Meeting Presentations
November 15-16, 2022

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

November 15, 2022

Academic and Student Affairs

The Pandemic Impact on Teaching and Learning

Digital Transformation in Minnesota State

Redesign of the educational delivery model

Metro State University

*The pandemic's impact felt revolutionary, in part because it revealed workplace capacity for change. Most notably, the **pandemic accelerated digital learning transformation** (skills, competencies, confidence) and **reset expectations** about how faculty and staff engage with students and with one another.*
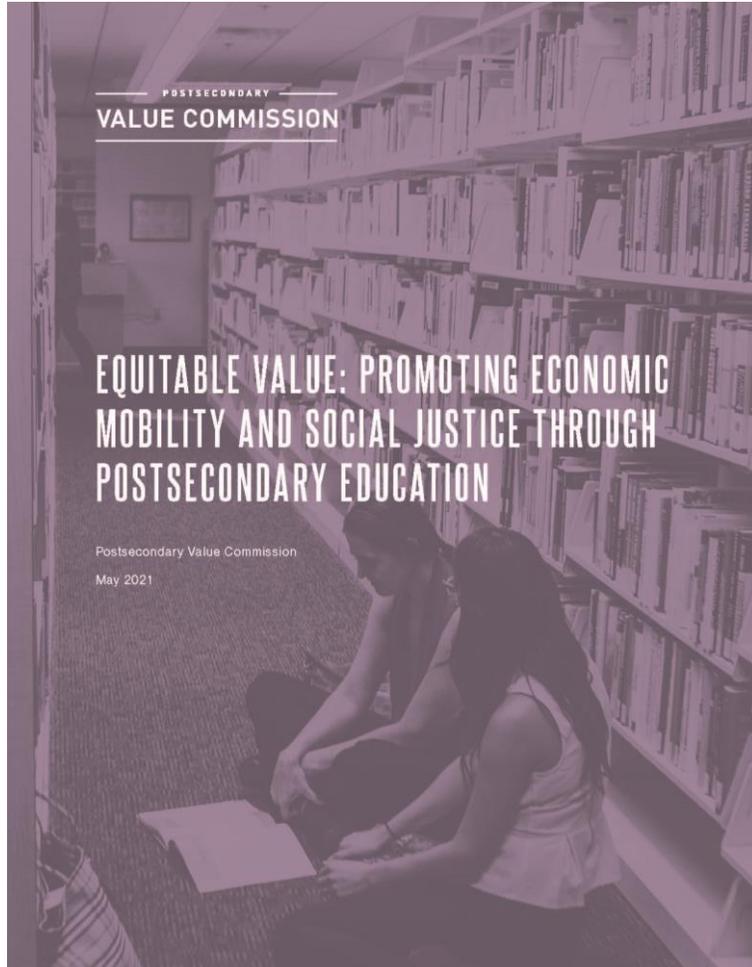
Pandemic Impact on Teaching and Learning

Julia Tulke, CC BY-NC-SA 2.0 via Flickr

RACISM IS A PANDEMIC TOO
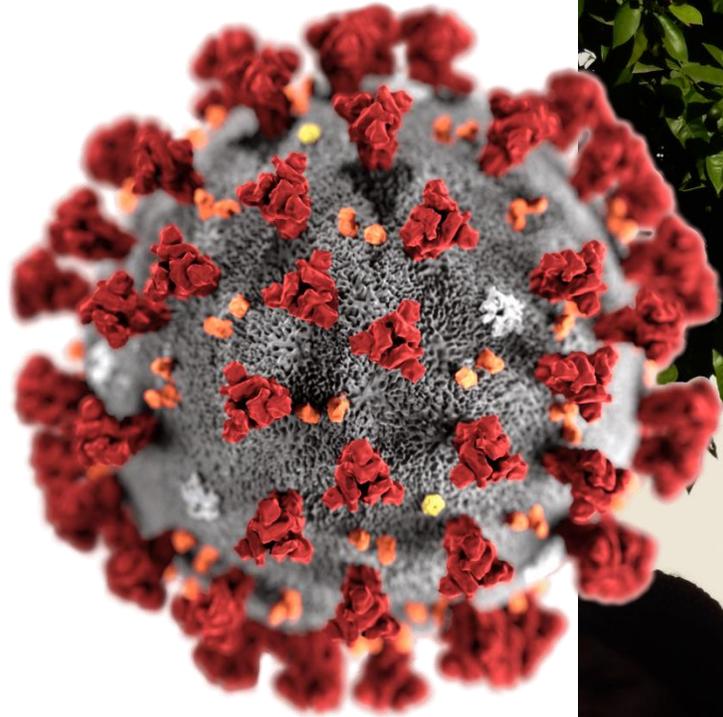
Equitable Value: Promoting Economic Mobility and Social Justice

"Postsecondary education can offer individuals the opportunity to earn a livable wage and build a better life for themselves and their family, while also fostering a healthier and more democratic society."

"...an economic and moral imperative"

- Chancellor Malhotra

Equitable Value: Promoting Economic Mobility and Social Justice - Value

Equitable Value: Promoting Economic Mobility and Social Justice, pg 31

Academic and Student Affairs Plan Aligned with FY22 Chancellor's Workplan – Primary Areas Discussed

Program Review and Quality Assurance

Strategic Enrollment Management

Student Basic Needs

Mental Health Services and Resources

Redesign educational delivery model (digital learning transformation)

Equity by Design

Equity Scorecard

Systemwide Campus Climate Assessment

Enhancing Access to Data and Data Analytics

Workforce and Economic Development

Recruitment and Retention of Faculty and Staff

Human Resources Shared Services

Financial Allocation Review and Financial Monitoring

NextGen Implementation

Expansion of Philanthropic Efforts to Support Student Success

Advancing Enterprise Risk Management Model

Student Success & Equity

Data Democratization

Workforce and Economic Development

Technology Solutions

Organizational Effectiveness

MINNESOTA STATE

Academic and Student Affairs Plan Aligned with FY22 Chancellor's Workplan – Secondary Items Discussed

	Student Success & Equity	Data Democratization	Technology Solutions
Program Review and Quality Assurance			
Strategic Enrollment Management	■	■	
Student Basic Needs	■		
Mental Health Services and Resources	■		
Redesign educational delivery model (digital learning transformation)	■		■
Equity by Design			
Equity Scorecard			
Systemwide Campus Climate Assessment			
Enhancing Access to Data and Data Analytics			
Workforce and Economic Development			
Recruitment and Retention of Faculty and Staff			
Human Resources Shared Services			
Financial Allocation Review and Financial Monitoring			
NextGen Implementation			
Expansion of Philanthropic Efforts to Support Student Success			
Advancing Enterprise Risk Management Model			

Legend:
- ■ Student Success & Equity
- ■ Data Democratization
- ■ Workforce and Economic Development
- ■ Technology Solutions
- ■ Organizational Effectiveness

MINNESOTA STATE

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Academic and Student Affairs Plan (2022-2025) – All Areas

Key Principle #1: Strategic Enrollment Management

Basic Needs

Mental Health

System SEM

MYCPL

Transfer Pathways

Online Programming

Key Principle #3: Innovation and Evolution

Innovating & Collaborating Toward Equity 2030

Open Educational Resources (OERs)

Equity by Design

Z-Degrees

NextGen Workday

Key Principle #2: Minnesota State Guided Learning Pathways

Program Review and Quality Assurance

Regional and Specialized Accreditation

Tackling Transfer

Lower General Education Redesign

Developmental Education

Transfer Pathways

Basic Needs

Mental Health

Early Access

Degree Audit & Student Academic Planning

SUCCESS Pilot Program

Comprehensive Orientation

Academic and Student Affairs Plan (2022-2025) – Primary Areas Discussed

Key Principle #1: Strategic Enrollment Management

Basic Needs

Mental Health

System SEM

MYCPL

Transfer Pathways

Online Programming

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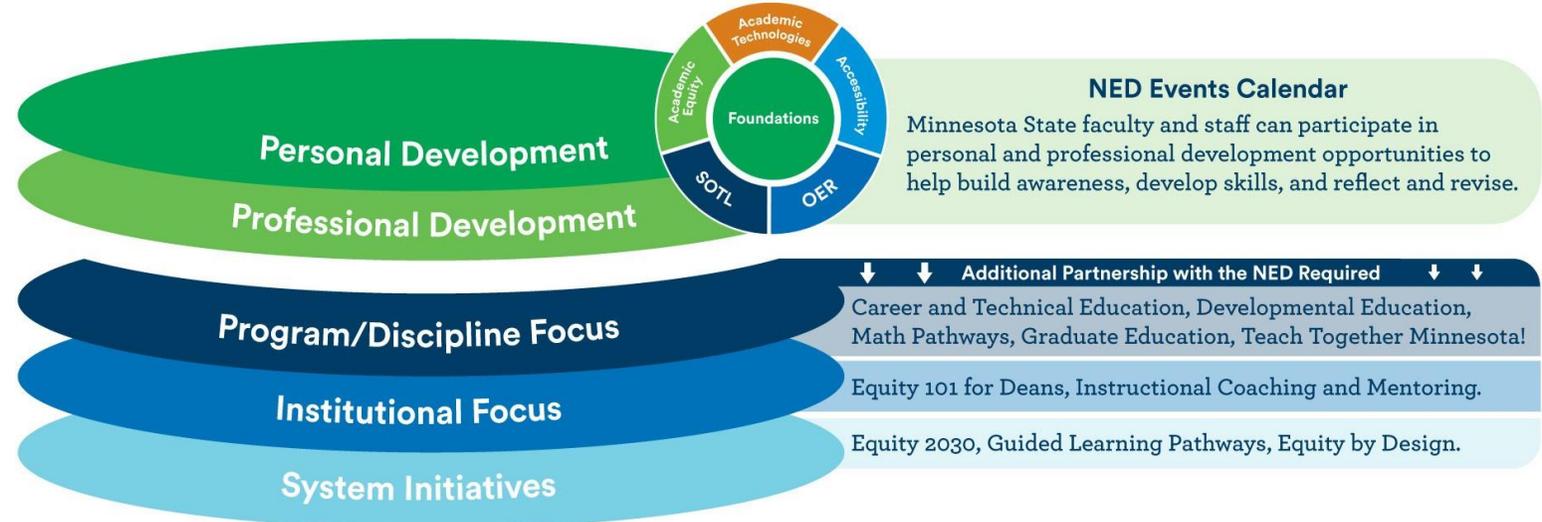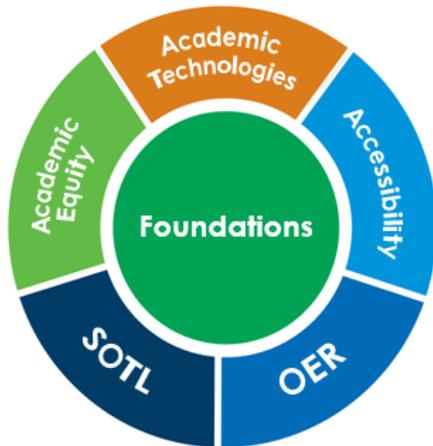Comprehensive Orientation

MINNESOTA STATE

Leveraging our Existing Systemness

Organizational Technologies

Student Services

Educational Development

NED Events Calendar
Minnesota State faculty and staff can participate in personal and professional development opportunities to help build awareness, develop skills, and reflect and revise.

Additional Partnership with the NED Required

Career and Technical Education, Developmental Education, Math Pathways, Graduate Education, Teach Together Minnesota!

Equity 101 for Deans, Instructional Coaching and Mentoring.

Equity 2030, Guided Learning Pathways, Equity by Design.

Educational Development and Technologies Unit

Educational Development and Technologies

- Network for Educational Development (NED) including webinars, facilitated short courses, learning communities and more

- GEER Grant - Teach Together Minnesota Conference and related faculty learning communities focused on culturally responsive pedagogy

- Online Education (Quality Improvement Process)

- Educational Technology Tools including D2L Brightspace, Zoom, Kaltura MediaSpace, Packback, H5P

- Digital Accessibility

- Campus Academic Tech Teams

Student Success Technologies & Resources

- Online Tutoring Subscription (Tutor.com)

- Degree Audit and Graduation Planning

- Transfer Support Tools including Transferology and TES

- MnPALS including libraries and related resources

- Open Educational Resources (OERs) and Z-Degrees

- OPE FIPSE Grant - Open Textbook Pilot (Teacher Education)

- Workday - Student Module

- Master Contracts – CRM, Online Proctoring, etc.

Digital Transformation in Higher Education
Redesign of the educational delivery model
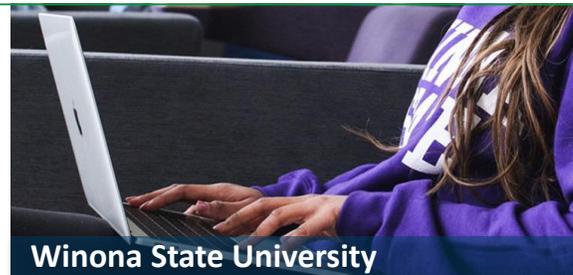
Example 1
Student Services

Minnesota State University, Mankato

System SEM

Basic Needs

Mental Health

Example 2
Student Academic Planning

Hennepin Technical College

Degree Audit & Student Academic Planning

Transfer Pathways

NextGen Workday

Example 3
Course Resources

Winona State University

Open Educational Resources (OERs)

Z-Degrees

Culturally Fluent Resources and Courses

Example 4
Transfer

Ridgewater College

Online Programing

Transfer Pathways

NextGen Workday

Winona State University

Northwest Technical College

Come visit us during our normal business hours
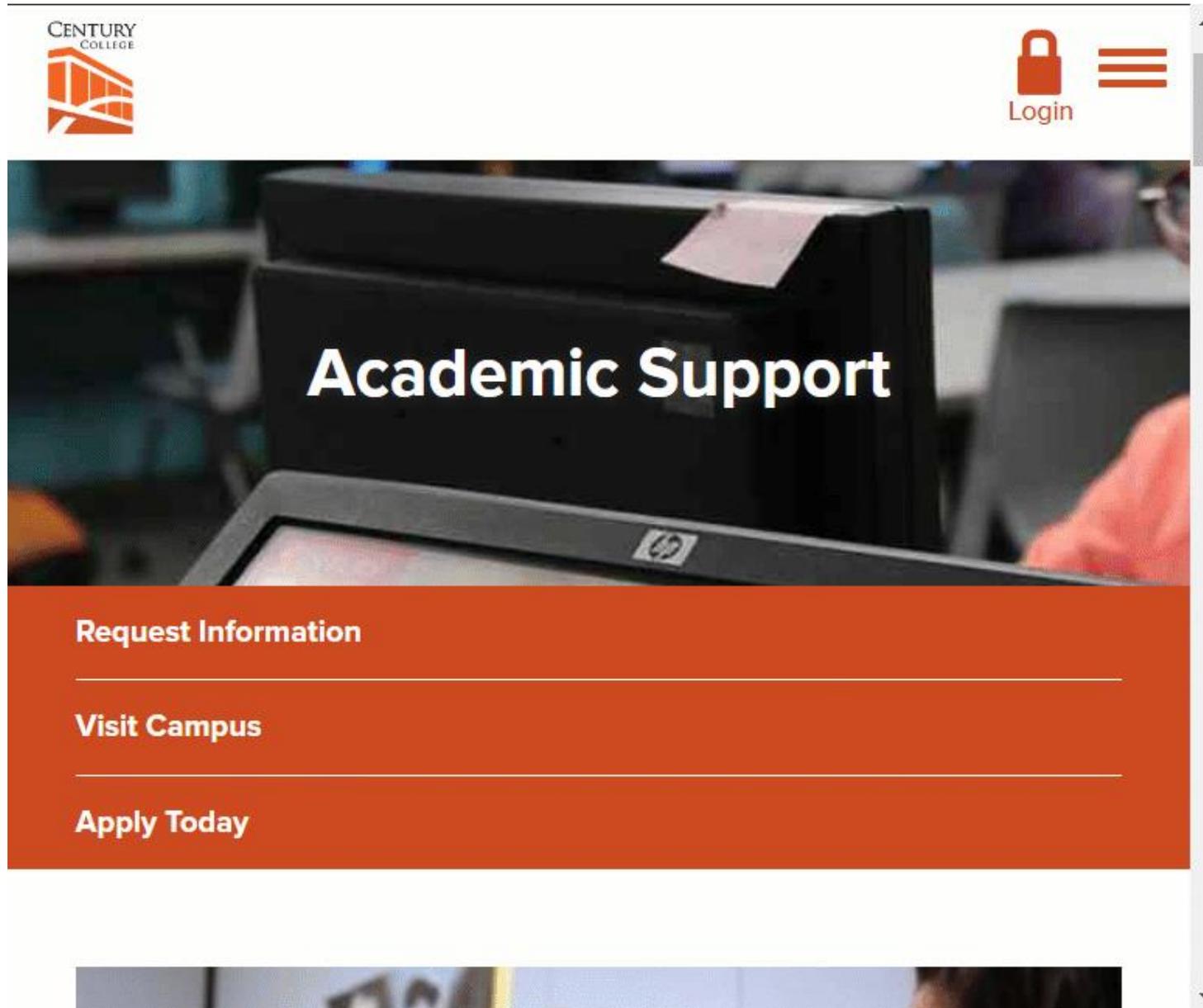
211 Basic Needs Resource Hub

Century College and Minnesota State have partnered with United Way 211 to establish a statewide basic needs resource hub. The basic needs resource hub provides Century College students access to basic needs resources and support available on campus and in the community via phone, text, or chat 24 hours a day and 7 days a week.

☑ United Way 211 provides free and confidential health and human services information. They are available 24 hours a day, seven days a week to connect you with the resources and information you need. If you're looking for information about services available in your community for you or a loved one, they can help.

Text MNHELP to 898-211(TXT211) or call 211 (toll free at 1-800-543-7709) to speak with one of their highly trained information and referral specialists. Your call is completely confidential, and they have call menus in English, Spanish, and Hmong. Interpreters are also available for any language.

☑ Visit the 211 website to learn more or to explore resources and support that may be available.

To search the 211 database of basic needs resources online, please visit the ☑ student basic needs website.

A animated image from Normandale Community College shows a user visiting a site to schedule an appointment for a number of student services including admissions, advising, tutoring, and writing center. The users selects admissions and is presented with the option of scheduling an in-person or virtual appointment. The user selects a virtual appointment and is presented with three different advisors to meet. The user selects an advisor and an image and a short biography of the advisor is displayed.

Winona State University
Undergraduate Catalog
2004-2006

CONTENTS

UNDERGRADUATE CATALOG 2004 - 2006

WINONA STATE UNIVERSITY | WINONA, MINNESOTA

Minnesota State Colleges and Universities (MnSCU)

MINNESOTA STATE

Winona State University
Undergraduate Catalog
2004-2006

```
************************************************************
                      DEGREE AUDIT LEGEND
Green Check: Requirement Met      Red X: Requirement Not Met
Z    Enrolled in Course            IP   In Progress
P    Pass                          NC   No Credit
+    Area Completed                -    Area Not Completed
>S   Credits Split                 >R   Course Is Repeatable
X    Course Has Been Repeated      RP   Repeated Course
T    Transfer Work                 TR   Combined Grades
OK   Requirement Met               NO   Requirement Not Met
L    Studio Lab                    CR   Credit(s)
US   University Studies Programs   AP   Advanced Placement
RM   Requirement Modification      XP   Awaiting Evaluation
SH   Semester Hours
>D   Course is Being Repeated and original GPA is retained
     Until New Grade is Posted.
************************************************************
TRANSFER OF CREDIT: ONCE TRANSFER HAS BEEN EVALUATED,
COURSES AND THEIR EQUIVALENCIES SHOULD APPEAR ON THIS
REPORT. IF YOU HAVE QUESTIONS ABOUT TRANSFER DECISIONS,
PLEASE CONTACT admissions@winona.edu. INFORMATION ABOUT
YOUR RIGHT TO APPEAL TRANSFER DECISIONS AT THE UNIVERSITY
AND MNSCU SYSTEM LEVEL CAN BE FOUND AT:
```

```
PHED1540,1554,1574,1604,1606,1608,1754,1784,1814,1840,
PHED1854,1890  PSY 1010  SPCM1100(THROUGH F 15),2100,
SPCM2800  ****1959 OR 2959
```

✗ ++

COMPUTER SCIENCE MAJOR, BS
MUST COMPLETE ALL AREAS WITH A TOTAL OF AT LEAST 60
SEMESTER CREDITS AND A 2.25 GPA

```
        EARNED:  0.00 CREDITS
  -->  NEED:   60.00 CREDITS                    2.25 GPA
```

✗ Additional requirement: Successful completion of the degree
requires students to earn 15 credits from areas I and II
at the 3000/4000 level while in residence at BSU.

I REQUIRED CORE COURSES

```
  -  1) COMPLETE THE FOLLOWING COURSE:
         NEED:        1 SET
         COURSE LIST: CS  1309,1107 & 1108

  -  2) COMPLETE THE FOLLOWING COURSES:
         NEED:        5 COURSES
         COURSE LIST: CS  2321,2322,2810,3528,4390
```

✗ **II REQUIRED ELECTIVES**
Select 21 credits from among the following courses, with
at least 3 courses from Section A and 3 courses from
Section B.

Note: Courses may have prerequisites either not included
or not required in this major.

Degree Audit Track your progress toward completion

Planner Stay on your path and complete on time

Schedule Builder Create your optimized schedule
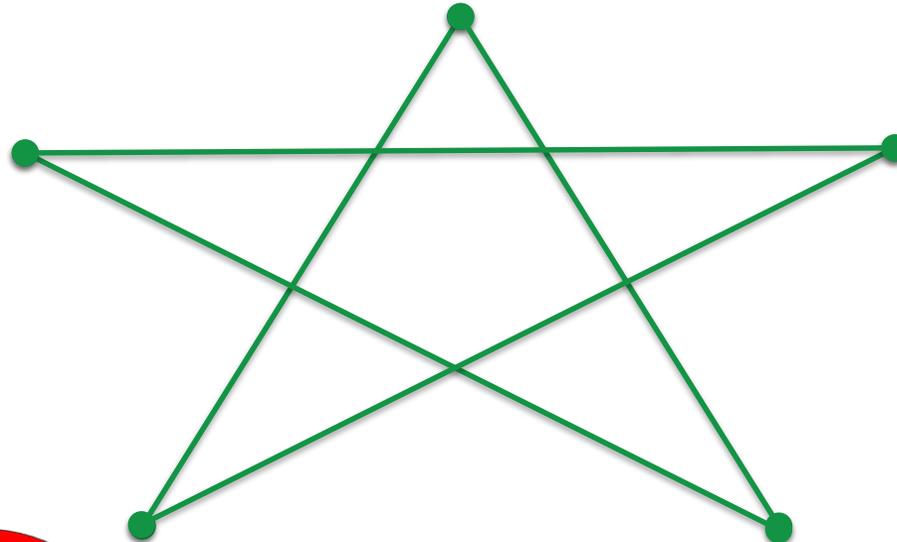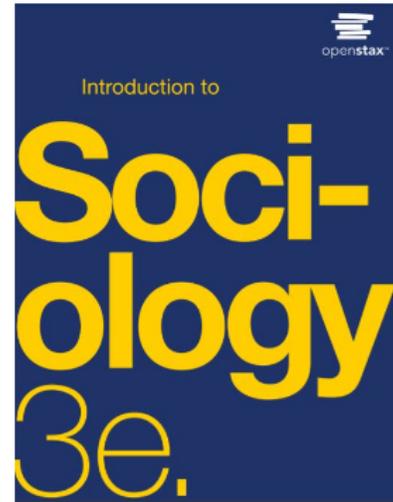
Introduction to Sociology - 3e

Copyright Year: 2015

Contributors: Conerly, Holmes, and Tamang

Publisher: OpenStax

License: CC BY

Introduction to Sociology 3e aligns to the topics and objectives of many introductory sociology courses. It is arranged in a manner that provides foundational sociological theories and contexts, then progresses through various aspects of human and societal interactions. The new edition is focused on driving meaningful and memorable learning experiences related to critical thinking about society and culture. The text includes comprehensive coverage of core concepts, discussions and data relevant to a diverse audience, and features that draw learners into the discipline in powerful and personal ways. Overall, Introduction to Sociology 3e aims to center the course and discipline as crucial elements for understanding relationships, society, and civic engagement; the authors seek to lay the foundation for students to apply what they learn throughout their lives and careers.

★★★★⯪

(60 reviews)
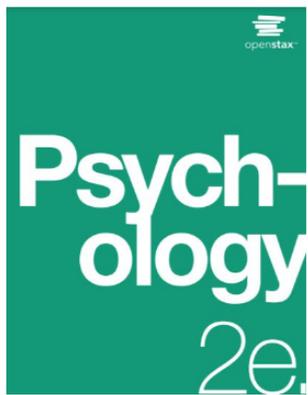
Psychology -

Copyright Year: 2014

Contributors: Spielm

Publisher: OpenStax

License: CC BY

Psychology 2e is des
introduction to psychology course. The book offers a comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. Psychology incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.

★★★★⯪

(41 reviews)

READ MORE ››

Open Textbook Library

Z-DEGREE PROJECT

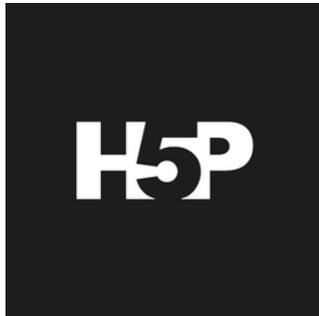## DEGREES WITH ZERO-COST COURSE RESOURCES

MINNESOTA STATE
Opendora

Textbook Cost   No cost for textbooks ⌄

An animated image shows a user navigating an open e-book created and hosted with Pressbooks. The navigates a page which displays text, diagrams, and interactive elements. The user stops on an interactive activity created with the tool, H5P.

PB PRESSBOOKS

H5P

Human Nutrition: 2020 Edition authored by the Food Science and Human Nutrition Program and Human Nutrition Program at the University of Hawaiʻi at Mānoa. The book is licensed under CC BY-NC-SA 4.0.

CONTENTS   HUMAN NUTRITION: 2020 EDITION

Introduction

UNIVERSITY OF HAWAIʻI AT MĀNOA FOOD SCIENCE AND HUMAN NUTRITION PROGRAM AND HUMAN NUTRITION PROGRAM

I ola no ke kino i ka māʻona o ka ʻōpū

The body enjoys health when the stomach is full

← Previous: Types of Scientific Studies

Next: Basic Biology, Anatomy, and Physiology →

Transfer Basics | Transfer Planning | Application Process | Financial Aid | Student Services | Links

TRANSFER PLANNING

Transfer Action Plan

Transferology

Transfer Guides

Transfer Websites

Mn Transfer Curriculum - MnTC

MnTC Course and Goal Lists

Transfer Agreements

Other Types of Transfer Credit

Students: Transfer Planning: MnTC

Minnesota Transfer Curriculum (MnTC)

This **sample** program will help you understand the Minnesota Transfer Curriculum (MnTC). Each institution within the Minnesota State Colleges and Universities (MnSCU) system certifies the courses for the ten goal areas within the MnTC; **their MnTC requirements may deviate from this sample program.** You choose courses in each goal area as required by the institution where you are intending to complete the MnTC. To complete the entire MnTC, you must earn a minimum of 40 credits in the ten goal areas, as well as the requirements for each of the goal areas. Passing grades (A-D) for MnTC courses apply including transfer courses; however, a cumulative MnTC GPA of 2.0 is required to complete the entire 40 credit package. There may be specific MnTC courses that require a minimum grade.

Note: Beginning January 1, 2002, all MnTC courses, goal areas, and completed MnTC

Minnesota North College

*Beginning January 1, 2002, all MnTC courses, goal areas, and completed MnTC (40 credits) offered by the MNSCU institutions must transfer to other MNSCU institutions into the goal areas as designated by **original** sending institution.*

Campus Links

Registration Instructions

Textbooks

College Calendar

Course Outlines

Student Records

Saint Paul College

235 Marshall Ave.
Saint Paul, MN 55102

Phone:

< Search

Searc

<< first   < prev   **1**   next >   last >>   Showing courses 1 - 46 of 46

Add	Equivalent	Waitlist	ID #	Subj▲	#	Sec	Title
⊕	🔍	✎	000035	BIOL	1471	91	**Medical Terminology**
⊕					:5	01	**Environmental Science**
⊕			000036	BIOL	1725	60	**Environmental Science**
⊕	🔍	✎	000040	BIOL	1725	91	**Environmental Science**

Find Equivalent Courses

ollege in Spring 2023 (Jan - May)

rily equivalent in both directions. The courses below transfer TO the college or
ransfer to other participating colleges or universities, you can search

irement, it is best to check with your academic advisor to ensure that the

Display   ⦿ Open Courses Only   ◯ Wait List Courses Only   ◯ All Courses

College/University   Anoka Technical College / Anoka-Ramsey Community College

Delivery Method   All

MN Transfer Curriculum Goal

Anoka Technical College

HLTH 1040 - Medical Terminology - 2 credits   Course Description
                                                   Section Availability

Anoka-Ramsey Community College

BIOL 1102 - Medical Terminology - 2 credits   Course Description
                                                   Section Availability

MINNESOTA STATE

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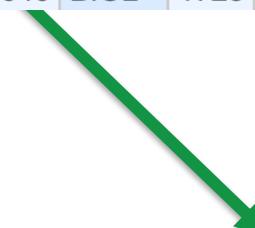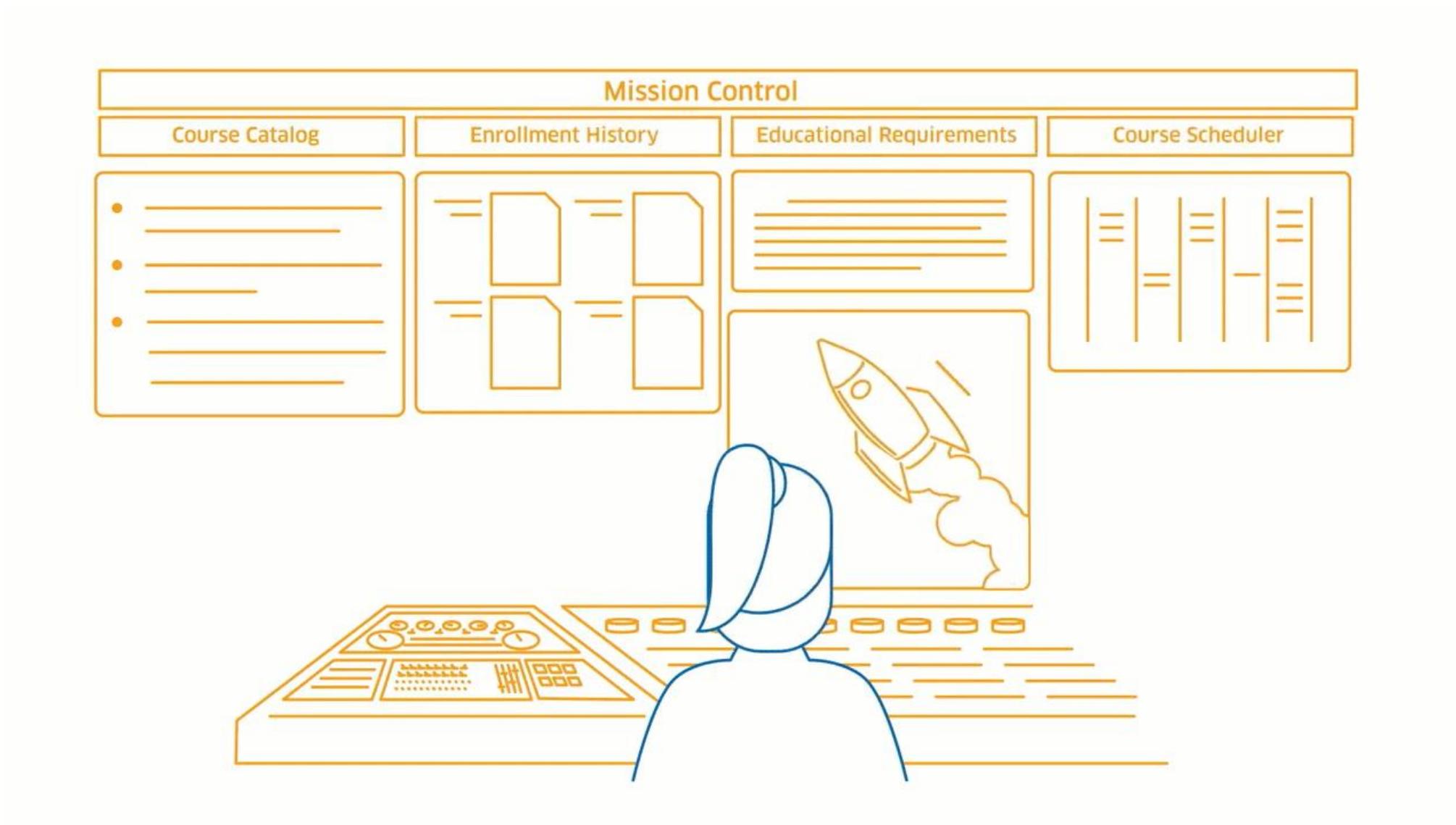
An animated image from Workday shows proposed functions expected for students using the Workday student module.

Consortia of Online Courses
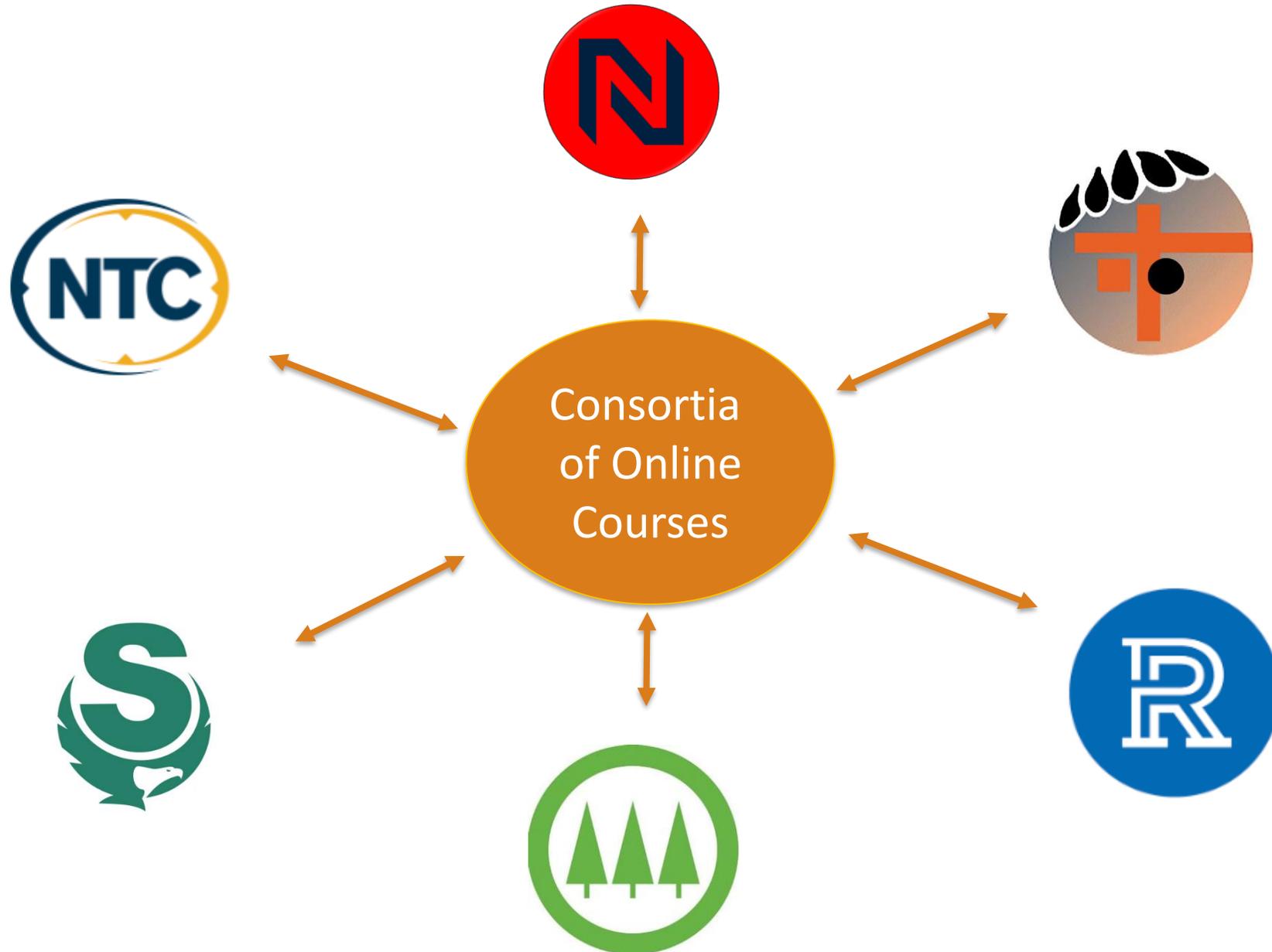
Equitable Value: Promoting Economic Mobility and Social Justice

Equitable Value: Promoting Economic Mobility and Social Justice, pg 31

Institutional leaders, federal and state policymakers, and other stakeholders deliver:

Value for Students
By equitably promoting their economic mobility, ensuring opportunity to build wealth, and improving individuals' wellbeing and academic, civic, and social engagement.

Value for Society
By equitably increasing attainment to expand the nation's public economic resources, improve public health and security, and promote civic engagement and empowerment.

MINNESOTA STATE

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Leadership Action Team Digital Transformation

As the colleges and universities of Minnesota State consider what digital transformation might look like, discuss the following questions.

EXAMPLE 1: STUDENT SERVICES
EXAMPLE 2: STUDENT ACADEMIC PLANNING
EXAMPLE 3: COURSE RESOURCES
EXAMPLE 4: TRANSFER

1. At your institution, what does post-pandemic teaching and learning look like and what role does digital learning transformation play?

2. What changes will be most beneficial to sustain organizational effectiveness and support an inclusive ethos?

November 2022
System Office

Transfer: Myths, Facts and Policies

**ASA Board of Trustees
Committee Meeting**

MINNESOTA STATE

Roadmap/Agenda

Types of Transfer

Strategic Enrollment Management Strategies that Support Transfer

Transfer Myths, Facts and Policies

Transfer Advisement

MINNESOTA STATE

Transfer is Critical to Student Success

2016

Transfer Pathways Implementation

2018

Tackling Transfer Project

2019

Minnesota State Guided Learning Pathways

2021-2022

Digital Transformation in support of Transfer

MINNESOTA STATE

3
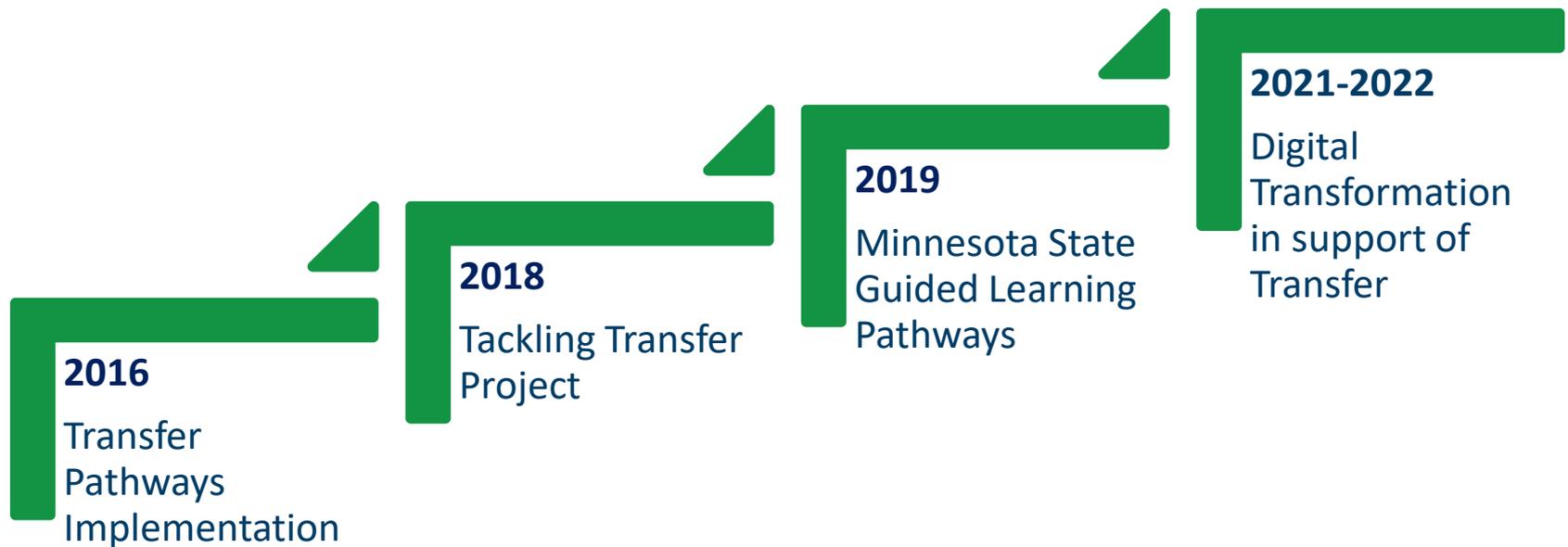
MYTH:

Minnesota State transfer is "broken"

FACT:

Minnesota State is similar to national transfer data rates and trends, but there is MORE work to be done

National Transfer Data
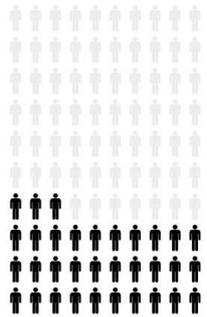
33% of community college students transfer to a four-year institution

14% of community college students earn a bachelor's degree within 6 years

Minnesota Transfer Data
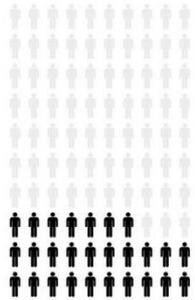
27.5% of community college students transfer to a Minnesota State University
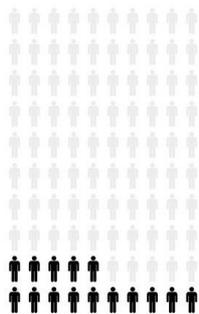
15% of full-time college students who intend to transfer completed a baccalaureate degree

In FY2020, 19,667 Minnesota State College students transferred to a four-year. 5,865 of these students transferred to a Minnesota State University in FY2020. 13,802 of these students transferred to some other 4-year College or University.

FY2020 Minnesota State College Students transferred to…

Minnesota State U
9% Metropolitan State U
6% MSU Mankato
5% St. Cloud State U
3% Winona State U
3% Bemidji State U
2% MSU Moorhead
2% Southwest MSU

30% (5,865)

70% (13,802)
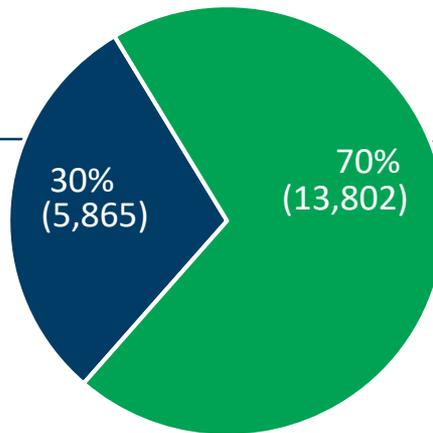
Other 4-Year
15% MN Private Not-for-Profit
12% U of M, Twin Cities
8% MN Private For-Profit
5% Wisconsin
4% U of M, Greater MN
4% North Dakota
3% Iowa
1% South Dakota
18% Other

MINNESOTA STATE

MYTH: There is only one path to transfer and our students only take one path in transferring in course credits

FACT:

There are multiple paths to Transfer and transferring in credits

1st Path to Transfer: Reverse Transfer

Reverse Transfer is the process of transferring a student's university coursework back to a previously attended community college in order to award the student an Associate of Arts (AA) degree.

Credit When Its Due increased conferral of AA degrees

In 2015, Minnesota State began a process of sustainable Reverse Transfer review process.

Since 2015, 2,847 AA degrees have been awarded to students through the Reverse Transfer Process.

2nd Path to Transfer: Transfer Agreements

- Formal transfer agreements (formerly known as articulation agreements) between two or more colleges and universities allow a "receiving" school to accept transfer credits from another school toward a specific academic program.

- Transfer Agreements can be found at **Minnesota Transfer**

- Broad Field Agreements:
  - **Engineering**
  - **Health Sciences (Addendum)**
  - **Nursing**

3rd Path to Transfer: Tribal College Agreements

- Minnesota State and the [four tribal colleges](#) of Minnesota have developed a partnership that paves the way for seamless transfer between the 2-year tribal colleges and any of the seven Minnesota State universities.

- **Tribal Colleges**:
    - Fond du Lac Tribal and Community College
    - Leech Lake Tribal College
    - Red Lake Nation College
    - White Earth Tribal and Community College

4th Path to Transfer: Military Training Credits

- Minnesota State uses the **Veterans Education Transfer System** (VETS) to find out how a student's military training and experience transfers into academic programs at Minnesota State Colleges and Universities.

- VETS was created by the Minnesota State.

- VETS is an online application that helps past, present and future servicemen and servicewomen determine how their military training can count for credit at Minnesota State colleges and universities.

5th Path to Transfer: Dual Credit

- **Traditional PSEO:** Students who are enrolled in courses at the college/university or online and for which the college/university is reimbursed by the Minnesota Department of Education (MDE).

- **PSEO by Contract/Other:** Students who are enrolled in courses at the college/university or online via an agreement between the college/university and a school board or governing body covers the costs of PSEO courses.

- **Concurrent Enrollment PSEO:** Students who are enrolled in a college or university course taught by a high school instructor made available through the PSEO program offered at a high school site or online through an agreement between the high school/school district and the college/university for which school districts and charter schools are reimbursed from MDE.

NACEP

Transfer and Equity 2030

We served over 46,000 students in 2021 and more students of color in our concurrent enrollment programming than anyone else in the state.

- Total of 46,279 Students

- 8,513 students of color

Equity 2030

- Enhanced Access
- Academic Success
- Student Engagement
- Evidence-based
- Financial Resources
- Workforce and Talent Diversity
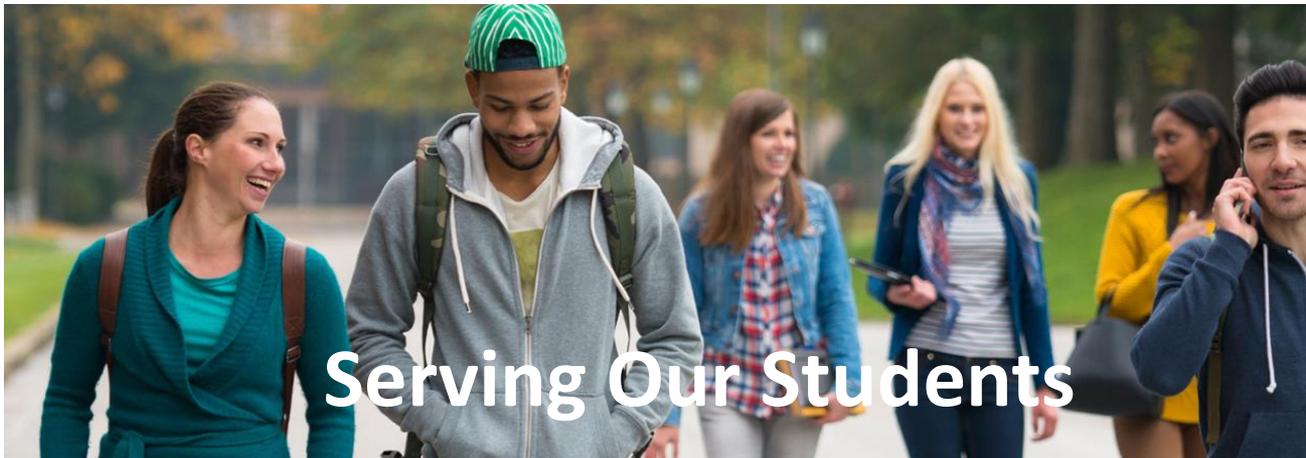
Serving Our Students

MINNESOTA STATE

Course Success Rates by PSEO Category and Race/Ethnicity Category

BIPOC students successfully completing PSEO courses:

- Concurrent PSEO
  - Remained relatively stable between FY13 and FY21 with an average **over 93%**
  - Dropped 1.3% between FY20 and FY21 (from 95.0% to 93.7%)

- Traditional PSEO
  - Remained relatively stable between FY13 and FY21 with an average **over 87%**
  - Dropped 1.4% between FY20 and FY21 (from 88.9% to 87.5%)

- PSEO by Contract
  - Decreased 2.4% between FY13 and FY21 (Began offering less PSEO by Contract)
  - Dropped 1.1% between FY20 and FY21 (from 89.5% to 88.4%)

Strategic Enrollment Management: Priority Paths to Transfer

6th Path to Transfer: Transfer Pathways

Curriculum Framework: Minnesota State **Transfer Pathways** allow a student to complete one of the 26- discipline transfer pathway associate degree programs and transfer to any of the Minnesota State universities.

Implementation: Minnesota State colleges offering one or more Transfer Pathway degree programs were required to offer the degree by fall 2020.

Minnesota State universities that have related degrees are required to designate baccalaureate degrees that align with the Transfer Pathway associate degree programs.

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

Subpart D. Transfer Pathway Associate Degrees
Minnesota State universities shall accept and apply the transfer pathway associate degrees from Minnesota State colleges toward designated baccalaureate degrees.

Data Trends for Transfer Pathways

Students enrolled at Minnesota State Colleges in an associate's degree designed for transfer

	FY2018	FY2019	FY2020	FY2021	FY2022
Transfer Pathway Associates	2.2%	8.5%	15.5%	19.5%	21.4%
AA, AFA, AS	97.8%	91.5%	84.5%	80.5%	78.6%

Legend: ■ AA, AFA, AS ■ Transfer Pathway Associates
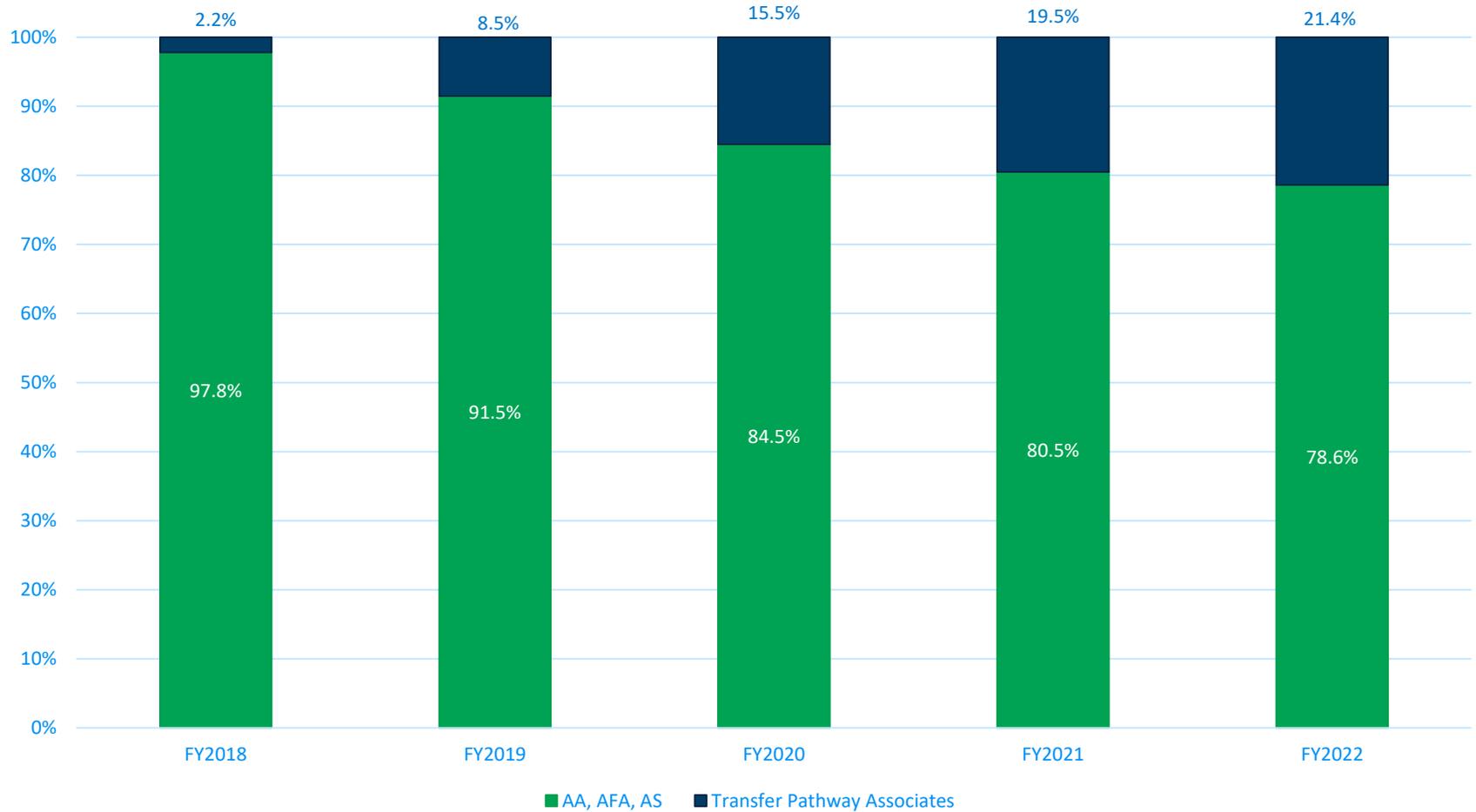
Data Trends for Transfer Pathways

Trend in Average Excess Credits at Completion

	FY2019	FY2020	FY2021	FY2022
AA, AFA, AS	23.4	23.2	22.8	22.2
Transfer Pathway	25.1	22.9	22.3	20.9

■ AA, AFA, AS ■ Transfer Pathway

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21
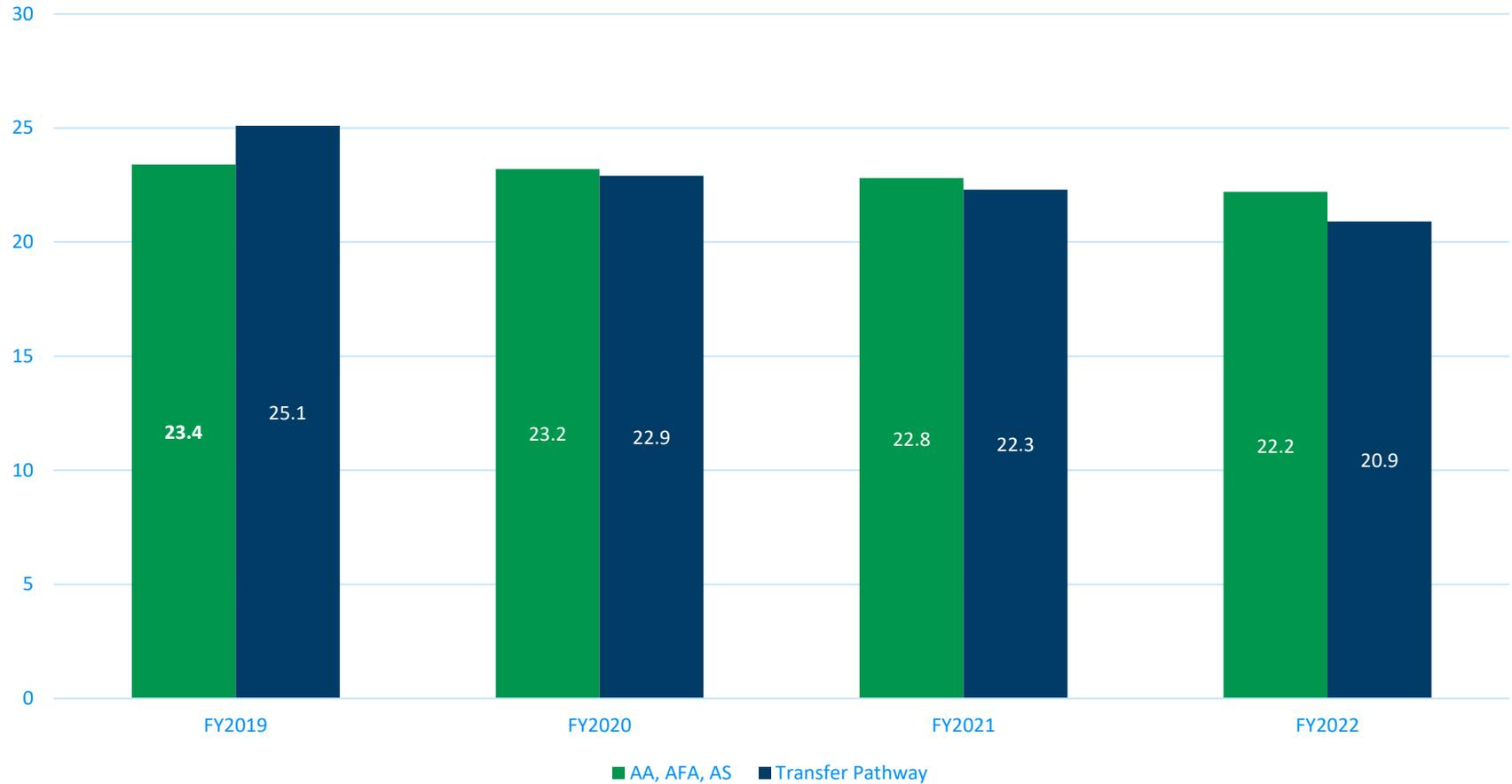
Path to Transfer: Minnesota Transfer Curriculum (MnTC)

Minnesota State universities have committed to **guarantee admission** to Minnesota State college students who complete the Minnesota Transfer Curriculum and earn a minimum GPA in an associate of arts degree—a student will start at their university of choice as a junior.

This admissions guarantee ensures that students can seamlessly and reliably transfer from Minnesota State colleges to Minnesota State universities

The **Minnesota Transfer Curriculum** is a framework for students completing an associate's degree or planning to transfer from a two-year public college to a four-year public university in Minnesota.

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

Part 7. Minnesota Transfer Curriculum (MnTC)
The Minnesota Transfer Curriculum is a collaborative effort among all Minnesota two- and four-year public colleges and universities to help students transfer their work in general education. Completion of a defined transfer curriculum at one college or university enables a student to receive credit for all lower-division general education courses upon admission to any other Minnesota public college or university.

Subpart B. Acceptance of Minnesota Transfer Curriculum
Each receiving college and university shall accept:

a Minnesota Transfer Curriculum course, goal area, or the entire completed curriculum as determined and documented by the sending college or university transcript and/or MnTC Audit, or

the entire completed Minnesota Transfer Curriculum as determined and documented by the completion of liberal education requirements at the University of Minnesota.

MYTH:

Students' courses are not being accepted in transfer.

FACT:

Students' courses are accepted in transfer and can be applied in three categories:

- Major course
- Elective course
- MnTC required competency

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

Subpart A. Transfer of courses that are equivalent
A receiving college or university shall accept courses in transfer that it determines to be equivalent to specific courses it offers and shall enter them into the degree audit reporting system.

Subpart B. Transfer of courses that are not equivalent
College-level courses accepted in transfer by a college or university that are determined not to be equivalent to specific courses taught at the receiving college or university must be designated as electives and entered into the degree audit reporting system.

Subpart C. Applying courses accepted in transfer
When courses or credits are accepted in transfer, each college or university shall determine how the courses or credits apply to program and graduation requirements.

MYTH:

One faculty at an institution can unilaterally prohibit a course to be accepted in transfer.

FACT:

Faculty at Minnesota State colleges and universities collaborate to support transfer through increased course equivalencies.

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

Part 4. Course Equivalencies
The faculty at receiving colleges and universities determine course equivalencies.

Electives: Courses accepted in transfer that do not meet a course equivalency are electives applied to graduation credit requirements. Electives may or may not apply as a major or program elective.

Equivalent Courses
A course from a sending college or university that is at least 75% comparable in learning outcomes and content to a course at the receiving college or university.

- Upon request by the sending faculty at a Minnesota State college or university, the receiving college or university faculty shall provide a rationale to explain why a course is not deemed equivalent.

Faculty Advisement in Support of Transfer

Transfer vs. Substitution

- Credits might transfer but not substitute for similar courses

What do faculty consider when we transfer/substitute courses?

Where is it coming from?

- Transfer within Minnesota State is relatively easy
- Tougher when coming from for-profit or international institution

Graduation Requirements

- Ex. Writing intensive courses
- Content is not always sole decider of equivalency

Other accreditation standards

- Need to meet certain learning outcomes, sometimes with certain equipment, etc.

Possible Faculty Actions to Assist with Transfer

- Discipline meetings across the System– All Math faculty or all Sociologists

MYTH:

Students do not have any recourse if they believe their course should transfer or transfer differently at the receiving institution.

FACT:

ALL students can appeal any course they perceive should transfer or transfer differently through the Transfer Appeal Process

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

Part 8. Transfer Appeals
Each college or university shall establish an appeal process titled "Transfer Appeal" in its transfer policy for students to appeal course and credit transfer decisions. When providing students with a transfer evaluation, colleges and universities shall also provide information about a student's right to appeal, including next steps to continue the appeal. Each college and university shall retain records of all transfer appeals.

System Level Transfer Appeals

- The Transfer Review and Appeal tool provides an electronic method for students to request a review of course/credit transfer questions and course transfer denials.

- Students are able to provide transfer data, identify missing transfer course work, upload syllabi and/or transcripts.

- This tool is designed to improve communication with students about how their courses transfer.

- This project aligns with the Minnesota States commitment to improving the student transfer experience by providing an efficient, consistent approach for responding to transfer reviews and appeals at Minnesota State colleges and universities.

- The system appeal is used only when the student is not satisfied with the college or university appeal decision. The final decision then rests with the Sr. Vice Chancellor for Academic and Student Affairs at Minnesota State.

Policy

3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

3.8 Student Complaints and Grievances, Part 8. Transfer Appeals
A student may appeal a colleges or university's final decision to the chancellor if the grievance involves a board policy, system procedure, the actions of a college or university president, an issue of institutional or program quality such as a colleges or university's compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practice. The decision of the chancellor is final and binding.

How Are Students Provided Transfer Information

- [Campus & Programs webpage](#)

- [Transfer Information Webpage](#)
  - Home page of Minnesota State websites in two areas
    - [Carlisle](#)
    - [Bottom page directory](#)

- "Ask US" (Autobot Help Desk)
- Advisement
- Course Catalogs

MYTH: Eliminating Barriers to transfer are not a priority for Minnesota State.

FACT:

Minnesota State is ACTIVELY working to eliminate contributing factors that cause barriers to transfer

Contributing Barriers to Transfer

Transfer Complexity
- Misalignment of the MnTC to meet our current transfer needs
- Differences within our Multiple transfer paths
- Transfer student orientation programs

Transfer Accountability
- Lack of common metrics that describe efficiency of transfer
- Lack of consistency in credit evaluations

Institutional Autonomy vs. Systemness and collaboration
- Lack of financial incentives to support transfer vs. traditional direct entrant student
- Opt-in versus Opt-out for reverse transfer

Potential Solutions

Leadership accountability measures for senior leaders to encourage transfer & transfer success

Support for student basic needs

Aligning math requirements across programs

Common course numbering

Staffing, especially advising / advisor load

Reducing transfer complexity within Minnesota State

Reduce MnTC variances and inconsistencies

Redesign of MnTC (Lower General Education)

Entering equivalencies in Transferology.

Improving credit evaluation consistency

Revisions to transfer student orientation programs
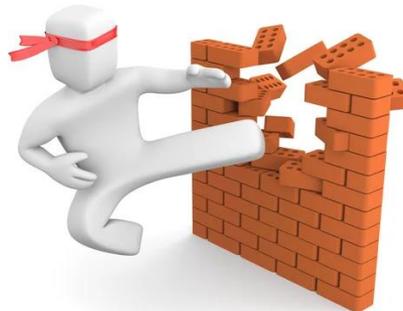
Leadership Action Teams (LATs)-

Shared responsibility for all Leadership Council members to engage and to lead

Create opportunities for deeper engagement in discussion around the most pressing topics

Initial areas outlined are where we would like to seek feedback/guidance from Leadership Council

LATs will take a deeper dive in these areas over the next few months; develop recommendations – which will then be brought back to the full LC – as part of our ongoing LC deliberations.

Pilot that we launch this year, evaluate, and make the necessary changes.

Membership: Leadership Action Teams

- Co-Chair Ed Inch, President, Minnesota State University Mankato

- Co-Chair, Pat Rogers, President, Lake Superior College

- Member, Joyce Ester, President Normandale Community College

- Member, Robbyn Wacker, President, St. Cloud State University

- Member, Hara Charlier, President, Central Lakes College

- Member, Kumara Jayasuriya, President, Southwest Minnesota State University

- Member, Craig Johnson, President, Ridgewater College

- System Office Liaison, Satasha Green-Stephen, Sr. Vice Chancellor

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LAT Recommendation #1: Transfer Pathways-APPROVED

Recommendation:

- Work with faculty communities of practice to review Transfer Pathways.

- Expand Transfer Pathways

- Review and remediate issues with education pathway programs.

LAT Recommendation #2: Communication and Training- APPROVED

Recommendation:

- ASA will develop a series of communications for institutions to ensure compliance with Board policy.

- ASA will update and revise the Transfer Pathways Campus Implementation Toolkit to support campuses in educating and advising students on transfer.

LAT Recommendation #3: Common Course Numbering- APPROVED

Recommendation:

- Common course numbering
  - The Transfer Governance Team will be convening a workgroup to research options. The workgroup's recommendations will be submitted to SVC Green-Stephen.

LAT Recommendation #4: Automatic e-transcript –APPROVED

Recommendation:

- Provide for this functionality in our NextGen implementation.

- In the short-term:

  - use existing e-transcript resources implemented in 2019

  - add to Minnesota State transfer toolkit resources about how to use existing technology e.g., uAchieve

LAT Recommendation #5: Monitoring and oversight of Transfer Pathways —**APPROVED**

Recommendation:

- Develop an accountability framework to ensure that Minnesota State continues to progress on improving transfer and to ensure our colleges and universities are in full compliance with board policy and our overall goals.
  - Transfer data by institution will be added to the Minnesota State external website.
  - Internal Audit reviewing compliance with Transfer Pathways. Will be presenting a report to the Board of Trustees Audit Committee

LAT Recommendation #6:
Review the MnTC and redesign of the lower division General Education —APPROVED

Recommendation:

- Create a workgroup to develop a process and parameters for re-envisioning the Minnesota State lower division general education curriculum.

Lower General Education Redesign

Purpose and Scope

- The ad hoc workgroup was convened between May 2022 and July 2022 and met bi-weekly.

- The workgroup was charged with developing a recommended process and parameters for re-envisioning the Minnesota State lower division general education curriculum.

- The scope of this workgroup was limited to lower division general education and its transfer across institutions.

- Upper division general education fell outside the scope of the workgroup, as it falls within the purview of individual universities.

Membership

The workgroup was co-led by Ron Anderson, previous SVC and the presidents (or designees) of the two teaching faculty associations.

Membership included the following:

Statewide MSCF president and designee	Statewide MSUAASF president and designee	Statewide IFO president and designee	College student representative	University student representative	One college president	One university president	Senior Vice Chancellor for Academic and Student Affairs	Associate Vice Chancellor for Academic Affairs

Redesign Framework Phases

There are **four** phases of this work:

Phase 1: Research and Parameter Development

Phase 2: Framework Development

Phase 3: Stakeholder Vetting and Campus Engagement

Phase 4: Curriculum Development and Implementation

Discussion- Q & A

MINNESOTA STATE

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Experience STEAM | Mall of America | August 10-14, 2022

EVENT OVERVIEW

NCAT created Experience STEAM to spark excitement in STEAM concepts, education, and careers. The event was brought to life through collaboration with **Minnesota State Colleges and Universities, National Science Foundation, and 59 other educational and corporate organizations.**

Experience STEAM was the largest activation for Mall of America's 30th Birthday Celebration. Activities included a **STEAM Carnival, student competitions, and cost-free pre-registered student camps and educator workshops.**

Experience STEAM facilitates **life changing opportunities** by connecting people to education through hands-on learning experiences advancing the **skilled technical workforce.**

THE WHY

The vision of Experience STEAM at Mall of America is to facilitate social and economic mobility through access to opportunities inspiring students to consider emerging technology and technician career fields.

WHO - PARTNERS & CONTRIBUTORS

Minnesota State - 13	NSF ATE Centers & Projects - 18	Corporate & Community Organizations - 24	Corporate Partner Funding - 6

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NORTHLAND COMMUNITY & TECHNICAL COLLEGE · **MINNESOTA STATE** Southern Agricultural Center of Excellence

MINNESOTA STATE Engineering Center of Excellence · **ST. CLOUD** TECHNICAL & COMMUNITY COLLEGE

Minnesota West COMMUNITY & TECHNICAL COLLEGE · **MINNESOTA STATE** Advanced Manufacturing Center of Excellence

MINNESOTA STATE Transportation Center of Excellence · **Fond du Lac College**

AgCentric CONNECTING EDUCATION & AGRICULTURE · **METRO STATE UNIVERSITY** · SCSU

NSF ATE COMMUNITY · NCAT · MNT-EC Micro Nano Technology Education Center · MATE II

MATE ROV COMPETITION · Center for Advanced Automotive Technology · ¡MIRA! NORTHERN ARIZONA UNIVERSITY · NCI Southwest

ISA-TOPE · NCYTE CENTER · Center for Quantum Networks

GeoTECH · Next Generation Manufacturing · SINCLAIR COLLEGE

CLEMSON UNIVERSITY · CUCWD · MatEdu A Digital Library · CAST

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7 Generation Games · Code Savvy · ARMY NATIONAL GUARD · Mundial

MINNESOTA STEM PARTNERSHIP · BIG IDEAS · Metro Transit · LAB Midwest

BLOOMINGTON Public Schools · UAS · Full Tilt · BOLTON & MENK Real People. Real Solutions.

DEPARTMENT OF TRANSPORTATION · VEX ROBOTICS COMPETITION · Fox Advancement Unique Insights. Extraordinary Solutions. · MALL OF AMERICA

YBSC · THE PLUM CATALYST · AUVSI · FIRST

Southeast Service Cooperative · Stagetime Productions · MATH ON-A-STICK · JOBS & TRAINING SERVICES

BEST BUY. · THOMSON REUTERS

ANDERSEN · SpaceTEC

MAYO CLINIC · KOMA ARCHITECTS | DESIGNERS | ENGINEERS

$196,000
Educational Funding Received

$122.5K
Corporate Funding Received

WHAT - OPPORTUNITIES & REACH

18
EDUCATOR WORKSHOPS
130+ ATTENDEES

39
STEAM CARNIVAL ACTIVATIONS
INSIDE & OUT

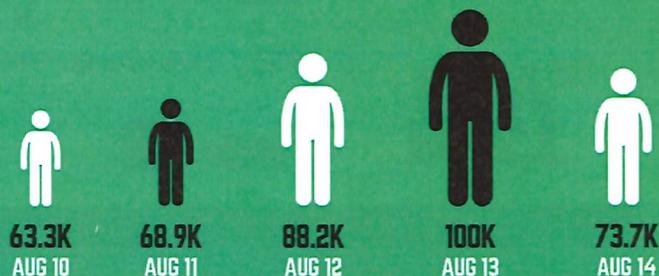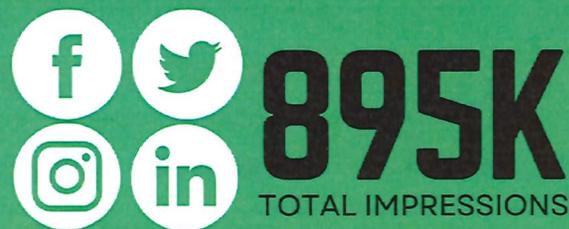**Cost-free opportunities.**

14
STUDENT CAMPS
100+ ATTENDEES

2
STUDENT COMPETITIONS
259 STUDENTS

895K
TOTAL IMPRESSIONS

| 63.3K | 68.9K | 88.2K | 100K | 73.7K |
| AUG 10 | AUG 11 | AUG 12 | AUG 13 | AUG 14 |

394,120 TOTAL VISITORS

HOW - LOWER BARRIERS

MALL OF AMERICA.

MetroTransit

Marnita's table

LOCATION

- Meet people where they are
- Inclusive environment
- Well-known, easily accessible space

FINANCIAL EQUALITY

- Metro Transit partnership offering FREE transportation
- Eliminated barriers to participate
- **224 total rides** were utilized

AWARENESS

- Curated comprehensive outreach lists
- Worked with DEI&B experts to create inclusive and culturally relevant invitations

Encouraged participation among traditionally underrepresented communities including BIPOC, veterans, non-traditional age students, and physically disabled individuals.

- Framework strives for **social and economic equity**
- Ecosystem where the sum is greater than the parts.
- Leverage education to address challenges within own communities

WHY - BELONGING IN STEAM EDUCATION & CAREERS

FRAMEWORK WAS A SUCCESS
YOUTH STEAM AMBASSADOR PROGRAM

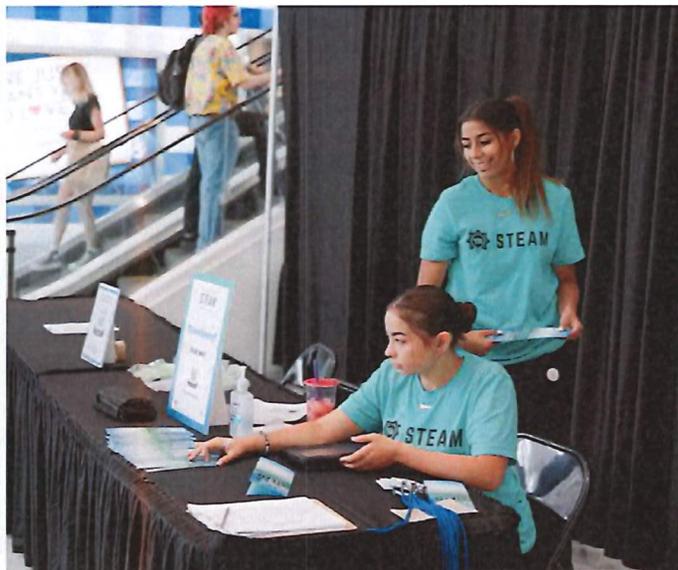# 40%

Youth STEAM Ambassadors were bilingual, with languages spoken including English, Spanish, Nepali, Mandarin, Hmong, French, and Tagalog.

270 OUT OF 450

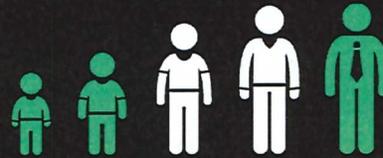Volunteer slots were filled by 'Earn as you Learn' Youth STEAM Ambassadors.

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SUPPORT

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Foundational principle for Experience STEAM is to connect hands-on experiential learning to technician education and the associated careers in related fields.

Showcase Opportunities	Student Resources	Educational Pathways
Demonstrate leading-edge academic programs and projects.	Resources to help prospective students navigate scholarship and financial aid.	Detailed info on academic programs, locations, degree tracks, and timing.
Experiential learning activities that demonstrate real-world application of STEAM concepts.	Connecting individuals with resources needed to change their future.	Where participants can go to learn more about the next steps available.

We asked participants:
What did you enjoy most about this event?

"Hands-on, lots of information, and a very positive atmosphere!"

— **Parent/Guardian**

"All the different demonstrations showed, and even though each of them were something different, they are all related to STEM. I also liked all of the hands-on things I was able to do."

— **Middle School Student**

"The variety of stands allowed you to see the importance of STEAM and how generating interest in students soon can open them up to a multitude of career paths."

— **Teacher/Educator**

"It brought together like-minded students from all over the nation."

— **Teacher/Educator**

"So many new things to learn about, in an industry I never knew about. I also enjoyed being introduced to new tools and devices."

— **Teacher/Educator**

"I loved the entire event. It was a full day of working, non-stop learning and new skills I have acquired. I liked the location of the event. The best part was learning new skills that I never knew."

— **Teacher/Educator**

THANK YOU!

National Center for Autonomous Technologies
Northland Community & Technical College
13892 Airport Drive | Thief River Falls, MN 56701
ncat@northlandcollege.edu | ncatech.org

11/16/2022

Office of Internal Auditing

Audit Committee

Fiscal Year 2023 Internal Auditing Plan Update

MINNESOTA STATE

Part 1 – Ongoing Activities

Activity Objective	Status
Enterprise Risk Management (advisory): Participate in the ERM Steering Committee and assist as requested. Assist the Committee in facilitating the ERM process and conduct facilitated discussions with key stakeholders. Assist the Committee in implementing ERM across the colleges and universities.	Ongoing; • Implementing ERM at all colleges and universities • Participating in ongoing risk discussions at the system office
Quarterly Audits of Board Expenses and Trustee Expense Reimbursements (assurance): A review of transactions to ensure: • Compliance with state law, rules, and regulations, and system policies • Adequate documentation • Public purpose	In Progress; FY23 quarter 1
External Audit Coordination: • Annual financial statement audits • Annual federal student financial aid/HEERF compliance audit	Ongoing; • Financial Statement work complete • Single Audit results in March
Monitoring Progress on Outstanding Audit Findings	All follow up work done September – October 2022
Fraud Inquiry and Investigations	Ongoing

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Part 2 – Multi Year Projects

Project Objective	Status
NextGen Project Risk Review Checkpoints (advisory/assurance): Perform checkpoints aligned with the project plan, focused on key project milestones. Participate in the ERP Steering Committee, provide professional advice, and assist as requested. Participate in status meetings with the Chancellor and Trustees.	Ongoing; checkpoint #9
NextGen Workday Implementation (advisory/assurance): Advise on key processes, risks, and controls surrounding the implementation, data governance, and other key project factors as they arise. Provide real-time recommendations and input during project meetings. Conduct finance and HCM process reviews to identify high risk areas. Collaborate with the project team and management to further refine the scope and develop specific activities to be performed by the internal audit team to advise or provide assurance on the NextGen implementation process and control development.	Deferred; aligned with NextGen activities/timelines
Financial Controls Assessment (assurance): Execute year three of the rotational plan and facilitate internal control assessments for the following four institutions: Century College, Hennepin Technical College, Minneapolis Community and Technical College, Normandale Community College. Goal is to complete in scope assessments by December 31, 2022.	In Progress; • Century College; completed fieldwork • Hennepin Technical College; completed fieldwork • Minneapolis Community and Technical College; planning • Normandale Community College; planning

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Part 3 – New Projects

Project Objective	Status
Equity 2030 Status Assessment (advisory): Review the current status of the six strategic dimensions of Equity 2030: enhanced access, academic success, student engagement, evidenced based decision making, financial resources, and workforce and talent diversity. Review the monitoring and evaluation framework that was created to track and calibrate progress, and evaluate the activities completed relative to the timeline and plan. Advise on areas for improvement to further progress the initiative and accomplish the goal.	In Progress; scheduling fieldwork and requesting data

Report presentation planned for April 2023 |
| **Academic Program Process Review – Transfer Pathways (assurance):** Assess impacts of and needed enhancements to the transfer pathway program. Specifically, evaluate performance of the program against its original goals; review the performance metrics and data available to assess for coverage across all key categories (e.g., student success, retention, institutional performance, and academic program performance). Determine the extent to which four-year institutions are honoring transfer pathways, as well as evaluate opportunities of enhancement within the program. | In Progress; fieldwork planned for November and December 2022

Report presentation planned for April 2023 |
| **Controlled Use of Admin Privileges (assurance):** Review college and university controls and use of system administrative privileges, part of the Information Security Top 5 Security Domains, to evaluate whether appropriate processes and controls are in place to ensure system administration access and privileges are appropriately controlled in a manner that only allows the administrator to conduct the activities needed to complete assigned tasks. Previous "Top 5" audits included reviewing data classification and vulnerability management. | In Progress; fieldwork planned for November and December 2022

Report presentation planned for March 2023 |

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Part 3 – New Projects

Project Objective	Status
Ethics, Employee Conduct, and Fraud Review (advisory/assurance): Review Minnesota State's Employee Code of Conduct and Fraud Policy and benchmark against similar systems to provide best practice recommendations. Advise on how to implement a proactive approach to fraud management. Review processes designed to ensure Minnesota State is complying with the state ethics requirements and internal ethics policies. Evaluate the monitoring structures in place.	In Progress; finalizing scope Report planned for June 2023

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Part 4 – FY23 Audit Committee Workplan

Operational	Policy Considerations	Strategic
November 2022 - Review Audit Results & Approve Release of Audited Financial Statements **November 2002 - C**losed Joint Audit/Finance - IT Audit Results, IT Security Audit Update, Information Security Briefing **January 2023 -** Select External and Internal Audit Firms **March 2023 -** Project Results: Financial Internal Control Assessments **March 2023 -** Project Results: Controlled Use of Admin Privileges **March 2023 -** Federal Compliance Testing Over Student Financial Aid & HEERF Programs **May 2023 -** Risk Assessment Update **March 2023 - Fi**nance & Facilities Committee approve External and Internal Audit Contracts	**June 2023 -** Project Results: Ethics, Employee Conduce & Fraud	**November 2022 -** FY23 Audit Committee Workplan **April 2023 -** Project Results: Equity 2030 **April 2023 -** Academic Program Process Review – Transfer Pathways **June 2023 -** Review and Approve FY24 Internal Auditing **As needed -** Committee of the Whole: Ongoing NextGen Risk Review Updates

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FY2022 and FY2021 Audited Financial Statement Results

Board of Trustees
Audit Committee Meeting

PRESENTATION OVERVIEW

- Summary of Minnesota State FY2022 and FY2021 results

- Impact of Higher Education Emergency Relief Funds (HEERF) on FY2022 results

- GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* impacts on financial reporting

- Excluding the effects of GASB 68 & 75, Minnesota State FY2022 and FY2021 results*

  * Data in green excludes the effects of GASB 68/75 activity

2

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OVERALL PICTURE

- 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 that was due to declining enrollment and covering some expenses related to the pandemic
  - Management of overall operating expenses

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STUDENT FULL YEAR EQUIVALENT (FYE) ENROLLMENT HISTORY & PROJECTIONS
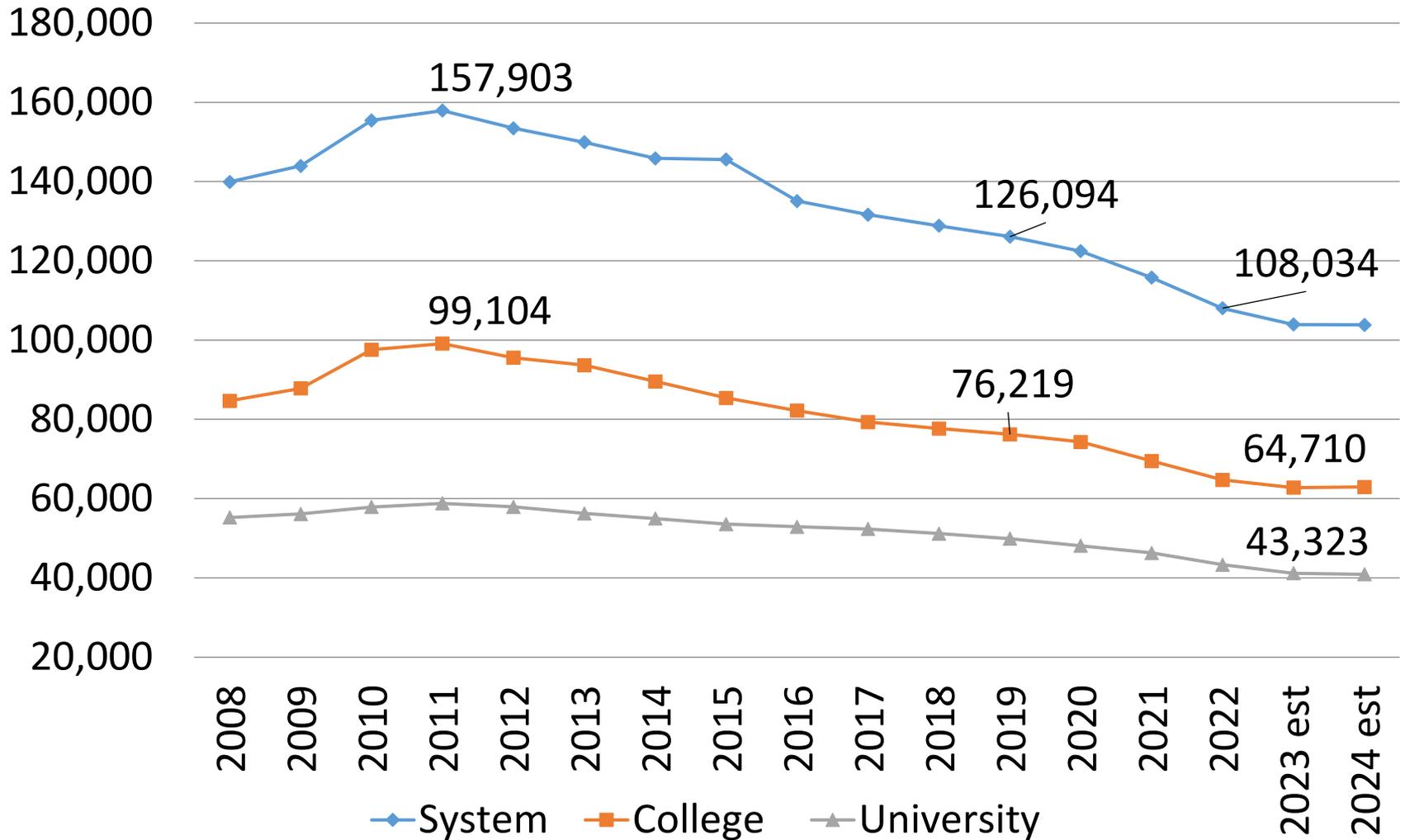
HEERF EXPENSES/REVENUES FY2022 - FY2020

($ in Thousands)	
Fiscal Year	**Expenses/ Revenues**
FY2020	$ 56,955
FY2021	162,115
FY2022	328,745
Total	$ 547,815

- Remaining HEERF funds to be received and spent in fiscal year 2023 are approximately $60M

MINNESOTA STATE

SYSTEMWIDE

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

Revenues, Expenses and Net Position ($ in Thousands)			
Fiscal Year	**FY2022**	**FY2021**	**FY2020**
Total Revenues	$2,292,711	$2,087,036	$2,114,724
Total Expenses	2,036,082	2,076,496	2,088,956
Change in Net Position	$256,629	$10,540	$25,768

- Total revenues increased in fiscal year 2022 by $205.7M

- Total expenses decreased in fiscal year 2022 by $40.4M primarily due to a $232.5M decrease in compensation expense coupled with a $127.4M increase in financial aid expense

- Excluding GASB 68/75, total expenses increased by $169.1M which is primarily due to increase of HEERF financial aid disbursements to students

- Excluding GASB 68/75 effect, fiscal year 2022 resulted in a $60.5M increase to net position in FY2022 compared to a $23.9M increase in FY2021

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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 14.0 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

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SYSTEMWIDE
STATEMENTS OF NET POSITION

Assets, Liabilities and Net Position ($ in Thousands)			
Fiscal Year	**FY2022**	**FY2021**	**FY2020**
Total Assets	$3,349,466	$3,320,668	$3,302,097
Deferred Outflows of Resources	235,309	163,598	381,278
Total Assets and Deferred Outflows of Resources	3,584,775	3,484,266	3,683,375
Total Liabilities	1,102,928	1,324,980	1,326,134
Deferred Inflows of Resources	572,695	506,763	715,258
Total Liabilities and Deferred Inflows of Resources	1,675,623	1,831,743	2,041,392
Total Net Position	$1,909,152	$1,652,523	$1,641,983

- Total assets remained relatively stable, increasing by $28.8M, or 0.9 percent in fiscal year 2022

- Total liabilities decreased in fiscal year 2022 by $222.1M, or 16.8 percent following a $1.2M decrease in fiscal year 2021
    - Long term obligations decreased $47.3M in fiscal year 2022
    - Net pension liability decreased by $193.9M in fiscal year 2022

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FISCAL YEARS ADJUSTED FOR LONG-TERM PENSION AND OPEB REPORTING REQUIREMENTS

- Significant adjustments in FY2022

    FY2022 operating results

    FY2022 balance sheet

- Impact will continue with all future statements, introducing volatility to the accrual based results

- The impact is distributed across all colleges and universities based on attribution assumptions

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GASB STATEMENTS NO. 68 AND NO. 75 EFFECT

- GASB 68 and GASB 75 have 4 components on the Statements of Net Position

GASB STATEMENTS NO. 68 AND NO. 75 EFFECT ($ in Thousands)		
Fiscal Year	**FY2022**	**FY2021**
Net Pension Liability	$ 150,831	$ 344,746
Other compensation benefits	71,437	67,263
Deferred inflow of resources	555,178	489,638
Deferred outflows of resources	(233,706)	(161,775)
Total downward impact on net position	$ 543,740	$ 739,872

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SYSTEMWIDE NET POSITION (UNRESTRICTED)

Unrestricted Net Position ($ in Thousands)			
Components and changes	**FY2022**	**FY2021**	**Change**
Unrestricted net position balance at June 30	$ 266,561	$ (4,389)	$ 270,950
Removing GASB Statements 68/75 impact	543,740	739,872	(196,132)
Balance at June 30, without effect of GASB Stmts 68/75	$ 810,301	$ 735,483	$ 74,818

- Increase in unrestricted net position was $74.8M in fiscal year 2022

- Increase is primarily attributable to:
  - HEERF funding provided to reduce the need to utilize college and university fund balances for pandemic related expenses

REVENUE FUND

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

Revenues, Expenses and Net Position ($ in Thousands)			
Fiscal Year	**FY2022**	**FY2021**	**FY2020**
Total Revenues	$104,904	$104,087	$107,409
Total Expenses	99,955	101,269	109,096
Change in Net Position	$4,949	$2,818	(1,687)

- Total revenues were nearly identical to fiscal year 2021 levels increasing by $0.8M in fiscal year 2022
    - Revenues shifted from non-operating HEERF revenue in fiscal year 2021 to operating revenues in fiscal year 2022 as revenue fund activity increased

- Excluding GASB 68/75, total expenses increased by $3.2M or 3.2 percent in fiscal year 2022

- Excluding GASB 68/75 effect, the result is a $0.7M increase in net position in fiscal year 2022 compared to a $3.1M increase in FY2021

Minnesota State

REVENUE FUND
STATEMENTS of NET POSITION

Assets, Liabilities and Net Position ($ in Thousands)			
Fiscal Year	**FY2022**	**FY2021**	**FY2020**
Total Assets	$494,103	$522,753	$537,354
Deferred Outflows of Resources	6,060	4,333	8,877
Total Assets and Deferred Outflows of Resources	500,163	527,086	546,231
Total Liabilities	230,773	263,754	286,039
Deferred Inflows of Resources	14,708	13,599	13,277
Total Liabilities and Deferred Inflows of Resources	245,481	277,353	299,316
Total Net Position	$254,682	$249,733	$246,915

- Total assets decreased $28.6M in FY2022 following a $14.6M decrease in FY2021

- Total liabilities decreased in FY2022 by $33.0M following a $22.3M decrease in FY2021
  - Long-term obligations decreased by $29.1M in FY2022
  - Net pension liability decreased by $3.5M in FY2022

SUMMARY FINANCIAL RESULTS

(EXCLUDING THE EFFECTS of GASB 68 & 75)

- Excluding the effects of GASB 68 & 75, the system reports a $25.1M gain, an improvement of $31.7M from FY2021

- Excluding the effects of GASB 68 & 75, total operating/nonoperating expenses increased primarily due to increase of HEERF financial aid disbursements to students

- Adjusted operating margins remained close to "breakeven" in both FY2022 and 2021

  - FY22 operating margin of $25.1M or 1.1% of operating expenses
  - FY21 operating margin of $(6.6M) or (0.3%) of operating expenses

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OVERALL PICTURE

- 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 that was due to declining enrollment and covering some expenses related to the pandemic
  - Management of overall operating expenses

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Minnesota State Biennial Budget Listening Sessions

September 2022

By The Numbers:

- 12 listening sessions
- 550+ attendees
- 14 legislators
- Local print and tv coverage in many regions visited

Input and Feedback

- System office discussions

    - statewide college and university student associations
    - statewide bargaining units
    - Leadership Council

- College and university discussions

    - conversations with students, faculty, staff
    - listening sessions
    - shared governance meetings
    - student government meetings
    - surveys

Summary of Major Themes

- The request may not be large enough for inflation and competitive compensation.

- Base funding is crucial to maintain strength in classroom and non-classroom resources; "stabilization" may not fully capture the significance of this need.

- Financial support for students, including scholarships, wages, and emergency grants is necessary for students to be able to afford higher education.

- Student services are essential to student success and completion.

Minnesota State Proposed FY2024-FY2025 Biennial Budget Request

	FY2024	FY2025	Biennium
Student Support	$50	$75	$125
Minnesota State Stabilization	$40	$85	$125
Workforce & Economic Development	$50	$50	$100
Total	**$140**	**$210**	**$350**
			(dollars in millions)

Student Support
Tuition Freeze, Affordability
$77 million

- Consistent with past legislated limitations on undergraduate tuition, would be in-lieu of 3.5 percent increase each year

- Would save students $25 million in FY2024 and $50 million in FY2025

- Expanded offerings of free Open Educational Resources (OERs) and Z-degrees (complete degrees that use no-cost course resources) would save students additional out of pocket costs

Student Support
Student Support Services
$26 million

- Funding direct to campuses, customized for local needs with local and systemwide data assessment to guide responsiveness and improvement

- Student support services such as
  ***Advisors   Transfer specialists   Social workers
  Community resource connectors   Mental health support staff
  Basic needs coordinators, etc.***

- Basic needs access via support for 24/7 phone, text, and online hub connecting students with campus and community resources

- Mental health support including 24/7 access to
  Peer mental health resource platform
  Professional clinical support platform including telepsychiatry
  Mental health education for students, faculty and staff,
  including bystander intervention training

Student Support
Transfer Scholarships
$12 million

- Scholarships for students who transfer from a Minnesota State College to a Minnesota State university completing one of two transfer options to further their education

- Transfer Pathways scholarships for 26 associate degree transfer pathway programs, which guarantee that associate degree credits will count towards a bachelor's degree

- Transfer Guarantee scholarships for students completing an A.A., A.S. or A.F.A. degree, guaranteeing admission to a Minnesota State University

Student Support
Emergency Grants
$10 million

- Locally customized, promptly awarded funds to help with unforeseen emergencies

- Entire process available on mobile app that is administratively streamlined, easy to use, and focused on need and equity in decision making

- Provides crucial support where student vulnerabilities can delay or derail academic and career progress

Systemwide Funding Stabilization Continuing Operations $125 million

- $40 million in FY2024 and $85 million in FY2025

- Increases direct funding to campuses by approximately $38 million in FY2024 and $81 million in FY2025 to provide exceptional education and ensure availability of programs and services that students need on a daily basis

- Increases funding for systemwide technology and system office operations by approximately $2 million in FY2024 and $4 million in FY2025 for inflationary funding to support enterprise-wide activities

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Appropriation and Tuition Changes since 2014

Fiscal Year	Appropriation in $millions	Appropriation Change from previous year	College Tuition Compared to previous year	University Tuition Compared to previous year	State Funding in-lieu of Tuition
2014	587.9	7.7%	Frozen	Frozen	Yes, fully funded
2015	622.1	5.8%	Frozen	Frozen	Yes, fully funded
2016	672.9	8.2%	Frozen	Increased overall average of 3.4%	Colleges fully funded
2017	673.5	0.1%	Reduced by 1%	Frozen	None
2018	731.0	8.5%	Increased overall average of 1%	Increased overall average of 3.9%	Colleges fully funded
2019	721.9	-1.2%	Frozen	Frozen	None
2020	758.7	5.1%	Increased by 3%	Increased by 3%	None
2021	765.7	0.9%	Increased by 3%*	Increased by 3%*	None
2022	792.0	3.4%	Increased overall average of 3.3%	Increased by 3.5%**	None
2023	789.5	-0.3%	Increased overall average of 3.4%	Increased by 3.5%**	None

*Fall 2020 tuition frozen by Board **Not including online reset at four universities

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Workforce and Economic Development Equipment and Learning Environments $49 million

- Strategically directed funding for program modernization

- Enhancing equipment, technologies or learning environments, such as: labs for applied research, data visualization spaces, simulation labs, and spaces for collaboration

- Funding matched one-to-one with non-state funds in-kind or cash

Workforce and Economic Development
Workforce Development Scholarships
$25.5 million (current funding at $4.5 million per year)

- Funding directly to colleges and universities to award to students, awards of $2,500 that currently exists at colleges and $3,500 at universities

- Expanding eligibility to state university students, increasing award maximum to $3,500 in recognition of difference in tuition and fees

- Adding three new degree fields for scholarship eligibility: construction, education, and law enforcement and public safety

- Adding select credit and non-credit certificates and short-term stackable credentials

- Funding matched one-to-one with non-state funds in-kind or cash

Workforce and Economic Development
Industry Sector Programming
$25.5 million

- Develop programs in high-demand areas experiencing extraordinary changes in occupational skills due to technological changes

- Create multiple-entry stackable credential career pathways to enable students to further their education, secure employment and advance

- Add Centers of Excellence for:
  - *-Public Safety (peace officers, first responders, firefighting)*
  - *-Construction/Building Trades*

- Funding matched one-to-one with non-state funds in-kind or cash

Workforce and Economic Development Goals

In order to position our colleges and universities to meet employers' needs for skilled workers in career and technical education and STEM disciplines our goals include:

- Five percent annual increase in awards in career and technical education

- Forty percent of CTE students completing specialized credentials

- Increased employer-sponsored educational opportunities for students: internships, applied research, earn & learn, etc.

- Increased retention and graduation in STEM fields (science, technology, engineering, and math)

- Twenty new or re-designed industry-recognized credentials

- Ten percent increase in non-credit workforce course enrollments

Minnesota State Proposed FY2024-FY2025 Biennial Budget Request

	FY2024	FY2025	Biennium
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Minnesota State Stabilization	$40	$85	$125
Workforce & Economic Development	$50	$50	$100
Total	**$140**	**$210**	**$350**
		(dollars in millions)	

Recommended Committee Motion

The FY2024-FY2025 legislative request strengthens the state's commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education. It further strengthens communities and the State or their continued economic and workforce viability. The Board of Trustees approves the FY2024-FY2025 biennial budget request in the amount of $929,611,000 in FY2024 and $999,611,000 in FY2025 for a total of $1,929,222,000. This includes $125 million for Student Support efforts, $125 million for Minnesota State Stabilization, and $100 million for Workforce & Economic Development efforts.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session.