

Assurance Argument

Minnesota State College Southeast

Review date: 6/7/2021

1 - Mission

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

1.A - Core Component 1.A

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.

Argument

1.A.1

The college's mission was developed in partnership with multiple constituencies.

Minnesota State College Southeast (MSC Southeast) adopted its current mission statement in 2016 within the [application process](#) to transition from a technical college to a comprehensive community college. [Stakeholders involved](#) in mission statement development included faculty, administrators, and staff from MSC Southeast, as well as external stakeholders from the communities served by the college, including elected officials; community-based betterment, economic, and business development organizations; and the MSC Southeast Foundation. The final language for the proposed new mission was selected by employees via a [2015 survey](#).

MSC Southeast is part of the 37-member [Minnesota State Colleges and Universities system](#) (Minnesota State) governed by a single [Board of Trustees](#). The college's mission is unique to the institution but approved by the Board of Trustees to ensure institutional and system mission alignment (see 2.A.1). Minnesota State Board Policy [1A.1](#) Part 2. Subpart C authorizes the unique missions of individual institutions in support of the overall system mission, and further directs the system to deliver high quality programs consisting of technical education, pre-baccalaureate programs, baccalaureate programs, and graduate programs, thereby differentiating technical and community colleges from universities. Minnesota State Board Policy [3.24](#) establishes the processes for review/approval of college and university missions. The college's current mission was [approved](#) by the Board of Trustees of Minnesota State Colleges and Universities on June 22, 2016. The vision statement was [approved](#) by the college's Executive & Strategic Planning Committee

on October 3, 2018.

1.A.2

The college mission is current and relevant to the needs of its stakeholders.

Mission Statement:

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.

Vision Statement:

To enrich lives and communities by being the best

The MSC Southeast mission charges the college to provide a range of education and training opportunities aligned to the local workforce while meeting the unique needs of students and the community. The college meets that challenge through career and technical education programming, non-credit coursework, and transfer-level general education coursework and credentials. The college stays aligned to the needs of students and the community through partnerships developed with business and industry, community-based organizations, economic development agencies, and other stakeholder groups both within and external to the college.

1.A.3

The college mission and related documents articulate the college's drive to provide accessible, affordable education in service to its internal and external constituents.

MSC Southeast's mission states its commitment to students and communities. As an open access higher education institution, MSC Southeast plays a vital role in serving the needs of local constituents seeking additional education and training to open doors that lead to opportunities for personal, professional, and intellectual growth. The history of the college as a technical college, where programs and services are continually shaped to anticipate and respond to demand, has embedded adaptation as a constant. Delivery of general education coursework expanded due to employer demand and the offering of the [Minnesota Transfer Curriculum](#) (MnTC) by the college that began in 2001. The college's [mission followed suit](#). Continued growth in transfer-level coursework, including concurrent enrollment, led to the college becoming a comprehensive community college in 2016.

MSC Southeast is responding to an increasingly diverse student body and service region (See 1.C.2). The college has made movements toward a "student-ready" framework informed by its [statement on diversity](#) found within the "[About Us](#)" section of the college website. Furthermore, the college's welcoming statement is [posted](#) within Student Affairs, across from "[The Roost](#)" learning resource center at the Winona campus, in the Red Wing campus commons, and on the [Student Affairs web page](#).

These statements are supported in planning, including the college's 2018-2021 [Strategic Plan](#), [Strategic Enrollment Plan](#), [Equity and Inclusion Interim Plan 2020-2021](#), and [Affirmative Action Plan](#). These plans reflect an intentional effort to serve students from various backgrounds, economic situations, and learning dispositions. A full-time Director of Equity and Inclusion began work at the

college on June 1, 2021.

1.A.4

The college's programming and support services are shaped in response to the needs of its stakeholders.

MSC Southeast is a comprehensive community and technical college, offering 32 Certificates, 25 Diplomas, 28 Associate of Applied Science degrees, seven Associate of Science degrees, and six Associate of Arts degrees. Each [award](#) meets the standards and expectations of industry, related specialized accrediting agencies, and the Minnesota State system of colleges and universities. The college is committed to providing access to higher education to a broad constituency through coursework delivered on-campus, at local high schools, online, and via hybrid formats. Programs with additional admission requirements include [Associate of Science in Nursing](#), [Medical Laboratory Technician](#), [Phlebotomy](#), [Practical Nursing](#), and [Truck Driving](#).

[Academic programs](#) are arranged in eight overarching career areas: Business and Management; Education and Human Services; Engineering, Manufacturing and Trades; Health Sciences; Information Technology, Liberal Arts and Transfer Studies; Musical Instrument Repair and Building; and Transportation. Niche programs with a national/international profile include Band Instrument Repair, Guitar Repair and Building, Violin Repair, Bicycle Design and Fabrication, and Computer Aided Design (CAD) Drafting Technologies.

The college delivers education for transfer via the [Minnesota Transfer Curriculum](#) (MnTC), enabling students to complete lower division general education courses or a defined package of courses which will transfer to any Minnesota State institution. The college offers 133 courses within the MnTC. Emergent from the MnTC, the college offers a Liberal Arts and Sciences Associate of Arts (AA) degree, as well as five AA degree and four Associate of Science (AS) [Transfer Pathways](#), guaranteeing the complete [transfer](#) of the AA/AS credential to one of the seven Minnesota State universities.

The mission calls for the college to provide education for skill enhancement and retraining. Strategic Goal [2.4](#) states that the college will, “Partner with business and industry to provide customized training and continuing education in a rapidly changing environment for an increasingly diverse workforce.” This is delivered through the [Continuing Education and Custom Training Division](#) (CE/CT). CE/CT works with employers to deliver training directly to employees, including both credit and non-credit courses and programs. Other offerings are designed for those seeking employment or personal enrichment.

High school students in the region who meet the placement criteria are able to take college level courses through [Post-Secondary Enrollment Options](#) (PSEO) established by Minnesota state statute. Through PSEO, high school students can enroll in on-line, on-campus, and dual/concurrent enrollment college courses delivered at the high school. MSC Southeast's Connect 2 College (C2C) program provides concurrent courses at 10 [regional high schools](#). The college offers certificates for career and technical PSEO students, including certificate pathway programs in auto mechanics, electronics, and CNC/manufacturing. Some of these certificates and standalone courses are also offered as dual enrollment through their high schools, provided the school has a qualified instructor. Many high school students enroll in online courses offered by the college and take courses at the two campuses. The director of secondary relations manages the PSEO programs. This position was created as part of the administrative reorganization in FY2020 (see 5.B.1).

In support of student academic success, [College Success Strategies](#), the college's first year experience course required of students not meeting minimum placement scores, is designed to usher students into the college experience paralleling completion of developmental coursework. The mission-driven learning resource centers ("[The Roost](#)") on both campuses offer on-site and remote tutoring services, computer labs, library resources, testing services, study rooms, and assistance with resume writing and job interviewing. In addition, all students have free access to Tutor.com within the college's learning management system, D2L/Brightspace. Through student fees as appropriated by the Student Senates, students have access to health and fitness facilities. Each campus has a food pantry, wellness room, and gender-neutral restrooms. Mental health services are available at each campus and remotely. In addition, the college provides disability services, veteran's resources, and partners with [Adult Basic Education](#) to deliver support for English language learners. The MSC Southeast Foundation provides three sources for students to attain non-repayable emergency funds (see 1.B.1). Students enrolled in the college's "[The Dish](#)" program through Minnesota SNAP (Supplemental Nutrition Assistance Program) are provided a dedicated advisor, as well as transportation, emergency funding, and career preparation.

1.A.5

Minnesota State College Southeast's mission is articulated clearly and in multiple modalities.

The website is the primary mode of communicating the college's mission, vision, and values, related disclosures, and statements of commitment and fact. In the "[About Us](#)" section of the college's website, stakeholders will find the college's [mission, vision, and values](#) page with a link to the college's [Strategic Plan](#).

The mission statement appears prominently in the college's [Strategic Plan](#), [College Catalog](#), and [Advisory Committee Handbook](#). The mission is incorporated by Human Resources into [job postings](#) and into employee [onboarding materials](#) (p.12). On each campus, the college mission and welcoming statements are [displayed](#) in hallways and select large class/meeting rooms.

Sources

- About Us Web Page
- Academic Programs by Career Area Web Page
- Academic programs by Degree Web Page
- Additional Admission Requirements Associate of Science in Nursing
- Additional Admission Requirements Medical Laboratory Technician
- Additional Admission Requirements Phlebotomy
- Additional Admission Requirements Practical Nursing
- Additional Admission Requirements Truck Driving
- Adult Basic Ed ELL Web Page
- Advisory Committee Handbook
- Affirmative Action Plan 2018 - 2020
- Affirmative Action Plan 2020 – 2022 (pending approval)
- Associate of Arts degree approval by Minnesota State July 29 2016.pdf
- Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration
- Board Policy 1A.11 College and University Names and Permanent Locations
- Board Policy 1A.2 Board of Trustees

- Board Policy 3.24 College or University Type and Mission and System Mission
- C2C High School Partners
- Campus Connect publications
- CE CT Web page and Catalog.pdf
- Certification of Board Action Mission Name and Type change June 22 2016
- College success strategies course outline.pdf
- Connect to College (C2C) web page
- Dish
- Diversity Web Page.pdf
- Economic Impact MSC Southeast and Minnesota State FY2017
- Engagement in pursuit of Mission and Name Change AA Degree from proposal 4 1 2016
- Equity and Inclusion Interim Plan 2020 - 2021
- Foundation Scholarships
- KPIs All.pdf
- Minnesota Transfer Curriculum Web page
- Mission and vision history.pdf
- Mission and Welcoming Statement postings on campus
- Mission and Welcoming Statement postings on campus (page number 4)
- Mission Statement Selection survey results December 2015
- Mission Vision Values
- MnTC Goal Areas and Competencies
- mntransfer.org web page
- Monthly Town Hall agendas
- Monthly updates from the vice president of students and dean of students.pdf
- Operating Instruction 3.21.1.3 Transfer Pathways
- Periodic communications relating to enrollment from the director of admissions and enrollment(2)
- Perkins FY21-FY22 Programs of Study with Labor Market Data
- Print media examples
- Proposal for Mission and Name Change AA Degree 4 1 2016
- Proposal for Mission and Name Change AA Degree 4 1 2016 (page number 46)
- PSEO Web Page
- Sample Job Postings with college mission
- Southeast Comprehensive Local Needs Assessment Framework
- Southeast Perkins Consortium Members
- Strategic Enrollment Plan 2021 - 2023
- Strategic Plan 2018 – 2021
- Strategic Plan 2018 – 2021 (page number 3)
- Strategic Plan 2018 – 2021 (page number 5)
- Strings Winds and Brass variety showcase
- Student Affairs web page
- The Dish Program (SNAP) Pre-Enrollment Forms by campus
- The Roost web page
- Transfer Pathways web page
- Vision approval October 3 2018
- Weekly updates from the college president
- Weekly updates from the Vice President of Academic Affairs

1.B - Core Component 1.B

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.

Argument

1.B.1

The mission of Minnesota State College Southeast (MSC Southeast) is explicit in its service to students and the community.

1.A.4 describes programs and services reflecting the college's mission. Additional actions in service to further the common good include:

- In FY2021, the college hosted ten [financial aid nights](#), providing guidance to parents and high school students preparing for college. While delivered by MSC Southeast, the events addressed the perceived and real financial barriers to attaining a college education regardless of their choice of institution.
- In FY2020, the college engaged with five regional [Alternative Learning Centers](#) (ALCs). The intention is to expand engagement to thirteen by the end of the calendar year. Recognizing that students attending ALCs are often overlooked by colleges, MSC Southeast has created a recruiting and outreach plan designed specifically to assist in transitioning students from ALCs to college.
- Beginning Fall 2021, the [Papenfuss Scholars Program](#) will support five Winona ALC graduates by meeting all of their college expenses at MSC Southeast for up to two years. Funds will be awarded as "last-dollar" scholarships, meaning that after federal and state grants and any other scholarships are applied, the program will cover the remainder of tuition and fees.
- The college serves incarcerated juveniles and adults. The Minnesota Juvenile Correctional Facility in Red Wing houses approximately 100 males with an onsite high school. The college teaches PSEO courses there twice per year: Complete Concert Creation and Personal Health & Fitness 1 & 2. The facility also houses over 40 adult male prisoners in separate minimum-security, reentry housing. The college is piloting a one-semester [Pre-Construction Management](#) apprenticeship program for this population in addition to standing trainings in [Auto Mechanics](#) and [Welding](#) (currently on hold due to COVID-19).
- The mission of the [Minnesota State College Southeast Foundation](#) is to "make education accessible by providing scholarships and other resources to assist the College." Students are the primary recipients of Foundation support. Approximately 30% of MSC Southeast students are low income. In addition to a variety of [scholarships](#), the "MSC Southeast Cares Emergency Fund" was launched in November 2019 with awards first distributed in Spring 2020 to help

new students meet essential expenses in emergency situations. Emergency funds are also available from two long-standing emergency funds, which are dedicated to assisting students further along in their college experience. Awards are currently limited to \$100 per student/per year. Payment is generally made to cover the expense directly, not to the student. [Application criteria](#) limits covered expenses to include medical, dental, food or transportation needs; utility bills; homelessness; childcare; safety needs; books or other academic essentials; vehicle repairs that impair the student's ability to get to campus; or replacement of essential personal belongings due to fire or natural disaster.

- The [Construction Technology program](#) partners with Habitat for Humanity Winona-Fillmore Counties and the City of Winona to help develop and build high quality, affordable housing in the community.
- The Truck Driving program annually coordinates with Toys for Tots to pick up and deliver toys to La Crosse, WI, for processing and distribution around the world, and collaborates with Hiawatha Valley Marines Toys for Tots for local distribution.
- The college's three music instrument repair programs attract students from across the United States and around the world, most with advanced performance skills. These programs and its students are a source of pride in the Red Wing community. As a means of acknowledging community engagement with the college and its programs, the college stages [Strings, Winds, and Brass](#), a student/employee variety showcase at the city-owned historic Sheldon Theatre. Proceeds are forwarded to MSC Southeast Foundation for scholarships.
- The college's Band Instrument Repair (BIR) program partners with [Vega Productions](#), a Twin Cities-based non-profit dedicated to providing donated music instruments to underfunded music programs and families in need. BIR evaluates Vega's inventory, sorts by viability, then repairs and prepares instruments for distribution, charging a nominal fee to recover costs. The relationship is symbiotic: BIR acquires instruments for student training, its students embrace a cause beyond their immediate learning, and Vega maintains an inventory of reliable, quality instruments for schools and individuals in need.
- 1.A.4 describes the [Continuing Education and Custom Training](#) (CE/CT) division. CE/CT also offers [Nursing Assistant](#) training and testing for entry into to the college's Nursing Program. It serves as a conduit to the Winona and Goodhue County [Small Business Development Centers](#) by providing meeting space as needed. In addition, this division offers low-barrier programming for adults in the form of [accelerated programs](#) in CNC, Welding, and Construction Technology. These programs are grant-funded and require minimal admissions paperwork. The goal is to prepare participants for entry level positions in high-demand occupations that pay a sustainable living wage.

1.B.2

The college is not responsible for monetary returns to investors, but is ultimately responsible to the taxpayers of Minnesota.

As a Minnesota State Colleges and Universities (Minnesota State) system institution, the college reflects Minnesota State's mission via its core commitment 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.”*

In 2018, Minnesota State commissioned an economic contribution analysis of the overall system and its member institutions. Based on FY2017 data, the college's specific [economic impact](#) is estimated

at \$80.3 million, generating \$4.7 million in state and local revenue, while adding an estimated \$2.8 million in charitable donations and volunteer services by faculty, staff, and students. The college is a contributing member of the Minnesota State system that generates \$12 of economic activity for every \$1 in state appropriation.

The college is responsible for providing viable education for employment and transfer to its students. The college's 2019 [Related Employment Rate](#) was **95.3%**. Through the Minnesota Transfer Curriculum (MnTC), general education coursework will transfer to any Minnesota State institution and the University of Minnesota. The college's Transfer Pathways provide a seamless, cost-effective means for students to complete a specific associate degree at MSC Southeast guaranteed to transfer to one of the seven Minnesota State universities without sacrificing credits or taking extra courses.

1.B.3

The college is integrated with its external constituents and responds accordingly within its mission.

Engagement with external constituencies is included in the MSC Southeast Strategic Plan as [Priority 2](#), focusing on regional partnerships in keeping with its mission as a community college. Specifically, Strategic Goal 2.1 states that the college will “strengthen the effectiveness of collaborative partnerships with employers; external public and private boards, foundations, and agencies; regional colleges and universities; and community organizations.” College representatives serve on [boards and committees](#) within local communities, sit on different college and system committees, and support the work of various community organizations. Career and Technical Education programs utilize [advisory committees](#) comprised of graduates, employers, and other stakeholders for [program betterment](#) (see 3.A.1).

In addition, the interim president meets quarterly with [presidential advisory committees](#) in both Red Wing and Winona. These committees provide input on college impact within each host community and the region and discuss concerns. [Campus Connect](#), a quarterly newspaper insert that reaches over 45,000 regional households was initiated in 2018 after the advisory committees cited the need for the college to amplify communications and celebrate its achievements with the public. The interim president also serves on the board of the 7 Rivers Alliance, a tri-state economic development commission, regularly attends the Red Wing Area Manufacturers Association (along with other college personnel), and frequently meets with regional secondary superintendents.

The college's Continuing Education and Custom Training division (CE/CT), noted in 1.A.4 and 1.B.1, is another important way that the college engages with its external constituencies. The division is very engaged with the regional businesses in meeting their training needs. An important dimension of this work is the [Minnesota Jobs Skills Partnership \(MJSP\) grants](#) which provide financial resources to train or retrain workers, expand work opportunities, and keep high-quality jobs in the region and state. CE/CT division consultants develop and manage the grants. In the past three years, [27 regional employer](#) partners received \$1,503,005 in MJSP grant funding in partnership with the college. The CE/CT division also works closely with regional Minnesota State system partners (Winona State University, Rochester Community and Technical College, and Riverland College) in a semi-formal regional consortium to align and expand training throughout southeastern Minnesota through shared resources.

Regional constituent engagement extends to regional secondary schools. In addition to providing PSEO learning opportunities described in IA4, the college partners with [23 area high schools/education districts](#) through the Southeast Perkins Consortium that was formed in FY2007.

The consortium, in collaboration with business, industry, and the Minnesota Department of Employee and Economic Development partners develop the biennial annual Perkins grant request that provides dedicated resources to implement quality career and technical programs that support the [range of educational needs of students](#) from exploration through career preparation. The plan is updated annually. The college's Director of Secondary Relations co-leads the Consortium with the Goodhue County Education District Coordinator of Alternative Programs and is responsible for all [reporting](#) to the Minnesota State system and Minnesota Department of Education (see 5.C.3).

The relationship with regional high schools and manufacturers has been further extended with the award of two [National Science Foundation grants](#) awards to the college in 2019 and 2020 of approximately \$960,000. These two awards have provided capacity to develop learning centers at four regional partner secondary schools where high school students can complete certificates in advanced manufacturing and electronics for transfer and to enter the workplace. The grants provide resources for limited equipment purchases, curriculum development, and faculty. The goal of the centers is to eventually provide learning opportunities for students from adjacent high schools and incumbent workers. Local manufacturers are donating training time, internship sites, and equipment.

Sources

- Advisory Committee Handbook
- Alternative Learning Center Recruitment and Outreach Plan
- Campus Connect publications
- CE CT Web page and Catalog.pdf
- CE CT Web page and Catalog.pdf (page number 4)
- CE CT Web page and Catalog.pdf (page number 5)
- CE CT Web page and Catalog.pdf (page number 7)
- CE CT Web page and Catalog.pdf (page number 8)
- College Foundation Contract with MSC Southeast
- Companies served through MJSP
- Economic Impact MSC Southeast and Minnesota State FY2017
- Emergency Fund Applications
- Employment Data Reporting and Results
- Engagement with community and regional organizations
- Financial Aid Night dates and presentation
- Foundation Scholarships
- Foundation web pages
- KPIs Student Success.pdf
- Master Program Advisory Committee Member List
- Minnesota Job Skills Partnership Grant Specs
- NSF Grant-funded programs information
- Papenfuss Scholarship Program announcement
- Perkins FY21-FY22 Programs of Study with Labor Market Data
- President's Advisory Committee List current spring 2021
- Social Media and Online Presence examples relating to college policy 606 - College Website policy
- Social Media and Online Presence examples relating to college policy 606 - College Website policy (page number 3)

- Southeast Comprehensive Local Needs Assessment Framework
- Southeast Perkins Consortium Members
- Specialized trainings for unique populations
- Specialized trainings for unique populations (page number 2)
- Specialized trainings for unique populations (page number 3)
- Specialized trainings for unique populations (page number 4)
- Strategic Plan 2018 – 2021
- Strategic Plan 2018 – 2021 (page number 5)
- Strings Winds and Brass variety showcase
- The Dish Program (SNAP) Pre-Enrollment Forms by campus
- Transfer Pathways web page
- Vega Productions news release

1.C - Core Component 1.C

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.

Argument

1.C.1

The college is re-assessing its determinations of curricular versus co-curricular activities.

Addressed in the [November 2018 Interim Report](#) and subsequent [Staff Analysis](#), Minnesota State College Southeast (MSC Southeast) has yet to alter its position on co-curriculars. However, with new academic leadership, in FY2022 the college will be evaluating the assertion of curricular versus co-curricular to its student organizations, as well as the program-associated community-betterment activities described in 1.B.1.

The college provides leadership opportunities through its Student Senates, student clubs and organizations. The college adheres to Minnesota State Colleges and Universities Board Policy [2.1 Campus Student Associations](#). Each campus Student Senate has sole authority to recommend the [chartering of student clubs and organizations](#) by the college president. The president's office maintains documentation relating to clubs/organizations charters. To this point, the college has never made claims regarding institutional direction of student clubs and organizations relating to contributions to the educational experience through research, community engagement, service learning, religious or spiritual purpose, or economic development within its mission or within communications. The college recognizes that individual campus Student Senates, along with recognized clubs and organizations, exist to represent students' interests, enhance and support their learning experiences, and foster an inclusive environment.

Information on student organizations and clubs is communicated via the college's [website](#) and the online [student handbook](#).

The Interim Report describes [results from a spring 2018 survey](#) of students engaged in clubs and organizations to determine perceived impact on College-wide Learning Outcomes (CLOs) attainment. Plans to facilitate this survey biennially each spring were disrupted by COVID-19 in FY2020 and FY2021. Further survey facilitations are dependent on the outcome of the determinations of curricular versus co-curricular with these clubs and organizations, and other activities throughout the college.

1.C.2

The college is shaping itself to serve an increasingly diverse student body.

Minnesota State College Southeast's student demographic profile is rapidly shifting, reflecting a college population that is racially and ethnically more diverse than the surrounding communities. It is also worth noting an increase in the proportion of adult learners with a multi-year gap between high school and college. Per [FY2020 fall 30th day headcount data](#), of the 1832 credit-seeking students enrolled:

- 13.7% were considered diverse
- 50.4% were first generation (MN)
- 29.5% were low income
- 3.7% were veterans
- 33.2% were post traditional age
- 3.3% had a disability
- 60% were enrolled part-time

High school enrollments accounted for 239.6 of the college's total 1,111 Full Year Equivalent (FYE) (1 FYE = 30 credits). Data from the [Minnesota Department of Employment and Economic Development](#) estimates that between 2020-2040, the greatest population declines will be in the 5-14 and 15-25 age groups (-14% and -19.6% respectively), with growth in the 25-34 and 35-44 age groups (23.1% and 4.2% respectively). Recognizing the increasingly diverse population, photos utilized within [communications](#) portray a diverse environment.

To be more intentional in its efforts, MSC Southeast has started placing emphasis on ensuring that the college is “student ready” rather than focusing on whether students are “college ready.” The college boasts higher graduation rates than the [IPEDS national comparison group](#) both overall and within race/ethnicity breakouts. MSC Southeast's graduation rate of Pell Eligible students within 150% of normal time is on par the national comparison group (27% versus 28%). To continue to improve these results, the college recently hired a full-time Director of Equity and Inclusion who will provide campus-wide leadership in partnership with the [Equity and Inclusion Committee](#) to advance diversity, equity, and inclusion initiatives at MSC Southeast beginning with the [Equity and Inclusion Interim Plan 2020-2021](#).

Through [Equity 2030](#), a system strategic vision, Minnesota State will “eliminate the educational equity gaps at every Minnesota State college and university.” This is reflected in MSC Southeast's Strategic Goal [1.10 Integrate system-wide student success strategies as part of Equity 2030](#). The college participates in a resulting FY2021 system-led initiative, [Equity by Design](#) (EbD), which guides institutions through a comprehensive evaluation of success rates and related data as a gateway to examine admissions, support services, student life, and curriculum through an equity lens. The college has established its [EbD team](#) and submitted to the system its [implementation steps](#). The newly hired Director of Equity and Inclusion is charged with guiding the team and college through initial data selection and analysis and leading the development of the college's EbD action plan by Spring 2022. In response to EbD, the college's Equity and Inclusion Interim Plan directs in FY2022 [the review](#) by the Equity and Inclusion Committee of all existing MSC Southeast policies through an equity lens, with suggested revisions forwarded to the policy owners.

FY2021, Diversity and Equity-oriented programming included:

- [Student Success Day](#)
 - MSC Southeast hosts a Student Success Day which typically focuses on providing

information on college services and sessions on managing college expectations. Following the death of George Floyd in Minneapolis, on September 22 the college dedicated this day to: *Multiculturalism: A Look at Racial Equity, Inclusion, and Where We Go from Here*. In addition to guest speakers, breakout sessions were presented/facilitated by college faculty and staff.

- [Women's History Month](#)
 - Two faculty presentations -- [Women: Stress and Mental Health Today](#) and [Mental Health Past and Present](#) -- focused on the topic of mental health, wellness, and the treatment of women in Minnesota mental health facilities in the late 18th/early 19th centuries.
- Black History Month
 - A presentation on [African American Achievements](#) with Dr. Andriel Dees, Minnesota State Interim System Diversity Officer
 - A presentation by a MSC Southeast history faculty utilizing both the [1619 Project and 1776 Commission](#) results to broach questions of accuracy and the role diversity may play in academics and the education for the college's students.
- [Sexual Assault Awareness Month](#)
 - The college partnered with HOPE Coalition to host an exhibit titled “What Were You Wearing,” a survivor art installation featuring a collection of outfits with the stories shared by survivors about what they had on when they were sexually assaulted.

Planned system initiatives documented within the system Chancellor/System Office work plan include:

- Creating the framework for system institutions to develop and deliver [Guided Learning Pathways](#). While a timeframe has yet to be assigned to this initiative, college academic leadership is laying the groundwork for its adoption. Guided Learning Pathways is the central focus of the academic success driver within [Equity 2030](#).
- In development, the system is designing its “Equity Scorecard” to help system institutions identify equity gaps within multiple data points. The intention is for this to become a system key performance indicator.
- Currently in pilot form, in FY2022 the system will implement its Comprehensive Campus Climate Assessment (CCA) in an effort to provide a climate-focused key performance indicator for its institutions. For both students and employees, the instrument includes the evaluation of equity and inclusion efforts.

1.C.3

The college cultivates a respectful, inclusive environment.

MSC Southeast’s Strategic Plan addresses fostering a climate of respect through [Priority 3](#), Build College Community. Specific drivers include Strategic Goal 3.2: *Instill a culture of teamwork that encourages new ideas, engagement, open communication, and collaboration*, and 3.3 *Build a culture of inclusion and equity throughout the college*. Results include the formation of the [Engagement Committee](#) in 2018 to promote community within the college. In addition, structures fostering respect and collaboration include Faculty Shared Governance (see 5.A.1) and the FY2021 expansion of a similar Meet and Confer structure with the Minnesota Association of Professional Employees (MAPE) and the American Federation of State County and Municipal Employees (AFSCME) unions. The college’s [Academic and Student Affairs workgroup](#) (ASA) brings together leadership and managers to ensure communication and collaboration in common pursuit of student success.

Monthly [all-staff meetings](#), weekly email updates by the [president](#), [vice president of academics](#), and monthly updates from the [vice president of student affairs/dean of students](#) demonstrate communication of the current state and future plans of the institution.

Student feedback is integrated into college policy and procedure changes (see 5.A.3). Each campus's Student Senate advisor serves as a conduit to decision-makers, and each Student Senate is consulted on [tuition](#) and the federal Higher Education Emergency Relief Funds ([HEERF](#)) [distributions](#). Many college personnel have added personal pronouns to name badges, email signatures, Zoom identities, and other communications, and in FY2020 the college added all-gender restrooms. The college's 2021-2023 [Strategic Enrollment Plan](#) directs the formation of an office of student engagement by fall 2023, the redesigning of scheduling structures, creating an office of advising focusing on at-risk students, and pursuing a Title III grant to bolster low-income student support.

The Student Success Day described in 1.C.2 will continue to be equity focused. A large number of staff partake in [equity-focused professional development](#), captured within the performance review process.

The [Ruffalo Noel Levitz Student Satisfaction Inventory](#) is facilitated annually (with the exception of spring 2020 due to COVID-19). Spring 2021 results analysis is in progress. Statements within the [Campus Climate](#) grouping speak to respect and inclusion. 2019 results indicate student satisfaction consistently higher the national comparison cohort. The same applies to survey statements relating to the college's [responsiveness to diverse populations](#).

The college's [Climate Survey](#) is administered biennially to all employees. The survey is comprised of 43 statements grouped into six categories: Communication, Leadership, Mission and Goals, Professional Development, Satisfaction, and Work Environment. Respondents indicate the importance of, and their agreement with, each statement on a 4-point Likert scale. The ability to comment closes each category. The survey includes ten statements relating to fostering a respectful workplace:

- (M-8) I understand why it is important for the college to value diversity.
- (W-2) The college is welcoming to students and employees of diverse backgrounds.
- (W-6) The college is committed to the health and safety of students and employees.
- (L-3) I feel empowered to make decisions in my area of responsibility.
- (L-4) My supervisor treats me with respect.
- (L-7) My supervisor is open to suggestions.
- (L-10) I respect my supervisor.
- (C-4) The teams I am involved with work well together.
- (C-10) Employees are able to express ideas and opinions without fear of retribution.
- (C-7) Communication amongst employees is open and respectful.

[Spring 2021 results](#) indicate an overall climate of respect and cooperation. An outlier is statement C-10: *Employees are able to express ideas and opinions without fear of retribution*, though since 2019 agreement has improved significantly.

Sources

- 2021 Climate Survey statements relating to respect
- Academics Student Affairs Committee minutes FY20-21

- All student clubs and organizations by-laws - Copy
- Angel Mytas presentation Women Stress and Mental Health Today.pdf
- Board Policy 2.1 Campus Student Associations
- Climate Survey Report 2021
- Diversity within Marketing samples
- Engagement Committee Charter and Minutes FY20
- Equity 2030 Information web pages
- Equity and Inclusion Committee Charter and Minutes FY20-21
- Equity and Inclusion Interim Plan 2020 - 2021
- Equity and Inclusion Interim Plan 2020 - 2021 (page number 6)
- Equity by Design information and MSC Southeast plan
- Equity by Design information and MSC Southeast plan (page number 48)
- Equity by Design information and MSC Southeast plan (page number 49)
- Equity Focused Program Learning Outcomes
- Examples of diversity programming
- Examples of diversity programming (page number 2)
- Examples of diversity programming (page number 4)
- Examples of diversity programming (page number 5)
- Examples of diversity programming (page number 6)
- Examples of diversity programming (page number 7)
- Guided Learning Pathways Initial Assessment and Minnesota State-supplied information.pdf
- Higher Learning Commission Staff Analysis of Institutional Report March 4 2019
- Interim Report to the Higher Learning Commission November 2018
- Interim Report to the Higher Learning Commission November 2018 (page number 30)
- Interim Report to the Higher Learning Commission November 2018 (page number 33)
- IPEDS Data Feedback Report 2020
- IPEDS Data Feedback Report 2020 (page number 6)
- KPIs Student Success.pdf
- KPIs Student Success.pdf (page number 3)
- KPIs Student Success.pdf (page number 4)
- MN DEED Region 10 Demographic Profile
- Monthly Town Hall agendas
- Monthly updates from the vice president of students and dean of students.pdf
- Prof Development tracking sheet with individual equity focused professional development indicated
- Ruffalo Noel Levitz campus climate.pdf
- Ruffalo Noel Levitz relating to responsiveness to diverse populations
- Ruffalo Noel Levitz Student Satisfaction Inventory overview with in-service presentation
- Stout Presentations
- Stout Presentations (page number 2)
- Stout Presentations (page number 4)
- Strategic Enrollment Plan 2021 - 2023
- Strategic Enrollment Plan 2021 - 2023 (page number 13)
- Strategic Plan 2018 – 2021
- Strategic Plan 2018 – 2021 (page number 4)
- Strategic Plan 2018 – 2021 (page number 6)
- Student Organizations web page - Copy
- Student Senate Consultations tuition and CRRSSA.docx.pdf
- Summary of Student Senate Consultation Letters re Tuition and Fees.pdf

- Weekly updates from the college president
- Weekly updates from the Vice President of Academic Affairs

1.S - Criterion 1 - Summary

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

Summary

The mission of Minnesota State College Southeast is clearly articulated and guides the institution's operations. The college's activities and programs follow well-documented processes which are presented in response to the objectives in Criterion 1.

MSC Southeast is committed to preparing students for a lifetime of learning by providing education for employment, skill enhancement, retraining, and transfer. The college's mission to meet the needs of students and the community acknowledges its role in providing the means to achieve personal, professional, and intellectual growth for members of the public. The institution maintains regular and consistent interaction with external stakeholders to ensure the alignment of its educational offerings to community needs.

MSC Southeast's demographic profile is shifting toward a racially and ethnically more diverse student body as well as more adult learners with a gap between high school and college. To serve the needs of all students, the college placing emphasis on ensuring that it is "student ready" rather than focusing on whether students are "college ready."

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

2.A.1

The mission of Minnesota State College Southeast (MSC Southeast) was developed independently of the Board of Trustees of Minnesota State Colleges and Universities (Minnesota State). The Board adopted the college mission.

Minnesota Statutes Section [136E.02](#) *Board of Trustees* established the Minnesota State Board of Trustees and Minnesota Statutes Section [136E.06](#) authorized the Board to serve as the governing authority for all Minnesota State colleges and universities. Minnesota Statutes Section [136E.07](#) required the Board to appoint a chancellor to serve as the chief administrator with powers and duties as delegated by the board. Under laws and statutes of the state of Minnesota and regulations of Minnesota Management and Budget, Minnesota State system policies and procedures ensure system institutions operate with integrity in financial, academic, human resource, and auxiliary activities.

Minnesota Statutes Section [135A.052](#) *Postsecondary Missions* and Minnesota Statutes Section [136E.05](#) *Missions* distinguishes the missions of public postsecondary institutions, directs Board support for those missions, and provides for distinct institutional missions subject to Board approval. Board Policy [1A.1](#) *Minnesota State Colleges and Universities Organization and Administration* Part 2. Subpart C reflects these statutes in directing the unique missions of individual institutions in support of the overall system mission, and delineating among technical and community colleges, and universities. Per Board Policy [3.24](#) *College or University Type and Mission, and System Mission*, and related Procedure [3.24.1](#), the Board provides the processes for review/approval of college and university missions.

1.A.1 provides evidence relating to mission development and approval. The college's mission was [approved](#) by the Board of Trustees of Minnesota State Colleges and Universities on June 22, 2016.

2.A.2

MSC Southeast operates with integrity in its financial, academic, human resources, and auxiliary functions.

Financial

Minnesota State Board Policy [7.1 Finance and Administrative Authority of Board, Chancellor and Presidents](#) delegates authority to the chancellor to develop procedures and guidelines to implement the Board's policies for administrative and financial management of the system, including all colleges and universities. Board Policy [7.3 Financial Administration](#) requires that system procedures assure that financial records are complete and safeguarded; financial information is accurate, reliable, and useful for management reporting; and financial management methods support short term and longer term system and college and university strategic objectives.

Under Board Policy [5.9 Biennial and Annual Operating Budget Planning and Approval](#), colleges, universities, and the system office are required to prepare balanced budgets consistent with board policies and system procedures. The chancellor is responsible for monitoring the system, system office, and college and university budgets. Further, per Board Policy [5.10 Reserves and Year-End Balances](#) and System Procedure [5.10.1 General Operating Fund Reserve](#), all institutions in Minnesota State are required to accurately report financial data, which includes, but is not limited to, the composite financial index (CFI); primary reserve ratio; return on net assets; viability ratio; and operating margin ratio.

The Board of Trustees also maintains authority to set tuition rates for all system institutions and regulates fees charged to students in accordance with Board Policy [5.11 Tuition and Fees](#) and System Procedure [5.11.1 Tuition and Fees](#).

Per Minnesota State Procedure [1A.2.2 Delegation of Authority](#) and Board Policy [7.1 Finance and Administrative Authority of Board, Chancellor and Presidents](#), the college president is responsible for fiscal integrity, delegated to the Vice President of Finance and Administration, who is responsible for budget planning and financial administration of the college (See 5.B.3). Per [7.4 Financial Reporting](#), [annual reports](#) are prepared and filed with Minnesota Management and Budget as specified by law and governmental accounting standards.

Academic

Minnesota Statutes [136F.06](#), Subdivision 1 provides that the board shall approve programs of study and requirements for completion of programs and approve the awarding of appropriate certificates, diplomas, and degrees. Board Policy [3.36](#), Part 3, lists the academic awards authorized by the Board of Trustees, and Part 5 delegates to the chancellor the authority to approve new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at system colleges and universities.

Board policies and related procedures also govern the following areas of academic functions: [2.9 Academic Standing and Financial Aid Satisfactory Academic Progress](#), [3.3 Assessment for Course Placement](#), [3.4 Undergraduate Admissions](#), [3.5 Post-Secondary Enrollment Options \(PSEO\) Program](#), [3.6 Student Conduct](#), [3.8 Student Complaints and Grievances](#), [3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum](#), [3.22 Course Syllabi and Course Outlines](#), [3.29 College and University Transcripts](#), and [3.39 Transfer Rights and Responsibilities](#).

Personnel

Minnesota State requires non-discrimination and equal opportunity in both its educational and employment practices. Board Policy [1B.1](#) *Equal Opportunity and Nondiscrimination in Employment and Education* defines the criteria for this standard and provides clear direction for accountability to campuses, faculty, and staff. The conduct of Board of Trustee members is governed under Board Policy [1C.1](#) *Board of Trustee Code of Conduct* and employees are held to a high standard of integrity through the *Employee Code of Conduct* (Policy [1C.2](#) *Fraudulent or Other Dishonest Acts* and Procedure [1C.0.1](#) *Employee Code of Conduct*):

- Members of the Board of Trustees must disclose any potential conflicts of interest and are not permitted to use their political appointment to secure personal benefits. Trustees may not exert personal influence over hiring or contractual agreements at the institutional or system levels.
- Likewise, all Minnesota State employees are held to standards to prevent use of their position as a state and system employee to their personal advantage.
- Minnesota State is committed to providing equal employment opportunities and all employees are held accountable for not allowing harassment of fellow employees or potential hires.

System policies and procedures are echoed in these college policies: [136](#) *Disabilities Act*, [137](#) *Nondiscrimination in Employment and Education Policies and Reporting Procedures*, [311](#) *Affirmative Action*, [601](#) *Facility and Equipment Use*, [404](#) *Consensual Relationships*, and [605](#) *Acceptable Use of Computers and Information Technology Resources*.

New employees are required to complete training on the Minnesota State [Code of Conduct](#), the use of private data, sexual harassment, and if applicable to the position, safety and security. Newly hired supervisors and managers are required to complete the “[Art and Science of Supervision](#)” course in order to meet the requirements of Minnesota Statutes Section [43A.21](#).

Human Resources offices across the system must ensure communication of, and compliance with, integrity-centric policies and procedures. The college's [Employee Handbook](#) includes the review of these system, state and federal policies and procedures:

Policy	Title
Board Policy 1B.2	Affirmative Action in Employment
Board Policy 1B.4	Access and Accommodation for Individuals with Disabilities
System Procedure 1B.1.1	Report Complaint of Discrimination Harassment
System Procedure 1B.1.2	Preferred Name
System Procedure 1B.3.1	Response to Sexual Violence and Title IX Sexual Harassment
System Procedure 5.22.2	Cellular and Other Mobile Computing Devices
Procedure 1B.0.1	Reasonable Accommodations in Employment
Minnesota Management and Budget 1423	Appropriate Use of Electronic Communication and Technology

Minnesota Management and Budget 1418	Drug and Alcohol Testing Plan
Minnesota Management and Budget 0103-01	Code of Conduct
20 U.S.C. § 1232g; 34 CFR Part 99	Family Educational Rights and Privacy Act (FERPA)

A union environment, all faculty and staff positions are covered by collective bargaining agreements that articulate requirements and protections for the position. Administrator positions are covered under the Minnesota State Administrators Plan. Each contract defines the rights and responsibilities of employees and procedures for grievances and discipline ([Minnesota State College Faculty](#); [Middle Managers Association](#); [Minnesota Association of Professional Employees](#); [American Federation of State County and Municipal Employees](#)).

Auxiliary

Board Policy [7.3 Financial Administration](#) establishes general provisions for sound financial administration to safeguard the resources of the state of Minnesota, the system, the colleges and universities, and the constituencies they serve. System Procedure [7.3.2 Auxiliary Operations](#) regulates auxiliary enterprises that are part of the college or university for proper and efficient management and System Procedure [7.3.5 Revenue Fund Management](#) establishes parameters for management of the revenue fund. These policies and procedures apply to housing services, food services, health services, wellness centers, retail sales, student Perkins loan programs, parking, and other contracted services.

Sources

- 135A.052 POSTSECONDARY MISSIONS
- 136F.02 BOARD OF TRUSTEES
- 136F.045 LABOR ORGANIZATION BOARD MEMBER SELECTION PROCESS
- 136F.05 MISSIONS
- 136F.06 POWERS AND DUTIES
- 136F.07 CHANCELLOR
- 136F.30 COURSES AND PROGRAMS
- 136F.70 TUITION-FEES-ACTIVITIES FUNDS
- 43A.21 TRAINING PROGRAMS
- 43A.38 CODE OF ETHICS FOR EMPLOYEES IN THE EXECUTIVE BRANCH
- AFSCME Master Agreement 2019 - 2021
- AFSCME Master Agreement 2019 - 2021 (page number 71)
- Art and Science of Supervision leadership training
- Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration
- Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education
- Board Policy 1B.3 Sexual Violence Policy
- Board Policy 1C.1 Board of Trustees Code of Conduct
- Board Policy 1C.2 Fraudulent or Other Dishonest Acts
- Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress
- Board Policy 3.21 Undergraduate Course and Credit Transfer and the MN State Transfer

Curriculum

- Board Policy 3.22 Course Outlines and Course Syllabi
- Board Policy 3.24 College or University Type and Mission and System Mission
- Board Policy 3.29 College and University Transcripts
- Board Policy 3.3 Assessment for Course Placement
- Board Policy 3.36 Academic Programs
- Board Policy 3.39 Transfer Rights and Responsibilities
- Board Policy 3.4 Undergraduate Admissions
- Board Policy 3.5 Post-Secondary Enrollment Options (PSEO) Program
- Board Policy 3.6 Student Conduct
- Board Policy 3.8 Student Complaints and Grievances
- Board Policy 5.10 Reserves and Year-End Balances
- Board Policy 5.11 Tuition and Fees
- Board Policy 5.9 Biennial and Annual Operating Budget Planning and Approval
- Board Policy 7.1 Finance and Administrative Authority of Board-Chancellor and Presidents
- Board Policy 7.3 Financial Administration
- Board Policy 7.4 Financial Reporting
- Certification of Board Action Mission Name and Type change June 22 2016
- College policy 136 - Disabilities Act
- College policy 137 - Nondiscrimination in Employment and Education Policies and Reporting Procedures
- College policy 311 - Affirmative Action
- College policy 404 - Consensual Relationships
- College policy 601 - Facility and Equipment Use
- College policy 605 - Acceptable Use of Computers and Information Technology Resources
- Family Educational Rights and Privacy Act FERPA
- MAPE Master Agreement 2019 - 2021
- MAPE Master Agreement 2019 - 2021 (page number 21)
- Minnesota State Code of Conduct Q and A
- MMA Master Agreement 2019 - 2021
- MMA Master Agreement 2019 - 2021 (page number 12)
- MMB 0103-01 Code of Conduct Policy
- MMB 1418 Drug and Alcohol Testing Plan
- MMB 1423 Appropriate Use of Electronic Communication and Technology
- MSCF Master Agreement 2019 - 2021
- MSCF Master Agreement 2019 - 2021 Excerpt Article 27 Grievance Procedure
- Policy 1B.2 Affirmative Action in Employment
- Policy 1B.4 Access and Accommodation for Individuals with Disabilities
- Procedure 1A.2.2 Delegation of Authority for Board Policy 1A.2 Prt 3. Subpart B
- Procedure 1B.0.1 Reasonable Accommodations in Employment
- Procedure 1B.1.1 Report Complaint of Discrimination Harassment Investigation and Resolution
- Procedure 1B.1.2 Preferred Name
- Procedure 1B.3.1 Response to Sexual Violence and Title IX Sexual Harassment
- Procedure 1C.0.1 Employee Code of Conduct
- Procedure 3.24.1 College and University Type and Mission and System Mission
- Procedure 5.11.1 Tuition and Fees
- Procedure 5.22.2 Cellular and Other Mobile Computing Devices
- Procedure 7.3.2 Auxiliary Operations

- Procedure 7.3.5 Revenue Fund Management
- Required training example memo
- Statements of net position and statements of revenues expenses and changes in net position
- System Procedure 5.10.1 General Operating Fund Reserve

2.B - Core Component 2.B

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.

Argument

2.B.1

In its online presence, advertising, marketing, and public communications, Minnesota State College Southeast (MSC Southeast) ensures information regarding academic offerings and requirements, faculty and staff, student costs, governance structure, and accreditations are accurately presented.

The college's website, southeastmn.edu, serves as the primary publicly available resource for information about all aspects of the institution. Per College Policy [606 College Web Site Policy](#), the website is maintained by the Web Team, comprised of communications professionals who expedite college-wide requests for updates to academic programs, policies, and other information in a timely fashion. This team is the authority responsible for ensuring that all online college material meets industry standards, is regulation compliant (e.g., ADA compliance), adheres to college messaging, and adheres to [brand standards](#). The Web Team does not generate information; rather, the team relies on [designated content experts](#) from faculty and college departments such as Academic Affairs, Student Affairs, and the business office to provide complete and accurate information for the website and other college communications materials.

Under the "[Academics](#)" navigation tab, all degrees are listed in a directory ("[Academic Programs by Degree](#)") that can be sorted by Degree, Award, Career Area, Program, and Campus. Detailed information is presented for each degree, certificate, or diploma offered at the college. All [major pages](#) include: delivery modalities; program description; courses; estimated costs; careers; program learning outcomes; and instructor biographies. [Program plan PDFs](#), which describe sample plans with coursework listed by semester, are posted on each CTE major page. Program Plan PDFs for [associate of arts degrees](#) also include a planning worksheet/checklist to assure all Minnesota [Transfer Curriculum goals](#) and requirements are met. Estimated costs are presented in terms of approximate tuition/fees, minimum tool cost, books/supplies, and the estimated total.

Depending on the type of major, additional features may appear on [major pages](#):

- Career and technical education majors include links to course descriptions
- List of Minnesota State universities that accept Transfer Pathway majors
- Media such as YouTube video
- Specific accreditations

The majors can also be accessed by a directory of “[Academic Programs by Career Area](#).” Career areas are sorted into eight groupings: Business & Management; Education and Human Services; Engineering, Manufacturing & Trades; Health Sciences; Information Technologies; Liberal Arts & Transfer Studies; Musical Instrument Repair & Building; and Transportation Careers. Links to program pages are shown under each career area. The [program pages](#) include links to each specific major within the program; a list of career opportunities; and placement rate for the program.

More detailed information about programs, majors, and coursework is available in the [Course Catalog](#), which is published on the website and can be downloaded as a PDF or viewed as a flipbook online. A comprehensive list of current and recent [Course Descriptions and Outlines](#) is also posted on the website. Each course in this list links to a PDF of the [course outline](#).

In addition to short instructor biographies posted on major pages, all faculty and staff contact information is available on the website through the “[Directory](#)” link at the top of every page in the website. Employee photos appear in the in the “[Future Students](#)” (Admissions) and “[Current Students](#)” sections. Within the “[About Us](#)” section of the website, the College Administration page includes contact names, emails, phone numbers, photographs, and biographies for the president, vice presidents, deans, chief information officer, and chief human resources officer. The College [Organization Chart by Area - 2021 \(PDF\)](#) can be downloaded from the [Mission/Vision/Values](#) page in the “[About Us](#)” section.

Information on the college’s current Accreditation status is also available in the “[About Us](#)” section, both the [Institutional Accreditation](#) with the Higher Learning Commission and specific program accrediting bodies. Also included is [Student Right to Know/Graduation and Transfer-Out Rates](#) with the link to IPEDS, and a [comprehensive list of disclosures](#) populated within the college website. The [Student Rights](#) page houses the college’s Nondiscrimination Policy, in addition to information and the reporting process specific to Sexual Harassment and Violence. In addition, the page contains data practices compliance information and Directory and Limited Directory Information.

The “[Future Students](#)” area includes an overview of the admissions requirements and process and contact information for college admissions personnel. Under “[Current Students](#),” the students can access the online [Student Handbook](#), which includes the Student Code of Conduct, College Information and Policies, Academic Planning Tools, Academic Success Standards, College Costs and Finances, and Emergencies and Safety. At the start of every semester students are [emailed](#) the link to the Student Handbook along with other required notifications (e.g., Clery Act, Drug-Free Campus, Student Right to Know information, etc.).

The “[Paying for College](#)” section provides information on [college costs](#), [payment and billing](#), a [net price calculator](#), tuition [due dates](#), and applying for financial aid, loans, and grants and scholarships. An additional scrolling [college calendar](#) provides clear deadlines and significant dates for students.

At the top of every page in the website, students can find a link to [eServices](#), where they can check on outstanding bills and any refunds due to them, in addition to grades, course registration, academic progress reports, and financial aid information.

Marketing and communications staff work under the direction of the vice president of student affairs and provide services to the entire college, regardless of department. Social media, print, advertising, marketing, and public communications efforts reflect information found in the MSC Southeast website, and in many cases refer/link directly to program and major pages for additional information.

Marketing staff prepare [print pieces](#) such as the college view book, post cards, prospect information packets, brochures as needed. Advertising campaigns including digital, broadcast, print, and social media, are managed by the marketing department. When appropriate, information is verified by faculty, other designated subject matter experts, or research before publishing.

To maintain integrity and branding of college-aligned social media, per College Policy [606 - College Web Site Policy](#), updated spring 2021, [college social media accounts](#) are created and managed by the marketing department. Upon request, departmental social media accounts may be established with editing rights conferred to department representatives.

2.B.2

Minnesota State College Southeast does not make claims regarding contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, or economic development. While the college engages with its communities through participation and collaboration, none of these relationships are compulsory.

Relative to the college mission statement relating to “education for employment,” per College Policy [133 Placement Services](#), the college’s job placement history for its graduates is included within each [program web page](#) and is available by request in Student Affairs.

Sources

- AASC Course Outline Template with Course Outline Change form and sample outlines
- AASC Course Outline Template with Course Outline Change form and sample outlines (page number 5)
- About Us Web Page
- Academic Integrity Violation - Report and Recommendations
- Academic program information by page samples
- Academic Programs by Career Area Web Page
- Academic programs by Degree Web Page
- Accreditation Web Page
- Articulated Transfer Agreements
- Billing and Payment Web Page
- Brand Standards Manual
- College Calendar web page
- College policy 133 - Placement Services
- College Policy 606 - College Web Site Policy
- Course descriptions and outlines
- Current Students Web Page
- Data Practices Compliance Official
- Designated Content Experts
- Directory
- Disclosures Web Page
- E-services
- Fees Web Page
- Future students
- Mission Vision Values

- MnTC Goal Areas and Competencies
- Net Price Calculator Web Page
- Organization Chart current April 2021
- Paying for College Web Page
- Print media examples
- Social Media and Online Presence examples relating to college policy 606 - College Website policy
- Student Handbook and other required communications to students
- Student Right to Know Web Page
- Student Rights Web Page
- Transfer Pathway program plans merged
- Tuition and Billing Web Page
- Tuition Due Dates Web Page
- Web Program and Major Page and Program Plan samples
- Web Program and Major Page and Program Plan samples (page number 10)
- Web Program and Major Page and Program Plan samples (page number 24)

2.C - Core Component 2.C

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

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

Argument

2.C.1

The Board of Trustees of Minnesota State Colleges and Universities makes informed decisions regarding system institutions.

The Board of Trustees for the system was established by Minnesota Statutes [136F.02](#). The Board's required mission is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. To pursue that outcome, the board is directed to make possible the efficient use of the facilities and staff of technical colleges, community colleges, and state universities so that students may benefit from improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. The board shall control administrative costs by eliminating duplicative administrative positions and course offerings (Minnesota Statutes [136F.05](#)).

In order to accomplish that mission, the legislature granted the board specific governing authority in Minnesota Statutes [136F.06](#):

Subdivision 1. General authority. The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions. Sections 14.01 to 14.47 do not apply to policies and procedures of the board.

Subdivision. 2. Governance authority. The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The

board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency.

2.C.2

The priority of the Board of Trustees is to preserve and enhance the colleges and universities of Minnesota State.

Membership of the board is defined in Minnesota Statutes [136F.02](#), Subdivision 1 as follows:

The board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college. One member representing labor must be appointed after considering the recommendations made under section 136F.045. The governor is not bound by the recommendations. Appointments to the board are with the advice and consent of the senate. At least one member of the board must be a resident of each congressional district. All other members must be appointed to represent the state at large. In selecting appointees, the governor must consider the needs of the board and the balance of the board membership with respect to labor and business representation and racial, gender, geographic, and ethnic composition.

The Minnesota State [Board of Trustees](#) meets at least seven times per year and all board meetings are open to the public in compliance with the [Minnesota Open Meeting Law](#). The [meeting dates, location, and times](#) are posted on the Minnesota State web site along with board policies, roster of trustees, calendar, [committee assignments](#), [meeting materials](#), and [meeting minutes](#). Comments and discussion from the general public are permitted at the discretion of the chair of the board, subject to approval of the board. Meetings are recorded and audio is streamed on the Minnesota State web site. The Board of Trustees submits a [biennial budget request](#) to the state legislature reflecting its commitment to provide an extraordinary education to students at an affordable cost.

2.C.3

Through committee structures and engagement with system institutions, the Board of Trustees and the system chancellor ensure consideration of the interests and priorities of system institutions.

To ensure Board consideration and review of stakeholder interests, per Board Policy 1A.2 *Board of Trustees*, the Board's [standing committees](#) are:

- Finance Committee
- Workforce and Organizational Effectiveness Committee
- Academic and Student Affairs Committee
- Audit Committee
- Diversity, Equity, and Inclusion Committee
- Facilities Committee
- Nominating Committee
- Outreach and Engagement Committee
- Ad hoc committees and working groups

Through these committees' actions and reporting, engagement with member colleges and universities through system divisions, and directly through engagement with presidents and system campuses, the Chancellor/System [FY2021 Goals and Objectives](#) include:

- Creating a guided learning pathways framework
- Addressing student basic needs insecurities
- Enhancing the data network by refining enrollment forecasting, developing additional data tools accessible to system institutions, and implementing enhanced data reporting platforms
- Implementing Equity by Design to address educational disparities among diverse populations
- Implementing the Comprehensive Climate Assessment to evaluate equity and inclusion at the campus level
- Implementing the Equity Scorecard to determine equity gaps at the institution level
- Developing a framework to identify and eliminate discriminatory policies and practices
- Adjusting business models to support system and campus efforts toward Equity 2030
- Advancing supplier diversity efforts
- Improving campus and system capacity to attract, develop, and retain a diversified workforce
- Enhancing digital equity

The Board of Trustees submits a [biennial budget request](#) to the state legislature reflecting its commitment to provide an extraordinary education to students at an affordable cost. The Board submitted its request for FY2022-2023 with these areas of focus:

- Continuing to meet Minnesota's talent needs by providing high-quality, affordable, and relevant academic programs
- Protecting Minnesota State's commitment to inclusive excellence and ensuring that its students receive an extraordinary, affordable, and accessible education
- Closing the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location

The chancellor and the Board of Trustees engage with system institutions. The chancellor's recent interactions with MSC Southeast include:

- Spring 2018 visit to each campus to introduce Interim President Larry Lundblad
- Fall 2018 visit to the Winona campus along with Minnesota State Board of Trustees; reception at Tandeski Center; toured Auto Body Collision Tech and Mechatronics
- Fall 2018 visit to the Red Wing campus for roundtable discussion with business leaders on Workforce Development issues
- Fall 2019 visit to both campuses as part of a Workforce Development Tour
- Fall 2019 visit/listening session on presidential search/extension of interim president
- Fall 2020 Zoom listening session on new president
- [Appointment](#) of Dr. Marsha A. Danielson as college president beginning July 1, 2021

2.C.4

The Board of Trustees acts independently of undue influence.

Trustees must comply with Board Policy [1C.1 Board of Trustees Code of Conduct](#), which prohibits using the position to secure personal benefits, disclosing confidential communications, or exerting influence in hiring or awarding contracts. Trustees must disclose potential conflicts of interest. As public officials, trustees are required to file annual statements of economic interest, and

are subject to gift prohibitions per Minnesota state statute.

Per Minnesota Statutes Section [15.0575](#), a commissioner of a state agency may not serve as a member of the board. Removal of a member of the governing board may only occur upon cause after notice and hearing, or after missing three consecutive meetings.

All meetings of the board comply with the [Minnesota Open Meeting Law](#).

2.C.5

Day-to-day management of MSC Southeast is delegated to local administration. Faculty oversee academic matters.

The Board of Trustees is required to appoint a chancellor, who shall perform duties as delegated by the board (Minnesota Statutes [136F.07](#)). Each college or university shall have a president appointed by the board upon recommendation of the chancellor. Policy 4.2, part 1. provides:

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. The president shall advise the chancellor, the staff of the system office, and the Board of Trustees on matters of system policy as appropriate, and otherwise administer and support all Minnesota State Colleges and Universities policies and programs. The president shall also lead in generating and sustaining the university/college vision as an integral part of the Minnesota State Colleges and Universities system. The duties and responsibilities of the president shall include, but not be limited to, adhering to board policies and system procedures, employing personnel, providing innovative educational leadership, allocating campus resources, and implementing the board's strategic plan.

Faculty at MSC Southeast are represented by the Minnesota State College Faculty (MSCF). The [MSCF contract](#) assigns a critical role to the faculty in academic affairs per [Article 8 section 2](#) of the 2019-2021 *Master Agreement*:

Section 2. Academic Affairs and Standards Council. Faculty have fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. The parties agree that the faculty hold the critical role in academic decision-making at the colleges. In order to ensure such role, the parties agree to establish an Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards.

Subd. 2. Purpose of the Council. The purpose of the council is to provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings.

Subd. 3. Structure of the Council. The council shall consist of two-thirds faculty members and one-third administrators and/or other staff. The faculty members will be selected by the faculty president after consultation with the college president. The administrative members

will be selected by the college president after consultation with the faculty president but must include the chief academic officer. The parties agree to make appointments that represent broadly the academic programming of the college. A faculty member shall serve as chair of the council. S/he shall develop agendas and meeting arrangements cooperatively with the chief academic officer. Other individuals may be invited to address the council.

Subd. 4. Process. The council shall develop procedures for all curriculum matters to be discussed. The council shall, upon due consideration, forward its decisions to the administration. While it is recognized that the college president reserves the ultimate decision-making authority, the norm shall be to follow the decision of the Academic Affairs and Standards Council absent compelling reason(s) to do otherwise. If the administration counters a decision of the council, the council chair may request that the college president attend an upcoming meeting of the council to hear an appeal on the issue.

Sources

- 136F.02 BOARD OF TRUSTEES
- 136F.05 MISSIONS
- 136F.06 POWERS AND DUTIES
- 136F.07 CHANCELLOR
- 15.0575 ADMINISTRATIVE BOARDS AND AGENCIES
- Board appointment of Dr. Marsha A. Danielson April 21 2021
- Board Calendar
- Board of Trustees Board Packet January 26 and 27 2021
- Board of Trustees Calendar
- Board of Trustees committees with rosters
- Board of Trustees Executive Committee Minutes sample 1 6 2021
- Board of Trustees home page
- Board of Trustees Meeting Summaries Samples
- Board Policy 1C.1 Board of Trustees Code of Conduct
- Chancellor and System Office Work plan update spring 2021
- Minnesota Open Meeting Law
- Minnesota-State-2022-2023-Biennial-Budget-Request
- MMA Master Agreement 2019 - 2021
- MSCF Master Agreement 2019 - 2021 Excerpt Article 8 Shared Governance

2.D - Core Component 2.D

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

Argument

2.D.

Minnesota State College Southeast (MSC Southeast) is committed to academic freedom through both system and college policies and procedures and the faculty contract.

Part 5 Subpart C of Minnesota System Procedure [1C.0.2 *Respectful Workplace*](#) states, “The colleges, universities, and system office shall maintain and encourage full freedom, within the law, of inquiry, teaching, and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation, or coercion. Workplace communications and conduct between co-workers will normally be subject to the requirements of Part 5, Subpart A.”

Statements demonstrating the college’s commitment to academic freedom include those found in College Policy [137 *Nondiscrimination in Employment and Education Policies and Reporting Procedures*](#), Policy [605 *Acceptable Use of Computers and Information Technology Resources*](#), Policy [313 *Nondiscrimination in Employment and Education Policies and Reporting Procedures*](#), and Policy [113 *Student Code of Conduct*](#). Further, the college recognizes the rights of students to organize through each campus student senate and student clubs/organizations.

Relating to Board Policy [3.8 *Student Complaints and Grievances*](#), the college provides the right to seek a remedy for a dispute or disagreement through a designated complaint or grievance procedure, in compliance with College Policy [112 *Student Complaints and Grievances*](#). The [Student Grievance Report and Procedure](#) form, accessible on the Student Forms page of the website, includes the process description. Students may appeal the college’s final decision to the system chancellor.

Minnesota State system Board Policy [3.1 *Student Rights and Responsibilities*](#) states students’ rights relating to freedom to learn, freedom of expression, and freedom of association. The policy includes language mandating students’ rights of access to institutional policies, to relevant and accurate course information prior to enrollment, protections against bias, and appropriate levels of participation in institutional decision-making.

Board Policy [3.22 *Course Outlines and Course Syllabi*](#) recognizes that each document is created by and reflects the creative work of the faculty member. Board Policy [3.26 *Intellectual Property*](#) Part 4 addresses the ownership of scholarly works to faculty and student works to students unless otherwise per written agreement. Board Policy [1C.2 *Fraudulent or Other Dishonest Acts*](#) state the system’s commitment to creating an environment where fraudulent and other dishonest acts are not tolerated.

The contract between the Minnesota State system and the Minnesota State College Faculty (MSCF) union supports and secures academic freedom and freedom of expression:

- [Article 23](#) Section 3. *Academic Freedom* states, “The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching. In the exercise of academic freedom, the faculty member may, without limitation, discuss his/her own subject in the classroom. The faculty member may not, however, claim as a right the privilege of persistently discussing in the classroom any matter that has no relation to the course subject. There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction.”
- [Article 23](#) Section 4 *Patents and Intellectual Property Rights* Subd. 1. *Faculty Ownership* protects faculty ownership of “patentable discoveries or inventions, or of intellectual property and copyrighted material, except where the faculty member’s normal workload was reduced for purposes of the development project, where the college has provided substantial support for or involvement in the project, or where the inventions or discoveries are produced as a result of agreements or contracts between the college and external sponsors. Intellectual property produced during a sabbatical leave shall be considered scholarly work.”
- [Article 23](#) Section 4 *Patents and Intellectual Property Rights* Subd. 4. establishes the course syllabus as the sole property of the faculty member.
- [Article 8](#) Section 2 *Academic Affairs and Standards Council (AASC)* establishes faculty responsibility in matters affecting the academic well-being of the college, developing procedures for all curriculum matters, forwarding recommendations to the college president, and establish the norm of adoption of recommendations. At MSC Southeast, the AASC develops the forms and processes for course and program approval in alignment with system processes and procedures.
- [Article 8](#) Section 2 *Shared Governance and Academic Affairs* establishes Faculty Shared Governance as the body to represent faculty interests relating to long- and short- range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities.

Sources

- Board Policy 1C.2 Fraudulent or Other Dishonest Acts
- Board Policy 3.1 Student Rights and Responsibilities
- Board Policy 3.22 Course Outlines and Course Syllabi
- Board Policy 3.26 Intellectual Property
- Board Policy 3.8 Student Complaints and Grievances
- College policy 112 - Student Complaints and Grievances
- College policy 112A - Student Grievance Form and Process
- College policy 113 - Student Code of Conduct
- College policy 137 - Nondiscrimination in Employment and Education Policies and Reporting Procedures
- College policy 313 - Nondiscrimination in Employment and Education Policies and Reporting Procedures
- College policy 605 - Acceptable Use of Computers and Information Technology Resources
- MSCF Master Agreement 2019 - 2021 Excerpt Article 23 Miscellaneous Rights of Faculty Members
- MSCF Master Agreement 2019 - 2021 Excerpt Article 8 Shared Governance

- Procedure 1C.0.2 Respectful Workplace

2.E - Core Component 2.E

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.

Argument

2.E.1

Minnesota State College Southeast (MSC Southeast) is a community college, and therefore is limited in the pursuit of basic and applied research. It is not a requirement of faculty and staff at the college. In response to an increasing demand for external funding, the college has recently initiated a Grants and Development Team to address certain regulations regarding the administration of grants by the college. Toward that end, College Policy [513](#) was revised in 2021 to clarify roles and responsibilities in grants oversight, both in the pre-award and the post-award process. This includes fiscal oversight of all grants at the college (see 5.B.1).

2.E.2

The college supports faculty, staff, and student research.

All research inquiries pass through the college's [Institutional Effectiveness \(IE\) Team](#). The IE Team reviews research requests and 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](#), aligning data access to individuals or groups of uses depending on application of law, or system policy or procedure. Faculty access to data is limited to that collected within instruction and that which is publicly available. Data requests outside this parameter are screened by the college's Information Technology Specialist/Data Services Coordinator in conjunction with the Chief Information Officer to determine application and distribution compliance. Per Minnesota state statute, the college's [data practices compliance official](#) is the designated employee to whom questions or concerns about data access may be directed.

The college is pursuing shared Institution Review Board (IRB) services with a partnering Minnesota institution. There are instances when IRB certification is required for grant applications or other internal research inquiries. Currently, the determination of whether a study rises to the level of an IRB review is left to the IE team based on experience. As the college becomes more active with grants, it is increasingly likely that an IRB approval could be required. With the low volume of studies, the college feels that working with a more active IRB would ensure the integrity of human research protections better than an internal IRB that might not even review a proposal every year.

2.E.3.

MSC Southeast students receive basic instruction on the ethics of research and the use of information sources in individual courses that require research.

As a community and technical college, its students engage in lower-division courses that provide an introduction to elements of research, but only a few classes require original research. Specific examples are described in 3.B.4.

The [Student Handbook](#) Section C: *Student Rules, Responsibilities and Rights* provides information with links to College Policy [113 Student Code of Conduct](#) and College Policy [221 Academic Integrity Policy](#), which defines unacceptable academic practices. The college policies and procedures reflect definitions of fraud or dishonest acts as found in Board Policy [1B.1 Equal Opportunity and Nondiscrimination in Employment and Education](#), Board Policy [1B.3 Sexual Violence Policy](#), and Board Policy [1C.2 Fraudulent or Other Dishonest Acts](#), Board Policy [3.6 Student Conduct System Procedure](#) and [3.6.1 Student Conduct](#). The Nursing Program's specific [student handbook](#) defines academic and professional integrity in alignment with and with references to college policies and procedures and the American Nurses Association (ANA) Code of Ethics. Specific to the college's dual enrollment program Connect to College (C2C), academic honesty and integrity is addressed in the [C2C Student/Parent Guide](#) and [C2C Orientation](#) for high school faculty, counselors, and administrators.

The expectations listed on the college's [Online Learning page](#) provides guidance on the consequences of cheating and plagiarism, with references to the college's academic integrity policy and the APA Style Guide to assist with citations and references. In addition, the college recently introduced a [Technology Ethics](#) course in response to increasing integration of technology throughout society.

2.E.4.

MSC Southeast enforces college policies on academic honesty and integrity.

Within the college's academic progress alert system, Starfish, faculty can alert Student Affairs of an instance of plagiarism, serving as recording-keeping flag to notify other instructors if the student plagiarizes in other classes. Once flagged, faculty are referred to the college's [Academic Integrity Violation – Report and Recommendations](#) form which details the event and documents the outcome of a conference with the faculty and/or dean and the student. Outcomes include an "F" or "No Credit" on the specific assignment with the student returning to the course, an "F" in the course, or no further action. The form captures the conditions under which a student is able to return to the course.

The college [tracks](#) incidents of plagiarism and violations of academic integrity and the Student Code of Conduct within the annual data [review](#) of formal student complaints and grievances by the Academic/Student Affairs workgroup. From calendar year 2018 to 2020, the college pursued seven reports violations of college policies relating to Academic Integrity/Plagiarism and 19 violations of the Student Code of Conduct.

Sources

- Academic Integrity Violation - Report and Recommendations
- Academics Student Affairs Committee minutes FY20-21
- ASA Review of Student Complaint and Grievance Data
- Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education
- Board Policy 1B.3 Sexual Violence Policy
- Board Policy 1C.2 Fraudulent or Other Dishonest Acts
- Board Policy 3.6 Student Conduct
- Board Policy 5.23 Security and Privacy of Information Resources
- C2C Orientation Presentation
- C2C Orientation Presentation (page number 8)
- C2C Student and Parent Guide
- C2C Student and Parent Guide (page number 5)
- College policy 113 - Student Code of Conduct
- College policy 221 – Academic Integrity
- College policy 513 - Grant Applications Submittal
- Data Practices Compliance Official
- Examples of ethics focused courses
- Examples of ethics focused courses (page number 3)
- Examples of surveys and communications generated by the Institutional Effectiveness Team.pdf
- Incident tracking of Academic Integrity Plagiarism and Student Code of Conduct current 2020
- Institutional Effectiveness Charter FY20.pdf
- Nursing Program Student Handbook 2020-2021
- Online Student Expectations Web Page
- Procedure 3.6.1 Student Conduct
- Procedure 5.23.2 Data Security Classification

2.S - Criterion 2 - Summary

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

Summary

As a member of the Minnesota State system, Minnesota State College Southeast has its own unique mission, which is aligned with that of the system and has been approved by the Minnesota State Board of Trustees. College policies and procedures governing financial, academic, human resources, and auxiliary functions are aligned with Minnesota State and ensure that the college acts with integrity and holds to ethical and responsible conduct. Day-to-day management of MSC Southeast is delegated to local administration; faculty oversee academic matters. The college's website and other communications materials present information about the institution clearly and completely. Minnesota State College Southeast is committed to academic freedom through both system and college policies and procedures and the faculty contract.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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).

Argument

3.A.1

[Credentials awarded](#) at Minnesota State College Southeast (MSC Southeast) meet the academic standards of industry, specialized accrediting agencies, and institutions within the Minnesota State system and beyond. Credential attributes align with System Procedure [3.36.1 Academic Awards](#).

The [Course Catalog](#), which is available on the college website, contains course descriptions and requirements for each credential:

Associate of Arts Degree. An associate of arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to a baccalaureate degree-granting college or university.

- At MSC Southeast, liberal arts and sciences courses numbered 1100 or above meet the requirements of an Associate of Arts degree. Students enrolled in an AA degree program must complete a minimum of 40 liberal arts and sciences semester credits in all ten (10) different transfer goal areas that fulfill the Minnesota Transfer Curriculum. All students must complete at least one (1) Communications/English course and one (1) Mathematics course as well as any other liberal arts and sciences courses listed on the specific program plan.

Associate of Science Degree. An associate of science degree is awarded upon completion of a 60 credit academic program in scientific, technological, or other professional fields.

- At MSC Southeast, liberal arts and sciences courses numbered 1100 or above meet the requirements of an Associate of Science degree. Students enrolled in an AS degree program must complete a minimum of 30 liberal arts and sciences semester credits in at least six (6) different transfer goal areas of the ten (10) goal areas in the Minnesota Transfer Curriculum. All students must complete at least one (1) Communications/English course and one (1)

Mathematics course as well as any other liberal arts and sciences courses listed on the specific program plan.

Associate of Applied Science Degree. An associate of applied science degree is awarded upon completion of a 60 credit academic program in a named field of study in scientific, technological, or other professional fields. At least 30 credits shall be in the academic program's occupational or technical field of preparation.

- At MSC Southeast, liberal arts and sciences courses numbered 1100 or above meet the requirements of an Associate of Applied Science degree. Students enrolled in an AAS degree program must complete a minimum of 15 liberal arts and sciences semester credits in at least three (3) different transfer goal areas of the ten (10) goal areas in the Minnesota Transfer Curriculum. All students must complete at least one (1) Communications/English course and one (1) Mathematics course as well as any other liberal arts and sciences courses listed on the specific program plan.

Diploma. A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.

- At MSC Southeast, general education courses numbered 1000 or above meet the requirements for diplomas. Students enrolled in a diploma program must complete the general education/applied courses listed on the specific program plan.

Undergraduate Certificate. An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program. An undergraduate certificate may have an occupational outcome or address a focused area of study.

- At MSC Southeast, general education courses numbered 1000 or above meet the requirements for certificates.

As in 5.A.3, the Academic Affairs and Standards Council ([AASC](#)) is central to setting academic requirements, [policy, and processes](#) collaboratively with administration. Proposals for new or revised [outlines, courses](#) or [programs](#) originate with faculty in collaboration with the supervising dean and are submitted to the AASC. Once a program is [approved](#) (specific example [here](#)) by the AASC and the [Minnesota State system](#), the supervising dean ensures the [formal launch](#), including promotion and admissions-related requirements. The AASC is also [engaged](#) when programs are slated for suspension or closure.

Academic-related processes reflect System Board Policy [3.36 Academic Programs](#) and Procedure [3.36.1 Academic Programs](#) as facilitated by Minnesota State's [Academic Programs](#) unit, which is responsible for fostering program quality, promoting course transfer, developing transfer pathways from its two- to four-year institutions, and eliminating duplicate programming. Each [proposed program](#) is evaluated through a [rubric](#) prior to [approval/denial](#). MSC Southeast may appeal decisions to the system vice chancellor for academic affairs.

As described in 4.A.1 and 4.B.1, the college maintains a program review and assessment of student learning process as quality drivers, in accordance with Minnesota State Policy [3.36 Academic Programs](#).

Per Minnesota State Board Policy [3.30 College Program Advisory Committee](#), Procedure [3.30.1 College Program Advisory Committees](#), and College Policy [228 Program Advisory Committees](#), learning goals in career and technical education programs are formed at a program's inception and regularly reviewed for viability by program advisory committees. As stated in the [Advisory Committee Handbook](#), advisory committees are responsible for reviewing and approving program learning outcomes (PLOs), providing information on industry trends, developing potential collaborations, and setting expectations of graduates. Advisory committee feedback is to be incorporated into program review (see 4.A.1); members may serve on the review team. Liberal Arts and Sciences faculty may voluntarily participate on advisory committees for programs requiring general education to inform on program-specific application and emphasis.

As of AY2021, the supervising dean is charged with ensuring that all CTE programs conduct [biannual advisory committee meetings](#). The dean also carries forward resulting action items for incorporation into academic planning and budgeting, which is augmented by faculty submitting spending requests within the college's FY2021 [budgeting form](#) (see 5.B.3).

Minutes are centrally located in a common drive. Updated annually, the college maintains a master advisory committee [membership list](#) to ensure consistency through faculty succession and for generating mass communications.

All transfer-level general education courses within AS, AAS, and AA degrees are part of the Minnesota Transfer Curriculum ([MnTC](#)). Developed by a statewide group of two- and four-year faculty from within Minnesota higher education, the MnTC is designed to offer seamless transfer of general education courses built on [Core and Theme Goal Areas](#) to any of the 37 Minnesota State system institutions and the University of Minnesota. The specific course and credit distribution are determined by faculty at MSC Southeast, where at least 51% of course competencies must be [aligned](#) with MnTC competencies, with additional competencies determined by faculty. Course development, credit distribution, and content alignment with MnTC competencies are overseen by the college's Academic Affairs and Standards Council (AASC).

3.A.2

The college [differentiates](#) Program Learning Outcomes, General Education Learning Outcomes, and College-wide Learning Outcomes.

[Program Learning Outcomes](#) (PLOs) in career and technical education programs are established by faculty and informed by program advisory committees (see 3.A.1). PLOs describe what the student will be able to do upon completion of coursework related to that outcome.

Per Board Operating Instruction [3.21.1.3 Transfer Pathways](#), the Minnesota State system of colleges and universities initiated Transfer Pathways, whereby a student can complete a specific associate degree at a Minnesota State college for transfer to a Minnesota State university guaranteeing junior status at the receiving Minnesota State system university, with all 60 college credits counting toward the related bachelor's degree. The college currently offers [nine transfer pathways](#) to the seven Minnesota State universities. [PLOs](#) for transfer pathways were collectively informed through guidance provided through the system-led pathway development [process](#). The college's PLO inventory is maintained by the Vice President of Academic Affairs.

[Mapped](#) to the MnTC Goal Areas (see 3.A.1 and 1.A.4) the college's General Education Learning Outcomes (GELOs) were revised by Liberal Arts and Sciences faculty and adopted by the college in

spring 2017 (see 3.B.2).

- Effectively read, write, speak, and listen in formal English
- Demonstrate self and group awareness
- Apply appropriate use of technology to increase digital literacy
- Gather, analyze, and use information to solve problems and support opinions

College-wide Learning Outcomes (CLOs) apply to all diploma- and degree-seeking students. These are described as outcomes influencing long-term success and have been identified as those skillsets that communities and employers seek from MSC Southeast graduates. CLOs are often measured at the end of a program, usually by the program faculty, though they can be measured by both general education and program faculty in collaboration to reinforce each outcome. MSC Southeast's CLOs are:

- Communicate Effectively
- Exhibit Accountability and Professionalism
- Demonstrate Problem Solving

CLOs, and all learning outcomes, are communicated to stakeholders on the college's [website](#). These outcomes are integrated into the assessment of student learning process by faculty (see 4.B.1). Student perspective on CLO attainment occurs through the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) (see 4.B.2), and within program review through the Advisory Committee Survey and the Graduate Preparedness Survey (see 4.A.1 and 4.B.2). At a spring 2021 faculty assessment-focused in-service, the college's Academic Assessment Team initiated the review of CLOs which included consideration of an equity-focused outcome (see 4.B.3)

3.A.3

Learning goals are consistent across modalities of instruction. The college regularly works to improve all instruction, with a current focus on online courses and programs.

Learning objectives remain the same no matter the delivery. Course outlines serve as the official Minnesota State document utilized for course transfer. [Significant changes](#) to course outlines must be [approved](#) by the AASC. The college utilizes a standard [course outline template](#) with system-mandated content per Minnesota State Board Policy [3.22 Course Outlines and Course Syllabi](#) and System Procedure [3.22.1](#). Course outlines must include the subject, course number, course title, course description, credits, lecture hours, lab hours, prerequisites, co-requisites, Minnesota transfer curriculum goals, learning outcomes, the effective date, revision history, and other elements determined by the college or university.

Approved by the Higher Learning Commission for distance education and programs in 2004, the college currently offers 39 credentials within 15 programs [completely online](#). In FY2021, [distance delivery](#) (comprised of mostly online, online asynchronous, and online synchronous) accounted for 45% of Full Year Equivalents (FYE), an 8% increase since 2018. The fall 2019 to fall 2020 increase was 3%.

Per College Policy [202 Distance Learning](#), responsibility for maintaining a quality development and delivery infrastructure and upholding curriculum quality standards is shared among administration, the information technology department, and faculty. The policy delineates delivery modalities in accordance with Minnesota State system Operating Instruction [3.36.1.2 Media Codes](#). The policy

states that courses delivered via distance must have the same standards as those for courses delivered traditionally, that activities teach students to assess the validity of digital resources, and that student-to-student interaction is built into the curriculum. Many of these requirements are echoed in the AASC's [Faculty Onboarding and Tools](#) requirement relating to expectations and tools for the design and delivery of online courses.

The college and Minnesota State system provide faculty with the learning management system (LMS) [Brightspace](#) by D2L (Brightspace) to support instruction whether on-campus or online. The director of teaching excellence is the sole manager, providing Brightspace support through:

- [Onboarding](#) faculty to Brightspace
- Providing support and professional development
- Communicating updates and outages
- Participating in these college and system committees/teams:
 - The [AASC Online Committee Quality Improvement Project Plan](#) (development and execution)
 - The system-led Campus Academic Technology Team ([CATT](#)), which facilitates one-hour, monthly web conference sessions focused on topics related to academic technologies and professional development. Results from participation is shared with the [Technology Committee](#).
 - The system-led Campus Site Admins and Campus Trainers (CSA-CT) Team, which meets weekly throughout the year to discuss current issues, system usage, upcoming changes, and system configurations for [Brightspace](#).
 - The [Faculty Development Committee](#), contributing to committee efforts to advance teaching and learning

Distance learning is addressed in the November 2018 HLC [Interim Report](#) and subsequent [Staff Analysis](#). The college is aggressively improving online learning driven by Strategic Plan [Goal 1.6](#): *Build a strategy for online offerings that ensures quality, relevance, and competitiveness, and connects online students with the college.* Toward that end, duties of the FY2021 [director of teaching excellence](#) position extend beyond Brightspace support to include engaging faculty directly with course development and design and participating on the [Academic Assessment Team](#), the Academic Affairs and Standards Council [Online Committee](#), and the [Faculty Development committee](#). Participation fosters coordinated assistance and professional development within faculty-driven structures.

The [AASC-Online Committee's](#) (AASC-O) charge includes supporting the creation and implementation of services, programs, and policies to promote ongoing quality in development and delivery of online courses/programs. This committee [reports](#) to the Academic Affairs and Standards Council. The AASC-O engages the college in the Minnesota State system-sponsored Quality Improvement Project ([QIP](#)), where institutions develop annual improvement plans that are [submitted](#) first to the AASC, then to the Minnesota State system office. The [FY2021 improvement plan](#) includes developing a [new online faculty onboarding process](#) to include an adaptive common-use Brightspace delivery shell and improving the college's Online Peer Review process.

Beginning 2010, the college implemented a voluntary [online course peer review process](#) based on the Quality Matters (QM) rubric. Each semester, the Director of Teaching Excellence solicits online faculty volunteers for peer review. Teams of three peer online faculty reviewers (lead + two) review the submitted course, scoring their observations. Review results are shared in written form and in conversation with the lead reviewer, then with the faculty teaching the course. This process is

detailed in [College Faculty Performance Appraisal/Professional Development Process and Procedures](#). [Twenty online courses](#) have been peer-reviewed since 2010. AASC-O FY2021 priorities include improving this process and increasing engagement.

In FY2021, the AASC-O reviewed the procedure and processes for assuring quality of online course delivery (including fully online, hybrid, HyFlex, etc.), vetting and proposing to the full AASC the [Online Course Review Procedure](#) encompassing faculty teaching exclusively online and those teaching both online and face-to-face. This mandatory process is to be conducted within the same review rotation as [College Faculty Performance Appraisal/Professional Development Process and Procedures](#), with probationary faculty reviewed annually (see 3.C.4). At this time, this process augments the voluntary online Peer Review process described above utilizing a rubric adapted from Pennsylvania State University informed by [Chickering and Gamson's](#) "Seven Principles for Good Practice in Undergraduate Education." The procedure and rubric were reviewed by AASC April 15, 2021, and [approved](#) May 6, 2021.

Courses delivered at [partnering high schools](#) through [concurrent enrollment](#) are parallel to those at the college. Working with the college [faculty collaborator](#), the [high school collaborator](#) is to develop the high school course using the official MSC Southeast course outline. The high school course syllabus must meet the rigor, scope, and expectations of the college course, which includes grading and student evaluation standards, textbooks, and course expectations and policies. This [alignment is verified](#) by the college collaborator. All high school faculty teaching concurrent enrollment courses must meet the same credentialing standards as MSC Southeast college faculty; the college is in process to ensure compliance by the 2023 deadline across all courses offered.

To gauge the student experience within courses, faculty administer course surveys. Most use the college-designed [Course Survey](#) to provide insight on student investment in learning, overall satisfaction, instructional effectiveness, and knowledge acquisition scored on a four-point Likert agreement scale. Online learners are asked [additional questions](#) specific to the online learning experience. Aggregated and individual probationary faculty results are accessible to administration; by contract, tenured faculty may share their results but are not required. Aggregated [FY2018 to fall FY2021 results](#) are positive throughout all questions, with combined agreement percentages consistently above 90%.

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- Types of Degrees Web Page

3.B - Core Component 3.B

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.

Argument

3.B.1

The general education program at Minnesota State College Southeast (MSC Southeast) delivers developmental and credential-appropriate coursework, intersecting with the college's [mission](#) to "prepare students for a lifetime of learning by providing education for employment, skill enhancement, retraining and transfer."

The college aligns system degree composition guidelines within System Procedure [3.36.1 Academic Programs](#) to determine general education requirements incorporated into degree program plans (see 3.A.1). Information on specific general education requirements within available credentials is communicated on the [college website](#) and is included in the Academic Affairs and Standards Council (AASC) [Policies and Procedures Manual](#).

By virtue of the [MnTC](#), within the Associate of Arts and Associate of Science degrees, general education courses are guaranteed to transfer within the system and easily transfer outside the system. With few exceptions, the same applies to AAS degrees. Specific to diplomas, general education requirements of programs are credential-appropriate, typically non-MnTC, and designated 10XX within the course numbering convention.

As in 3.A.2, the college's General Education Learning Outcomes (GELOs) are [mapped](#) to the MnTC, representing overarching domains addressed by the MnTC Goal Areas:

- Effectively read, write, speak, and listen in formal English
- Demonstrate self and group awareness
- Apply appropriate use of technology to increase digital literacy
- Gather, analyze, and use information to solve problems and support opinions

3.B.2

The college's General Education Philosophy is communicated on the college [website](#):

General education is an essential component of a student's education. Woven throughout the curriculum, general education provides students with a foundation for lifelong learning. General education is a cohesive curriculum defined by college faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences. The general education categories at Minnesota State College Southeast are as follows: communications/English, mathematics, natural science, social science, humanities, health and wellness, and digital literacy.

General Education requirements within degrees are stated in 3.A.1. The purposes, content, and intended learning outcomes are communicated to stakeholders on the college's website.

The [Minnesota Transfer Curriculum](#) (MnTC), comprised of [ten goal areas and related competencies](#), is the system-wide framework from which [courses](#) are constructed where 51% of course competencies must align with those of the MnTC.

The college's [General Education Learning Outcomes](#) are those expected of students within transfer-level general education coursework. MSC Southeast's College-wide Learning Outcomes are those expected of all graduates. Assessment practices align accordingly (see 4.B.1).

With similarity among CLOs and GELOs, and a general education philosophy reflecting when general education was required within diploma-level programs, 4.B.3 describes the Academic Assessment Team's efforts, beginning May 2021, to initiate the review and reconciliation of the college's CLOs, GELOs, and MnTC Goal Areas.

3.B.3

MSC Southeast provides students with growth opportunities within its courses and programs. The college is currently developing an equity-focused College-wide Learning Outcome.

At present, education preparing students to relate to and respect multicultural expressions in society is through course offerings relating to the GELO, "Demonstrate self and group awareness," comprised largely of [courses within MnTC goals 5 - 9](#). By inclusion within the MnTC, there is assurance that the MSC Southeast student experience within these courses reflects that of students across the Minnesota State system.

Program Learning Outcomes (PLOs) expressly [addressing respect for diverse populations](#) include those from Accounting, Associate Degree Nursing, Practical Nursing, Electronics Technology, Biomedical Equipment Technology, Early Childhood Education, Criminal Justice, English Transfer Pathway, Health Sciences Broad Field, Medical Support Careers, History Transfer Pathway, Pre-Social Work Transfer Pathway, Psychology Transfer Pathway, and Sociology Transfer Pathway.

The college's engagement in the system's [Equity 2030](#) initiative and resulting [FY2021 Equity by Design methodology](#) is the beginning of a process to ensure equity within services and instruction. In May 2021, the college's Academic Assessment Team initiated the review of College-wide Learning Outcomes and General Education Learning Outcomes. This review includes initial conversations relating to the adoption of an equity-focused common learning outcome (see 4.B.3).

3.B.4

MSC Southeast faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to the mission of the community college.

[Article 17](#) of the faculty contract and Board Policy [4.7](#) provide for [sabbatical leaves](#). Over the past two years, three faculty took sabbatical leaves to further develop skills in their respective disciplines. Upon return to campus, faculty are to provide a written description of plan activities undertaken during the sabbatical leave. To date, [one sabbatical report](#) is on file; the other two are due this fall upon sabbatical completion.

In addition to sabbaticals, MSC Southeast faculty remain committed to their discipline and contribute to scholarly work in multiple formats. Examples include [chapters from graduate degrees](#), publication of a [short story](#), and a published [poem](#). College faculty give [presentations](#) to local groups regarding their areas of expertise, [host workshops on new techniques](#) in their disciplines, and actively [present at and organize conferences](#) in their discipline.

MSC Southeast students learn elements of the research process while enrolled, with many completing [research projects](#) and [creative writing projects](#) as part of their studies in preparation for transfer to universities where there is greater emphasis on independent research. The college English department's literary journal, *Highway 61, Revised*, documents student writing, including poetry, essay, short story, and memoir. In addition, students in trades and technical programs creatively complete [projects](#) with poorly-structured problems, similar to those experienced on job sites, requiring students to research code specifications or unique materials to create an [original product](#) that meets code specifications or uses unique materials.

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3.C - Core Component 3.C

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.

Argument

3.C.1

Minnesota State College Southeast (MSC Southeast) makes efforts to ensure its employee composition reflects the diversity of the service region.

[Hiring practices](#) at the college are aligned with state laws and policies administered by [Minnesota Management and Budget](#) (MMB) and reflective Board Policy [1.B1 Equal Opportunity and Nondiscrimination in Employment and Education](#) and Minnesota State Statute [43A.09](#) which states that, “Special emphasis shall be given to recruitment of veterans and protected group members to assist state agencies in meeting affirmative action goals to achieve a balanced work force.” MMB requires and reviews the college’s state- and system-mandated 2020-2022 [Affirmative Action Plan](#). Within the Affirmative Action plan, the college has determined females (in Service Maintenance and Probationary Faculty positions) and racial/ethnic minorities (in Faculty Unlimited positions) as underutilized protected groups within the college. The Plan describes corrective actions to be implemented by the college.

[Search advisory committees](#), typically comprised of employees across bargaining units, complete [compulsory training](#) on rules governing confidentiality and unconscious bias in the search process.

To ensure bias-free language, [position descriptions](#) are written by the immediate supervisor with input from Human Resources and the Affirmative Action Officer. Position descriptions are then submitted to the Minnesota Management and Budget (MMB) office for approval and confirmation.

To garner a diverse pool of candidates, the college [posts openings](#) on the MSC Southeast website, the Minnesota State system career opportunity site, Minnesota Management and Budget, and distribution networks specifically targeting diverse populations, such as the Higher Education Recruitment Consortium (HERC) and, in specific instances, [diveristyjobs.com](#).

3.C.2

As reported in the 2020 HLC Institutional Update, the college's student-faculty ratio is 19:1.

Per [Article 20](#) Section 7 of the faculty contract, the college must assign minimally 60% of credit assignments to [unlimited full-time faculty](#) to include both teaching and non-teaching duties. As stated in [Article 10](#), the full-time academic work year is one hundred seventy-one days. Per Article 11 of the faculty contract, faculty are to work a 40-hour work week in carrying out their professional duties. Career and technical education faculty may be assigned a maximum of 32 credits or up to 27 contact hours annually; general education faculty may be assigned up to 30 credits or up to 40 contact hours per academic year limit. In both cases, the contracts accommodate surpassing these limits upon mutual agreement. The contract specifies faculty engagement in non-classroom program activities, such as serving as department chairs and coordinators and providing non-credit instruction. Teaching is recognized as the core duty, but the work week may also include advising, course evaluation, classroom preparation, evaluation of student performance, committee assignments, professional development, maintaining office hours, specialized accreditation-related activities, club advising, and community service. Duties specific to curriculum development and assessment of student learning are also included in notices of vacancies.

Per [Article 11 Section 1](#) Subd. 11, administration establishes maximum [class size](#) through the college's Shared Governance Council, which is comprised of faculty and administrative liaisons. The council advises on personnel, student affairs, facilities, fiscal matters, and general matters.

3.C.3

MSC Southeast instructors are appropriately qualified.

The Minnesota State system office takes an active role to ensure that individuals with proper credentials are hired into faculty positions as outlined in System Policy [3.32 Faculty Qualifications](#) and Procedure [3.32.1 College Faculty Qualifications](#). Minimum qualifications are provided within the [Notice of Vacancy](#) that is posted for each new position. Human Resources maintains files of all additional licensures and credentials and updates these files annually.

The minimum qualifications for a credential field in the liberal arts and sciences include a master's degree in the discipline or subfield or a master's degree in any field with a minimum of 18 graduate semester credits (27 graduate quarter credits) in the discipline or subfield.

For career, technical, and professional credential fields, system policy provides parameters, including requirements specific to education, occupational experience, licensure or certification, and program accreditation. In addition to the education and credential parameter, new career and technical educators must have at least four years of industry experience (including one year of experience that falls within the last four years) or must have recent college teaching experience. The [Joint Committee on Credential Fields](#), a committee of system two-year college administrators and faculty union representatives, makes recommendations to the Chancellor regarding [credential fields](#) and minimum qualifications of two-year faculty.

College faculty members hired into unlimited (tenured) positions must successfully complete Minnesota State's [teaching and learning competency](#) within six academic semesters from the date of hire for conversion to unlimited status. Content areas within the competency include:

- Course construction (credit course)
- Teaching/instructional methods (credit course)
- Student outcomes assessment/evaluation (credit course) and
- Philosophy of community and technical college education (credit or non-credit course)

Exceptions to this requirement are faculty who have a degree in education, documented credit equivalency to the content areas, or three years of successful, full-time secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are hired.

The college's dual enrollment program, Connect to College (C2C), is [accredited](#) through the National Alliance of Concurrent Enrollment Partnerships (NACEP). All dual enrollment instructors must meet the same credentialing requirements as college instructors per the college's C2C High School Collaborators Guide. Qualifications are captured, then documented for formal review and approval by Human Resources in partnership with the supervising dean. The Minnesota State system Office of Academic Affairs offers current high school faculty a [pathway to attain concurrent enrollment credentials](#) through its seven universities. A number of high school faculty are in the process of taking graduate credits to meet the minimum qualifications 2023 deadline established by the Higher Learning Commission.

3.C.4

MSC Southeast faculty are evaluated regularly within a documented process.

Per Minnesota State Board Policy [4.9](#), MN Statute [43 A.20](#), and System Procedure [3.32.1 College Faculty Qualifications](#), the college adopted the [College Faculty Performance Appraisal/Professional Development Process and Procedures](#) in April 2012. Developed collaboratively by faculty and administration through the Shared Governance Council, the process is designed to usher new faculty hires from probationary to unlimited status, addressing both face-to-face and online instructional methods. Within this process, temporary and adjunct faculty are observed annually by the supervising dean. Probationary faculty are observed twice per year within the three-year probationary period, then once within a four-year rotation upon achieving unlimited status.

Prior to the observation, the [pre-appraisal form](#), completed by the faculty, provides the supervising dean contextual information including:

- Course and lesson outcomes
- Where within the overall lesson the content is being delivered
- Teaching methods/techniques
- Key requests for feedback
- Assessments directly related to the instruction

The supervising dean utilizes a [rubric](#) to inform written feedback on strengths and/or opportunities for growth. Faculty are permitted to respond to the feedback. Both the faculty and supervising dean verify process completion through dated signatures.

Specific to online faculty, deans request and are given access to the online course environment for

evaluation similar to classroom observations. Deans utilize the same classroom observation rubric as for face-to-face courses. Faculty teaching both online and on-campus courses choose the observation modality. Through FY2021, the observation rubric was the same for all modalities.

Through the extensive work of the [AASC Online Committee](#), in alignment with the system-led Quality Improvement Project, the AASC has approved the [Online Course Review Procedure](#) which bolsters the review specifically of online courses.

All completed observations are retained by Human Resources and are to be [tracked](#). Turnover in the dean positions has led to fragmented documentation. The college has reconstructed certain elements and completed probationary observations, but unlimited faculty observations occurring less frequently were difficult to identify and some may have been overlooked this year. This will be addressed in FY2022.

Informed by NACEP accreditation, specific to Connect to College (C2C), high school faculty are observed by the collaborating college faculty via [site visits](#) required at least once during the delivery of the course. Utilizing a common template, completed observations are stored centrally for tracking.

3.C.5

Professional development by faculty is documented within a defined process.

3.B.4 addresses faculty sabbaticals.

Professional development is included in [College Faculty Performance Appraisal/Professional Development Process and Procedures](#) (see 3.C.4). Within this process, probationary and unlimited faculty are continually upgrading knowledge and instructional expertise through the creation of a professional development plan portfolio. The process fosters continual feedback via annual updates, and includes the review of instructional materials, performance observations by administration, and faculty identification and pursuit of professional development goals within the professional development plan. The [professional development plan](#) requires faculty to [identify pursuits](#) within these areas:

- Content knowledge and skill in the discipline/program
- Teaching methods and instructional strategies
- Related work experience
- Study appropriate to the higher education environment
- Service to the college and the greater community
- Other components as appropriate

In the final year of the faculty professional development plan process, concurrent with the observation, unlimited faculty submit a professional development plan comprised of

- Sample syllabi
- Sample instructional materials
- Sample student surveys
- Transcripts from teaching and learning courses (from probationary period of required)
- CV/Resume
- Current certificates/license

- PDP (full or update)

As in 3.C.4, completion is to be [tracked](#) but the same circumstances described above apply. The deans are redeveloping the tracking sheets, and finding a permanent electronic storage location.

The college's Program Review process (see 4.A.1) is designed to foster continual improvement over a four-year cycle. Each program and its supervising dean present results of the program review to the President's Cabinet, the senior-most decision-making body at the college. Professional development is included in conversations on needed resources, and professional development opportunities are documented to further completion of program review action items.

Per [Article 17](#) Section 1 of the faculty contract, the college allocates faculty development funds at the rate of \$250 per full time equivalent position at the college with each campus chapter determining its funds distribution procedure. In addition, the college dedicates funds (in FY2021 2% of non-salary budget) in support of [professional development](#) activities. Distribution of funds is determined by the deans in collaboration with the college's Chief Financial Officer. In addition to contract-mandated funds and the college's dedicated fund, faculty can allocate course/program funding for professional development. Distribution of funding sources is captured in the college's [Professional Development Funds Request form](#).

The college's [Faculty Development Committee](#) is comprised of faculty from a cross-section of programs and courses, the college's Director of Teaching Excellence, the HR Director, and an academic dean. This committee generates [faculty development sessions](#) incorporated into in-services or as standalone faculty development events. The committee gathers and disseminates faculty development opportunities through email and announcement at all staff events.

The Minnesota State system office provides faculty professional development opportunities. The Minnesota State [Network for Educational Development](#) (NED) provides a framework with resources and connections to system-wide initiatives and priorities, shares a calendar of educational development opportunities, and creates a place for networking and conversations across system institutions. Minnesota State also offers training opportunities on the D2L/Brightspace learning management system both online and face-to-face at institutions throughout the system.

[Mandatory trainings](#) for all employees include Employee Code of Conduct, Sexual Harassment Prevention, Respectful Workplace, Public Jobs Private Data, Blood Borne Pathogens, Active Shooter, Hazardous Materials, Fire Prevention, and Emergency Action Plan.

Per [Article 24](#) Section 3 of the faculty contract, unlimited full-time and part-time, temporary full-time, and temporary part-time faculty are entitled to enroll in courses at any Minnesota State college or university without payment of tuition, space dependent, up to 24 credits per year.

3.C.6

MSC Southeast faculty maintain office hours.

Per [Article 11](#) Section 2 subdivision 6 of the faculty contract, faculty are required to post and maintain one office hour or one hour of student availability in some other campus location per week for each three credits taught, up to a maximum of fifteen credits. Additional office hours or student availability may be scheduled at the instructor's discretion. Fully online faculty may maintain online office hours or a combination of on-campus and online hours.

3.C.7

Staff members are appropriately qualified, trained, and supported.

Academic and student support needs, enrollment trends, course scheduling, student requests for services, and institutional improvement targets inform staffing to meet student needs. The hiring process for all employees entails the writing of the job description by the immediate supervisor/hiring authority with guidance from Human Resources and the college's Affirmative Action Officer. [Classified positions](#) are categorized using state-determined job class specifications providing descriptions of the work generally performed and the knowledge, skills, and abilities required within that category. All job pending job postings are reviewed by the Minnesota Office of Management and Budget for compliance and classification. As in 3.C.1, all candidates for staff positions are vetted through an advisory search committee which provides recommendations to the hiring authority.

The college has [downsized](#) in response to enrollment declines beginning in FY2017. Efforts have been made to ensure that basic services are provided on both campuses. New positions are being developed (often with grants) with a focus on student basic needs. While the college has maintained perennially [high satisfaction](#) with student affairs, in 2018 new Student Affairs leadership conducted a review to ensure personnel alignment with processes, and clarify roles, responsibilities and reporting lines.

Toward that end:

- All job descriptions within the department have been reviewed and updated as appropriate, with titles adapted to provide role clarity and clear lines of authority as reflected in the college's [organizational chart](#).
- The department was renamed Student Affairs to better capture its role in student learning support and student life activities.
- The Dean of Students position has been elevated to the Vice President of Student Affairs & Dean of Students, and is now a cabinet-level position.
- The Student Affairs Leadership Team, comprised of department leads, was formed to engender team-driven decision-making and project management. To ensure collaboration, this team and academic leadership meet regularly as the [Academic and Student Affairs Leadership Team](#) to ensure effective communication and process collaboration.
- An [Associate Dean of Students and Director of Student Success](#) position has been created by the reorganization of Student Affairs. This position oversees retention-related functions including tutoring, testing, mental health, disability services, and student support, and leads the college's [Retention/Student Success Committee](#) (see 4.C.3).

Supervisors and/or those providing direction collaborate with those within their charge to identify and select professional development opportunities. These are documented within [annual performance reviews](#). Beginning AY2020 the college is capturing [professional development activities](#).

The Minnesota State system office provides [training opportunities](#) through its office of Student Affairs, the Office of Equity and Inclusion, and the Academic and Student Affairs Workgroup (ASA). These includes system-wide conferences and field-related professional development days. The ASA sponsors an annual retreat for campus personnel in addition to regular system-led meetings/trainings to ensure institutional alignment with, and feedback on, common processes, legislative mandates, and system goals. The system also provides training on project management, technical systems, and diversity and inclusion. System-sponsored trainings on tools and processes,

including the Integrated Student Registration System (ISRS), Office 365, StarID, and PowerBI, occur regularly. Select personnel attend national conferences such as ACPA College Student Educators International, College Student Educators International, Achieving the Dream, and Ruffalo Noel Levitz. Staff are encouraged to join professional organizations relevant to their particular functional area.

For additional support, the college contracted with [EAB Consulting](#) to assist with integrating these tools into enrollment management and retention efforts. This relationship affords access to information on best practices as well as direct consulting/professional development.

Additional [professional development opportunities](#) are delivered through the college's [In-service Committee](#), [Faculty Development Committee](#), and [Human Resources](#).

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- Professional development opportunities for all employees (page number 11)
- Professional development opportunities for faculty
- Professional development tracking for staff
- Required training example memo
- Ruffalo Noel Levitz relating to responsiveness to diverse populations
- Ruffalo Noel Levitz service excellence.pdf
- Ruffalo Noel Levitz student centeredness.pdf
- Sample faculty development plans
- Sample Job Postings with college mission
- Search advisory committee required trainings
- Search Committee roles and responsibilities
- Seniority Rosters
- Specialized Accreditation Concurrent Enrollment
- Student Success Team Charter and Minutes FY21

3.D - Core Component 3.D

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).

Argument

3.D.1

Student support services at Minnesota State College Southeast (MSC Southeast) are continually shaped to serve an increasingly diverse student population.

College services for students are described in Section B of the [Student Handbook](#), including hours of services and contact information. [Student services](#) include [Academic Advising](#), [Health and Wellness](#), [Disability Services](#), [Veterans Resources](#), [English Language Learner Support](#), and [Academic Early Intervention](#) services. Campus access is enhanced by free bus service in both college host communities.

Additions to student supports within the past two years include the college adding food pantries with fresh refrigerated items at each campus, grab-and-go food snacks in each campus learning resource center ("[The Roost](#)"), gender-neutral restrooms, and wellness rooms at each campus providing quiet space for prayer, meditation, lactation, or relaxation. In addition:

- Many college personnel have added personal pronouns to name badges, email signatures and Zoom identities, and other communications.
- Two Basic Needs Outreach Specialists positions have been created through a partnership with AmeriCorps VISTA to build capacity for basic needs support by developing a network of strategic community partnerships. One position was filled in Red Wing in December 2020; a Winona position will be filled by July 2021.
- Through a FY2020 SNAP Employment and Training grant, the college has hired a Student Success Advisor position to provide intrusive, wrap-around advising through "[The Dish](#)" program, for students receiving SNAP benefits.
- A new [mental health provider](#) has been hired on the Winona campus through a partnership with Winona State University. The Red Wing campus continues to be served by a counselor from Hiawatha Valley Mental Health. Appointments for each are available virtually.
- The full-time Director of Equity and Inclusion position been filled as of June 1, 2021 following a nine-month delay due to a failed search. Previously this was a part-time position at the college. [Equity and Inclusion Interim Plan 2020-2021](#) items will be carried forward.

- The college has bolstered [Title IX visibility](#), and, to add a reporting avenue, the Director of Equity and Inclusion's duties include serving as a deputy Title IX Officer to the Title IX Officer.
- In addition to the system's Chief Diversity Officer (CDO) workgroup, beginning summer 2021, the Director of Equity and Inclusion will participate in an informal regional Chief Diversity Officer (CDO) consortium including Viterbo University, Western Technical College, Winona State University, and Saint Mary's University of Minnesota.
- The [Equity and Inclusion Interim Plan 2020-2021](#) directs the FY2022 review by the Diversity and Inclusion Committee of all existing MSC Southeast policies through an equity lens, guided by the Director of Equity and Inclusion, with suggested revisions forwarded to policy champion.

In service to military veterans, since 2015, the college has been designated a [2015 Military Friendly® School](#) by Victory Media, the leader in successfully connecting the military and civilian worlds. The college has also been named a Hiawatha Valley Beyond the Yellow Ribbon Company. Among services to veterans is dedicated space and resources, including direct access to Minnesota Department of Veterans Affairs personnel through the Minnesota Higher Education Veterans Program.

The college communicates student access to crisis response services. [Student Rights](#) are easily accessible on the college website and include policies and information relating to non-discrimination, sexual harassment and violence, Minnesota Government Data Practices Act (MGDPA) and the Family and Educational Rights Privacy Act (FERPA), and Directory and Limited Directory Information.

The Ruffalo Noel Levitz Student Satisfaction Inventory is facilitated annually (with the exception of spring 2020 due to COVID-19). Spring 2021 results analysis is in progress. Within reporting, statements are grouped by category. 2019 results indicate, despite the challenges identified, student satisfaction is consistently higher the national comparison cohort regarding these survey statement groupings: [Student Centeredness](#), [Service Excellence](#), [Registration Effectiveness](#), [Admissions and Financial Aid](#), and [Concern for the Individual](#).

3.D.2.

The college provides learning support, academic advising, and preparatory instruction.

In FY2020, the college re-named its Winona and Red Wing campus learning resource centers (LRCs) to "[The Roost](#)," with accompanying mission statement, to demonstrate holistic support services beyond the narrow computer lab connotation. The Roosts offer tutoring, testing services, coordination of disabilities services, resume assistance and mock interviews, study rooms, child-friendly spaces, assistance with computer workstations, library/database resources, and gateways to program/subject specific online services. The Roost staff offer basic needs support, e.g., accessing emergency scholarship applications, connecting with food pantries, or referral to the college's Basic Needs Outreach Specialist. The Roost's [2020-2021 work plan](#), driven by Strategic Plan Goal [1.1](#), includes enhancing/improving tutoring services and enhancing retention efforts through supplemental advising/training opportunities and utilization of the college's early alert/intervention system ([Starfish](#)). Within Starfish, notifications of praise and concern between faculty, students, and staff increased from a total of 1191 tracking items In FY2018 to 2388 tracking items in FY2020.

Tutoring services are coordinated through The Roost. Professional tutors are employed for

consistently high demand courses and assist with resume/cover letter writing and general college skills/Brightspace navigation. Additional support is provided through Tutor.com, which is accessible to students through D2L. Peer tutors and peer-assisted learners (PALs) are [vetted by faculty and mentored](#) and trained by Roost staff. Peer tutors support areas such as Electronics Technology, Digital Art, CAD Drafting Technology, Nursing, and CNC Machining.

To assist students considering online learning, the [Online Learning](#) section of the college website provides:

- [Expectations](#) specific to managing online coursework and academic integrity
- [Comparisons](#) of on campus and hybrid formats
- An online learning disposition [self-assessment](#)
- Hardware and software [requirements](#)
- [A self-guided tour](#) of the Brightspace learning management system
- The Brightspace [orientation](#)

Per Board Policy [3.3 Assessment for Course Placement](#) and Procedure [3.3.1 Assessment for Course Placement](#), all entering students are directed into appropriate coursework through placement testing, credit transfer, demonstration of ability via ACT, SAT, or Minnesota Comprehensive Assessment (MCA) test scores, and through demonstration of proficiency via credit for prior learning. The college provides access to the Transferology website to assist students with transfer-related questions. [Descriptions of placement processes](#) are on the college website, with cut scores and personalized placement information communicated within student e-services. [Developmental coursework cut scores](#) and content are determined by academic administration in collaboration with and approval by the Academic Affairs and Standards Council (AASC). Course registration access is linked to placement results to ensure students do not bypass developmental course placement without dean approval. Each course within the college's [Course Schedule](#) indicates required prerequisites.

Some diploma programs require assessment of math and reading within the admission process via [Accuplacer® Next Generation](#). If a student opts out of the math portion, they are automatically placed into a developmental math course. Per [system guidelines](#), the college provides exemptions from placement testing including documented AAS degree or higher; comparable course credit transfer; high school GPA thresholds; and ACT, Minnesota Comprehensive Assessment (MCA), and SAT thresholds. The Minnesota State system is moving towards a multiple measures model, a result of legislative action to develop a systematic approach to developmental education and course placement. The multiple measures model will utilize standardized tests scores (Accuplacer, ACT, SAT, MCA) and high school GPA to determine a student's course placement.

Recognizing that engagement in developmental education adds costs and time to completion, the college evaluates and adapts developmental coursework content and sequence to foster persistence and enhance completion.

Annually, the Minnesota State system office [reports to the Minnesota State Legislature](#) various indicators of student success and completion relating to developmental education gathered from system institutions. The goal of this reporting is to improve timely completion of degrees and certificates.

Sourced from a system-provided [analysis tool](#) permitting comparison to the system and its colleges and universities, spring 2020 developmental education-related results for MSC Southeast include:

- Historically each year, a larger percentage of MSC Southeast students take any Dev Ed courses when compared to the average of all two-year system colleges with a four-year average of 47.2% versus 35.82%.
- Since fall 2016, there has been a steady decrease in the percentage of students taking Dev Ed at MSC Southeast (53.1% in Fall 2009 to 36.4% in Fall 2019)
- Since fall 2013, a higher percentage of MSCS students completed Dev Ed Math coursework in one year when compared to all system colleges (full- and part-time students) with a four-year average of 51.5% versus 37.8%
- One-year completion percentages for Dev Ed writing coursework more closely align with system college averages with a four-year average of 62.1% versus 63.1%, but in fall 2018 (the most recent reporting year) the MSC Southeast one-year completion rate exceeded the system college average by 6.3%.
- MSC Southeast's full-time student four-year average Dev Ed student success rate by third term was slightly higher than system colleges at 69.3% versus 67.0%; the same applies to four-year average part-time Dev Ed students, where the third term success rate four-year average was 60.2% versus 58.3%.
- For fall-start full-time only students taking any Dev Ed Reading, Writing, or Math at MSC Southeast, the four-year average percentage of students completing 30 credits in one year is consistently higher than the system college four-year average at 37.4% versus 16.9%.
- Among fall-start students taking Dev Ed Reading, Writing, or Math the four-year average number of credits earned by MSC Southeast graduates was lower than the system college average at 59 credits versus 65.6 credits.

The system works to ensure developmental education is consistent and sequenced seamlessly across its institutions. MSC Southeast English and Math faculty participate in a [Minnesota State system-wide Developmental Education workgroup](#) to develop and implement the [Dev Ed Strategic Roadmap](#). The purpose of the Roadmap is to address curriculum improvements in Reading, Writing, and Math.

Through participation in the Development Education Workgroup, the college delivers [developmental education](#) with fewer courses.

- Reading and Writing are combined within a single developmental course.
 - English faculty created [accelerated pathway options](#) lending themselves to declared majors.
 - Courses are sequenced to complete both developmental education and diploma- or transfer- level coursework in one semester.
- Math faculty developed [three accelerated two-semester pathways](#) leading to MnTC level courses. In all three pathways a student can complete the developmental- to diploma-level sequence in one semester. Students have the option to continue into a transfer level course in a second semester if that is part of their declared major.
 - A STEM pathway leads to College Algebra or Calculus.
 - A non-STEM quantitative reasoning pathway leads to Introduction to Statistics.
 - A pathway catering to trades is oriented toward Geometry and common trade calculations which also leads to Introduction to Statistics.

3.D.3

Academic advising is suited to MSC Southeast students.

College Policy [102 Placement Testing](#) frames advising at the college. The college website is the

central source of information for students. In addition to general information on [advising](#), standard within each [program and major page](#), students will find the program description (including available majors and modality), program learning outcomes, program plan and course outlines, prerequisites, and information for required general education courses specific to the credential. Select pages contain college articulated transfer agreements; a separate web page is dedicated solely to course outlines. The downloadable [Course Catalog](#) contains the program descriptions (including available majors and modality), program learning outcomes, and course listings and descriptions by major.

Per [Article 11](#) Section 1 Subd 12 of the faculty contract, career and technical program faculty advise students within their programs. Students who are non-degree seeking, enrolling in Associate of Arts degrees, Individualized Studies, or Liberal Arts and Sciences (LAS) Transfer Pathways are primarily advised by LAS faculty working voluntarily, but can be advised by dedicated Student Affairs personnel. An integral part of advising is [Degree Audits](#), reports that are continually accessible to faculty advisors and students. These serve as a single source for entering testing scores or credit transfers and updating progress toward the declared major. Degree Audits communicate registration or graduation barriers, including academic and immunization holds.

Supplementing Degree Audits, beginning in spring 2021 the [Academic Records Student Affairs Application](#) (ARSA), an e-interface, augments Degree Audits by providing individual student placement information and course placement recommendations to be incorporated into advising. Faculty are provided with the supporting documentation to the placement information shown within the ARSA interface. To support advisors, Student Affairs supplies each faculty with a [binder](#) containing pertinent materials, including cut score sheets, Degree Audit instructions, and other related resources.

The Ruffalo Noel Levitz [Student Satisfaction Inventory](#) is facilitated annually (with the exception of spring 2020 due to COVID-19). Spring 2021 results analysis is in progress. Statements within the [Academic Advising](#) grouping address advising effectiveness. 2019 results indicate, despite the indicated challenges, student satisfaction consistently higher the national comparison cohort.

3.D.4

The college's infrastructure supports effective teaching and learning.

The college employs the Minnesota State-sponsored/supported Brightspace course management system for all online and hybrid courses. Utilization for on-campus coursework is not mandatory, though a majority of faculty incorporate Brightspace. Approximately 81% of faculty use Brightspace for courses in all modalities. The director of teaching excellence is charged to enhance use of Brightspace for students and instructors by providing on-going and on-demand support. As in 3.D.2, for students, the college provides both on-campus and online Brightspace orientation enhanced by real-time support provided by the Information Technology Helpdesk and the director of teaching excellence.

MSC Southeast aligns on-campus technology resources with industry and employer norms. Windows 10 is deployed along with the current version of Office365 productivity suite and online collaboration. Available mainstream includes Google Chrome, Firefox, Adobe Creative Suite, SolidWorks, MasterCam, AutoCad, and Quickbooks. Microsoft Office365 is available to all students at no charge for traditional computing as well mobile devices, enabling consistency between student-owned devices and the campus labs. Students in Computer Careers can access Microsoft Azure cloud services for system hosting. Software that is not available for student installation due to licensing

restrictions is made available remotely.

Computers are purchased and managed by the Information Technology department to maximize supportability, consistency, and security. The college currently provides 572 student-facing computers on premise in open computer labs, program dedicated computer labs, and within dedicated proctored testing spaces. A laptop checkout program is available for students with acute needs. Computers are refreshed on a 5-year lifespan schedule. Printing and copying services are available at no charge to students throughout each campus. Every faculty and staff member is provided a laptop or desktop workstation, also refreshed according to a 5-year lifespan schedule. In addition to computers, peripherals including headsets, webcams, and portable document cameras are available upon request.

There are 75 physical classrooms (41 in Winona, 34 in Red Wing) with teaching and learning technology, including projection/video, audio, and network access. Lecture capture is available utilizing the Kaltura MediaSpace PC-based recording software. The college uses USB-connected document cameras to provide high-resolution capture of materials for distance learning or within HyFlex scenarios as a replacement to conventional on-premises whiteboards. HyFlex courses use an adaptation of the college's six ITV classrooms or ten mobile Zoom Room based systems. Audio capture in large classrooms is enhanced with additional hardware as needed. Classroom refreshes for teaching and learning technology is scheduled on a 10-year rotation.

Wireless connectivity is available throughout the campus spaces. Printing from student-owned devices is a future project within the IT master plan. Network infrastructure is refreshed according to an adapted schedule of five years for wireless technology, six years for enterprise core routing and switching, and eight years for wired access-layer connectivity.

The nursing department on the Red Wing Campus has four classrooms, a skills lab, and a simulation lab. The four theory classrooms can accommodate up to 40 students. Each theory classroom contains laptop computers; when larger accommodations are necessary, the nursing department moves to larger ITV rooms on campus.

The nursing skills lab can accommodate up to 20 students. It is set up like a hospital ward with four beds, bedside stands, over bed tables, independent lighting sources, and sinks. The simulation lab is designed with three beds for low to high fidelity adult simulation in one large room, which is set up like a hospital ward with three beds, bedside stands, over bed tables, independent lighting sources, and sinks. The Red Wing campus also has an obstetrics /pediatric (OB/Peds) simulation lab with a high-fidelity birthing simulator and a high-fidelity pediatric simulator.

The nursing department on the Winona contains classrooms, a skills lab, and an obstetrics/pediatric simulation room. The four theory classrooms can accommodate up to 40 students. Each theory classroom is supplied with laptop computers used for computer testing and informatics in the classroom. When larger accommodations are necessary, the nursing department has access to larger ITV rooms on campus. The nursing skills lab can accommodate up to 20 students. The Winona campus also has an obstetrics /pediatric (OB/Peds) simulation with a high-fidelity birthing simulator and a high-fidelity pediatric simulator.

The college is currently pursuing funding to upgrade both nursing labs with the latest technology.

In addition to the onsite facilities, MSC Southeast health care programs utilize off-campus clinical sites to augment hands on training. These sites are located within a 100-mile radius of the campuses.

Courses using campus science labs in Red Wing and Winona include Human Biology, Anatomy and Physiology I and II, Microbiology, Intro to Biology, Fundamentals of Chemistry, General, Organic and Biochemistry, Forensic Science, Survey of Chemistry, and Environmental Chemistry. Each lab contains glassware, equipment, and models to support laboratory instruction and student learning. Equipment relating to microbiology includes an incubator, electrophoresis equipment, and autoclave. Equipment specific to anatomy and physiology includes models, dissection specimens, and microscopes. Each science lab is also equipped with the glassware, chemicals, balances, fume hood, and instrumentation to conduct experiments in general, and specifically for biochemical and limited organic chemistry.

Sources

- Academic Advising web page
- Academic Readiness webpage Minnesota State
- Adult Basic Ed ELL Web Page
- Advising Binder
- arsa sample
- Board Policy 3.3 Assessment for Course Placement
- Career Services Web Page
- College policy 102- Accuplacer Placement Testing
- Course Placement web page
- Current Students Web Page
- D2L Brightspace web page
- D2L Orientation Information Sheet
- DARs Samples
- Dev Ed Pathway for ENGLISH Courses 2020
- Dev Ed Pathway for MATH Courses 2020
- Development Education Shared Learning Outcomes
- Developmental Education Analysis Tool October 2020
- Developmental English and Math courses fall 2021
- Developmental-Education-Strategic-Roadmap
- Disability Services
- Dish
- Distance Learning Tool web page
- Diversity Web Page.pdf
- Equity and Inclusion Interim Plan 2020 - 2021
- Health and Wellness web page.pdf
- Lecture versus Hybrid Courses web page
- Minnesota State Completion Report to the Legislature 2021-01-15
- MSCF Master Agreement 2019 - 2021 Excerpt Article 11 Work Assignments
- Online Learning Hardware and Software Requirements web page
- Online Programs web page.pdf
- Online Student Expectations Web Page
- Placemement Exemptions web page
- Placement score information used within advising
- Procedure 3.3.1 Assessment for Course Placement
- Ruffalo Noel Levitz admissions and financial aid
- Ruffalo Noel Levitz academic advising.pdf

- Ruffalo Noel Levitz concern for the individual.pdf
- Ruffalo Noel Levitz registration effectiveness.pdf
- Ruffalo Noel Levitz service excellence.pdf
- Ruffalo Noel Levitz student centeredness.pdf
- Ruffalo Noel Levitz Student Satisfaction Inventory overview with in-service presentation
- Starfish
- Strategic Enrollment Plan 2021 - 2023
- Strategic Plan 2018 – 2021
- Strategic Plan 2018 – 2021 (page number 4)
- Student Affairs web page
- Student Rights Web Page
- The Dish Program (SNAP) Pre-Enrollment Forms by campus
- The Roost 2020-2021 Workplan.pdf
- The Roost tutor referral and training materials
- The Roost web page
- Title IX Poster 2020 - 2021
- Veterans Services
- Web Program and Major Page and Program Plan samples

3.S - Criterion 3 - Summary

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

Summary

Minnesota State College Southeast awards degrees, diplomas and certificates that meet the academic standards of industry, specialized accrediting agencies, and institutions within the Minnesota State system and beyond. Students graduate with the knowledge, skills, and abilities needed to enter the workforce or transfer to a four-year college or university.

Coursework meets or exceeds the rigors expected of postsecondary education. Learning objectives remain the same no matter the delivery modality: on-campus, online, or HyFlex. Courses delivered at partner high schools through concurrent enrollment are parallel to those at the college.

The college's student-faculty ratio is 19:1. Faculty are appropriately qualified for the subjects in which they teach and are evaluated regularly. Reorganized in 2018, the Student Affairs department provides student support to an increasingly diverse student audience and engages in intentional practices to promote diversity, equity, and inclusion.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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.

Argument

4.A.1.

Minnesota State College Southeast (MSC Southeast) maintains a practice of regular program reviews and acts upon the findings. The college's program review processes are active and generating results.

Minnesota State College Southeast (MSC Southeast) conducts two levels of program evaluation: an annual vitality appraisal and an in-depth program review process within a four-year cycle. Each process aligns with Minnesota State system Policy [3.36 Academic Programs](#) and Procedure [3.36.1 Academic Programs](#) and College Policy [205 Program Review and Quality Assurance](#).

Annual Program Vitality appraisal compares costs of college programs to like programs within the Minnesota State system via the [Instructional Cost Study](#). Within the system's funding formula, college programs that cost more than 110% of the like-program average are funded at a lower rate as an incentive to manage costs. College administration have determined, in collaboration with faculty shared governance, a [Red/Yellow/Green](#) classification of programs within the Cost Study:

- Green is assigned to programs which cost less than 90% of the like-program system average
- Yellow is assigned to programs within 90% - 110% of the like-program average
- Red is assigned to programs which cost more than 110% of the like-program system average

These results are incorporated into budget meetings with program faculty, the chief financial officer, the vice president of academic affairs, and the supervising dean. The cost study analysis is referred to as “Level 1” analysis of program vitality. Annual Program Vitality appraisals have resulted in reduction of the amount cut by Minnesota State: \$985,588 was cut in FY2019; \$693,378 was reduced in FY2020.

“Level 2” shifts to a more qualitative discussion of the program in question, with conversations centering on determining and addressing root causes of the higher instructional costs. These may include faculty overload pay, low enrollments due poor program visibility or low demand, or students and employers favoring similar programs better structured to meet current demand. If a program is deemed viable during the Level 2 analysis, resources may be assigned to address the root causes, led by the supervising dean in partnership with faculty. If a program is deemed no longer viable, the college may elect to suspend the program for re-design/re-launch of a revitalized program or decide to close the program within the three-year suspension window.

The college has continued to improve Program Review following the [November 2018 Interim Report](#) and subsequent [Staff Analysis](#). Program Review is conducted within the [four-year rotation](#) aligned with Assessment of Student Learning formal plan/summary review. It is a collaborative, data- and team-informed process conducted by faculty and the supervising dean to establish short- and long-term improvements. [Participating stakeholders](#), required within the process, can include advisory committee members, graduates, students, student affairs personnel, or anyone with a stake in program betterment. The process is driven by the [Program Review Improvement Plan Workbook](#) and corresponding [Program Review Instructions](#), each revised in spring 2020.

Incorporated [trend data](#) includes enrollment, instructional costs, demographics (gender, age, full-time, diverse), graduation, employment, and retention. In FY2021, additional data points included summaries of student learning assessment results; analysis of [program-marketing surveys](#) and [web page](#) activity; and survey results from [graduates](#) and [advisory committees](#) relating to graduate preparation (developed in consultation with the [Institutional Effectiveness Team](#)). Faculty are encouraged to include supplementary data such as end-of-course survey results and advisory committee meeting minutes. Key findings are [documented](#). Participants then respond to [leading questions/statements](#) designed to foster conversations on learning outcomes, curriculum, scheduling, modality, program promotion, available and potential credentials, internal collaborations, external collaborations and articulation agreements, advisory committee effectiveness, and, new in FY2021, course outlines and syllabi.

The combined data analysis and leading questions/statements inform the capturing of each program’s [Strengths, Weaknesses, Opportunities, and Threats](#) by the program review team.

The totality of these activities guides the development of the [two- to five-year improvement plan](#) comprised of prioritized action items with target completion dates, related measures, and persons responsible. Additionally, each action item includes estimated hard costs (new in FY2021) and the physical and human resources required. Faculty then identify the required [professional development](#) to ensure plan completion.

Faculty and the supervising dean are to present the [completed workbook](#) to the President’s Cabinet,

the senior-most decision-making authority within the college. Summary [presentations](#) inform academic planning, professional development prioritization, budgeting, and human resources allocation. Beginning in FY2021, the President's Cabinet adopted a [form to capture budget priorities and to provide feedback](#), providing faculty and the supervising dean perspective on plan integration into college and system priorities. These presentations also serve as an impetus to ensure the completed workbook meets expectations as the Cabinet reserves the right to reject a plan that is not thoroughly vetted. The Cabinet presentations were introduced in FY2019 to standardize the program review process and provide Cabinet members with the information most useful for for planning and budgeting.

[Annual updates](#) are due each spring for review by the dean. The college is challenged to ensure all programs complete annual updates. Integrating the annual update form within the FY2021 program review workbook is a step toward that end, making it easier for programs to comply. Completed plans and annual updates are stored in a common drive.

Beginning FY2017 with this current process, the college has completed its first four-year cycle of program reviews. FY2021 marks the second iteration for the first cohort. To date [25 program reviews](#) have occurred. Assessment of student learning results, including manifestation both Program Learning Outcomes and College-wide Learning Outcomes, is incorporated into decision-making and budgeting.

In summer 2020, the college requested a review of its program review process by the Minnesota State system's director of program support and quality assurance. Based on advice to "close the loop," a key improvement is the [documenting of budget priorities within feedback](#) through faculty and dean presentations of program review results to the President's Cabinet as described above. Additionally, to "close the loop," the college's new [budget planning form](#) requires the linking of line item requests to results, including program review and assessment of student learning.

The college has progressively improved program review and is confident in this process. Annually, the Minnesota State system office conducts, in partnership with Higher Learning Commission (HLC), its Accreditation and Assessment Conference to assist system institutions in delivering education within system and HLC expectations. At its [December 2020 conference](#), Minnesota State College Southeast was among four system institutions asked to present at its Best Practices in Program Review session.

4.A.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.

The college evaluates all the credits it transcripts. It provides opportunities to obtain credit for prior learning.

Minnesota State College Southeast communicates [credit transfer policies and processes](#) to students and stakeholders on the college website and within the [Student Handbook](#). The college considers credits from all regionally and non-regionally accredited institutions.

The Registrar's Office is responsible for ensuring accurate academic records and assisting with credit transfer. The Registrar coordinates faculty evaluation of course equivalency within transcription of credit requests which routinely require support documentation of prior work completed (e.g., course

description, outline, or syllabus). The Registrar also ensures that credits accepted through [credit for prior learning](#) (through nationally recognized examination, test out, demonstration of competency, or through acquired military training) comply with college and system policies. The process for a student to pursue credit for prior learning is communicated on the college website.

Students questioning credit evaluation are instructed to first contact the Registrar's Office. Students can appeal decisions by following the [Transfer of Credit Appeal](#) process available through the student e-Services system. The Department and supervising dean review the provided information, then decide within ten (10) days of the appeal request. A dissatisfied student has the right to [appeal](#) to the Senior Vice Chancellor of Academic and Student Affairs at the Minnesota State system.

4.A.3

College and system policies ensure the quality of credits accepted in transfer.

College Policy [215 Course Credit Transfer](#) communicates the procedures for credit transfer to/from another institution. This policy reflects the policies and procedures of the Minnesota State system, including Board Policy [3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum](#); Procedure [3.21.1 Transfer of Undergraduate Courses, Credit, Associate Degrees](#); Operating Instruction [3.21.1.1 Minnesota Transfer Curriculum Instructions](#); Operating Instruction [3.21.1.2 Course Equivalency Rationale and Operating Instructions](#); and Board Policy [3.39 Transfer Rights and Responsibilities](#).

College Policy [223 Credit for Prior Learning](#) communicates the parameters and process for pursuing credit for prior learning. This policy reflects the policies and procedures of the Minnesota State system, including System Policy [3.35 Credit for Prior Learning](#); Procedure [3.35.1 Credit for Prior Learning – External Assessments](#); Procedure [3.35.2 Credit for Prior Learning – Internal College or University](#); and Procedure [3.35.3 Military Courses and Military Occupations \(with related College Policy \[125 Veterans' Responsibility Training Credits\]\(#\)\)](#).

Student Rights and Responsibilities are addressed in College Policy [215 Course Credit Transfer](#), mirroring System Policy [3.39 Transfer Rights and Responsibilities](#).

The college's website provides [information to transfer students](#), including links to MSC Southeast transfer policies and procedures and Minnesota State Board Policy [3.39](#) relating to transfer rights and responsibilities. The web page also serves as the gateway to external resources, including [mntransfer.org](#).

4.A.4.

The college exercises authority over prerequisites, rigor, learning expectations, and faculty qualifications. Dual credit courses align with those of the college.

As a community college, authority to confer undergraduate certificates, diplomas, Associate of Arts, Associate of Applied Science, and Associate of Science degrees stems from the Minnesota State Colleges and Universities Board of Trustees and the system Chancellor via System Policy [3.36 Academic Programs](#).

As in 3.A.1, the Academic Affairs and Standards Council (AASC) [Policies and Procedures Manual](#) communicates the requirements of courses and programs submitted for approval. The related

application [form for new and revised courses](#) must indicate prerequisites. Prerequisites for technical courses within career and technical education programs are determined by instructors with input on course content and sequencing provided by program advisory committees, related accreditation or certification agencies, and academic leadership. Prerequisites for general education courses are determined by the department, informed by [MnTC competencies](#). Course prerequisites are indicated within [course outlines](#), the [course schedule](#), [college catalog](#), and within the [required courses](#) list that appears on the credential offering on each specific major page in the website.

General education coursework must meet the [content standards](#) of the Minnesota Transfer Curriculum (see 3.A.1) prior to adoption. Transfer Pathways curriculum must meet the standards established by the Transfer Pathways Coordinating Team and the senior vice chancellor for academic and student affairs per Minnesota State Operating Instruction [3.21.1.3 Transfer Pathways](#).

Post-secondary enrollment options (PSEO) programs at the college are directed by Minnesota State Policy [3.5 Post-Secondary Enrollment Options \(PSEO\) Program](#), system Procedure [3.5.1 Post-Secondary Enrollment Options \(PSEO\) Program](#), and College Policy [230 Post-Secondary Enrollment Options \(PSEO\) Program](#). The college's dual enrollment programs are accredited through 2026-27 by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

High school faculty are observed by the collaborating college faculty via [site visits](#) required at least once during the delivery of the course. Utilizing a common template, completed observations are stored centrally for [tracking](#). The college's faculty/collaborator, as the faculty of record and owner of the curriculum, is charged with ensuring that high school faculty are following the assessment practices for that particular course and/or area. The college faculty/collaborator compares assessment results, then aggregates assessment data from Connect to College coursework with on-campus-delivered courses.

[Library services](#) at the college's learning resource center, "[The Roost](#)," (see 3.D.2) include access to online databases, electronic books, and video. Online databases include the Electronic Library for Minnesota (ELM); MNLINK, a statewide system that serves as a discovery and interlibrary loan interface; Cengage Learning GALE Databases; and the Minnesota Reflections image library. Students have access to each host community's public library; Opendora, a digital archive for open educational resources that serves as a central repository for Minnesota State faculty and librarians; and MnPALS Online Catalog, a statewide library catalog containing the resources of Minnesota State and State Agency libraries. Additional resources include access to state and federal government websites and copyright law resources.

4.A.5.

The college maintains five specialized accreditations.

Specialized accreditations are pursued where possible, often spurred by employer requirements and/or advisory committee recommendations toward both quality and competitive advantage. Programs with specialized accreditations or certifications include:

- [Medical Laboratory Technician](#) – The Medical Laboratory Technician program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- [Radiography](#) – The Radiography program is accredited by The Joint Review Committee on Education in Radiologic Technology (JRCERT).
- [Auto Body Collision Technology](#) – The Auto Body Collision Technology Program is accredited

- by the National Institute for Automotive Service Excellence (ASE) Education Foundation.
- [Practical Nursing](#) – The Practical Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Both PN and RN programs are [compliant](#) with U.S. Department of Education Regulation 34 CFR 668.43 (a) (5) (v).
- [Concurrent Enrollment](#) – The college’s Connect to College (C2C) dual enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

4.A.6.

The college evaluates graduate success.

As a measure of program viability, per Minnesota State Board Policy [3.31 Graduate Follow-Up System](#), the college [surveys](#) career and technical education program graduates after one year with regard to their employment status. The survey captures the graduate’s status relative to employment in the credentialed field, including related/unrelated employment, continuing education, not seeking, etc. [Results by program](#) are entered into the system’s Academic Records Student Affairs database within the Academic Records, Registration and Curriculum Management system on an annual basis. Data is utilized at the system level as well as incorporated into the college’s [Strategic Planning Key Performance Indicator \(KPI\) website](#). The employment rate for each program is communicated on each [program page](#). Program-specific results are incorporated in the college’s [program review process](#) (see 4.A.1). The combined employment rate for MSC Southeast graduates in 2019 was 95.3%. These data are [reviewed](#) by the Executive & Strategic Planning Committee.

Licensure pass rates for the Radiography and Practical Nursing programs are posted among the college’s [Strategic Planning Key Performance Indicators](#).

Beginning FY2021 within Program Review (see 4.A.1), poor survey response rates from employers prompted the college to measure graduate preparedness for employment through two instruments: an [Advisory Committee Survey](#) focused on graduate preparation, and a [Graduate Preparedness Survey](#) of program graduates two to three years after graduation. In addition to feedback on the graduate’s ability to manifest program learning outcomes, each survey also captures preparedness relative to each [college-wide learning outcome](#) (CLO) (see 4.B.2). Results from each survey are incorporated into Program Review. Following multiple iterations, aggregated results will be incorporated into institution-level conversations.

Sources

- AASC Course Outline Template with Course Outline Change form and sample outlines
- AASC Policies and Procedures Manual
- Advisory Committee survey blank sample + FY2021 results
- Articulated Transfer Agreements
- Assessment of Student Learning four-year feedback rotation and liaison list current October 2020
- Board Policy 3.21 Undergraduate Course and Credit Transfer and the MN State Transfer Curriculum
- Board Policy 3.31 Graduate Follow-Up System
- Board Policy 3.35 Credit for Prior Learning
- Board Policy 3.36 Academic Programs
- Board Policy 3.39 Transfer Rights and Responsibilities

- Board Policy 3.5 Post-Secondary Enrollment Options (PSEO) Program
- Budget Planning Form FY2022
- C2C Administrator Tracking Spreadsheet
- C2C Site Visit Examples
- Cabinet Feedback Form
- College policy 125 - Veterans Responsibility Training Credits
- College Policy 205 - Program Review and Quality Assurance
- College policy 215 - Course Credit Transfer
- College policy 223 – Credit for Prior Learning
- College Policy 230 - PSEO Policy
- Course Add Change Request Form
- Credit for Prior Learning web page
- Credit Transfer Appeal
- Credit Transfer Appeal (page number 2)
- Credit Transfer Appeal (page number 3)
- Data gathering relating to College wide Learning Outcomes
- Data gathering relating to College wide Learning Outcomes (page number 5)
- Employment Data Reporting and Results
- Employment Data Reporting and Results (page number 2)
- Employment Data Reporting and Results (page number 6)
- Examples of surveys and communications generated by the Institutional Effectiveness Team.pdf
- Graduate Preparedness survey blank sample + FY2021 results
- Higher Learning Commission Staff Analysis of Institutional Report March 4 2019
- Interim Report to the Higher Learning Commission November 2018
- Interim Report to the Higher Learning Commission November 2018 (page number 26)
- KPIs All.pdf
- KPIs Student Success.pdf
- Minnesota State Accreditation Conference Agenda and MSC Southeast Presentation
- Minnesota State Cost Study FY2019-Instruction-and-Academic-Support-detail
- MnTC Checklist of Evaluation Criteria.pdf
- MnTC Goal Areas and Competencies
- mntransfer.org web page
- Nursing program compliance with U.S. Dept. of Education requirements
- Operating Instruction 3.21.1.1 Minnesota Transfer Curriculum Instructions
- Operating Instruction 3.21.1.2 Course Equivalency Rationale and Operating Instructions.pdf
- Operating Instruction 3.21.1.3 Transfer Pathways
- Procedure 3.35.1 Credit for Prior Learning – External Assessments
- Procedure 3.35.2 Credit for Prior Learning – Internal College or University
- Procedure 3.35.3 Military Courses and Military Occupations
- Procedure 3.36.1 Academic Programs
- Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program
- Program Marketing Survey blank sample
- Program Review Annual Update Samples
- Program Review Cabinet Feedback
- Program Review completed workbooks FY2021 - FY2019.pdf
- Program Review completed workbooks FY2021 with highlighted equity and diversity action items
- Program Review data packets to programs FY2021

- Program Review data packets to programs FY2021 (page number 5)
- Program Review data packets to programs FY2021 (page number 146)
- Program Review data packets to programs FY2021 (page number 206)
- Program Review results presentations to Cabinet FY2021
- Program Review Schedule current 4-28-2021
- Program Review Web Reports FY2021 results by program
- Program Review Workbook and Instructions FY2021
- Program Review Workbook and Instructions FY2021 (page number 2)
- Program Review Workbook and Instructions FY2021 (page number 3)
- Program Review Workbook and Instructions FY2021 (page number 4)
- Program Review Workbook and Instructions FY2021 (page number 5)
- Program Review Workbook and Instructions FY2021 (page number 6)
- Program Review Workbook and Instructions FY2021 (page number 7)
- Program Review Workbook and Instructions FY2021 (page number 8)
- Program Review Workbook and Instructions FY2021 (page number 9)
- Program Review Workbook and Instructions FY2021 (page number 10)
- Program Review Workbook and Instructions FY2021 (page number 11)
- Program Review Workbook and Instructions FY2021 (page number 13)
- Program vitality spreadsheets
- Review of employment and pass rate data Exec Council Strategic Planning
- Roost Library Services
- Specialized Accreditation Auto Body Collision Technology
- Specialized Accreditation Concurrent Enrollment
- Specialized Accreditation Medical Laboratory Technician
- Specialized Accreditation Practical Nursing
- Specialized Accreditation Radiography
- System Procedure 3.21.1
- The Roost web page
- Transfer information web page
- Web Program and Major Page and Program Plan samples
- Web Program and Major Page and Program Plan samples (page number 3)
- Web Program and Major Page and Program Plan samples (page number 11)

4.B - Core Component 4.B

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.

Argument

4.B.1

Assessment processes at Minnesota State College Southeast (MSC Southeast) are leading to improvement of student learning. The college's assessment process is maturing, guided by the [Academic Assessment Team](#) (AAT).

Since the [November 2018 Interim Report](#) and resulting [Staff Analysis](#) indicating sufficient progress-to-date, there have been [four student learning outcome assessment cycles](#). At MSC Southeast, Learning Goals are synonymous with [Learning Outcomes](#). An annual assessment [plan/summary form](#) provides the structure for planning as well as reporting results via a summary inclusive of data associated with College-wide Learning Outcomes (CLOs) in addition to either Program Learning Outcomes (PLOs) or General Education Learning Outcomes (GELOs).

Within summary reporting, faculty parse CLO assessment results using [Meets/Progressing/Does Not Meet](#); some faculty parse by Meets/Does Not Meet. Faculty determine the criteria for each category and [report the number of students assessed versus the available cohort](#). In FY2019, the Academic Assessment Team (AAT) emphasized graduates being the reporting cohort, as outcome assessments are to occur near completion/graduation.

Faculty determine assessment methods and benchmarks, informed by input from program advisory committees and peer faculty. The Connect to College (C2C) faculty/collaborator, as the faculty of record and owner of the curriculum, ensures that the high school faculty/collaborator follows the assessment practices for that course. The college faculty/collaborator compares assessment results, then aggregates assessment data from Connect to College coursework with college collaborator-delivered course(s) for reporting.

Career and technical program faculty align assessments with PLOs. Liberal Arts and Science (LAS) faculty align assessments with GELOs; the GELOs are [cross walked to the MnTC Goals](#). PLO and GELO assessment remains primarily at the course level with department faculty collectively determining assessments and using results. All CTE programs assess each CLO. To reduce duplicated data and capture AA degree completers, beginning spring 2018, LAS faculty assumed CLO assessment by relationship:

Communicate Effectively: English

Exhibit Accountability and Professionalism: Humanities and Social Sciences

Demonstrate Problem Solving: Math, Natural Sciences, and History

Each spring, faculty submit a new (or revised) assessment plan. After working the plan for a year, faculty submit a summary comprised of results, instructional improvements, and future actions. The AAT chair [evaluates submissions for completion](#). If incomplete, the chair directly addresses the faculty or department. The chair may employ the supervising dean for assistance.

As described in the November 2018 HLC Interim Report, since FY2013 the AAT conducts a formal [meta-rubric-driven review](#) of submissions within a four-year rotation. Beginning FY2018, during formal review, faculty meet face-to-face for 30 minutes with the AAT, with discussions centered on maturing the assessment process for that faculty/division. [Feedback](#) is provided in a conversational style followed by parallel feedback in written form. Conversations are forward looking, largely centered on informed development of the next year's plan. Prior to these in-person meetings, AAT feedback was disseminated solely in written form through the supervising dean. The face-to-face meeting provides the opportunity for faculty to explain aspects of their assessment plan and examine concerns about results or feedback, enhancing collaboration among faculty and maturing assessment practices.

4.B.2.

Faculty document advancement of student learning within the assessment plan/summary form. The college's assessment of student learning processes is faculty-driven through the Academic Assessment Team (AAT).

The [assessment plan/summary form](#) provides a process for faculty to improve student learning by selecting a learning outcome for assessment, identifying a desired student learning improvement, the benchmark/target, what instructional strategies might be employed, and how the data collected will be used to determine progress or success. Faculty within a [program](#) or [LAS division](#) contribute to creating and implementing assessment plans, making faculty the primary stakeholders in results utilization.

Beginning spring 2019, the AAT initiated a review of [meta-rubric data](#) to inform faculty feedback and professional development opportunities. Resulting opportunities for improvement include ensuring:

- alignment of the assessment pursuit with the appropriate learning outcome,
- the assessment of student learning vs. student behaviors,
- assessments using direct vs. indirect measures
- use of quantitative vs. qualitative data within both the plan and summary.

These emphases were first incorporated into FY2020 feedback, and the continuous improvement described in 4.B.3.

The college is addressing the systematic use of [aggregated College-wide Learning Outcome \(CLO\) data](#). While aggregated CLO assessment results from the faculty perspective indicate improvement since FY2017, the college is expanding CLO assessment to include student and graduate reflections of their attainment of the CLOs to inform meaningful conversations going forward. Starting in 2018, the college integrated questions relating to CLO attainment into the [Ruffalo Noel Levitz Student](#)

[Satisfaction Inventory](#). Additionally, beginning FY2021, to learn student proficiency of CLOs following graduation, related questions occur within two surveys attached to program review: [Advisory Committee](#) and [Graduate Preparedness](#). The FY2022 goal is to collect more holistic evidence to inform the institution's use of information gained from assessment.

The college's Program Review process requires, within the data analysis portion, [incorporation of assessment of student learning results](#). The college's new [budgeting process](#) links assessment of student learning results to budget requests.

4.B.3.

Assessment processes and methodologies are continually improving to reflect good practice. Faculty participation in assessment is high.

Assessment is faculty driven by the [Academic Assessment Team](#) (AAT) comprised of six faculty, a faculty chair, both academic deans, and the Director of Teaching Excellence. This team [reports](#) to the Academic Affairs and Standards Council (AASC). To mature assessment processes, each program has a [designated member](#) of the AAT to assist with assessment plan development and reporting.

With [nearly 100% faculty participation](#) in assessment across programs and LAS departments, exceptions are typically due to new or closed programs, or programs transitioning to new faculty, particularly CTE faculty coming from industry. In these instances, AAT faculty liaisons engage to assist.

As in 4.B.2, from FY2017 to FY2019 the focus of the AAT was to instill the structures for CLO and [GELO assessments](#). Aggregated [CLO assessment results](#) bear evidence of consistency and student learning improvement.

While the college has made progress with Assessment of Student Learning, the AAT recognizes opportunities for improvement exist. In FY2021, the AAT solicited assistance from the Minnesota State system director of program support and quality assurance. [Sessions](#) included the review of assessment plan/summary forms, plan/summary review rotation, samples of [feedback](#) provided to faculty, and the meta-rubric with resulting data. In spring 2021, the director further focused on alignment between goals/outcomes within assessment practices and identifying overlapping assessment processes between MnTC goals/competencies, CLOs, and GELOs.

Key action steps of these consultations include:

- Review and distinguish CLOs and GELOs
- Establish an equity-focused college-wide learning outcome
- [Visually map](#) alignment of learning outcomes (CLO/PLO/GELO), MnTC goals/competencies, and courses to the college mission
- Require [annual rotation of program learning outcome assessments](#).

To address the above key action steps, the AAT sponsored an assessment-focused [professional development session in May 2021](#), introducing the new assessment plan/summary form to capture PLO assessment rotation. The AAT is sponsoring an additional summer faculty professional development opportunity through an internally facilitated Minnesota State-sponsored online course, "Assessment of Student Learning." Documented annual PLO assessment rotations begin FY2022. Anticipated completion of CLO and GELO review is spring 2022, with possible inclusion of an

equity-focused college-wide learning outcome.

Sources

- 2019 - 2020 Liberal Arts and Sciences plans with summaries (GELOs)
- 2019-2020 Programs of Study assessment plans with summaries (PLOs)
- 2020-2021 Liberal Arts and Sciences assessment plans only (GELOs)
- 2020-2021 Programs of Study assessment plans only (summaries pending)
- AAT agenda item reports to AASC
- AAT annual feedback to faculty schedule and summary comments FY2020 and FY2021
- AAT data utilized
- AAT data utilized (page number 4)
- Academic Assessment Team Charter and Minutes FY20-21
- Assessment of Student Learning four-year feedback rotation and liaison list current October 2020
- Assessment Plan and Summary Forms for programs and liberal arts and sciences through May 2021
- Assessment plan and summary review rubric 2021 with 2016 - 2020 results
- Assessment plan and summary submission tracking
- Assessment plan development form current spring 2021 blank and pre-populated examples.pdf
- Assessment plan development form current spring 2021 blank and pre-populated examples.pdf (page number 1)
- Assessment plan development form current spring 2021 blank and pre-populated examples.pdf (page number 6)
- Assessment Plans 2020 - 2021 all
- Assessment Plans and Summaries 2017 - 2021.pdf
- Assessment Plans and Summaries 2018 - 2019
- Assessment Plans and Summaries 2019 - 2020
- Assessment Professional Development May 18 2021.pdf
- Budget Planning Form FY2022
- Data gathering relating to College wide Learning Outcomes
- Data gathering relating to College wide Learning Outcomes (page number 2)
- Data gathering relating to College wide Learning Outcomes (page number 4)
- Data gathering relating to College wide Learning Outcomes (page number 5)
- Data gathering relating to College wide Learning Outcomes (page number 6)
- Higher Learning Commission Staff Analysis of Institutional Report March 4 2019
- Interim Report to the Higher Learning Commission November 2018
- Interim Report to the Higher Learning Commission November 2018 (page number 7)
- Learning Outcomes web page
- Outcome and MnTC competency mapping to college mission
- PLO CLO GELO parameters and relationship to MnTC
- Program Review completed workbooks FY2021 - FY2019.pdf
- Program Review completed workbooks FY2021 - FY2019.pdf (page number 16)
- Program Review Schedule current 4-28-2021
- Summaries of AAT and Minnesota State discussions

4.C - Core Component 4.C

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.)

Argument

4.C.1

The college's retention targets are among the college's [Key Performance Indicators](#).

Minnesota State College Southeast (MSC Southeast) considers retention within success measures (Retained, Transferred, Graduated, Transfer Graduate). Comparison to system colleges is made via the Minnesota State system Persistence and Completion Dashboard. The college compares itself to like institutions nationally via IPEDS.

Per the college's Key Performance Indicator web page, the college posts these success rate targets to be met by spring 2023 specific to all students with a sub target gap no greater than 5% within each subgroup (demographic):

- Increase fall to spring success rates from 67.9% to 71%
- Increase fall to 2nd fall from 70.4% to 74%
- Increase fall to 2nd fall success rates from 68% to 71%

These goals were developed in consultation with retention leaders on campus and with the Strategic Planning & Executive Committee. Goal setting is based on comparison to national data as well as historic trends at the college, with target increases proportional to previous levels of incline and decline. In addition to existing supports (e.g., early alert system and tutoring through "The Roost" - see 3.D.2), the college is systematically establishing retention initiatives based on best practices (see 4.C.3) and enhancing in-person supports (e.g., "The Dish" program and the college's two basic needs outreach specialists - see 3.D.1).

As in 1.C.2, 13.7% of MSC Southeast students are diverse and 33.2% are post-traditional age. KPI data indicates opportunities with post traditional age students from fall to fall and fall to 2nd fall, as

well as diverse students beginning fall to spring. As above, the college has established a goal to close any success gaps to 5% or less in the coming two years, and further narrowing the gap within the decade in alignment with Minnesota State's Equity 2030 initiative (see 1.C.2). The 5% gap reduction target is a significant but achievable step. These efforts are being led by the associate dean of students/director of student success and the full-time director of equity and inclusion (see 4.C.3 and 5.B.1).

4.C.2

The college utilizes retention, persistence and completion data at the institutional and program levels.

Driven by [Priority 1 of the college's 2018-2021 Strategic Plan](#) relating to student success, key performance indicators relating to retention, persistence, and completion are continually available to all staff, faculty, and administration for monitoring and incorporation into subsequent work plan generation and monitoring. These data are updated each spring.

This system provides comparison data and general management reports from the Minnesota Information Technology Services (ITS) Management Reports web site. The [EPM 11 interface](#), also available, offers the ability to shape specific queries. Within this reporting option is the system's Persistence and Completion analytics tool that permits [college comparison to system colleges](#) with data parsed by common student delineations.

The Minnesota State system office provides [student success comparison measures](#) to college administration, the most recent of which were [shared](#) with the college's Executive & Strategic Planning Committee as a prelude to developing the college's next strategic plan.

1.C.2 describes engagement with Equity by Design (EbD). In addition to KPI success data and related subsets, the college is initiating plan development with a comparison of course pass rates by demographic.

In collaboration with Winona State University, MSC Southeast developed a self-service reporting interface (Reporting Services) populated with commonly used, [readily accessible reports](#) utilized by Student Affairs and within [Program Review](#), including retention demographics by program and major: Diverse, First Generation (MN and Federal), Low Income, Gender, and Post Traditional. The interface includes retention broken out by demographic, presented by program, program area, and by the college as a whole.

Since 2018, the college has increased its focus on becoming data-informed and driving key decisions with retention, persistence, and completion data. The [Student Success and Retention Committee](#) began work a year ago with an in-depth examination of KPI-related data, developing a set of strategies for intervention. The team has identified part-time students and post-traditional aged students as priority areas for focus. These same demographic data were sourced when creating the Southeast Perkins Consortium [Comprehensive Local Needs Assessment](#). When linked with [student success data](#) broken out by demographic, the college's focus on improving success rates with these emerging populations is an imperative. In addition, the [Academic and Student Affairs](#) teams utilize retention, persistence, and completion data in designing annual work plans; [data sets](#) are also reviewed at annual retreats for planning and goal setting.

4.C.3

The college acts upon data on retention, persistence, and completion.

Based on the sources cited above and ancillary sources, the college developed the 2021-2023 [Strategic Enrollment Plan](#) (SEP). Within the SEP, [retention/student success-related improvement activities](#) include addressing course and student affairs scheduling to better align with student needs; creating an office of advising with a focus on at-risk students (including part-time, first generation, non-traditional students, and diverse populations); and creating an office of student engagement to assist in the development of supports, services, and programs for at-risk student populations (see 5.C.4). The SEP team utilized the Ruffalo Noel Levitz strategic enrollment planning model *Strategic Enrollment Planning: A Dynamic Collaboration* (Sanborne, 2016, second edition) as a framework for its development process. This model is entirely data-driven, with persistence, retention, and completion data forming the basis for both recruitment and retention initiatives, and with all final strategies being connected back to the data. This work has established the first data-driven strategic enrollment plan in recent college history, ensuring that college enrollment actions are a direct result of data review.

The college's [Student Success/Retention Committee](#) is charged with improving student success. The team, led by the associate dean of students/director of student success, is hosting college-wide retention summits twice yearly, the first of which was held [April 16, 2021](#). Summits focus on engaging faculty, staff, and administrators in the ongoing development of retention-focused initiatives. The initial summit centered on non-traditional students, resulting in [action steps](#) generated by faculty, staff, and administration to ensure non-traditional student needs are addressed. Each subsequent summit will pick up where the previous one left off, to ensure continuity and follow-through. The summits allow for a large group of faculty and staff to participate in the retention work of the college.

The college has onboarded its first director of equity and inclusion as of June 1, 2021. This position supports the college's commitment to ensuring a focus on the needs of historically underserved students by designing data-driven interventions to move forward the college's efforts to reduce success gaps for underrepresented students. The director participates in the work of the [Enrollment](#) and the [Student Success](#) teams, drawing direct connections between recruitment, retention, and marginalized groups of students. This position will also influence the growing efforts to support students' basic needs (see 3.D.1). Data from the college's 2019 participation in the Hope Center's [#RealCollege survey](#) provided a strong indication that basic needs support is an increasing need for MSC Southeast students and has strong correlation to their ability to persist and complete. As a result, significant time and resources have been put into enhancing the infrastructure to meet student basic needs, including a \$572,000 [SNAP](#) Employment and Training grant, among other initiatives.

In addition to student success data informing the college's Strategic Plan and Strategic Enrollment Plan, Program Review is required of all programs within a four-year cycle mirroring assessment of student learning assessment plan/summary review. As in 4.A.1, [documented consideration](#) of [retention data](#) is included within the process. In addition, [enrollment trend data](#) is parsed by demographics to inform recruiting and retention efforts.

The college's engagement in the Developmental Education Taskforce (see 3.D.2), Equity by Design (EbD), and Guided Learning Pathways (see 1.C.2) are evidence of commitment to enhancing all student success.

4.C.4

Data practices align with good practice.

Data collected and analyzed specific to student retention, persistence, and completion aligns with the [definitions](#) provided by the Minnesota State system as required for the Integrated Postsecondary Education System. Definitions are included within data reports accessed through the college's self-service interface commonly known as [Reporting Services](#). Data services at the college is responsible for all custom queries outside of system- or college-provided pre-populated reporting interfaces. [The Institutional Effectiveness Team](#) vets data gathered outside of common data sources, assisting in refining questions, collecting the data, and analyzing results. College staff and faculty looking to implement assessment or in need of assistance to interpret existing data may utilize the support of the Institutional Effectiveness Team. This ensures a strong central point at the college to vet research, house results, and make connections among related data trends. The group also ensures appropriate practices around data compliance and anonymity as needed, and provides consistency in the college's work to handle data according to best practices.

Sources

- 2019 RealCollege Survey Report MSC Southeast
- Academics Student Affairs Committee minutes FY20-21
- Data Definitions Minnesota State
- Examples of surveys and communications generated by the Institutional Effectiveness Team.pdf
- Full time undergrad and transfer success rates
- Institutional Effectiveness Charter FY20.pdf
- IPEDS Data Feedback Report 2020
- KPIs All.pdf
- KPIs All.pdf (page number 8)
- KPIs Student Success.pdf
- KPIs Student Success.pdf (page number 8)
- MN DEED Region 10 Demographic Profile
- MN DEED Region 10 Labor Outlook
- MSC Southeast Student Success Profile 20210416
- MSCS 2018-2021 Strategic Plan-2.8.2021
- MSCS 2018-2021 Strategic Plan-2.8.2021 (page number 3)
- Program Review completed workbooks FY2021 - FY2019.pdf
- Program Review completed workbooks FY2021 - FY2019.pdf (page number 34)
- Program Review data packets to programs FY2021
- Program Review data packets to programs FY2021 (page number 3)
- Program Review data packets to programs FY2021 (page number 4)
- Reporting Services list
- Retention by Program and Demographics With Definitions from Reporting Services
- Retention Summit Agenda Meeting Materials and Outcomes spring 2021
- Retention Summit Agenda Meeting Materials and Outcomes spring 2021 (page number 6)
- Retention Tables from Minnesota State

- Review of Student Success Data by Executive and Strategic Planning Committee
- Southeast Comprehensive Local Needs Assessment Framework
- Starfish
- Strategic Enrollment Plan 2021 - 2023
- Strategic Enrollment Plan 2021 - 2023 (page number 13)
- Strategic Plan priorities and goals current May 5 2021
- Student Success Team Charter and Minutes FY21
- The Dish Program (SNAP) Pre-Enrollment Forms by campus

4.S - Criterion 4 - Summary

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.

Summary

Minnesota State College Southeast is committed to continuous quality improvement of educational programs, learning environments, and support services. The college engages in active review processes and acts upon the findings. Program evaluation consists of an annual vitality appraisal and an in-depth Program Review process within a four-year cycle. Assessment of student learning is a faculty-driven process that is systematic, participatory, and data-driven.

Key performance indicators relating to retention, persistence, and completion are continually available for monitoring and incorporation into subsequent work plan generation and monitoring. In addition, the college is initiating equity-focused improvements to improve success rates and close equity gaps.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

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.

Argument

5.A.1.

Minnesota State College Southeast (MSC Southeast) engages in shared governance structures.

The Faculty [Shared Governance Council](#) is directed by [Article 8](#) of the faculty contract, comprised of each campus chapter president and grievance representative, six at-large faculty, the college president, and the vice president of academic affairs. Meeting at least once a month, the council makes recommendations to the college president on personnel, student affairs, facilities, fiscal matters, and general matters. Shared Governance reviews and recommends on college policies within the policy revision process. Reductions of unlimited faculty members must be discussed within a month of the notice of layoffs. Examples of collaborative engagement include the establishment of a task force to inform the development the college's [COVID-19 Preparedness Plan](#), and shaping, then approving, the program vitality appraisal process described in 4.A.1.

Based on this model, per Strategic Goal [3.2](#), periodic meetings have been established by administration and local chapters of the [Minnesota Association of Professional Employees](#) (MAPE – meeting monthly) and the American Federation of State, County, and Municipal and Employees (AFSME – meeting as needed).

The [Executive & Strategic Planning Committee](#) leads, consults, and advises on the strategic direction and operations of the college. It is comprised of senior college leaders, representatives of each bargaining unit, department heads and managers, and students as needed. Each member is charged with soliciting work area and bargaining unit feedback.

Participation on college committees provides faculty and staff with another avenue for participation in college operations. Per Strategic Goal [3.2](#), beginning spring 2020, each college committee/team developed a [vision, charge, and action statement](#), including indicating membership and meeting frequency. A universal meeting agenda item [template](#) was adopted, and all meeting agendas/minutes are centrally located on a common drive. In addition, each roster was reviewed to promote cross-functional membership where appropriate. [18 of the 29 college committees/leadership teams](#) have representation by two or more bargaining units/areas.

Students engage in the decision making processes of the college informally and formally through monthly meetings with administration. Per Minnesota State system Board Policy [3.7 Statewide Student Association](#) and Board Policy [2.1 Campus Student Associations](#), each [Red Wing](#) and [Winona](#) campus maintains its own Student Senate, advised by either faculty or staff who serve as liaisons for feedback to administration on items of mutual concern. Each Student Senate recommends the chartering of student clubs and organizations for approval by the president. Minnesota State Board Policies [2.3](#) and [5.11](#), and Procedure [2.3.1 Student Involvement in Decision-making](#) directs structures for administrative consultation and review with each campus student association, including tuition change, where a position [letter from the Student Senate to the Minnesota State Board of Trustees](#) is required. In addition, Student Senate [position letters](#) were filed regarding HEERF funds distribution. In addition to formal consultation, administration regularly meets with student senate leadership to ensure flow of information in both directions, as well as for strategic problem solving and planning purposes.

Per College Policy [305 Policy Development](#), the college conducts policy reviews on a three-year rotation cycle as determined by the college president. The [process](#) articulates collective engagement in process development, including students. The policy notes: "Proposals pertaining to curriculum and academic affairs may be referred to [AASC](#) (Academic Affairs and Standards) for faculty position on the proposal. Proposals pertaining to student life concerns may be referred to Student Senate for a position on the policy. Labor agreement language will be followed pertaining to policy adoption." All but two college policies have been [reviewed and updated](#) as needed in FY2019.

Engagement by the Minnesota State Board of Trustees and the system chancellor is described in [2.C.3](#).

5.A.2.

Administration utilizes data within planning and decision-making. Enhancing institutional research is a priority. Administration uses the following data:

[Key performance indicators](#) (KPIs) with related leading indicators inform strategic and operations planning and progress. The hosting site reflects each KPI assignment to one or more strategic plan priority. Improvement targets are attached to key KPIs.

[Distributed reports](#) from the institutional research arm of the Minnesota State system include enrollment projections, fall-to-fall and spring-to-spring enrollment comparisons, instructional cost studies, student success accountability measures, and system annual financial report. The institutional research arm of the college provides capacity for [ad-hoc data](#) analysis and distribution used to support situational or strategic analysis.

Comparison data and general management reports for every Minnesota State system institution are available within the system's [EPM 11 report-generation interface](#), offering both pre-defined reports

as well as the ability to shape specific queries.

Formal internal reporting includes the Ruffalo Noel Levitz [Student Satisfaction Inventory](#), [NACEP-related reporting](#), and the college's [climate survey](#). The college's Institutional Effectiveness Team is charged with ensuring relevant data gathering and reporting, by overseeing [institutional level surveys and data requests](#). This includes providing guidance on data requests and survey development, generating and facilitating surveys via the Qualtrics survey platform, facilitating major college surveys including those relating to climate and student satisfaction, generating reports, and creating [reporting interfaces](#).

The 2021-2023 [Strategic Enrollment Plan](#) cites [data sources utilized](#) within plan development, including the college's own [Key Performance Indicators](#) (KPIs), [Minnesota Statewide Longitudinal Education Data System](#) (SLEDS), Minnesota State system reporting, Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), and [demographic](#) and [labor outlook](#) data from the Minnesota Department of Employment and Economic Development (DEED). These same DEED-reported data are incorporated into development of the Southeast Perkins Consortium [comprehensive local needs assessment](#).

External data sources include Integrated Postsecondary Education Data System ([IPEDS](#)) and the National Student Clearinghouse, which has been utilized to [track concurrent enrollment student matriculation](#) to college enrollment as part of NACEP accreditation. In addition to the Ruffalo Noel Levitz SSI, the college also utilizes [#RealCollege](#) survey results.

[Three separate reports](#) from a [self-service reporting interface](#) (number of applicants, admitted, and enrolled by program major) are distributed weekly to administration and all employees. This interface was developed by the Institutional Effectiveness Team in partnership with Winona State University.

While the college maintains internal data services, increased demand for analysis and structured reporting has led to Strategic Enrollment Plan [Strategy 7](#): Institutional Research and Planning Office - *Create an Institutional Research and Planning office to oversee and manage strategic data collection, review, interpretation, and presentation, along with related action planning.* The target for completion of this strategy is by summer 2022.

5.A.3.

Academic policies and processes are designed and implemented collaboratively.

Per [Article 8 Section 2](#) of the faculty contract, the [Academic Affairs and Standards Council](#) (AASC) is charged to, “provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings.” The council consists of two-thirds faculty members and one-third administrators and/or other staff. Membership must include the college's chief academic officer. This council develops and implements the policies and procedures, and accompanying forms, to facilitate approval of new and modified courses and programs, course outlines, and program/degree award requirements. The committee champions Assessment of Student Learning and Program Review. Subcommittees of the AASC include the [QIP Online Committee](#) and the [Academic Assessment Team](#) (see 3.A.1).

As in 5.A.1, college policy review includes employees and students. Faculty Shared Governance

review is articulated within the process, which also accommodates engagement by the AASC and Student Affairs.

Sources

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- Finance Committee Charter and Minutes FY19 and FY20
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- Sample Agenda Template
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- The Roost 2020-2021 Workplan.pdf
- Vision Charge and Action Statements Only All Committees and Teams
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5.B - Core Component 5.B

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.

Argument

5.B.1.

The college is staffed to serve its stakeholders. Its infrastructure is demonstrably sound.

Since FY2017, Minnesota State College Southeast (MSC Southeast) has [rightsized in relation to enrollment](#). 3.D.1 describes resulting Student Affairs adaptations. The college's [organization chart](#) demonstrates clear lines of authority and reporting, with positions identified in major operational areas. The new reorganization has permitted clarifying roles and responsibilities, including the tracking of required processes such as CTE program advisory committee meetings/minutes and faculty professional development and observations (see 3.C.4 and 3.C.5).

As vacancies are filled, position descriptions have been [redesigned](#) to reflect strategic priorities:

- Per strategic goal 3.4, rather than divide supervision of academic programs between the college's two new deans (hired FY2021), their titles and duties now ensure consistent process management: [Dean of Academic Innovation](#) and [Dean of Faculty & Academic Operations](#).
- Formerly the D2L Coordinator, the role of the [Director of Teaching Excellence](#) is now to engage in instructional design, assessment of student learning, and faculty development in addition to LMS management.
- Previously co-managed by two deans, the [Director of Secondary Relations](#) is now a dedicated position within Academic Affairs.
- Following a Student Affairs staff restructuring in 2018 (see 3.D.1), the [Associate Dean of Students and Director of Student Success](#) now has sole oversight of learning support services and retention efforts.
- Per Strategic Goal 3.3, the college's Director of Equity and Inclusion is now a full-time dedicated position.

Bargaining unit contracts informing classified position hiring include the Minnesota Association of Professional Employees ([MAPE](#)), Middle Management Association ([MMA](#)), and the American Federation of State, Municipal and County Employees ([AFSCME](#)). Classified positions, including those on the Commissioner's Plan, are categorized using [job class specifications](#) by Minnesota Management and Budget ([MMB](#)), the agency overseeing the state's financial and human resources,

to ensure positions are consistent with those system-wide in relation to duties, responsibilities, and classification. Accreditation standards (e.g., [ACEN](#)) may inform a job classification. Employees may request a job description audit in pursuit of re-classification.

Examples of [mandatory training](#) by Minnesota Management and Budget and Minnesota State include:

- Code of Conduct
- Public Jobs, Private Data
- Respect in the Workplace
- Safety and Security
 - Art and Science of Leadership (supervisors)
 - Frontline Leadership Programs (supervisors)
- New Administrators Orientation (administrators)
- Managing Financial Data Securely (for employees handling payment card data)

To ensure adequate funding and equitable distribution of available funds, beginning in 2018, the college started [tracking](#) individual and collective professional development, primarily within Student Affairs. In FY2020, the college devoted 2% of non-salary budget to professional development.

Finances

The college is funded by four revenue sources: appropriations, tuition and fees, other revenues, and grants. State appropriations and tuition and fees account for approximately 56% and 36% respectively of the annual revenue for the college. Grants and other sources provide the remaining 8%. Each biennium, the Minnesota State Board of Trustees makes a funding request to the legislature and governor for the system. Tuition and fees are determined locally with student input and submitted to the Board of Trustees for approval. While the legislature delegates the responsibility for tuition and fees to the Board of Trustees, tuition has been legislatively frozen for a number of biennium's over the past decade. The base operating appropriation for each system institution is determined using an [Allocation Model](#) that is based on FYE. The FY2021 base allocation for MSC Southeast was \$7,635,046.

Driven by Strategic Plan [Priority 2.2](#), the college pursues grants to augment programming and services. Formed in fall 2020, the cross-functional [Grants and Development Team](#) is charged with growing the grant portfolio and communicating and supporting grant development activities. The team reviews potential projects for alignment to college mission and sustainability prior to seeking approval from the president. In addition, the team oversees the grant management infrastructure and communicates funding opportunities. In FY2021, the team created a [communication plan](#) and [protocols for grant proposal approval](#). The team will initiate a Grants Roadmap in summer 2021 outlining two-year opportunities and priorities. The team was integral in updating College Policy [512 Fundraising](#) and Policy [513 Grant Applications - Submittal](#). Per System Procedure [7.3.4 Cost Allocation](#), the college's Negotiated Indirect Cost Rate was approved in spring 2021. All [grants are tracked](#) from proposal through closeout. In FY2019, college grants drawdown totaled \$471,000. Individual grants totaled \$2,128,685. The current strategic plan [KPI target](#) is \$2 million in annual drawdowns.

Foundation

Board Policy [5.15 Fund Raising](#) establishes the approval protocols and parameters to [regulate fundraising](#) on behalf of the system or its institutions. College Policy [512 Fundraising, Donations & Gift Acceptance](#) mirrors Board policy. The MSC Southeast Foundation was founded in July of 1999. The [relationship between the college and the Foundation](#) complies with Minnesota State system Board Policy [8.3 College and University Related Foundations](#) and System Procedure [8.3.1 College and University Related Foundations](#).

As a 501(c)(3) organization, the [MSC Southeast Foundation](#) is a stakeholder in department-level funding efforts and solicits grants on behalf of the college that can only be awarded to non-profit organizations. All donations and gifts are monitored by the Foundation, including separate funding for certain academic programs such as Automotive, Advanced Manufacturing Infrastructure Initiative (AMII), and others. [Grants to MSC Southeast Foundation](#) currently total \$60,000.

Employees can contribute through the Employee Campaign. In FY2021, 82% of employees contributed a total of \$29, 899. 1.B.1 describes the three [emergency fund sources](#) developed for students in need. From FY2018-FY2020, the Foundation has [awarded](#) 537 scholarships [totaling](#) \$561,566. Since FY2016, the [Endowment](#) has increased 31.8% to \$3,630,799. In addition, since FY2019, the college has awarded 175 workforce development scholarships totaling \$427,700 through a state-funded matching program established by the legislature.

Facilities

The [Winona Campus site](#) is comprised of three buildings. The 133,000 sq. ft. main campus building houses traditional programs/courses and student support services. The 38,000 sq. ft. Norris P. Abts Transportation Center houses the Truck Driving, Auto Body Collision, Automotive and Light Diesel Technology, Heavy Diesel Maintenance, and Transportation Management programs. The 23,500 sq. ft. Tandiski Center is utilized for non-credit course delivery and meeting space rental.

The [Red Wing Campus](#) is 99,100 sq. ft. and houses student support services and traditional programs/courses. Red Wing is also the home of the college's musical instrument repair programs and Bicycle Design and Fabrication.

Comprehensive facilities planning is driven by Minnesota State system Board Policy [6.11 Facilities Management and Operations](#). The system office has permitted a delay in comprehensive facilities planning upon the assumption of duties by the new college president on July 1, 2021. Anticipated completion is FY2023. The college continues to improve its campuses. The annually-submitted Facilities and Infrastructure [Detail Report](#) informs major project prioritization by indicating the condition and projected replacement/renewal of hard assets and systems. Recent Winona campus site improvements include a major remodel of the college's CNC Machine Tool lab and remodeling space for the new Winona campus Mechatronics program. Red Wing campus major improvements include the Bicycle Design and Fabrication program lab. The Red Wing campus Mechatronics program will move into remodeled facilities in fall 2021.

All college facilities have either been renovated (including updating the physical plants and technology infrastructure) or are new within the past fifteen years, enhancing both capacity and flexibility, and ensuring resource dedication to student services, instructional technology, and new/enhanced programs. A college key performance indicator (KPI) is the Minnesota State system [Facility Condition Index](#) (FCI). The FCI, which is defined as the dollar value of deferred maintenance as a proportion of facility replacement value, is used to prioritize the system's Higher Education Asset Preservation and Replacement (HEAPR) projects that are funded by the legislature.

MSC Southeast's current FCI is .09, below the system average of .10. The college's KPI goal is to maintain an FCI lower than the system average.

Technological Infrastructure

3.D.4 addresses technology infrastructure. The Information Technology work plan is directed by strategic goal [4.4: Position Information Technology as a strategic partner for institutional initiatives in teaching and learning technology, end-user support, and technology infrastructure](#). The college's [Information Technology master plan](#) links system-based services and initiatives with on-campus infrastructure and services. IT [budgets](#) accordingly. The college's [Technology Committee](#) provides recommendations on the effective and efficient use of technology, emerging technologies, and priorities on adoption, management, and training.

All Minnesota State system institutions utilize State of Minnesota resources to manage network connectivity and security as well as enterprise software contracts/licenses for MediaSpace video management and Zoom. The services are funded either by the Minnesota State system or through chargebacks to the institutions.

5.B.2.

The college's goals are realistic in light of its mission.

The [2018-2021 Strategic Plan](#) stems from the college's mission and vision. Within the plan, the four priorities and resulting action items are to further the college mission, simultaneously pursuing a quality working environment and financial stewardship. [Key and leading performance indicators](#) are aligned with each priority.

[Priority 1](#) – Student Success: *Create a place where students want to come and are successful in attaining career and transfer goals.*

[Priority 2](#) – Regional Engagement: *Create a place where our communities and region seek us out as partners to enhance quality of life and economic vitality through collaboration with employers, the public sector, and educational partners.*

[Priority 3](#) – Build College Community: *Create a place where all employees love to work.*

[Priority 4](#) – Sustainability and Growth: *Create a place that thrives and grows through wise allocation and utilization of human, physical, and financial resources.*

The college's [Key Performance Indicators](#) provide local insight on college performance. System oversight of finances ensures resource stewardship (see 5.B.3)

5.B.3.

As part of the Minnesota State system, the college follows a well-developed budget process.

Budget [reports](#) are submitted to the system office prior to the start of each fiscal year and are [updated](#) with periodic enrollment and revenue projections.

At the college, the budgeting process begins by projecting year-end fund balance based on current and projected revenue and expenses. [Enrollment projections](#) are developed in conjunction with

system data. [System budget forecasts](#), tied to the legislative cycle, are disseminated regularly to system institutions and used for budgeting projections. The system requires a [budget narrative](#) describing decisions surrounding spending priorities, including considerations of risk and alignment with system strategic priorities.

Cabinet members present respective area spending priorities. The CFO facilitates the Cabinet in finalizing [internal allocations](#). The college's new Chief Financial Officer, hired in fall 2021, is combining zero-based budgeting, program vitality (see 4.A.1), and the originating of needs requests to assessments (see 5.C.2). This data-informed process involves faculty, the supervising dean, the CFO, and the Vice President of Academics. [Trend data incorporated](#) includes expenses, FYEs, Cost per FYE, and instructional cost study comparisons to like-system programs. Further improvements to the entire budget development and monitoring process will be introduced in FY2022. The [Finance Committee](#) informs on processes and priorities.

Oversight and Monitoring

Financial status is monitored internally throughout the year through [monthly summary reports](#) reviewed by the President, Cabinet, and college finance committee. Biannually, the college provides [budget updates](#) to the system office.

Per Minnesota State Board Policy [7.3 Financial Administration](#) and Procedure [7.3.16 Financial Health Indicators](#), the system maintains [financial health and stability measures](#) with built-in factors for inquiry and reporting, including enrollment, general fund balance, and Composite Financial Index (CFI). In FY2015, the college's financial position triggered required submission of annual [financial recovery plans](#). Specific to the CFI, the Minnesota State system CFI threshold is preemptive to that of the Higher Learning Commission: Action is required when an adjusted CFI score less than 1.5 (based on a two-year moving average) or if an adjusted CFI score is under 0.5 for the most recent year. The college has [achieved](#) an increase of the two-year average CFI from a low of (.21) in FY17 to 1.32 in FY2020. [The FY2022](#) CFI target is 1.50. Specific to the system-required 20% general fund balance, MSC Southeast's balance has risen from 13% in FY2018 to 18% in FY2020. The college is projecting 19% in FY2021 and 20% by year-end FY2022.

Annually, [college financial statements](#) are included in a [system-wide financial audit](#) conducted by an external auditing firm. In the past three years, all audit reports were unqualified, with low-level process corrections cited.

5.B.4.

Fiscal allocations support the college's educational purposes.

The Minnesota State colleges and universities system parses its [allocations](#) into instruction, academic support per FYE, student and institutional support (weighted based on distributions of underrepresented, students of color, first generation, and Pell eligible), facilities, and student success; additional support is provided for MSC Southeast as a rural college. [Instruction and academic support](#) accounts for 63.2% of total, slightly higher than the system college average of 62.1%.

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5.C - Core Component 5.C

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.

Argument

5.C.1

Allocations are informed by the strategic plan.

Minnesota State College Southeast (MSC Southeast) does not maintain research enterprises, associated institutes, and affiliated centers.

5.B.4 contains evidence of instruction as a percentage of allocation. Within these [distributions](#), the college builds budgets in alignment with planning and operations.

With limited resources through state support and tuition to advance programs and services, the college has integrated mission pursuit with mutually-beneficial partnerships and grant attainment (see 5.B.1). The college's new [Mechatronics program](#) was initiated in partnership with six Winona-based companies and supported by a \$325,000 Minnesota Job Skills Partnership Grant. The college partnered with seven manufacturing companies to launch the Red Wing campus Mechatronics program in fall 2021, supported by a \$400,000 Minnesota Job Skills Partnership Grant.

In 2019, the college established the [Advanced Manufacturing Infrastructure Initiative](#) (AMII), raising close to \$1 million to renovate and equip the Winona campus's CNC/Advanced Manufacturing Lab. The AMII represents the college's engagement in developing the partnerships to ensure economic vitality in the Winona community and the college's service region. Since the initial investment, seventeen individual and corporate donors have joined in the AMII.

5.C.2

MSC Southeast is aligning assessment of student learning, and related process such as program review and individual professional development plans, into budgeting.

Program review incorporates assessment of student learning and advisory committee results into data analysis and captures hard costs into plan development. Completed plans are presented to the President's Cabinet for incorporation into institutional planning and budgeting. (see 4.A.1)

New in spring FY2021, the college is piloting an academic program budget development process that integrates zero-based budget practices into data-informed documented needs assessments. Budget development incorporates data from the system-provided [instructional cost study](#) along with enrollment trends into meetings with the vice president of academic affairs, the chief financial officer, the supervising dean, and faculty. Utilizing a [simple form](#), faculty are to prioritize specific needs. They must indicate the origin of each need, which may include results from assessment of student learning, professional development plans, program review, advisory committee recommendations, or divisional/area meetings (Liberal Arts and Sciences). The form captures operational supplies and equipment needs. Facilities and information technology needs, once planned independently, are included. In FY2021, faculty are [indicating origin](#), laying the groundwork for FY2022, when assessment-driven requests will require hard evidence.

5.C.3.

Planning processes include all stakeholders.

5.A.1 describes the shared governance structures with the three main college bargaining units which inform both operations and planning. The [Executive & Strategic Planning Committee](#) developed and [monitors](#) the [Strategic Plan](#). Members include representatives from all bargaining units and functional areas, and serve as the primary resource for feedback on strategic priorities and goals. At plan creation, campus [Student Senate presidents](#) represented the interests of the student body.

Upon arrival in 2018, the college interim president established [presidential advisory committees](#) in each host community comprised of community civic and business leaders. In addition to input on the college's strategic plan, these committees continue to provide external input on planning and operations. In addition, standing relationships with [business and community betterment organizations](#) and the work of [Custom Training and Continuing Education](#) inform planning.

Program [advisory committees](#) (see 3.A.1) include graduates, employers, and other external stakeholders who provide external feedback on graduate preparedness and program viability. Results impacting budgeting are now linked within the college's budgeting form and are incorporated into program review. Required presence of the supervising dean ensures results are incorporated into academic planning.

5.C.4 describes the college's [Strategic Enrollment Plan](#), which was developed by 40 employees within five [cross-functional teams](#) from within the college.

The Southeast Perkins Consortium, formed in FY2007, is comprised of [21 area high schools, two education districts, and Minnesota State College Southeast](#). The consortium coordinates career and technical education programs to facilitate a seamless transition from high school to college, and ensures a career-ready talent pool for the region. The identification of programs for targeted investments relies on a data-driven [comprehensive local needs assessment](#) based on high-wage/high-demand occupations. The plan is submitted to the Minnesota State system and Minnesota Department of Education.

5.C.4.

MSC Southeast is continually positioning itself to adapt to variabilities in enrollment and revenue.

Revenue is generated primarily through enrollment and state allocation. The system office provides direction and guidance in budget development through [enrollment](#) and [appropriation](#) projections. Budgets are [submitted](#) to the system office followed by [biannual updating](#) for review and comment. Budgeting is conservative for adaptability throughout the year.

Growing enrollment is fundamental to viability and sustainability. The college's [strategic plan](#) addresses key needs to position the college for viability and growth. Periodic [strategic plan review](#) documents progress toward each goal, indicating the plan's centrality to operations.

Through efforts guided by the related [Conversion & Recruitment Initiatives Framework 2021](#), as of [May 13](#), when compared to FY2021, FY2022 applications are up 8.5%, admits are up 17.5%, and registered credits are up 23.1%. When compared to FY2020 (pre-COVID-19), applications are down 11.9% and admits are down 2.3%; however, registered credits are up 20%.

In 2018, [Priority 1](#) of the college's strategic plan functioned as Academic Affairs and Student Affairs Workplans, laying the groundwork for independent plans in FY2021 and FY2022.

Driven by Strategic Plan [Priority 1.2](#), the 2021-2023 [Strategic Enrollment Plan](#) (SEP) establishes a clear set of priorities to stabilize and strengthen the college's enrollment position. This project was designed to utilize a data-driven process to create a core set of initiatives to attract, retain, and graduate increased numbers of students in the near future. 5.C.3 describes collective plan development, with participants divided into workgroups, each contributing a data-informed SWOT analysis within plan development. From this process, eleven strategies were defined:

1. Capitalize on Campus Identities
2. Expand Dual Enrollment
3. Develop a Transfer Pathways Strategy
4. Improve Academic and Scheduling Strategies
5. Expand Adult Learner Data Analysis
6. Conduct Competitor Analyses
7. Establish an Institutional Research and Planning Office
8. Complete the Campus/College Facilities Plan
9. Create an Office of Advising
10. Apply for the Title III Grant
11. Create an Office of Student Engagement

Academic Affairs Plan development begins in FY2022. Strategic Enrollment Plan [Strategies 2, 3, and 4](#) were developed with Academic Affairs representation for adoption into the college's 2022-2025 Academic Plan.

5.C.5.

Planning and internal review processes are increasingly reliant on external trend data.

As in 5.A.2, [demographic](#) and [labor outlook](#) data from the Minnesota Department of Employment and Economic Development (DEED) were incorporated into [Strategic Enrollment Plan](#) development. These same data may be utilized within the college's program vitality process (see 4.A.1) to determine long-term college program viability. System-level [program approval processes](#) require

evidence that proposed programs meet workforce and community needs, including labor market data and projected demand.

[Data utilized within program review](#) includes demographics. In all five programs reviewed in FY2021, each indicates [action items directed at improving gender and diverse distributions](#) to better mirror that of the service region.

The 2016 mission change to a comprehensive community college expanded transfer opportunities and pathways to four-year institutions. The [Strategic Enrollment Plan](#) calls for expanding Transfer Pathway opportunities. New CTE programs launched since FY2017 — including Mechatronics, Bicycle Design and Fabrication, Associate Degree Nursing, and Construction Technology — are investments in future growth. Through the Southeast Perkins Consortium, the college is enhancing pathways to career and technical programs, and through the college's PSEO programming, the college is working to both serve student needs and promote the college as a choice for post-secondary degree pursuit.

Through the system's Equity 2030 initiative, the college will soon be developing guided pathways from existing programs to expand options to students and the region.

5.C.6.

The college works its plans.

The President's Cabinet is comprised of senior administration responsible for institutional performance. Each Cabinet member is assigned as a driver among the Strategic Plan's [four priorities](#). At this level, decisions surrounding strategic planning action item prioritizing and pursuit are made in light of daily operations, system priorities, personnel, and budgets. With Academics and Student Affairs closely linked, the college's [Academic Student Affairs Leadership Team](#) meets twice monthly to collaborate on Strategic Plan action item pursuit, system-led initiatives, daily operations, and services to students. The Strategic Plan is [mapped](#) to the HLC Criteria.

Since its inception, progress on strategic plan implementation has been [documented](#). Progress on Strategic Plan goals is a [regular agenda](#) item for the [Executive & Strategic Planning Committee](#) with [report-outs](#) captured by each driver on goal progress, the [most recent](#) on May 5.

Related work plans and division pursuits stem from the strategic plan. Key Performance indicators are mapped to each strategic goal to ensure accountability.

Work Plan/Area Priority	Related Strategic Goal
AASC Online Committee	1.1, 1.6
Academic Affairs	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10. 2.1, 2.2, 2.4, 2.1, 3.3
Affirmative Action Plan 2020-2022 (pending approval)	3.3
Alternative Learning Center Recruitment and Outreach Plan	1.2
Continuing Education/Customized Training	2.4

Conversion & Recruitment Initiatives Framework 2021	1.2
Equity and Inclusion Interim Plan 2020-2021	3.3
Equity by Design	3.3
Finance and Facilities	4.1 - 4.3
Foundation	2.1, 2.3
Human Resources	3.1, 3.4
Information Technology work plans	4.4
Marketing Plan 2019-2021	1.2, 4.4
Southeast Perkins Consortium Strategic Directions	2.1
Strategic Enrollment Plan 2021-2023	1.1 - 1.3, 1.9
The Roost 2020-2021 Workplan	1.1

Sources

- Academics Student Affairs Committee minutes FY20-21
- Advanced Manufacturing Infrastructure Initiative
- Affirmative Action Plan 2020 – 2022 (pending approval)
- Alternative Learning Center Recruitment and Outreach Plan
- Budget Planning Form FY2022
- Budget Request Form with origin indicated samples
- CE CT Web page and Catalog.pdf
- Chancellor and system office FY2021 and FY20-21 work plan themes
- Conversion and Recruitment Initiatives Framework 2021
- Cost Study Examples Used Within Program Budget Meetings
- Engagement with community and regional organizations
- Equity and Inclusion Interim Plan 2020 - 2021
- Equity by Design Campus Coalition Planning Worksheet
- Examples of Student Senate representation during Strategic Plan development
- Fiscal Year 2022 Budget Instructions
- FY 2022 Enrollment Projections MSC Southeast
- FY2008-2023 FYE Projections Colleges February 2021
- FY2020-21 Minnesota State-appropriation-distribution-narrative
- FY2021 Budget Narrative - MSC Southeast
- FY2021 Budget Update for March
- HLC Criteria links to the Strategic Plan 2020-2021
- Information Technology work plans
- Marketing Plan 2019 - 2021
- Master Program Advisory Committee Member List
- Mechatronics program information
- Minnesota State Academic Program Approval Processes and Criteria
- Minnesota State Cost Study FY2019-Instruction-and-Academic-Support-detail

- MN DEED Region 10 Demographic Profile
- MN DEED Region 10 Labor Outlook
- MSCS 2018-2021 Strategic Plan-2.8.2021
- Periodic communications relating to enrollment from the director of admissions and enrollment
- Periodic communications relating to enrollment from the director of admissions and enrollment(2)
- Periodic communications relating to enrollment from the director of admissions and enrollment(2) (page number 6)
- President's Advisory Committee List current spring 2021
- Program Review completed workbooks FY2021 with highlighted equity and diversity action items
- Program Review data packets to programs FY2021
- QIP improvement plans 2020-2021 and 2021 - 2022
- Southeast Comprehensive Local Needs Assessment Framework
- Southeast Perkins Consortium College and School District Partnerships
- Southeast Perkins Consortium FY21-22 Strategic Directions
- Southeast Perkins Consortium Members
- State Budget Forecast Sample
- Strategic Enrollment Plan 2021 - 2023
- Strategic Enrollment Plan 2021 - 2023 (page number 13)
- Strategic Enrollment Plan 2021 - 2023 (page number 18)
- Strategic Goal review examples
- Strategic Plan 2018 – 2021
- Strategic Plan 2018 – 2021 (page number 2)
- Strategic Plan 2018 – 2021 (page number 4)
- Strategic Plan 2018 – 2021 Goal Tracking Examples
- Strategic Plan Completed Goal List May and September 2020
- Strategic Plan priorities and goals current May 5 2021
- Strategic Plan priorities and goals current May 5 2021 (page number 2)
- Strategic Plan priorities and goals current May 5 2021 (page number 9)
- Strategic Plan Tracking Sheet
- Strategic Planning Committee Charter and Minutes FY20-21
- Strategic Planning Committee Charter and Minutes FY20-21 (page number 9)
- Summary-of-FY2021-Institutional-Allocations-FINAL
- The Roost 2020-2021 Workplan.pdf

5.S - Criterion 5 - Summary

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.

Summary

Minnesota State College Southeast has effective leadership that enables the institution to fulfill its mission. Shared governance structures are engaged and active. The college's budgeting processes align to the Minnesota State system and support the educational purposes of the institution by ensuring that revenue projections are realistic and costs are managed effectively. While data is incorporated into decision-making, enhancing analysis and reporting capacity through establishing an office of institutional research is a priority.

The college anticipates the inauguration of a new president on July 1, 2021. The president-elect has served in leadership roles in the Minnesota State system for two decades and brings a wealth of experience to the position. As the new president comes on board, the college will begin new planning cycles for the Strategic Plan, Academic Master Plan, Facilities Plan, and other initiatives. External stakeholders and students, faculty, and staff are invited to participate in planning and decision-making processes.

Sources

There are no sources.