administering purchasing cards and approving expenses. Robust policies and procedures exist.

Purchasing Cards




Key account reconciliations are reviewed on a monthly basis. Quarterly certifications are completed in accordance with established policies and procedures.

Reconciliations & Banking



Robust review procedures are in place for the annual tuition and fee rate update process.

Tuition & Fee Rates



Strong controls exist within Marketplace for contracts and purchase requisitions.

Accounts Payable



# Control Improvement Opportunities

## System Security

- Develop a formal timeline expectation for removal of employee access from ISRS and consider embedding this timeline within an offboarding checklist to ensure that ISRS access is removed timely.
- Conduct a periodic review of users with access to the US Bank expense management system, to ensure individuals with access still have an appropriate business need.

## Business Office Cashiering

- Review all risky transactions completed in ISRS by all cashiers in a timely manner (at least monthly) to ensure the timely identification of unauthorized or inaccurately recorded transactions.

## Tuition and Billing

- Develop internal policies at the respective institutions to address discretionary fees in alignment with established system procedure 5.11.1.

# Control Gaps

## ISRS/Marketplace

- **Gap:** There are certain incompatible roles for ISRS and Marketplace users that do not have a documented mitigating or compensating control within the system, subjecting the institution to fraud risk.

## Physical Inventory Ownership

- **Gap:** Individuals responsible for the ownership of assets and equipment are performing the physical inventory counts, resulting in inadequate segregation of duties.

## Physical Inventory Count

- **Gap:** An annual physical inventory count process is not completed in compliance with system procedure.

## Third-Party Award Fee Adjustments

- **Gap:** There is no independent, secondary review of the third-party awards entered in the system, which may increase the risk of inaccurate or inappropriate entries.

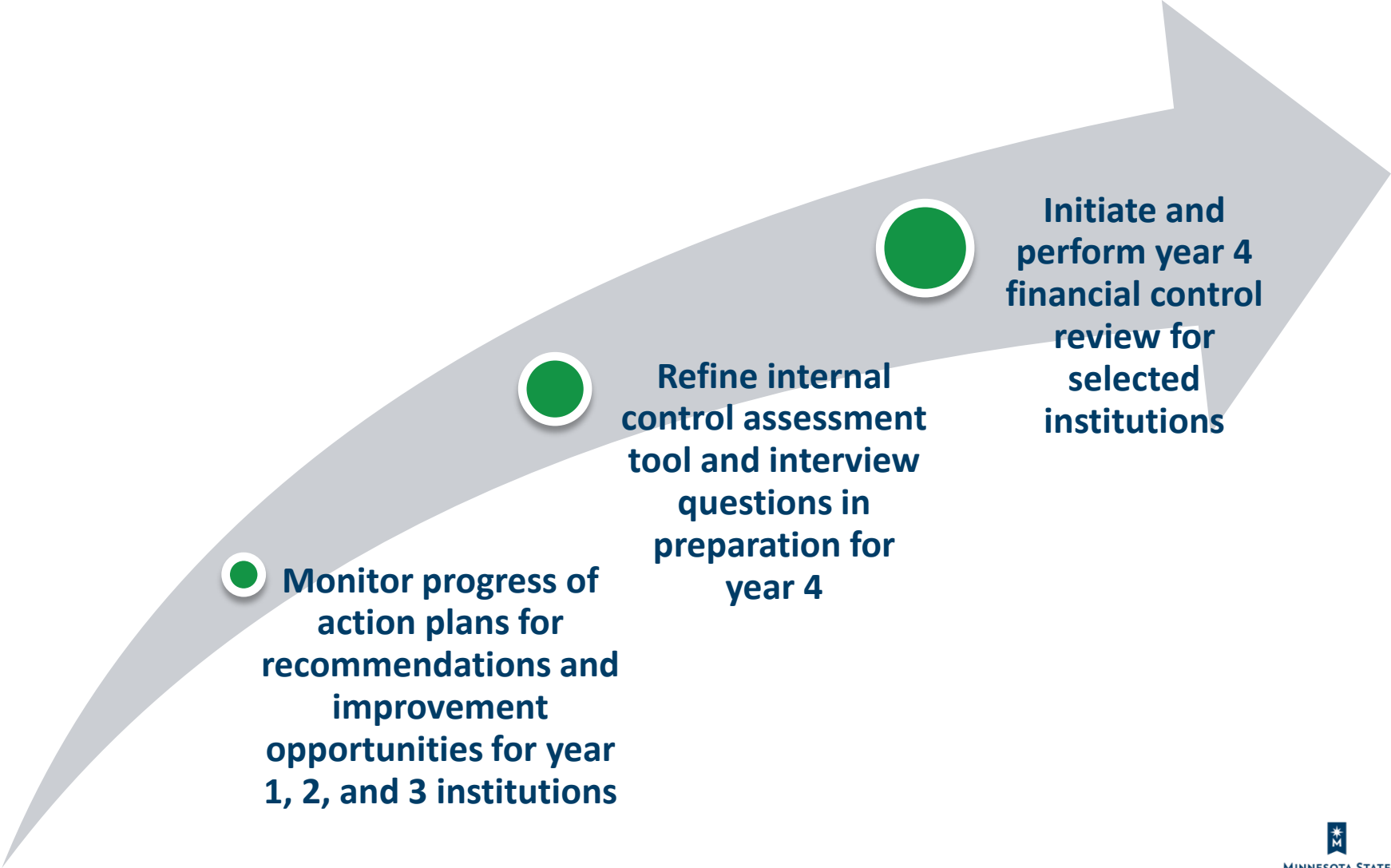
# Ongoing Monitoring

The Office of Internal Auditing performs ongoing monitoring of control gaps.

- Year 1: 5 institutions and the system office
- Year 2: 7 institutions
- Year 3: 4 institutions

	Control Gaps		
	Open	Closed	Total
<b>Year 1</b>	3	-	<b>3</b>
<b>Year 2</b>	2	5	<b>7</b>
<b>Year 3</b>	7	-	<b>7</b>

# Next Steps – Financial Controls Reviews



**Monitor progress of action plans for recommendations and improvement opportunities for year 1, 2, and 3 institutions**

**Refine internal control assessment tool and interview questions in preparation for year 4**

**Initiate and perform year 4 financial control review for selected institutions**



*We'll get you there.*

CPAs | CONSULTANTS | WEALTH ADVISORS

# Minnesota State Colleges and Universities Audit Presentation

## Federal Compliance Testing Over Student Financial Assistance and Higher Education Emergency Relief Fund Programs

### Year Ended June 30, 2022

# Agenda

---

Scope of Audit Responsibilities

---

Timeline of Testing

---

Audit Approach

---

Results





# CLA's Role Under State Single Audit

Contracted by Minnesota State to perform the compliance testing over the Student Financial Assistance Program and HEERF Funding

We have coordinated with Minnesota State Auditors regarding the programs we are testing

Compliance requirements tested under the Uniform Grant Guidance (Federal Student Financial Aid and HEERF Funding)

CLA's report will be included as part of the State of MN's Single Audit Report



# Timeline for Testing in FY22

SFA

Business as usual – substantially completed by November 2022



HEERF

Sampling and planning:  
November 2022

Samples sent out:  
December 2022 and January 2023

Testing completed:  
January and February 2023



## Audit Approach- Student Financial Aid

- Rotation of internal control policies and procedures
- Random sample of students selected from ~119,000 students within the system
- Other samples selected (e.g. Reporting, Cash Management, Perkins testing)



# Audit Approach – HEERF

- Documentation requested from all colleges and universities to obtain an understanding of internal controls

- Disbursement testing (student and institutional) selected from entire system via several samples due to differing internal controls

- Other compliance testing (procurement and reporting) through samples selected from entire system



# Audit Results

Compliance  
Opinion

Unmodified  
Opinion



# Audit Results – SFA

No Material Weaknesses

Two Findings Considered to be Significant Deficiencies

- National Student Loan Database System Enrollment Reporting Error Correcting
- Fiscal Operations Report and Application to Participate (FISAP)

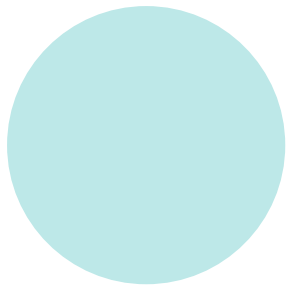


# Audit Results – SFA

## Management Letter Recommendations

- Documentation of review processes (Reconciliations, G5 drawdowns, and professional judgment)
- National Student Loan Data System Effective Dates





# No Material Weaknesses





# Audit Results – HEERF

## One Finding Considered to be a Significant Deficiency

- Reporting

## Management Letter Recommendations

- Documentation of review processes (student grant disbursements and G5 drawdowns)



## Questions and Feedback

We welcome any questions pertaining to the audit, governance communication letter, management letter or other matters related to the engagement

We appreciate the opportunity to serve as the auditors for the Minnesota State Colleges and Universities system and welcome any feedback relative to our performance



**Brenda Scherer, CPA**

Signing Director

Ph. 612/376-4626

Brenda.Scherer@CLAconnect.com

**Liz Cook, CPA**

Manager

Ph. 612/867-4542

Liz.Cook@CLAconnect.com



CLAconnect.com



CPAs | CONSULTANTS | WEALTH ADVISORS

©2023 CliftonLarsonAllen LLP. CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See [CLAglobal.com/disclaimer](https://claglobal.com/disclaimer). Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.



# MINNESOTA STATE

30 East 7th Street, Suite 350  
St. Paul, MN 55101-7804

651-201-1800  
888-667-2848

[www.MinnState.edu](http://www.MinnState.edu)

This document is available in alternative formats to individuals with disabilities.

To request an alternate format, contact Human Resources at 651-201-1664.

Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

Minnesota State is an affirmative action, equal opportunity employer and educator.



March 21, 2023

# Equity 2030 Overview

Andriel M. Dees, J.D.

Vice Chancellor for Equity and Inclusion

MINNESOTA STATE

# The Equity 2030 Goal

Eliminate the educational equity gaps for first-generation students, low-income students, indigenous students and students of color at every Minnesota State college and university.



# How will Equity 2030 be different?



# Equity 2030: An Economic and Workforce Imperative

- Building and customizing pathways towards our diverse economy towards ultimately sustaining the prosperity of the State of Minnesota.
- The workforce of today and tomorrow will be increasingly diverse.
- Today and tomorrow's employers will have to engage communities, recruit employees, and serve customers that will be increasingly more diverse.
- Given 75% of emergent jobs in Minnesota will require postsecondary education, it is crucial that Minnesota State educates, prepares, and credentials Minnesotans from all walks of life.



# Equity 2030: Different Paths Towards the Same Goal





March 21, 2023

South Central College

# Workforce Partnerships and Equity 2030

Annette Park, President

John Harper, Vice , Vice President of Diversity, Equity and Inclusion

Kelcey Woods-Nord, Vice President of Strategic Partnerships

Nort Johnson, President of Faribault Chamber of Commerce

Jody Long, General Manager of Jennie-O

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)
<b>Goal 1:</b> Improve student persistence, retention and completion rates.	<b>Goal 3:</b> Contribute to the diversity, equity and inclusion of the regional workforce.	<b>Goal 5:</b> Create accessible on and off ramps in in-demand fields.	<b>Goal 7:</b> Identify and overcome barriers to overall organizational health.
<b>Goal 2:</b> Holistically meet the needs of all learners.	<b>Goal 4:</b> Establish and strengthen partnerships and innovative practices.	<b>Goal 6:</b> Develop strategic course scheduling.	

Equity 2030 aims to eliminate educational equity gaps at all Minnesota State colleges and universities by 2030.

In 2015, Minnesota's state legislature established an important goal for increasing the educational attainment of its population: by 2025, 70% of adults aged 25 to 44 across all racial and ethnic groups would have attained a postsecondary certificate or degree.

At the time the goal was established, around 60% of Minnesota's population aged 25 to 44 held a postsecondary certificate or higher-level credential. However, severe racial equity gaps in educational attainment still exist. Given the demographic shifts within the state, it is critical that these equity gaps be closed in order to reach Minnesota's 70% attainment goal.



## Objectives

- 1 Assist the college in addressing issues of diversity, equity, and inclusion to support the fulfillment of the mission and vision
- 2 Develop a formal process to identify and implement best practices and promising initiatives for the recruitment and retention of diverse employees and students
- 3 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

## 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

\*Source: [South Central College Strategic Plan | FY20 - FY24](#)





# RCPI Goal 3

Contribute to the diversity, equity, and inclusion of the regional workforce. (DV, J1M, EQ3)

**KPI 3.1** Coordinate biannual meetings with regional workforce partners to discuss diversity, equity, and inclusion such as diversity trends, recruiting, and create inclusive cultures. (DV, J1M, EQ3)

**KPI 3.2** Increase the number of career ready racial and ethnic minority SCC students for the regional workforce annually by three percent. (DV, J1M, EQ3)

**KPI 3.3** Increase by two percent the number of underrepresented students by gender entering fields traditionally dominated by another gender. (DV, J1M, EQ3)

**KPI 3.4** Increase the number of racial and ethnic minority faculty by three positions and staff by two. (DV, EQ3)

# RCPI Goal 4

Establish and strengthen partnerships and innovative practices. (IS, SP, J1M, EQ4)

**KPI 4.1** Increase partnerships in areas related to high demand sectors to promote internships, apprenticeships, and employment opportunities for students. (IS, SP, EQ3, EQ4)

**KPI 4.2** Establish at least two innovative practices for each top industry cluster in our region. (IS, SP, J1M, EQ4)

## Regional and Cultural Partnerships and Innovation

### Goal 3

Contribute to the diversity, equity and inclusion of the regional workforce.

### Goal 4

Establish and strengthen partnerships and innovative practices.

#### KPI 3.3

Increase by two percent the number of underrepresented students by gender entering fields traditionally dominated by another gender.

#### KPI 4.2

Establish at least two innovative practices for each top industry cluster in our region.

#### KPI 3.2

Increase the number of career ready racial and ethnic minority SCC students for the regional workforce annually by three percent.

#### KPI 4.1

Increase partnerships in areas related to high demand sectors to promote internships, apprenticeships, & employment opportunities for students.

#### KPI 3.1

Coordinate biannual meetings with regional workforce partners to discuss diversity, equity, & inclusion such as diversity trends, recruiting, & create inclusive cultures.

#### KPI 3.4

Increase the number of racial and ethnic minority faculty by three positions and staff by two.

#### John Harper

Develop Diversity and Inclusion Plan

#### Kelcey Woods-Nord

Develop Employment Center

# ATD Leader College

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

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

Wrap Around Student Support service

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%

# City and Chamber of Commerce Vision

The Faribault Community Vision 2040 serves as a framework to help ensure the long-term success of the community and to articulate a vision of the community for the next 25 years.

The Chamber of Commerce assumed responsibility on key priorities of the Vision 2040. Our own ***Vision Task Force*** chose and ranked our priorities from the City's outcomes and have work groups assigned to each.

Here they are as ranked -

1. Excellence in Education
2. Housing – Home Ownership
3. Leadership Collaboration
4. Fabulous Downtown
5. Daycare/Early Childhood Education



# Excellence in Education Chamber #1 Priority

As our top priority this topic has received considerable attention. Several thousand hours of staff and volunteer time have been invested over the last 4 ½ years along with travel and other costs.

The first task was researching, interviewing and debating how we would define what Excellence in Education meant in general and then applied that definition to Faribault. ***This definition remains “under construction”*** however seven key points are identified;

1. Safety
2. Security
3. Paths to Success for All Students
4. Collaboration with Outside Resources
5. Inclusivity
6. Awareness- know your statistics and own them
7. Continuous Improvement Culture



# Paths to Success for All Students

In the process of creating this list of points the VTF came to understand that there are some specific opportunities to enhance access for students to all careers. Faribault's rich economic history in crafting and manufacturing continues to offer good paying jobs with advancement opportunities. Industry feedback offers us insights into the lack of basic industrial skills in students coming out of our public schools. The Health Care sector recognizes concerns about filling their needs as well. We know that two specific actions will allow for the expanded delivery of appropriate electives and create opportunities for success especially for students not prone to attend 4-year college programs. These are;

1. Funding and implementation of a seven-period school day
2. Creation of a career/guidance position to assist with mandated path development for these students to include job shadowing, on-the-job experiences and interactive mentorships in a variety of careers in our community.
3. Create a fresh sense of urgency around *Technology Career Training similar to P-Tech...*



# 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. First pathway started in fall 2021 in Health Sciences

Pathway sequencing helps students pursue college credentials while completing their high school degree which includes industry-recognized credentials, integrated work-based learning, and post high school requirements to complete diploma or degree awards

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

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

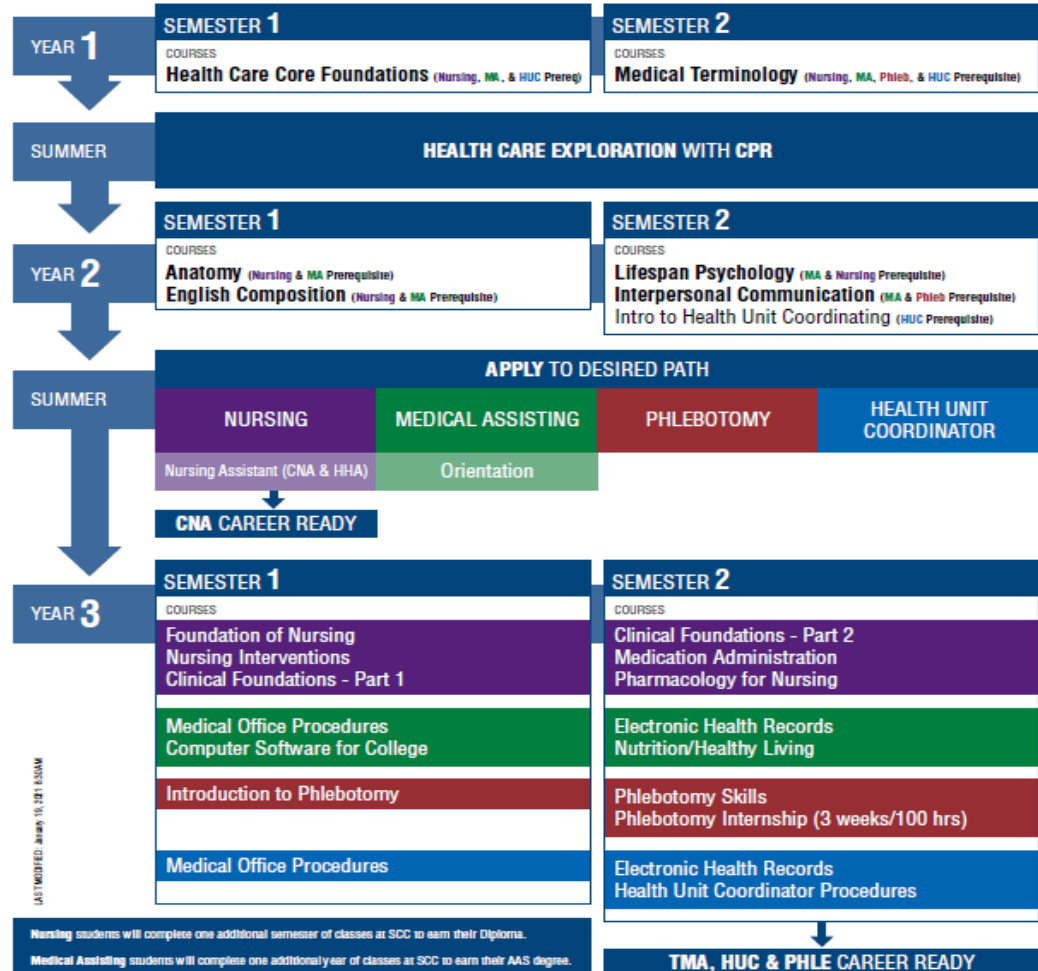
Students who choose to complete the Medical Assisting program will have one additional year of coursework and internship to earn their Associates of Applied Science (AAS) degree



# H2C Health Sciences Pathway



## HEALTH SCIENCES PATHWAY PROGRAM AT FARIBAULT HIGH SCHOOL



### 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

### Year 1 Data

56 students enrolled in Year 1 courses (unique hdct)  
22% are Students of Color  
89% earned an "A" or "B" in the Year 1 Semester 1 course

# ACE-UP Community of Practice

## *Advancing Community Equity & Upward Mobility*

- The purpose of ACE-UP is to design and uplift strategies colleges can employ with their industry partners to create more inclusive workplace environments that lead to worker retention, advancement, and economic success.
- Supported by a two-year, \$500,000 grant to CSW from Lumina, with companion research and documentation by the Urban Institute
- South Central College is one of 17 colleges selected to participate in this two-year community of practice with our industry partners.
- ACE-UP will support SCC's priorities by:
  - Formulate methods and metrics to better understand our students' experience in the workforce
  - Observe and document workforce success data for SCC learners, including underrepresented students and SOC
  - Learn from other college's experiences with workforce initiatives & build relationships on a national scale
  - Share and promote best practices from our communities and partners



# Jennie-O Management

## 5 year goal to match hourly staff and diversity

Our goal was to grow talent and match our management to our hourly staff. Needs to be a mirror to create inclusion and comfort of the I can mentality.

Create a path to Management through mentoring

Grow talent ala cart classes from SSC to help this process

I look at it a little different. As a company we really use facts data for equity

I look at inclusion as removing barriers so diversity is brought to the table. With this I place inclusion as the highest priority

Everyone needs a seat at the table or representation to feel comfortable they have a path to success and growth. Examples of Leadership from cultures promotes confidence for others to grow.

One big watch out everyone wants instant success

H2C is a long term project our biggest gains should be in 10 years plus as we grow the base with students

Our goal in Faribault is long term success by:

removing road blocks for them

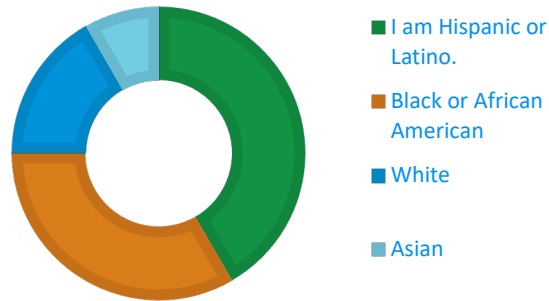
Help them find their career paths

Include businesses to allow job shadowing or in class room demonstrations/Help



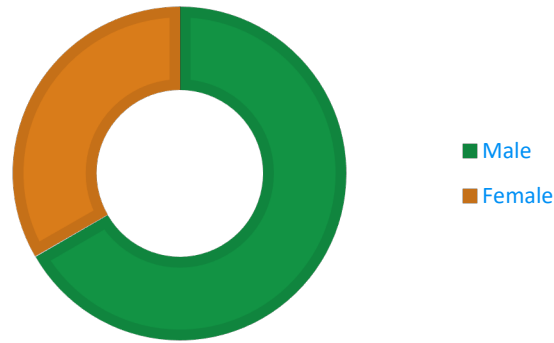
# DEMOGRAPHICS – Ethnicity, Gender and Leadership

FRONTLINE LEADERSHIP (TL & STL)

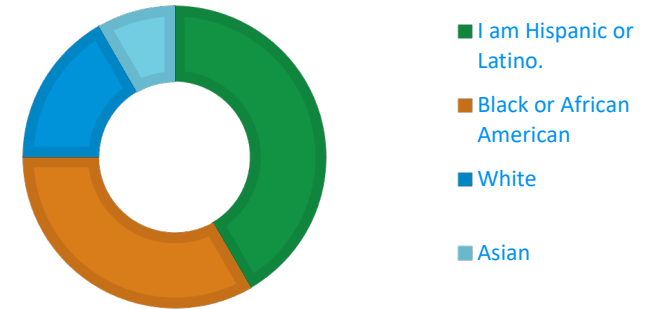


FRONTLINE LEADERSHIP (TL & STL)

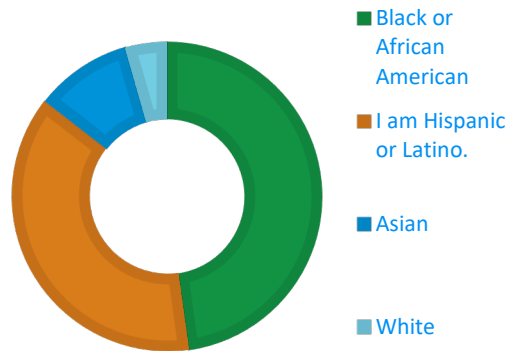
TOTAL



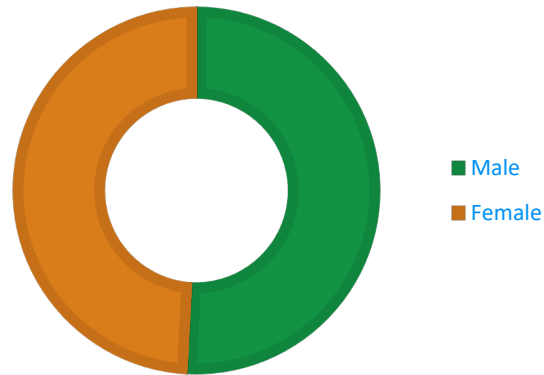
SENIOR TEAM LEADS  
BREAKDOWN



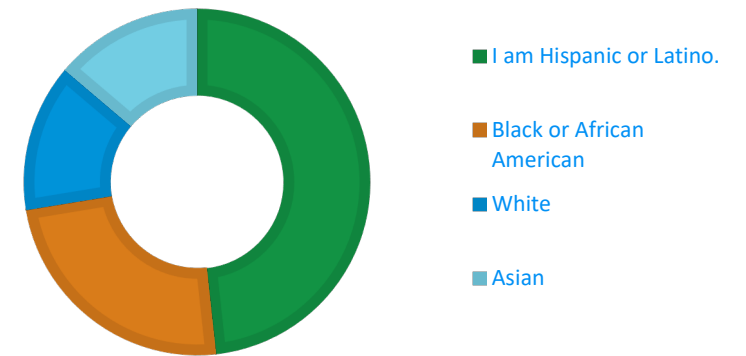
PLANT PROFESSIONALS



PLANT PROFESSIONALS



TEAM LEADERS -  
BREAKDOWN





# OUR EMPLOYEES





# Equity: Honors diversity and inclusion by recognizing every person's worth and potential

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)
<b>Goal 1:</b> Improve student persistence, retention and completion rates.	<b>Goal 3:</b> Contribute to the diversity, equity and inclusion of the regional workforce.	<b>Goal 5:</b> Create accessible on and off ramps in in-demand fields.	<b>Goal 7:</b> Identify and overcome barriers to overall organizational health.
<b>Goal 2:</b> Holistically meet the needs of all learners.	<b>Goal 4:</b> Establish and strengthen partnerships and innovative practices.	<b>Goal 6:</b> Develop strategic course scheduling.	

# Questions & Comments





March 22, 2023

Finance and Facilities Committee

---

# Public Safety and Compliance Program Overview

# Purpose

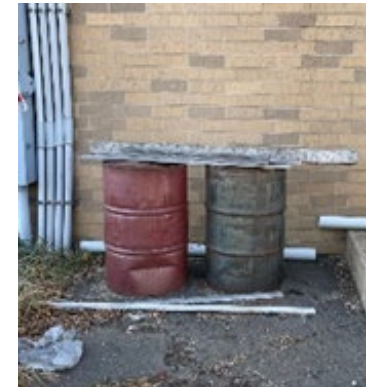
- **Inform the board of the compliance environment associated with health and safety, environmental management, campus security, and emergency management.**
- **Provide an overview of program policies, procedures and practices.**
- **Highlight challenges and opportunities associated with program compliance.**

# Overview

- **Define regulatory environment**
- **Governance and staffing**
- **Compliance programs and initiatives**
- **Challenges**
- **Plans for the future**

# Portfolio of Responsibility

- **Health & Safety**
  - Workplace (Employees)
  - Classroom (Students)
  - Transportation
- **Environmental Compliance**
  - Regulation Applicability
  - Permitting
  - Permit Management
- **Campus Security**
- **Emergency Management**
  - Campus
  - Community



# Regulatory Authorities

- **Federal**

- Occupational Safety and Health Administration (OSHA)
- Environmental Protection Agency (EPA)
- Department of Transportation (DOT)
- Department of Agriculture
- Department of Education
- Drug Enforcement Administration (DEA)
- Federal Aviation Administration (FAA)



- **State**

- Minnesota OSHA (MnOSHA)
- Minnesota Pollution Control Agency (MPCA)
- Minnesota Department of Health (MDH)
- Minnesota Department of Natural Resources (DNR)
- Minnesota Department of Transportation (MnDOT)



- **Local**

- County Hazardous Waste, Local Fire Marshals, Building Code Inspectors, etc.



# Diesel Technology

## Program Example

### Governing Agencies and Regulations

- **OSHA:**
  - Equipment Inspection & Maintenance,
  - Chemical Labeling,
  - Personal Protective Equipment (PPE),
  - Flammable Liquids Management
- **EPA:**
  - Hazardous Waste Generation, Above/Underground Storage Tanks (AST/UST) Registration & Maintenance,
  - Superfund Amendments and Reauthorization Act (SARA) Tier II Reporting,
  - Spill Prevention, Control, and Countermeasure (SPCC) Plan Development
- **DOT:**
  - Annual inspections,
  - Medical Card/CDL for operators if over the road.



### Hazards

- **Chemical Exposure**
- **Lacerations/Punctures**
- **Particles in Eye**
- **Crush Injuries**
- **Chemical Spills**



# Nursing/Dental Program Example

## Governing Agencies and Regulations

- **OSHA:**
  - Bloodborne Pathogens management, PPE,
  - Specific recordkeeping,
  - Chemical labeling
- **EPA/MPCA:**
  - Hazardous and Biohazardous Waste
- **MDH:**
  - Radiation Safety and Sanitary Requirements
- **DEA:**
  - Controlled Substances Act



## Hazards

- **Blood Borne Pathogens exposures**
  - Needle sticks
  - Splash issues
- **Chemical Exposure**
- **Improper waste disposal**
- **Radiation Exposure**

# Arts

## Program Example

### Theater Programs

- OSHA and ANSI requirements for scene shops, set builds, rigging & lighting set-ups, etc.
- NFPA guidelines for curtains, smoke vents, emergency egress, etc.

### Ceramics

- OSHA requirements for silica exposure and control, glaze ingredients
- EPA Haz Waste requirements for glazes

### Painting/Photography

- EPA/Local POTW Sewered Waste rules
- OSHA/NFPA Flammable Liquids Storage requirements



# Governance framework

## Board policy

- 5.24 - Safety and Security Compliance

## System procedures:

- 5.24.1 - *Hazardous Waste Management and Donated Materials*
- 5.24.2 - *Safety and Security Standards, Rules and Practices*
- 5.24.3 - *Emergency Management*
- 5.24.5 - *Campus Security*

# Compliance staffing model

## Colleges and universities - Models vary:

- **4-Year Institutions:**
  - Generally separate Safety and Security Coordinators.
  - Safety Coordinators generally a stand-alone position with no reports (two institutions without dedicated Safety Coordinators)
  - Security staff may include full time, part time, contractors or students.
- **2-Year Institutions (Larger/Metro):**
  - Generally similar to 4-year institutions - dedicated roles for safety and security
- **2-Year Institutions (Smaller/Outstate):**
  - Most institutions 1 person covering all roles and limited or no security personnel

## System Office:

- **Director of Public Safety & Compliance – John Dingmann**
- **Specialists:**
  - Safety (Anita Mujumdar)
  - Environment (Dan Alden)
  - Security & Emergency Management (Tracy Worsley)



# Director and Coordinator Tenure

**0-2 Years: 10**

**2-5 Years: 11**

**5-10 Years: 6**

**11+ Years: 19**

## Open Positions:

- **Ridgewater**
- **DCTC**
- **Hennepin Tech**



# Program support

## Communications and communities of practice

- AFSCME Safety Committee
- Conferences
- Safety Director calls
- College Lab Assistant Safety Team meetings

## Training

- Enterprise Learning Management (ELM) system
- Specialist develop and delivered – Online/In Person

## Plan and program checklists and templates

- Compliance (OSHA, MDH) – ex. Lockout Tagout program, hot work permits, hoist inspection checklists, etc.
- Best Practices
- Emerging needs

# Support initiatives

## Partnership:

- MnOSHA Consultation
- Construction Occupancy Protection Exposure (COPE) Visits

## Minnesota State:

- Campus Assistance Visits
  - Every campus receives a Safety, Environmental or Security focused visit annually
- Technical expertise provision
  - Chemical Monitoring
  - Environmental Permitting Advice
  - Regulation Application Interpretation
- Lead exercises and trainings
- Regulator contact and coordination

# MnOSHA consultation visits

## Program details:

- Visits are scheduled jointly by institution and system office
- Institution determines focus and scope
- Items identified by the OSHA consultants needing attention must be corrected
- No fines

## Lessons learned:

- OSHA 300 Log errors
- Electrical hazards
- Machine guarding
- Inspection documentation
- Blocked exits, panels and extinguishers



# Campus Assistance Visits

## Purpose:

- Assist institutions in identifying compliance and incident risks
- Gathering information on compliance status as a system
- Inform compliance program workplan and initiatives

## Goals:

- Reduced risk of safety and environmental incidents
- Improved compliance with regulatory standards
- Strengthen understanding of the compliance challenges and gaps throughout the system

# How do Assistance Visits work?

- Each institution receives a visit from a specialist annually
- Visits are coordinated with the campus Safety/Security Director
- Each visit has two parts
  - Review of applicable documents/records
  - Onsite visit – all or part of campus depending on need and time
- Visit reports are issued to the institution highlighting both positive observations and instances of non-compliance
- System office staff review results to identify trends and system wide gaps

# Assistance Visit Outcomes

## CY2022 findings and observations:

- Institution specific safety and environmental training
- Environmental reporting:
  - Timeliness
  - Accuracy and completeness
- Emergency Operations Plan:
  - Communications containing old/inaccurate information.

## Feedback on first year:

- Survey of Safety and Security Directors
- 4.6/5  feedback

# Challenges

## Institutional capacity

- **Wide breadth and depth of regulatory requirements and standards**
  - Have no scale – campus size doesn't matter
- **Not aligned with staff capacity or expertise**

## Variability in policies & programs across institutions

## Change Management

## Incident Reporting



# Plans for the Future

**Evaluate options for additional campus support focusing on Environmental compliance:**

- Shared Service
- Consulting Assistance

**Refine and execute the Campus Assistance Visit process**

**Develop additional tools and resources for campuses use**

- Templates, programs, programs, forms, training

**Exploring improved incident communication processes**

- Communication mechanisms, responsible parties, etc.





# MINNESOTA STATE

30 East 7th Street, Suite 350  
St. Paul, MN 55101-7804

Click to add text

651-201-1800

888-667-2848

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

This document is available in alternative formats to individuals with disabilities.

To request an alternate format, contact Human Resources at 651-201-1664.

Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

Minnesota State is an affirmative action, equal opportunity employer and educator.