

# Minnesota State College Southeast

HLC ID 2101

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OPEN PATHWAY: Mid-Cycle Review

Review Date: 6/7/2021

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## Context and Nature of Review

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### Review Date

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6/7/2021

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Mid-Cycle Review
- COVID-19 Response Form

## Institutional Context

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Minnesota State College Southeast is a comprehensive community college within the Minnesota State System, having transitioned from a state technical college in 2016, supported by a revised mission statement. This is also the first HLC review under the Pathways model, MSC Southeast having transitioned from an AQIP institution.

In its 2016 AQIP review, the institution was cited for Core Components 3E, 4A, and 4B, with the expectation that the institution would provide follow up evidence in how it has progressed with each of these three issues. The 2019 Staff Analysis Institutional Report acknowledged the progress the college has made with these issues, and rated the progress as "needing further organizational attention."

"Core Component 3E –a strategic plan is in place focused on enhancing student life activities. An update on the enhancement of the College student life activities and assessment activities should be included in the 2021-2022 Open Pathway Assurance Review.

"Core Component 4A –an update of the Program Review process should be included in the 2021-2022 Open Pathway Assurance Review to include any modifications made to the process based on the initial implementation of the pilot reviews.

"Core Component 4B –an update of the College process for reviewing the instructional design and overall quality of its online course offerings and the activities of the online instruction committee should be included in the 2021-2022 Open Pathway Assurance Review."

## **Interactions with Constituencies**

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College President  
College ALO

## **Additional Documents**

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None that are not already linked in the Assurance System.

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

### Rating

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Met

### Rationale

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"Minnesota State College Southeast prepares students for a lifetime of learning by providing education for employment, skill enhancement, retraining, and transfer, to meet the needs of students and the community." This current mission statement was adopted in 2016 in conjunction with the institution transitioning from a Minnesota technical college to a comprehensive community college. The mission was revised through involvement with multiple stakeholders, including faculty and staff as well as multiple external stakeholders. The mission is appropriate for this institution, which provides transfer education, career and technical education, concurrent (high school) enrollment coursework, workforce training, and non-credit courses.

Academic programming is designed to meet the educational needs of the student population; to this end, students may choose a degree program in one of eight overarching areas of study. The general education transfer curriculum is aligned to the Minnesota Transfer Curriculum (MnTC), providing 133 transfer courses that will be accepted at any state college or university.

The mission is publicly articulated in several areas of the college website and in multiple print publications. All job postings include the college mission as well, and the mission is posted in areas around the campus.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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MSC Southeast demonstrates a commitment to the public good as it follows the lead of its mission. The mission explicitly addresses students and the community, and many programs and services illustrate that commitment to the public good, including the MSC Southeast Foundation, outreach programs with area Alternative Learning Centers, and several community-tailored academic programs.

MSC Southeast is also guided by the Minnesota State system mission to "ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities, and taxpayers the highest value/most affordable higher education option."

The college's Continuing Education and Custom Training division engages with regional businesses in meeting training needs, supported in part by the state grants. MSC Southeast also partners with area high schools to provide concurrent enrollment coursework.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Rating

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Met

### Rationale

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MSC Southeast begins its argument for Core Component 1C by acknowledging that "[t]he college is reassessing its determinations of curricular and co-curricular activities." This issue was identified in the 2016 AQIP review, with Core Component 3E being rated "Met with Concerns," as the institution has been encouraged to provide a more detailed documentation or mapping of how institutionally sponsored student activities and clubs align with and contribute to the institution's educational programs. According to the Staff Analysis of Institutional Report dated March 4, 2019 related to this issue, "the College has identified three Common Learning Outcomes (CLOs) which are skillsets employers and the community need and expect from graduates . . . In spring 2018, the Chief Academic Officer directed an assessment of '...student perceptions of CLO development within each student senate and select clubs and organizations'" using a survey sent to 134 student members of campus clubs and organizations designed to collect data regarding if participation adds to their achievement of the CLOs. Of the 42 surveys returned, 97% of the respondents reported a positive or neutral belief their club organization participation impacted their achievement of the CLOs. The interim report includes the statement that "a new strategic plan is driving planning specific to enhancing student life activities." Since 2019, the college has yet to move further with this initiative and is making plans to evaluate the issue in FY2022. While the institution should be lauded for its progress in addressing this concern, the lapse in attention over the past two years suggests that the institution needs to renew its focus regarding the assessment of these new CLOs. And while the survey does provide some useful data regarding student perceptions of co-curricular activities, the college should consider more direct measures of students meeting the established CLOs. (Further rationale included in Core Component 4B continues the review of co-curricular assessment data.)

MSC Southeast provides the student body with 10 student organizations, including student senates on both campuses, Phi Theta Kappa, Skills USA, and discipline- or program-specific clubs. Student organizations can be an effective vehicle (among others) for enhancing the climate of respect among the student population from diverse backgrounds, and this could be an area of growth opportunity for the institution.

MSC Southeast's student demographic is shifting, reflecting a college population that is racially and ethnically more diverse than the surrounding communities. To support the increasingly diverse population, the college provides diversity and equity-oriented programming, including Women's History Month, Black History Month, and Sexual Assault Awareness Month observations. The college also participates in a Minnesota State System initiative "Equity 2030," which is designed to "eliminate the educational equity gaps at every Minnesota State college and university." The college furthers its focus on equity and inclusion through its guiding documents, including the mission, the strategic enrollment plan, and equity-focused professional development.

According to demographic distributions of Fall 2020 head count provided by the institution, 13.6% of the student population is of non-white or international ethnicity, while employee demographics reflect a 2.7% distribution. MSC Southeast published a one-year "Equity and Inclusion Interim Plan, 2020-2021" to provide direction in these matters in the absence of a multi-year equity plan. The initiatives in this plan, including the Minnesota system-wide Equity 2030 Initiative and the Equity by Design Project illustrate MSC Southeast's commitment to eliminating educational equity gaps, but moving forward with these initiatives will be necessary to continue the progress already begun.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Rationale**

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MSC Southeast approved a revised mission statement in 2016 in conjunction with the college's transition from a technical college to a comprehensive community college. The mission is clear, and evidence illustrates that the college is guided by its mission in all relevant matters.

The college participates in several initiatives designed to foster respect for and inclusion of various populations represented among the local constituencies and around the world. Expanding opportunities for students to engage in these initiatives will strengthen this developing climate.

MSC Southeast was cited in the 2016 AQIP review regarding the establishment and assessment of co-curricular student learning outcomes, and the college addressed this issue in Core Component 1C, having made some progress. Further development of the assessment practices is necessary in order to fully meet the expectations of college-wide assessment. See Core Component 4B for further elaboration.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Rating

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Met

### Rationale

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MSC Southeast is part of the 37-member Minnesota State Colleges and University System governed by a single Board of Trustees (BOT). The BOT consists of 15 members appointed by the governor, including three students enrolled in a program in one of the institutions governed by BOT. Minnesota State Board Policy 1A.1 Part 2 Subpart C authorizes the institution to develop a unique institutional mission consistent with the Minnesota State System Mission. College employees and external stakeholders developed three mission statements in 2015. Eighty-six college employees participated in the survey and selected the current mission statement. The final mission statement was approved by the Board in 2016.

Integrity in financial function is ensured through policies and procedures that delegate authority to individuals at various levels. State Board Policies 7.1 and 7.3 delegate authority to the chancellor for the administration and financial management of the Minnesota State System, including colleges and universities. Colleges must report accurate information through administrative processes to support the college and university system's strategic objectives. Board policies 5.9 and 5.10 require colleges to prepare a balanced budget and report key financial indicators such as primary reserve ratio, return on net assets, operating margin ratio, and the composite financial index. The college had reported a CFI score of less than 1 in 2018 but had an increase in 2019. The CFI score continued to increase to 1.16 in 2019 and to 1.32 in 2020. For the most part, the College's CFI score is lower than other colleges in the Minnesota State Systems but within the range of expected value as set by the HLC. The College has a goal to increase the CFI to 1.5.

Board policy and procedure 5.11 and 5.11.1 authorize the Board of Trustees to set tuition rates for all system institutions to ensure consistency across tuition increase consistency across institutions. The college has reported a balanced budget every year since 2018 by using sensible strategies, including not filling vacant positions, reducing faculty workload, and reduction through restructuring. The

college recognized a shortfall in revenue due to no tuition increase in FY 2022 and planned to address the gap by reducing full-time faculty positions. To maintain the quality of instruction, the college might explore other sources of revenue, such as grants.

Minnesota Statutes 136F.06, Subdivision 1 authorizes the Board of Trustees to approve programs of study and award appropriate certificates, diplomas, and degrees. The Board policies and procedures, including *Student Conduct*, *Student Complaints and Grievances*, *Undergraduate Course and Credit Transfer*, and *Transfer Rights and Responsibilities*, are available on the College website to ensure the College operates with integrity in academic functions.

Faculty, staff, administration, and Board of Trustees are held to high ethical standards through Board policies and procedures, collective bargaining agreements, Minnesota State Administration Plan, and Board of Trustees code of conduct. The college provided a list of policies, including Equal Opportunity and Nondiscrimination in Employment and Education, Employee Handbook, Code of Conduct for Professional Behavior HIPAA, and FERPA compliance. Expectations for the Board of Trustees are defined in the Board of Trustees Code of Conduct. New supervisors are required to complete a leadership training course, Art and Science of Supervision, to familiarize them with college policies and resources. Integrity in the hiring process is preserved through the Equal Opportunity Compliance and the expectation that employees adhere to the values of trust and accountability. The HR office conducts orientations for New Hires during the onboarding process.

Board policies 7.3 Financial Administrations sets guidelines for the Auxiliary operations and Revenue Fund Management that apply to various auxiliary services, including housing, food, health, and wellness. Through well-defined policies and procedures, clear communication, and evidence presented above, the college operates with integrity in its financial, academic, human resources, and auxiliary functions.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Rating

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Met

### Rationale

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MSC Southeast disseminates information through several communication channels to keep stakeholders informed of program requirements, the cost to students, control, and accreditation. The College Catalog includes program requirements, admission criteria, co/pre-requisites course, and degree planning information. Individual program information, including the cost of attendance, tuition, fees for attending in-state and out-of-state. The cost of books and other required materials are listed on the College's Website. The Pay for College website includes information on funding sources and a Net Price Calculator for an estimated amount a student will pay. The graduation information is available in the Student Handbook.

A searchable Employee Directory with contact information and employee title, and an Organization Chart with administrative structure with names and titles of the President's Cabinet are available on the College's Website. The About Us page provides information on academic programs MSC Southeast and other colleges in the Minnesota State Colleges and University System offer. The Higher Learning Commission (HLC) accreditation and other accrediting agencies are available on the Website. The Consumer Discloser page contains information on the Federal Student Aid Programs, Funding Information, and Student Outcome Data. Through digital, print, and social media channels, the college keeps students and the public informed of its programs and functions.

Little evidence was provided to support 2B.2 on how the MSC Southeast contributes to educational experience through research, community engagement, experiential learning, religious or spiritual purpose, or economic development. The argument states, "While the college engages with its communities through participation and collaboration, none of these relationships are compulsory." However, the College engagement with the community, contribution to economic development, and experiential learning was evident in Core Component 1B.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

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

### Rating

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Met

### Rationale

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Under the Minnesota Statute 136F.06, the Board is granted authority to approve programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. A review of the Board Agenda and Meeting Minutes supports the Board approves new academic programs, policy amendments, and capital projects. A Board retreat is held in September every year to update the Board on educational and financial policies and practices. Board meetings are open to the public, and the Agenda and Minutes are posted on the college website. Through a combination of scheduled retreats and monthly meetings, the Board meets its legal and fiduciary responsibilities.

The Board meets seven times a year. The Board minutes reflect discussions on trends and challenges in higher education, adopting Equity Plan 2030 to address challenges accelerated due to the pandemic and the exposure of widespread systemic racism and disparities, a discussion on "Reimagining Higher Education in the Wake of COVID," and approval of new programs. The Board of Trustees also submits a biennial budget request to the state legislature. The FY2022-2023 budget request focused on closing the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location by providing high quality, affordable and relevant academic programs and ensuring students receive affordable and accessible education. The evidence presented in the report supports the Board deliberations are focused on preserving and enhancing the institution.

The Board of Trustees and the System Chancellor address institutional interests and priorities through reports submitted by nine standing committees and direct interactions with the President and system members. Such interactions are credited to the development of FY 2021-22 goals and objectives, the new President selection, and discussions with business leaders on workforce development issues.

The governor appoints the Board of Trustees to ensure the Board represents the interests of students and the community it serves. The Board Policy 1C.1 *Board of Trustees Code of Conduct establishes standards for preserving Board's independence and loyalty*. For example, the Board of Trustees must file annual financial interest statements and are subject to gift prohibitions and other provisions of Minn. Stat. Ch. 10A. In addition, board members are required to report any conflict of interest and avoid the use of position, authority, title, influence, or prestige to secure special privileges or exemptions not available to the general public. These policies are discussed with the new Board members during onboarding and yearly Board Retreat held in September of each year to guide new Board members and update returning Board members in preserving its independence.

The day-to-day management of the college is delegated to the President according to Minnesota Statutes 136F.07 and Policy 4.2, which in part reads, "*The President is the chief executive officer of the college or university. The President shall report to the chancellor and is responsible for leading the college and/or university faculty, staff, and students in developing and implementing the college or university mission, consistent with the board mission and goals. The President is the primary spokesperson for college or university interests and shall consult regularly with students, faculty, staff, and members of the community.*" Academic matters are addressed by the *Academic Affairs and Standard Council per Minnesota State College Faculty (MSCF) contract Article 8 section 2*. The Council consists of two-thirds faculty members and one-third of administrators or other staff and provides direction for the President in academic affairs, including academic standards, course and program offerings, and academic standards.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Rating

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Met

### Rationale

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The College supports freedom of expression and pursuit of truth in teaching and learning through Minnesota State System procedure 1C.0.2 *Respectful Workplace*, and College policies, including Nondiscrimination in Employment and Education, Student Code of Conduct, Academic Freedom, Patent and Intellectual Property Rights, Academic Affairs and Standards Council, and Shared Governance and Academic Affairs. Employees and students can voice their concerns and opinions through employee and student complaints and grievance procedures. Apart from the policies and procedures, examples of freedom of expression and pursuit of truth in teaching and learning were limited. It is unclear if public events, conferences, town halls, or community-sponsored activities are encouraged or promoted or if the college hosts speakers with different religious affiliations or varied viewpoints.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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MSC Southeast faculty and staff are not required to engage in basic or applied research. However, Article 17 of the faculty contract and Board Policy 4.7 provides for sabbatical leave. Examples of faculty contribution to scholarly work, including poems and short stories, chapters for graduate degrees, and conference presentations, are provided in 3B-4. In addition, the College recently initiated a Grant and Development Team to address regulations regarding the grant administration, including financial oversight.

While not required, the College encourages faculty, students, and staff to engage in research and scholarly activities. The Institutional Effectiveness Team reviews research requests, provides consultation regarding data security classifications per Board Policy 5.23 *Security and Privacy of Information Resources* and System Procedure 5.23.2 *Data Security Classification*, and assists in developing and facilitating research survey administration and analysis. MSC Southeast is pursuing partnership with another Minnesota institution with an active Institutional Review Board (IRB) to ensure human subjects protections and the legal and ethical use of resources.

The College provides several resources to guide students in the ethical and responsible use of information. These include the copyright law policy, the Academic Dishonesty Statement, and the expectation of ethical behavior stated in the Student Code of Conduct. The Online Learning Page available through the College Webpage lists consequences of cheating and plagiarism. In addition, the college recently introduced a Technology Ethics course that focuses on the ethical implications of securing digital information.

The College has policies on academic dishonesty and integrity. The Student Handbook includes the Student Code of Conduct and behaviors that may result in sanctions or reprimands. Sanctions are determined by the instructor and may involve consultation with the appropriate dean, program director, or department chair. A mechanism to appeal the sanction/reprimand is outlined in the Student Handbook. Grade disputes and appeals are covered under the academic policy. Student



disputes with the Board or college policies or procedures, regulations, or negotiated agreements are addressed through a separate process under policy 112, title Student complaints and compliance.

The student appeals process is a multi-step process starting with the informal discussion between the student and the College employee involved to a formal grievance to the College employee's supervisor serving on the President's Cabinet. The Cabinet member's decision is final unless it involves a violation of the Board policy or procedure, non-compliance of the accreditation agency requirements, or consumer fraud/deceptive practices. In such cases, the student can file a complaint to the Vice-Chancellor. The decision of the Vice-Chancellor is final. Student complaint data include plagiarism, student code of conduct, Title IX misconduct, inaccurate advising, instructor grading concerns, and tuition appeal medical/financial hardship. From 2018 to 2020, tuition-related appeals have increased 150% from 10 in 2018 to 15 in 2020, with 47% denied in 2019 and 53% denied in 2020. The student code of conduct violations has also increased 200% from four (4) in 2018 to eight (8) in 2020. The College should consider addressing areas where there is an increased number of appeals. Through Board policies and procedures and a mechanism to address student concerns, MSC Southeast guides students in the ethical and responsible research and use of information resources.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

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

### Rationale

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This criterion is Met. MSC Southeast, a part of the 37-member Minnesota State Colleges and University System (MSCUS), is governed by a single Board of Trustees. The College mission, developed by internal and stakeholders and approved by the Board, is publicly displayed on the College Website. The College communicates information about its offerings, including programs and services, cost of attending, state and federal funding sources, and faculty and staff through several communication channels, including the college website.

Board members are appointed by the governor and held to high standards of loyalty and independence through the Board of Trustee Code of Conduct. New Board member onboarding, a yearly retreat, monthly meetings, and nine standing committee reports keep the Board informed of the financial and academic policies and practices to help it meet its legal and fiduciary responsibilities. The day-to-day management of the institution is delegated to the President, and the academic affairs council consisting of faculty and staff oversees academic affairs, including program and course development. Policies and administrative structures are in place to ensure academic freedom, freedom of expression, and academic integrity. Mechanisms to address any violations are also available. Freedom of expression, however, extends beyond college policies and coursework. The college might consider sponsoring or organizing on-campus events to enhance co-curricular experiences related to the freedom of expression that complement academic experiences to address the needs of the diverse student population and the community it serves.

The College encourages faculty, students, and staff to engage in research and scholarly activities. It provides resources, including the Technology Ethics course, to guide students in the ethical and responsible use of information. In addition, the College is pursuing a partnership with another Minnesota institution with an active Institutional Review Board (IRB) to ensure human subjects are protected. There was limited evidence to support the college faculty and students are involved in active research. With the transition from the technical college to a comprehensive community college, MSC Southeast might benefit from engaging faculty and students in research and scholarly activities beyond the classroom that complement the classroom experience.

## **3 - Teaching and Learning: Quality, Resources and Support**

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The institution provides quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Rationale**

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MSC Southeast programs and student performance requirements are aligned with the credential awarded, and credentials align with the state system standards.

The Academic Affairs and Standards Council (AASC) sets academic requirements and procedures, with faculty members reviewing course outlines and proposed programs in collaboration with college administration. College-level program approvals then move to the Minnesota State System. Upon system approval, the supervising dean begins the formal launch. Suspension / closure decisions are made by AASC as well. A rubric is used to evaluate proposed programs and appeals.

The appraisal timeline allows for regular program updates. The college has two levels of program evaluation: the annual vitality appraisal and 4-year cycle for in-depth program review. Learning goals are differentiated for general education versus program versus college-wide learning outcomes.

MSC Southeast maintains that learning objectives are the same across all modalities. Since their Nov 2018 HLC Interim Report, the college has made significant improvements and appears to be on track for ongoing quality improvement in online learning. The Academic Assessment Team, the Online Committee, and Faculty Development committee are vehicles to ensure that the FY2021 improvement plan, the new online faculty onboarding, and the online course review procedure are being followed. Furthermore, the college set a priority to increase engagement in the voluntary online peer review process, which started in 2010 and has 20 completed reviews to date.

The progress of high school dual credit faculty credentials is being carefully tracked. Currently only

six of the existing 24 dual credit faculty currently meet the required credentials; however, the college is closely tracking the twelve faculty who are "in progress" toward credential attainment by the 2023 deadline.

**Interim Monitoring (if applicable)**

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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Rating

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Met

### Rationale

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The program and course offerings at MSC Southeast fit the college mission and the college's general education philosophy. Within the system-wide framework, the college Program Learning Outcomes (PLOs), Common Learning Outcomes (CLOs) and General Education Learning Outcomes (GELOs) are clearly mapped. Adopted in 2018, the college's AA and AS transfer degree pathways reflect the statewide system framework in accordance with the Minnesota Transfer Curriculum goal areas and competencies.

While MSC Southeast does include diversity components in several program-level outcomes, it is not currently addressed at the college level. At its May, 2021 Development Day, the faculty recently recommended that a CLO be added to address equity and diversity. This is a sound recommendation that will help ensure stronger support for student DEI education and awareness in the curricular and co-curricular realms.

### Interim Monitoring (if applicable)

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### 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

#### Rating

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Met

#### Rationale

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Due to student enrollment declines over the past seven years, the faculty at MSC Southeast have experienced a significant downsizing (per HR and IR/EPM 11 document.) While there is evidence that sufficient numbers of faculty exist to carry out essential classroom responsibilities, it is unclear whether the non-classroom roles of faculty are sustained in a way that allows for a high-quality student experience. For example, CTE faculty are expected to provide academic advising for students while “faculty volunteers” provide advising for transfer students. While this may be sufficient at a baseline level, it could be a quality concern if institutional advising responsibilities continue to rest solely with the faculty.

The State system guides the college’s hiring practices and oversees the college-level affirmative action plan developed by MSC Southeast. The college’s 2020-22 plan describes the corrective actions aimed at increasing the populations of the protected employee groups that were flagged as “underutilized” (females in the service maintenance and probationary categories and racial/ethnic minorities in the faculty unlimited category).

Oversight of instructor qualifications, professional development and availability/accessibility is guided by state system policy and monitored and sustained at the college level. Instructor evaluation cycles are well-articulated and documented. As previously noted, high school dual credit faculty

qualifications are documented and tracked with the goal of full compliance by the 2023 deadline. Faculty collaborators help ensure that HS faculty understand the college culture and expectations, professional development opportunities, etc.

Student support services have undergone a recent reorganization that includes a cabinet-level Chief Student Affairs Officer. Additionally, a 2019 consultation from EAB that involved a "secret shopper" style activity (Fall 2019 campus visits) yielded benefits including subsequent recommendations and staff training templates. Financial Aid was consistently reviewed favorably by students (Noel Levitz) and the EAB campus visit yielded similarly positive results with admissions staff initiating the financial aid conversation. This is commendable. Overall, student support services at MSC Southeast have rated above the national average on student satisfaction surveys (Noel Levitz 2019).

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Rating

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Met

### Rationale

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Overall academic and student support services and resources at MSC Southeast are adequate to meet current needs, but some areas require attention to avoid future concerns. Centralized assessment, tutoring, study rooms, technology and disability services are available in "the Roost," advertised as a physical and virtual learning space. According to the college website, the Roost facilities and study rooms (offered on both campuses) are accessible from 7:30am to 8pm Mondays through Thursdays, and 7:30am to 5pm on Fridays during the academic year, with tutoring services also available during the evening in some topics. In-person general staffing is also provided at both Roost locations, limited to daytime hours only. Wellness rooms are available for students for private personal use (examples include prayer, meditation or lactation support for parenting students.)

Student mental health services are provided through a partnership with Winona State University and Hiawatha Valley Mental Health (Red Wing Campus): MSC Southeast does not directly employ counselors on its payroll. Food pantry services exist for students who are food insecure, and a new grant program provides enhanced support to increase the success of SNAP recipients.

MSC Southeast participated in a system wide redesign of developmental education, adopting best practices such as combined Reading and Writing developmental courses. The redesign yielded some positive results for developmental student success. The completion rates of first-time full time students at MSC Southeast (as compared to the system averages) are particularly laudable. Placement assessment processes are sound, with faculty and administration collaborating to set and revise cut-off scores); however the Fall 2019 EAB visit did note concerns related to assessment availability for new students.

Facilities appear to be adequate for the educational services offered. Classrooms and other educational spaces are equipped with appropriate technology and learning resources, with most courses utilizing an online component through the College's learning management system.



Academic advising support for students at MSC Southeast appear limited in its present form. Students seeking advising information via the college website are directed to a degree audit link with instructions to run the degree audit and review it prior to meeting with an academic advisor. The site mentions that CTE faculty can advise students enrolled in their programs, but only on a limited basis. Rather than offering year-round academic planning and advising support, faculty advisors "make time prior to Registration to meet with students." Transfer students are advised by "volunteer" liberal arts faculty in addition to academic advisors. It is unclear how students intending to transfer outside the state system are guided and supported.

The college is aware of the concerns regarding its advising model. The MSC Southeast Strategic Enrollment Plan (2021 to 2023) has the goal of establishing a centralized advising office by 2022. A more intentional strategy for college-wide advising (including a plan to assess its effectiveness) will strengthen overall student engagement and retention. Furthermore, the college is encouraged to add academic advising and other student support services to its Program Review cycles. The largely favorable Noel-Levitz SSI data reflects student satisfaction but not learning or impact on student success. While evidence supports that 3D is met, the area of student advising is an opportunity for growth recognized by the College.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Rationale**

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MSC Southeast has met the requirements of Criterion 3. Teaching and learning policies and practices are aligned and consistent across physical locations and online modalities. The college is to be commended for its significant accomplishments with online learning since the last HLC review.

College-level tracking mechanisms are in place to ensure statewide system compliance, with corrective action plans for any flagged deficits (example: diversity hiring). The College has a documented plan to address any remaining high school dual-credit faculty credentials which do not yet align with college faculty credentials, and progress is being tracked to ensure the targets are made by the deadlines.

The college is aware of the issues related to student advising. The college's Strategic Enrollment Plan includes a goal to create a centralized advising office. Although student satisfaction indicators are strong, a more robust assessment of these services will yield more useful data.

The recent reorganization of the Student Affairs area is also a promising sign. The recently formed Student Retention and Success Committee has reviewed and cross-referenced some or all of the various retention-related goals at the college. One challenge as the college emerges from the pandemic will be to remain focused on its quality improvement goals and measures.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Rating

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Met

### Rationale

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Minnesota State College (MSC) Southeast ensures the quality of the programs they offer through a re-envisioned program review process. Since their interim report on this subject in November of 2018, MSC Southeast has shown marked improvement with a re-designed program review process. There are several system-level and college-level policies that align with program review including two different level reviews. Level 1 review ensures program viability including program costs where many programs appear to need some attention. Level 2 review is qualitative in nature and allows for a complete analysis of each program review.

MSC Southeast's program review process includes several good practices including the development of a "Program Review Improvement Plan workbook" that defines roles, processes, and accountability measures. They have completed one four-year cycle and are entering into the first repeat cycle for

educational programs which now includes Cabinet-level presentations to promote transparent decision-making and alignment of budget needs via the newly developed budget planning form. In December of 2020, MSC Southeast was asked to present at a Minnesota State System Annual Conference on best practices in program review. MSC Southeast is encouraged to consider including other programmatic areas of the college (e.g., student affairs, administrative services, etc.) in a future version of their program review process.

MSC Southeast ensures the quality of the courses it transcripts through several opportunities (e.g., PLA, CPA, transfer) all governed by System/Board policies 3.21, 3.35, and 3.39 and college policies 215 (Course Credit Transfer) and 223 (Credit for Prior Learning). There are appropriate checks and balances embedded into the processes that ultimately lie with the Registrar's Office. Students have an opportunity to appeal transfer/transcript decisions online up to two levels.

MSC Southeast created an Academic Affairs and Standards Council (AASC), codified in MSCF Contract, Article 8, Section 2, which is comprised primarily of faculty and a few administrators including the CAO who oversee academic policies, procedures, and curriculum approval processes. AASC approval is required for changes to all standards, policies, procedures, course and program offerings, course outlines, award requirements, and program suspensions and closures.

Course learning outcomes including prerequisites are developed by faculty in consultation with the CAO and/or Advisory Councils (specific to CTE courses and programs). Prerequisites are listed in course descriptions within the course schedule and catalog and are also included on program webpages.

There are ten general education goals for transfer programs. Courses must meet certain standards according to the Operating Instruction 3.21.1.1 Minnesota Transfer Curriculum Instructions. Transfer Pathway curriculum is closely monitored, and all courses and programs must adhere to Operating Instruction 3.21.1.3 Transfer Pathways which ensures transferability between colleges and universities within the Minnesota State System. Library Services offered through The Roost (i.e., tutoring, DRS, etc.) are in place – both in person and online.

Board Policy 3.5 Post-Secondary Enrollment Options (PSEO) Program and the Minn. Stat. § 124D.09 Post-secondary Enrollment Options Act provides MSC Southeast the ability to offer dual enrollment opportunities to high school students where they can earn college credit for high school and/or college. Qualified MSC Southeast faculty ensure quality courses are taught in area high schools by completing at least one instructor evaluation per course offering in addition to the process and tracking systems that are in place for high school instructors who teach dual enrollment courses. The college's dual enrollment programs are also accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) through 2027.

Faculty are highly qualified in accordance with HLC requirements and standards. The review and verification process is handled by the system office.

The college maintains five specialized accreditations with supporting evidence by the accreditors. The Medical Laboratory Technician program is accredited through NAACLS with the most recent accreditation in 2020; an interim report is due in 2024. The Radiography program is accredited through JRCERT with the most recent accreditation in 2014 through 2022. The Auto Body Collision Technology program is accredited through ASE with the most recent accreditation in 2020 through 2025. The Practical Nursing program is accredited through ACEN with the most recent accreditation in 2016 through 2020. (The program just went through re-accreditation that was

granted through 2028.) And, the Dual/Concurrent Enrollment program is accredited through NACEP with the most recent accreditation in 2020 through 2027-28.

Finally, MSC Southeast is governed by Board Policy 3.31 Graduate Follow-Up System that requires graduate follow up activities to ensure successful transfer and/or employment. The college surveys all CTE graduates one year after completion regarding job placement in their chosen field. Over the past three years (i.e., 2017, 2018, and 2019), MSC Southeast has received at least 90% response rate and at least 93% placement rate. This is commendable and reflects a positive rapport that MSC Southeast graduates have with their college.

Survey results are added into a student information database for easy retrieval and historical trends. Also, they are included in the KPI reporting system that includes enrollment, persistence/retention, student satisfaction (via Noel-Levitz SSI), completion, licensure pass rates and employment information for their students among other college-wide factors. Placement rates are included on CTE program webpages and are part of the program review data analysis as well.

Generally speaking, it appears MSC Southeast is tracking student success measures and has set appropriate goals for each year. However, it appears their student data is unstable over a 5-year period. Also, licensure pass rates are lower than expected and appear to not be trending. The Radiography Program licensure pass rate is set at 75% for 2021. Six out of the past 7 cohorts have met or surpassed that pass rate; however, the range is from 77- 100%. Similarly, the ACEN pass rate for Nursing was set at 80%. Five of the last 7 LPN cohorts have met this pass rate with the second lowest pass rate in 2020 (69%). Only two of the past 6 RN-AS cohorts have passed the licensure exam at 80% or higher. This is problematic and indicates there may be a need for focused attention on supportive pedagogy and practices with students in both nursing programs.

MSC Southeast gathers information regarding graduates' performance in the workplace at two points in time through Advisory Councils and graduates self-reports. Graduate performance is assessed by the employer at the time of hire (i.e., Advisory Committee Survey) and by the graduates themselves approximately two to three years after hire (i.e., Graduate Preparedness Survey). The later is aimed at informing MSC Southeast what their students felt adequately prepared for and what they had not been prepared for in the world or work. The Advisory Committee Survey also includes questions about graduates' ability to demonstrate applicable College-level Learning Outcomes (CLOs).

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Rating

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Met With Concerns

### Rationale

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It is clear that over the past four years MSC Southeast has placed intentional work, effort and resources toward improving assessment of student learning across Academic Affairs. The development of the Academic Assessment Team (AAT) in fall of 2019 consisting primarily of faculty and a few administrators, in addition to codifying the roles and purpose of the AAT in the charter, provides consistent oversight and direction of this important work by the right people at the institution. The AAT reports to the Academic Affairs and Standards Council which provides some oversight at a higher level. It appears that a fairly large percentage of full-time faculty participate in the initial phases of the assessment process which is impressive given the newness to this program. The AAT reinforces that assessment drives improvement to student learning by creating an "assessment plan/summary form" to guide faculty through the process. It is the expectation of AAT that each assessment team will use the form in its entirety by the due dates which is intended to help each team close the assessment loop. Faculty identify whether students meet, are progressing, or do not meet the learning goal for each outcome. It appears four student learning assessment cycles have occurred since 2017 with data reports due in April of each year and summary reports due to the AAT by the following October of each year.

Of particular note, AAT meeting minutes dated 12/10/2020 suggest they are in a meaning-making stage. While it is important to continue to make sense of this work, it is time to be in full implementation stage leading up to the next six years before another 10-year accreditation review. This will allow time to ensure enough positive change is occurring throughout all programs as a result of student learning outcomes and faculty making changes to curriculum, pedagogy, or practice as a result of assessment findings and discussion.

Program-level learning outcomes (PLOs) are uniquely assessed by program-specific faculty with clear evidence of data gathering and reporting. It is not clear whether all unique program faculty discuss assessment outcomes throughout the year to decide together what changes need to be made (i.e., closing the loop).

College-wide learning outcomes (CLOs) include those general outcomes that MSC Southeast claims all students should attain as a result of attending college there. The three overarching learning outcomes include communicate effectively, exhibit accountability and professionalism, and demonstrate problem-solving. Through the use of the assessment template, there is evidence that each CTE and Transfer program includes the assessment of the CLOs as aligned with the program. The AAT has also made an attempt to aggregate and report out on behalf of the CLOs through a meta-rubric they developed. In addition, they have included feedback from students via self-assessment of their development across the three CLOs over time. Finally, faculty have recently reviewed the CLOs and are considering the addition of an equity-focused CLO in the near future.

In addition, MSC Southeast has identified four general education learning outcomes (GELOs) that are specific to the transfer programs it offers. The GELOs include effectively read, write, speak, and listen in formal English; demonstrate self and group awareness; apply appropriate use of technology to increase digital literacy; and gather, analyze, and use information to solve problems and support opinions. In spring of 2018, Liberal Arts and Sciences faculty assumed responsibility of assessment of general education to reduce duplication and in order to include Associate of Arts degree completers. While this makes sense for oversight purposes, there is an expectation that faculty from all general education areas would discuss these transfer-degree general education outcomes together as a group. This collaboration is needed to ensure the development of knowledge and skills is distributed across all courses in the transfer degree and not only those in which they are obviously connected. For example, writing does not only occur in English classes, so effective writing could be assessed in courses such as history and psychology as well to ensure students are transferring their knowledge to other courses within their program of study.

It is not clear whether faculty from various programs discuss their individual findings regarding CLOs and/or GELOs to ensure that all students enrolled in any program actually are gaining the knowledge and skills that MSC Southeast claims they should have by the end of their program. However, during the correction of error of fact process, the college indicated to the peer review team that the individual program meetings referenced occur with the entire AAT and programs within a four-year rotation. Individual program assessment meetings held annually (most recently on 2/11/2020) with the AAT is a good start; however, it is the recommendation of the peer review team that cross-disciplinary faculty meet together at least annually to discuss CLO and/or GELO assessment data and make changes where appropriate to positively influence the learning outcomes as needed. No evidence was provided of "closing the loop" on assessment practices at this level.

It is also not clear that MSC Southeast has any co-curricular assessment practices in place as no evidence was provided of this work. Also, nowhere in the assurance argument was reference made to co-curricular learning outcomes and/or assessment. The only reference to this area was the use of the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) where student satisfaction, not learning, is measured.

Finally, the institution's processes and methodologies to assess student learning reflect decent practice, including participation of programmatic full-time faculty members. The AAT recognizes how far faculty have come since 2017, yet also recognize they still have room for improvement. Including the system director helped them to improve upon their processes through the addition of assessment conversations with each individual program. One of the more impressive outcomes of this work is the "visual map" that shows the alignment of the college mission, CLOs, GELOs, general education requirements, and PLOs, where applicable for each program offering. Also, as a way to help faculty continue to make improvements to their assessment efforts, the AAT held two

half-day professional development sessions in May of 2021. They have also developed an online course for faculty participation in the summer. This type of continual professional development is strongly recommended to continue positive momentum heading into the next few years.

Ultimately, it is important for MSC Southeast to better align assessment of student learning to both institutional planning and budget request processes to ensure data-informed decisions result in resources being placed in areas of the college where there is demonstrated need. A more complete assessment process will result in assessment data that can inform future planning and budgeting cycles. A lack of alignment of assessment data to planning and budgeting has the potential to negatively impact other core components, particularly 5C.

### **Interim Monitoring (if applicable)**

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To ensure continued momentum on assessment for student learning in both academic and co-curricular programs, there will be an interim monitoring report due by 6/30/2023 including evidence of the following:

- Clearly demonstrate how faculty close the loop on assessment of general education learning outcomes (GELOs) related to transfer degrees and college-level learning outcomes (CLOs) across all programs. As a result of assessment of the CLOs and GELOs, the college should demonstrate that all faculty, regardless of program, have discussed the aggregate assessment outcomes and made decisions with regard to improving the outcome results.
- Demonstrate the complete cycle of assessment for co-curricular activities (e.g., orientation, first year experience, advising, career services, etc.) aside from the administration of the Ruffalo Noel-Levitz SSI which measures student satisfaction, not student learning.
- Show the alignment and linkage between assessment for student learning in Student Affairs (co-curricular) and Academic Affairs (PLOs, CLOs or GELOs).
- Demonstrate that assessment data across the college are used to inform planning documents and budgetary allocations.



## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Rationale

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Priority #1 (Student Success) of the MSC Southeast Strategic Plan aligns with 4C. MSC Southeast has set a 71% goal for fall-to-spring retention (i.e., persistence), 74% for fall-to-fall retention and 71% for fall-to-fall retention (two years later) for all students. They have set the goal that any sub-group of students should not be more than 5% behind this goal. This is ambitious because of all the possibilities with the 2017 cohort, only first generation and low income students have been retained over 71% and that is only for fall-to-spring persistence. These goals are also attainable as they are from 3% to 4% incremental increases. Of note, the college has established a goal to close any success gaps to 5% or less in the coming two years that aligns with Minnesota State's Equity 2030 initiative (see 1.C.2). These goals can be found on the college's Key Performance Indicator web page.

MSC Southeast has set an overall completion rate goal for the 2018 cohort at 64%. To date, the most recent previous cohort completion rates have been 58.8%, 61.3% and 57.8%. Therefore, these KPIs appear to be both ambitious and attainable. However, it is not clear what the plan is for these KPIs to change from what they are now.

MSC Southeast has the ability to compare their students' success to that of aggregate student success across the System. It appears MCSC full-time students fare a bit better than part-time students when compared to other System colleges; however, it is unknown if the differences between comparisons is statistically significant.

Since 2018, MSC Southeast has made intentional efforts to become data-informed. The Student Success and Retention Committee has been charged with tracking and promoting success-related

initiatives that will positively impact student persistence, retention and completion data. This team has hosted the first of two annual college-wide summits (April 16, 2021) to promote transparency and create synergy around this work. This first summit resulted in several college and department-specific action steps specific to non-traditional student needs.

The State System provides a detailed report to each college within the system, called the Student Success Profile, used at the college to determine priorities. MSC Southeast's report was recently reviewed by the Executive Council/Strategic Planning Committee on May 5, 2021.

Similar data are used with the Southeast Perkins Consortium work focused on CTE student and program outcomes. The Academic & Student Affairs (ASA) Committee aligns its work with the college's Student Profile data as well.

Access to relevant data and reports appears to be healthy for MSC Southeast. Through divisional and committee structures, student success data is reviewed and acted upon appropriately. As stated in 4A, it is beneficial to understand how MSC Southeast uses data throughout the Program Review process as well.

MSC Southeast has acted upon this data in several ways, one of which is the development of the 2021-23 Strategic Enrollment Plan (SEP) with 11 focused strategies to support part-time and adult learners specifically.

MSC Southeast has shown its commitment to ensuring underrepresented students are served by hiring their first-ever Director of Equity and Inclusion on June 1, 2021. The director will be actively involved in enrollment, success and retention, and student needs initiatives. The college secured a grant for reimbursement of expenses up to \$570,000 through the college's SNAP Employment and Training program, to help meet students' basic needs.

The State System and College use common student and success definitions to ensure accuracy and reliability of the data it captures as required by IPEDS. MSC Southeast has an Institutional Effectiveness Team that is charged with ensuring accurate data gathering and reporting on behalf of the college. Institutional Effectiveness members serve as subject matter experts in the design of surveys and use of data in partnership with faculty and staff from across the college.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Rationale**

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MSC Southeast is dedicated to serving their students in the best way possible. They demonstrate responsibility to ensure the highest quality courses, programs and services through a robust program review for academic programs, yet have some work to do to include program review for non-academic programs and in the area of assessment for student learning.

They have set ambitious yet attainable student success goals that will be met through their focus on continuous improvement as demonstrated by their program review process and initially through their assessment for student learning around PLOs, CLOs, and GELOs. The college needs to focus more time and effort on closing the loop of assessment together as a whole faculty body, on ensuring assessment for student learning in co-curricular areas, and on aligning planning priorities and budgetary requests to assessment data.

## 5 - Institutional Effectiveness, Resources and Planning

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

### 5.A - Core Component 5.A

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

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Rating

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Met

### Rationale

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According to evidence provided in its official charter and its faculty contract, where its processes are described, MSC Southeast supports a shared governance model comprised of each campus chapter president and grievance representative, six at-large faculty, the College President, and the Vice President of Student Affairs. Faculty Governance officers include a President, a Vice President and a Secretary. Meetings are held monthly, and recommendations agreed upon on personnel, student affairs, and facilities. The regularity of these meetings is critical in addressing current issues as they arise, with the membership coming away with a shared understanding and agreement regarding its recommendations. In alignment with the Shared Governance process, students also have a voice in the discussions via a monthly joint meeting of student senate, cabinet members, and College leadership, the results of which are forwarded to the MSC Southeast administrative body. Further, the Executive and Strategic Planning committee serves as a leader and an advising body regarding the college's strategic direction. Evidence of including and engaging its institutional constituencies through these Shared Governance processes is available to the entire College on a shared drive, in the name of transparency.

The MSC Southeast administration uses data to inform the campus. Data-driven decision-making is collected and reported through the various examples of evidence provided by the College. The Key Performance Indicators (KPI) report includes comparative data regarding Completion Rate, Employment, Enrollment, Persistence and Completion, Employee Diversity, and other Student

Success data, including the measures of Student Satisfaction gathered through the Noel-Levitz Student Satisfaction Survey. The College has developed existing resources and data reporting tools to share with its employees including the reporting mechanism entitled, “Self-Service Reporting Interface”. Data included in this internal instrument include the number of applicants, admitted students, program review information, graduation counts, job placement, etc. The State of Minnesota and the IPEDS system provide higher education institutions with comparative enrollment data to support data-driven decisions made by MSC Southeast. Statewide comparative data reported allow each institution to measure its enrollment (online and in-person). Using a plethora of data collection and reporting tools, the College has developed a robust infrastructure from which to arrive at its functional, practical, and financial decisions to provide its students and staff with optimal and solvable solutions on a regular basis. By linking its KPI’s to its Strategic Planning goals, MSC Southeast can track its successes and/or deficiencies in order to provide where modifications are necessary. For example, on page 6 of the COVID 19 report to HLC, the College describes a 10% FY 2021 budget reduction in anticipation of a COVID-related drop in enrollment. Budgets were not cut as a result of lower spring 2021 enrollment - the cut was made during the planning stages in anticipation of an enrollment reduction. Adjusting to these kinds of challenges will require even greater scrutiny and will affect the college's decision-making based on adjusted data collected and received going into the FY 2022 academic year.

Collaborative structures are described by the College in its definition of the Academic Affairs and Standards Council. In order to manage its academic requirements, policies, and processes, the Council adheres to a four-pronged approach to the direction of course offerings through a combination of action, advising, advocacy, and outreach. Council membership is comprised of “two-thirds faculty members and one-third administrators and/or other staff”. Minutes of the Council meetings are available, and its agenda reflects its state charge. There is a stated focus on Program Review and Assessment of Student Learning. In its Academic Assessment Team minutes, recent discussions and actions around assessment are reported. Included in its minutes is an example of a recently designed form where “Assessment of Student Learning” can be tracked in its 2021-2022 cycle. Tracking and reporting data collected through this process will be critical in the College’s overall data-driven decision-making regarding academic success. The MSC Southeast online quality review process is managed by an online review committee. The scope of the committee includes a review of online courses using a modified Quality Matters process and data collection and an online data collection form (“Faculty Online Course Summary”) that appears to be in direct response to previous HLC review comments regarding program review indicating that “*Data collected here will be aggregated for institutional reporting accreditation purposes.*”

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Rating

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Met

### Rationale

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The college's organizational chart illustrates sufficient oversight of college operations. MSC Southeast recently redesigned its position descriptions where necessary and has hired two new academic deans: Dean of Academic Innovation and Dean of Faculty and Academic Operations, providing more effective oversight and management. Five bargaining units are in place to secure fair treatment to union employees. Employee salaries and compensation are equivalent to employees of similar positions across the state system. Two percent of the college's non-salary budget has been set aside for professional development, and evidence indicates that such opportunities are enjoyed by numerous employees.

In order to respond properly to the expectations of this sub-component, one must seek alignment statements within the Key Performance Indicators (KPI) document, and other examples of supporting evidence presented in the Assurance Argument with MSC Southeast. The priorities of the Strategic Plan include Student Success, Regional Engagement, Build College Community and Sustainability and Growth. Other examples of evidence to support its goals include an Independent Audited financial statement, a comparison of the Composite Financial Index patterns that fall "Above the Zone" with no financial panel review statement necessary. It should be noted that MSC Southeast was cited in a previous CFI report indicating it had fallen "In the Zone" and after an expected process change, was able to rise in its CFI into the "Above the Zone" category. The review team suggests that MSC Southeast detail the process it will utilize to ensure that the College does not fall below the HLC expectation in its CFI reporting through the Institutional Update prior to its submission in FY 2022.

MSC Southeast reports that its annual budget is broken down into four discrete income streams including appropriations (56%), tuition and fees (36%), other revenue, and grants (8%). The review team suggests that MSC Southeast track any ramifications regarding a cut in state appropriations or drops in enrollment (numbers of credits taken) to ensure that, if adjustments downward to either of these income streams are necessary, that such adjustments can be considered in planning the College

budget and that a well-developed strategy in alignment with the Strategic Plan to track and address such adjustments is considered. The overall budget process includes a number of internal processes and state requirements that work in tandem so that the processes of budget development and control are both understandable and transparent. Even with its budget processes currently in place, MSC Southeast plans to seek improvements in efforts to enhance those processes. The FY 2021 budget narrative reports that the College has built a Student Success Team with a focus on student retention, on serving online students, and on diversity and inclusion in all training opportunities. Having hired a new CFO in the Fall, this action will offer MSC Southeast the opportunity to view its budgeting process in new ways, thus providing a new platform to visualize budget data to the benefit of its budgeting processes. Besides monitoring the budget internally, the external audit of the College budget will continue to serve as a control mechanism of its finances with any issues found in the audit to be corrected based on any HLC requirements and or its Institutional Update.

Although there have been budgetary challenges facing all colleges during the pandemic year, MSC Southeast strives to manage its fiscal infrastructure efficiently in order to ensure that its educational goals are achieved. In the Board of Trustees appropriations distribution narrative, the College describes the fiduciary oversight relationship between itself and the state. Its institutional “basic” allocations include: Base, Inflation, and Tuition Replacement. Its Institutional Priority Allocations include (among others): Collaboration, Workforce Educational Priorities, Access and Opportunity, Legislative Initiatives, and Rural College Support. Its General Fund Instruction and Academic Support Expenditures as a Percentage of Education and General Expenditures model proves slightly higher in its efficiency than the state College average.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Rating

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Met

### Rationale

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In order that a system for integrated planning and improvement flourishes, MSC Southeast must engage in processes that result in having developed internal targets to which the College can strive in meeting its academic and financial obligations. The most impressive internal evidence documents presented include the Strategic Enrollment Plan, 2021-2023, the online Quality Improvement Project (QIP) improvement plans 2020-2021 and 2021 -2022, and the Strategic Plan which serves as a blueprint for the goals of the College. Since budget allocations of resources are informed by the Strategic Plan, the evidence offered regarding external, comparative benchmarks may be read in the state "Summary of FY 2021 Institutional-Allocations" document, a detailed document of allocations across state institutions of higher education, against which MSC Southeast can be measured. Other documents reporting external comparative benchmarks include its KPI report and the annual IPEDS report.

The college is in the process of developing a culture of assessment, with the faculty at the center of its activities, which include assessing and reviewing College Learning Outcomes and General Education Learning Outcomes. MSC Southeast reports engaging in a number of activities supporting the assessment process. Each spring, the faculty submit a new assessment plan that includes results, instructional improvements, and future actions. It is, however, unclear as to the detail by which the assessment process and resulting data directly affect budget decisions. The review team suggests further enhancements and evidence to reference its continued progress in the area of assessment. (Refer to 4B for further elaboration.)

The qualifiers within the Strategic Plan are broad areas of concentration, and these are similar to many strategic plans in higher education. Integrated planning can only be successful if specific



infrastructure has been built regarding personnel, funding, and measurable goals that can be tied to budgeting and assessment data. The Strategic Plan Tracking Sheet, described as an “internal tracking document with Goal Area Leads, Action Steps, Related plans, Timeline, Measures, and Completion/Results,” aligns broad goals with specific plans and timelines; however, limited assessment data tied to budget requests are reflected in the document.

Regarding its reporting on an externally influenced cooperative initiative, MSC Southeast highlights two of its newer programs including the “Mechatronics Program” and the “Advanced Manufacturing Infrastructure Initiative”. Since the evidence offered only highlights the generalities of each through news releases, no detailed internal targets are yet identified. Since program reviews are already conducted on other Career and Technical programs, the review team suggests that whenever new programs are approved and incorporated into the curriculum, that assessment of those programs is also incorporated.

With variables in its revenue streams, especially including state appropriations and enrollment, (both subject to the whims of the economy, legislation and regulatory mandates, numbers of high school graduates entering college, etc.), MSC Southeast, like all institutions of higher learning must plan for any financial shortfalls and meet any variables accordingly. As evidence, the College developed a “living” document entitled, “Strategic Plan priorities and goals current May 5, 2021”. This document tracks the College actions regarding specific initiatives designed to ensure that financial and strategic goals are tracked and their current status reported on. While such variables can be expected, perhaps only months (or even a month in advance when the state budget is approved), student enrollment can be equally as questionable regarding number of high school graduates. The challenge is to plan for variables over which the College has limited control. In an attempt to manage these variables, MSC Southeast has built a sound understanding of its capacity, as well as accounting for potential fluctuations in its sources of revenues and enrollment. While the College Grants Department and Foundation, are successful given its size and scope, its activities are also a variable regarding gifts, donations, and grants. MSC Southeast has also developed an 11-point checklist of actions to support its plan development with teams having built frameworks for planning in each of the chosen areas of concern.

As numerous external factors evolve, MSC Southeast has established a base of strategies and data-collection in order to prepare for challenges to come. Its access to demographic reports collected and disseminated from the state and its current and future labor outlook provide the College with needed data on which it can rely, at least within its control of such data. Unintended outcomes from the COVID-19 pandemic create further guesswork regarding long-term effects to the college. Anticipating technological changes can prove a challenge for the College's planning and budgeting processes as well.

In its response to the external factors of race and demographic shifts, the College has followed the Minnesota State System initiative Equity 2030, which is very much in line with the HLC “Evolve” initiative. The Strategic Enrollment Plan guides the actions of the College regarding programs that meet and engage the workforce, thus resulting in higher enrollment in career and technical programs, with the eventual goal of providing business and industry with qualified degree or certificate completers.

“HLC Criteria links to the Strategic Plan 2020-2021” is a planning document in which MSC Southeast's goals and priorities are mapped to HLC criteria. Those strategic priorities linked to Core Components in Criterion 5 include those focused on implementing the components of its strategic plan and aligning them with HLC priorities and providing expected completion dates for each. Like

other documents it has provided as evidence of its actions, MSC Southeast has created another “living” document that can be reviewed regularly as changes or updates emerge. Such documents will serve as valuable data collection instruments that can improve its data management capacity and processes and where the College can seek improvements as necessary in the name of continuous quality improvement.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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

### Rationale

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MSC Southeast has revealed a robust system of planning. It has enabled its internal and external stakeholders with an appropriate set of evidence collection tools, and processes to report current successes in academics, finances, technology, and facilities designed to establish a base from which to build on its successes moving forward. Thanks to its Strategic Plan and its cooperation with the State of Minnesota, the College has been able to develop programs and processes that are strong and data-driven. Since its 2016 accreditation review, and its transition from an AQIP Institution to an Open Pathway Institution, the College has demonstrated its effectiveness and ability to engage the entire campus community in its decision making processes, from its shared governance structure through its Institutional Effectiveness structure, through its increasing effective program review processes where the first 25 reports have been made available in a continuing academic and budget process development.

While there is limited evidence to support the college's intentional use of assessment data to inform budgeting and planning priorities, this can be an area of continued growth for the college. Through the methodical and disciplined use of strategic planning, Key Performance Indicators, and more mature process of assessment and program review, these activities can serve to position MSC Southeast to further enhance its processes of alignment to the expectations of the Higher Learning Commission that will continue to support its continued institutional and accreditation expectations in the Open Pathway.

## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

## Review Summary

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### Interim Report(s) Required

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#### Due Date

6/30/2023

#### Report Focus

To ensure continued momentum on assessment for student learning in both academic and co-curricular programs, there will be an interim monitoring report due by 6/30/2023 including evidence of the following:

- Clearly demonstrate how faculty close the loop on assessment of general education learning outcomes (GELOs) related to transfer degrees and college-level learning outcomes (CLOs) across all programs. As a result of assessment of the CLOs and GELOs, the college should demonstrate that all faculty, regardless of program, have discussed the aggregate assessment outcomes and made decisions with regard to improving the outcome results.
- Demonstrate the complete cycle of assessment for co-curricular activities (e.g., orientation, first year experience, advising, career services, etc.) aside from the administration of the Ruffalo Noel-Levitz SSI which measures student satisfaction, not student learning.
- Show the alignment and linkage between assessment for student learning in Student Affairs (co-curricular) and Academic Affairs (PLOs, CLOs or GELOs).
- Demonstrate that assessment data across the college are used to inform planning documents and budgetary allocations.

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### Conclusion

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Minnesota State College Southeast is effectively navigating the transition from AQIP to Pathways, and it has successfully adapted to its new mission as a comprehensive community college following its transition as a state technical college. The college has also effectively addressed two of the previous concerns noted in its 2016 review, while assessment of co-curricular outcomes remains a concern.

While the institution has addressed many of the earlier concerns regarding assessment of student learning, the college has yet to "close the loop" on assessment activities by evaluating assessment data consistently and using them to inform planning and budgeting and to make continuous quality improvements.

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### Overall Recommendations

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#### Criteria For Accreditation

Met With Concerns

**Sanctions Recommendation**

No Sanction

**Pathways Recommendation**

Eligible to choose



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Minnesota State College Southeast, MN
<b>TYPE OF REVIEW:</b>	Open Pathway Assurance Review
<b>DESCRIPTION OF REVIEW:</b>	The institution was granted an extension to comply with HLC's faculty qualification requirement (Assumed Practice B.2.a) solely as applied to its dual credit faculty until September 1, 2023. HLC will suspend review of the institution's compliance with its faculty qualification requirement solely as applied to dual credit faculty until the first evaluation occurring on or after September 1, 2023 at which time the institution's compliance will be specifically examined.
<b>DATES OF REVIEW:</b>	6/7/2021 -

No Change in Institutional Status and Requirements

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No Change**

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Degrees Awarded: Associates

**Recommended Change: No Change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2016 - 2017

Year of Next Reaffirmation of Accreditation: 2026 - 2027

**Recommended Change: No Change**

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### Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral



## Institutional Status and Requirements Worksheet

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**Recommended Change:** **No Change**

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Additional Location:

Prior HLC approval required.

**Recommended Change:** **No Change**

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Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change:** **No Change**

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### Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change:** **No Change**

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### Upcoming Events

Comprehensive Evaluation: 2026 - 2027

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

**Recommended Change:** **No Change**

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Quality Initiative Report: 06/01/2026

Other

**Recommended Change:** **No Change**

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Quality Initiative Proposal: 06/03/2024

Other

**Recommended Change:** **No Change**

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### Monitoring





## Institutional Status and Requirements Worksheet

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### Upcoming Events

None

**Recommended Change:** Interim Report due 06/30/23; A report on assessment of student learning in curricular and co-curricular programs.

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### Institutional Data

Educational Programs		Recommended Change:
<b>Undergraduate</b>		
Certificate	73	_____
Associate Degrees	50	_____
Baccalaureate Degrees	0	_____
<b>Graduate</b>		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

### Extended Operations

#### Branch Campuses

None

**Recommended Change:** **No Change**

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#### Additional Locations

Red Wing Campus, 308 Pioneer Road, Red Wing, MN, 55066 - Active

**Recommended Change:** **No Change**

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#### Correspondence Education

None

**Recommended Change:** **No Change**

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#### Distance Delivery

11.0201 - Computer Programming/Programmer, General, Associate, Computer Programming Microcomputers -AAS

11.0202 - Computer Programming, Specific Applications, Certificate, .NET Computer Programming -Certificate

## Institutional Status and Requirements Worksheet

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- 11.0202 - Computer Programming, Specific Applications, Certificate, C++ Windows Programming -Certificate
- 11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, Computer Programming Web Applications -AAS
- 11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, Web Design and Development -AAS
- 11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Web Applications Programming -Certificate
- 15.1202 - Computer Technology/Computer Systems Technology, Associate, Microcomputer Support Specialist -AAS
- 19.0708 - Child Care and Support Services Management, Associate, Professional Nanny/Family Child Care -AAS
- 19.0708 - Child Care and Support Services Management, Associate, Professional Nanny/Family Child Care -AS
- 19.0709 - Child Care Provider/Assistant, Certificate, Child Care Basics -Certificate
- 22.0301 - Legal Administrative Assistant/Secretary, Associate, Legal Administrative Assistant - AAS
- 22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Assistant -Certificate
- 22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Office Assistant -Diploma
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Associate, Individualized Studies -AS
- 51.0703 - Health Unit Coordinator/Ward Clerk, Certificate, Health Unit Coordinator -Certificate
- 51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Secretary Transcriptionist - Certificate
- 51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Medical Coding Specialist - Diploma
- 51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, Medical Administrative Secretary -AAS
- 51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Secretary -Diploma
- 52.0301 - Accounting, Associate, Accounting -AAS
- 52.0301 - Accounting, Certificate, Accounting -Diploma
- 52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Clerk - Diploma
- 52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Bookkeeping Clerk - Certificate
- 52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Administrative Assistant -AAS
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Clerical Data Entry -Certificate
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Office Specialist -Diploma
- 52.0406 - Receptionist, Certificate, Receptionist -Certificate
- 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Business Microcomputing -Diploma
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Assistant - Certificate
- 52.1801 - Sales, Distribution, and Marketing Operations, General, Associate, Industrial

# Institutional Status and Requirements Worksheet

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Distribution -AAS

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**Contractual Arrangements**

None

**Recommended Change:** **No Change**

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**Consortial Arrangements**

None

**Recommended Change:** **No Change**

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