

From: [Strand, Peggy \(DPS\)](#)
To: [Chris Steller](#)
Cc: [Hawkins, Robert \(DPS\)](#); [Misselt, Erik \(DPS\)](#)
Subject: Mandate Report
Date: Tuesday, December 29, 2020 10:42:26 AM
Attachments: [2020 Affirmative Action Worksheet.doc](#)
[Final Data Summary Form 2020.doc](#)
[Northland Community College Attachment 1 -Developmental Education Strategic Roadmap - FINAL January 2018.pdf](#)
[Northland Community College Attachment 2 MEMORANDUM - Minnesota State Developmental Education Strategic Roadmap.pdf](#)
[University of Northwestern Affirm Act Attachment.docx](#)
[Vermilion Community College diversity report.pdf](#)
[Winona State U Addendum 2020 POST Aff Act report.docx](#)
[Concordia University - 2020 Affirmative Action Worksheet Attachment.docx](#)
[Fond Du Lac Tribal and CC 2018-20 Affirmative Action Plan.pdf](#)
[Hamline University POST Concentration Additional Information.docx](#)
[Hibbing Community College fact-book.pdf](#)
[Metro State University - Notes to attach to 2020 Affirm Action Report.docx](#)
[MN West CTC Addendum to Affirmative Action Worksheet 2020.doc](#)
[Affirmative Action Data for 2020.xlsx](#)

12/29/2020

TO: Legislative Reference Library
Attention: Acquisitions Department
645 State Office Building
St. Paul, MN 55155-1050

FROM: Peggy Strand
Minnesota Board of Peace Officer Standards and Training

SUBJECT: 1997 Minn. Laws Chap.239 Art.1, Sec. 9 Report on Recruitment Information and Enrollment Statistics from Schools that provide the Professional Peace Officer Education Program

Cite: Minn. Stat.; 1997 Minn. Laws Chap. 239 Art. 1 Sec. 9

Topic: Report on information provided to the board on recruitment information and enrollment statistics from POST certified schools that provide the Professional Peace Officer Education Program

Due date: July 01, 2021

The fourteen attached documents are:

- A worksheet schools can use to itemize their affirmative action efforts,
- A report that summarizes information submitted by all the schools that used the worksheet,
- The information showing individual responses from the worksheet by each school in spreadsheet form,
- Eleven documents submitted by 10 of the schools containing affirmative action documentation.

Please contact me by return email if you have any questions.

Respectfully submitted,

Peggy Strand
Education Coordinator
Minnesota Board of Peace Officer Standards and Training

PPOE Affirmative Action Report and Plan Worksheet 2020

PPOE Program: _____

Coordinator Name: _____

Date: _____

This worksheet lists some of the affirmative action strategies reported by Minnesota’s Professional Peace Officer Education programs to recruit and retain minority students* and women. It is intended to help PPOE coordinators report affirmative action strategies implemented by their school/program during the period July 1, 2019 through June 30, 2020, and prepare their affirmative action plan for the next year as required by *Minnesota Rules*. Completion and submission of this form meets the reporting requirements under *MN Rules 6700.0300 Subp.6., C.*

Affirmative Action Areas 1 - 11	Strategy	Report		Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of: 1. The School, 2. The PPOE Program, 3. Both	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?
1. Affirmative Action Designated Staff	A. Employ an affirmative action coordinator (i.e. Minority Affairs Coordinator, Multicultural Director)	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance & Discrimination Committee, Community Relations Committee, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Faculty	A. Recruit diverse faculty	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Provide diversity training for faculty	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Recruit at high schools in Minnesota	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	C. Recruit students at high schools and fairs outside of Minnesota	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, “Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person.”

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of: 1. The School, 2. The PPOE Program, 3. Both	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?
4. Developing Partnerships	A. Form a partnership with one or more MN law enforcement agencies	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	C. Form partnerships with law enforcement groups from outside of Minnesota	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Diversity Events	A. Provide celebrations, speakers, or other events that promote diversity	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Mentorship Programs	A. Support minority students and women through mentorship programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Distribution of information	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Use recruitment ads and publications that show a diverse student population	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. On-Campus Support	A. Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of: 1. The School, 2. The PPOE Program, 3. Both	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Include the historical and contemporary issues of minorities and women in policing in courses	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	D. Offer developmental courses and academic support services to help minority students and women transition into college	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority students and/or women	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Other Efforts	Attach a description of any other affirmative action efforts made in the past year or planned for the next year.	Information on Additional Efforts Included? <input type="checkbox"/> Yes <input type="checkbox"/> No		

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

Affirmative Action Worksheet - Data Summary 2020

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year?	If yes, was this strategy applied at the level of:	Does this school or PPOE program plan to apply this strategy in the next school year?
1. Affirmative Action Designated Staff	A. Employ an affirmative action coordinator (i.e. Minority Affairs Coordinator, Multicultural Director)	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>20</u> PPOE Program <u>0</u> Both <u>8</u> No Response <u>1</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance and Discrimination Committee, Community Relations Committee, etc.)	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>20</u> PPOE Program <u>0</u> Both <u>8</u> No Response <u>1</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
2. Faculty	A. Recruit diverse faculty	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>11</u> PPOE Program <u>0</u> Both <u>16</u> No Response <u>2</u>	Yes <u>26</u> No <u>0</u> No Response <u>3</u>
	B. Provide diversity training for faculty	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>13</u> PPOE Program <u>0</u> Both <u>15</u> No Response <u>1</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	Yes <u>27</u> No <u>2</u> No Response <u>0</u>	The School <u>4</u> PPOE Program <u>3</u> Both <u>19</u> No Response <u>3</u>	Yes <u>26</u> No <u>2</u> No Response <u>1</u>
	B. Recruit at high schools in Minnesota	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>11</u> PPOE Program <u>0</u> Both <u>15</u> No Response <u>3</u>	Yes <u>27</u> No <u>1</u> No Response <u>1</u>

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

	C. Recruit students at high schools and fairs outside of Minnesota	Yes <u>22</u> No <u>7</u> No Response <u>0</u>	The School <u>15</u> PPOE Program <u>0</u> Both <u>7</u> No Response <u>7</u>	Yes <u>20</u> No <u>7</u> No Response <u>2</u>
4. Developing Partnerships	A. Form a partnership with one or more MN law enforcement agencies	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>4</u> PPOE Program <u>12</u> Both <u>11</u> No Response <u>2</u>	Yes <u>28</u> No <u>0</u> No Response <u>1</u>
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	Yes <u>27</u> No <u>2</u> No Response <u>0</u>	The School <u>14</u> PPOE Program <u>0</u> Both <u>12</u> No Response <u>3</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
	C. Form partnerships with law enforcement groups from outside of Minnesota	Yes <u>17</u> No <u>12</u> No Response <u>0</u>	The School <u>3</u> PPOE Program <u>12</u> Both <u>2</u> No Response <u>12</u>	Yes <u>17</u> No <u>10</u> No Response <u>2</u>
5. Diversity Events	Provide celebrations, speakers, or other events that promote diversity	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>9</u> PPOE Program <u>0</u> Both <u>19</u> No Response <u>1</u>	Yes <u>28</u> No <u>0</u> No Response <u>1</u>
6. Mentorship Programs	Support minority students and women through mentorship programs	Yes <u>27</u> No <u>2</u> No Response <u>0</u>	The School <u>10</u> PPOE Program <u>1</u> Both <u>15</u> No Response <u>3</u>	Yes <u>27</u> No <u>1</u> No Response <u>1</u>
7. Distribution of information	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>9</u> PPOE Program <u>1</u> Both <u>16</u> No Response <u>3</u>	Yes <u>28</u> No <u>0</u> No Response <u>1</u>
	B. Use recruitment ads and publications that show a diverse student population	Yes <u>29</u> No <u>0</u>	The School <u>13</u> PPOE Program <u>0</u>	Yes <u>28</u> No <u>0</u>

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, “Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person.”

		No Response <u>0</u>	Both <u>15</u> No Response <u>1</u>	No Response <u>1</u>
8. On-Campus Support	Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>8</u> PPOE Program <u>0</u> Both <u>20</u> No Response <u>1</u>	Yes <u>28</u> No <u>0</u> No Response <u>1</u>
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>0</u> PPOE Program <u>11</u> Both <u>17</u> No Response <u>1</u>	Yes <u>26</u> No <u>0</u> No Response <u>3</u>
	B. Include the historical and contemporary issues of minorities and women in policing in courses	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>0</u> PPOE Program <u>18</u> Both <u>10</u> No Response <u>1</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	Yes <u>27</u> No <u>2</u> No Response <u>0</u>	The School <u>8</u> PPOE Program <u>4</u> Both <u>14</u> No Response <u>3</u>	Yes <u>24</u> No <u>2</u> No Response <u>3</u>
	D. Offer developmental courses and academic support services to help minority students and women transition into college	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>15</u> PPOE Program <u>0</u> Both <u>13</u> No Response <u>1</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	Yes <u>21</u> No <u>8</u> No Response <u>0</u>	The School <u>10</u> PPOE Program <u>1</u> Both <u>9</u> No Response <u>9</u>	Yes <u>19</u> No <u>4</u> No Response <u>6</u>
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority students and/or women	Yes <u>14</u> No <u>15</u> No Response <u>0</u>	The School <u>3</u> PPOE Program <u>0</u> Both <u>10</u> No Response <u>16</u>	Yes <u>13</u> No <u>9</u> No Response <u>7</u>

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>14</u> PPOE Program <u>0</u> Both <u>14</u> No Response <u>1</u>	Yes <u>26</u> No <u>0</u> No Response <u>3</u>
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	Yes <u>17</u> No <u>12</u> No Response <u>0</u>	The School <u>9</u> PPOE Program <u>2</u> Both <u>5</u> No Response <u>13</u>	Yes <u>1</u> No <u>7</u> No Response <u>4</u>
11. Other Efforts	Additional information attached? Yes <u>10</u> No <u>19</u> Additional info received from:			

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

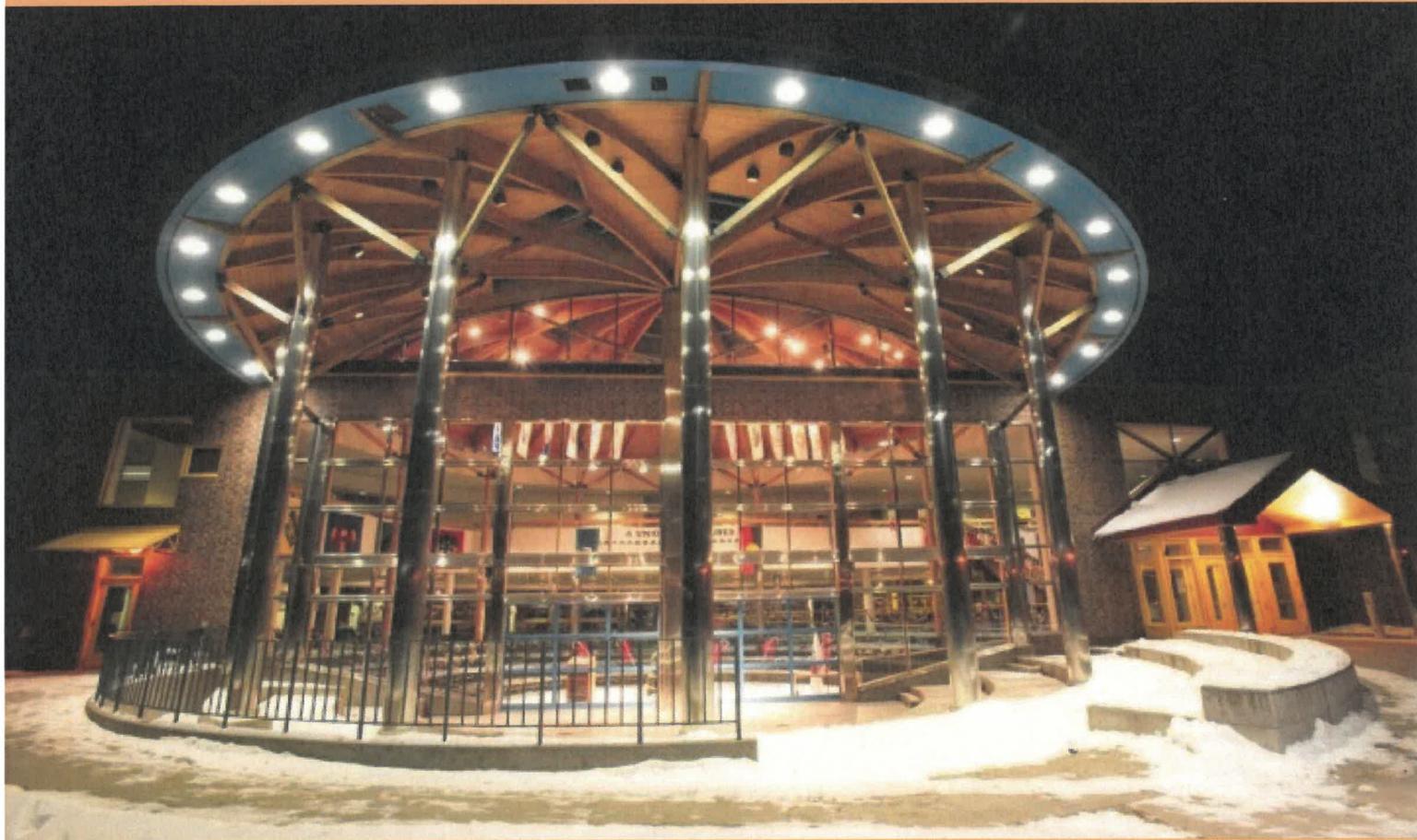
Concordia University, St. Paul

Affirmative Action Worksheet – Attachment – CSP

For question 11:

- Concordia University, Saint Paul's C.A.R.E. (Coalition for Acceptance, Respect & Equity) Committee expanded this year to become a diversity committee, comprised of several members with responsibility in various operational areas with accountability for diversity initiatives. The group is annually involved in new student orientations, faculty/staff development, and campus-wide awareness events. The initial five-year Diversity, Equity, and Inclusion Plan, was adopted into the University's strategic plan and begins implementation this academic year.
- The university dedicated a Diversity Center last year, which will initiate programs and activities geared toward and relevant to the entire campus community.
 - o In the past few months, the Diversity Affairs Office hired a new diversity center director. This director has been in diversity training, serving on campus-wide committees, collaborating with a variety of offices and individuals, developing activities to orient students and employees to learn, respond, and celebrate cultural differences. The director is working on initiatives, programming, and opportunities for campus-wide engagement, enlightenment, and enrichment, that will be implemented throughout the year.
 - o In addition, the Dean of Diversity retired in June of this year. The President is currently engaged in an active search to find a new Chief Diversity Officer for the campus.

AFFIRMATIVE ACTION PLAN 2018-2020



Fond du Lac **Tribal & Community** College

FDLTCC is an equal opportunity educator and employer
Member of Minnesota State Colleges and Universities



State of Minnesota

Fond du Lac Tribal and Community College

2018-2020 Affirmative Action Plan

Fond du Lac Tribal and Community College
2101 14th Street
Cloquet, MN 55720
(218) 879-0800
MN Relay 711 or (800) 627-3529
Marisa.Haggy@fdltcc.edu
Damien.Paulson@fdltcc.edu
fdltcc.edu

As requested by Minnesota Statute 3.197: This report cost approximately \$1,500 to prepare, including staff time, printing, and mailing expenses.

Upon request, this material will be made available in an alternative format such as large print, braille, or audio recording. Printed on recycled paper.

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Executive Summary

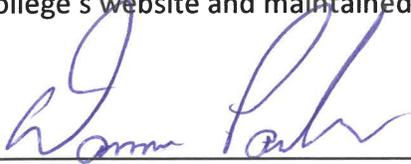
This Affirmative Action Plan meets the requirements as set forth in statute, in Administrative Rule, and by Minnesota Management and Budget, and contains affirmative action goals and timetables, as well as reasonable and sufficiently assertive hiring and retention methods for achieving these goals.

This Affirmative Action Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1: Underutilization Analysis of Protected Groups

Job Categories	Women	Racial/Ethnic Minorities	Individuals with Disabilities	Veterans
Administrators				
Professionals				X
Faculty			X	X
Office/Clerical		X		X
Technicians		X		
Service Maintenance	X	X		

Information about how to obtain or view a copy of this Plan will be provided to every employee of the college. Our intention is to make every employee aware of Fond du Lac Tribal and Community College's commitments to affirmative action and equal employment opportunity. The Plan will also be posted on the college's website and maintained in the Human Resources office.



Damien Paulson, Affirmative Action Officer

10-4-18

Date



Marisa Haggy, Human Resources Director/CHRO

10/04/18

Date



Stephanie Hammitt, President (Interim)

10/4/18

Date

Organizational Profile

Through a close Tribal and State partnership, Fond du Lac Tribal and Community College has a unique mission in providing education to the public. This unique collaboration offers all students, regardless of demographic background, the opportunity to learn in a comfortable and diverse environment. Founded in 1987, the College offers two-year associate degrees and certificates across a wide range of program areas, including Law Enforcement, Human Services, Nursing, Business, Electric Utility Technology, Clean Energy, American Indian Studies, Child Development, GIS, and Environmental Science. Through the Minnesota Transfer Curriculum, the College's liberal arts curriculum provides a solid undergraduate transfer education for approximately forty percent of the college's students each year.

Fond du Lac Tribal and Community College provides the perfect learning environment to meet the needs of the next generation of leaders. Tuition and fees are affordable, annually among the lowest-cost colleges in the region. The 100-bed student residence hall offers apartment-style living in safe, quiet, and affordable, furnished living areas. The College offers intercollegiate athletics in volleyball, basketball, softball, and football. Classes are offered during daytime and evening hours, as well as on weekends and online. Student clubs, organizations, and activities are added bonuses at Fond du Lac Tribal and Community College.

Fond du Lac Tribal and Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The MISSION of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

Our core values are:

- Respect: Manaaji'idiwin
- Integrity: Gwayakwaadiziwin
- Stewardship: Ganawenjigewin
- Innovation: Maamamiikaajinendamowin
- Compassion: Zhawenjigewin

Statement of Commitment

This statement reaffirms Fond du Lac Tribal and Community College is committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

I affirm my personal and official support of these policies which provide that:

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities, or subject to harassment, on the basis of race, sex (including pregnancy), color, creed, religion, age, national origin, sexual orientation, gender expression, gender identity, disability, marital status, familial status, status with regard to public assistance, or membership or activity in a local human rights commission.
- The prohibition of discrimination on the basis of sex precludes sexual harassment, gender-based harassment, and harassment based on pregnancy.
- This college is committed to the implementation of the affirmative action policies, programs, and procedures included in this plan to ensure that employment practices are free from discrimination. Employment practices include, but are not limited to the following: hiring, promotion, demotion, transfer, recruitment or recruitment advertising, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. We will provide reasonable accommodation to employees and applicants with disabilities.
- This college will continue to actively promote a program of affirmative action, wherever minorities, women, and individuals with disabilities are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected group employees.
- This college will evaluate its efforts, including those of its directors, managers, and supervisors, in promoting equal opportunity and achieving affirmative action objectives contained herein. In addition, this college will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

It is the college's policy to provide an employment environment free of any form of discriminatory harassment as prohibited by federal, state, and local human rights laws. I strongly encourage suggestions as to how we may improve. We strive to provide equal employment opportunities and the best possible service to all Minnesotans.


Stephanie Hammitt, President (Interim)


Date

Individuals Responsible for Directing and Implementing the Affirmative Action Plan

A. College President

Responsibilities

The College President is responsible for establishing an Affirmative Action Program, including goals, timetables, and compliance with all federal and state laws and regulations. The College President, through the Commissioner of Minnesota Management & Budget (MMB), will report annually to the Governor and the Legislature the college's progress in meeting its affirmative action goals and objectives.

Duties

The duties of the College President shall include, but not be limited to, the following:

- Appoint the Affirmative Action Officer or designee and include accountability for the administration of the college's Affirmative Action Plan in his or her position description.
- Take action, if needed, on complaints of discrimination and discriminatory harassment.
- Issue a statement affirming the department's commitment to affirmative action and equal employment opportunity, and ensure that such a statement is disseminated to all employees.
- Make such decisions and changes in policies, procedures, or physical accommodations as may be needed to implement effective affirmative action in the college.
- Actively promote equal employment opportunity and incorporate diversity and inclusion principles in annual business plans, strategic plan, and the college's mission.
- Report annually to the Governor and the Legislature through the Commissioner of MMB the department's progress in affirmative action.
- Notify all contractors and sub-contractors within the department of their affirmative action responsibilities.
- Actively promote the enforcement of equal employment opportunity in affirmative and non-affirmative hiring decisions reviewed in the hiring process.
- Require that all college directors, managers, and supervisors include responsibility statements for the supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.

Accountability

The College President is accountable directly to the Governor and indirectly to the Commissioner of MMB for affirmative action matters.

Name of individual responsible

Stephanie Hammitt, President (Interim)	Stephanie.Hammitt@fdltcc.edu	(218) 879-0804
Name/Title	Email	Phone

B. Affirmative Action Officer

Responsibilities

The Affirmative Action Officer is directly responsible for developing, coordinating, implementing, and monitoring the department's affirmative action program.

Duties

The duties of the Affirmative Action Officer shall include, but not be limited to, the following:

- Develop and set college-wide affirmative action hiring goals.
- Monitor college compliance and fulfill all affirmative action reporting requirements.
- Inform the College President on progress in affirmative action and equal opportunity and report potential concerns.
- Act as the affirmative action liaison between the college, MMB, and the Governor's Office.
- Determine the need for affirmative action training within the college and initiate the development of such training programs with the assistance of internal and external resources, as necessary.
- Review and recommend changes in policies, procedures, programs, and physical accommodations to facilitate affirmative action and equal opportunity.
- Develop innovative programs to attract and retain protected group members in the college.
- Support and participate in the recruitment of protected class persons for employment, promotion, and training opportunities.
- Manage the college's pre-hire review process.
- Review requests for non-affirmative non-justified hires in the Monitoring the Hiring process and refer unresolved issues to the College President for final decision.
- Ensure supervisors and managers are making affirmative efforts to recruit and retain protected group candidates and employees.
- Oversee the administration of the college diversity recruitment program.

Accountability

The Affirmative Action Officer is accountable directly to the Dean of Student Services and indirectly to the College President on matters pertaining to affirmative action and equal opportunity.

Name of individual responsible

Damien Paulson, Coordinator of Placement/CITS	Damien.Paulson@fdltcc.edu	(218) 879-0795
Name/Title	Email	Phone

C. Human Resources Director

Responsibilities

The Human Resources Office is responsible for ensuring equitable and uniform administration of all personnel policies. Human Resources Directors are responsible for ensuring timely responses to all Americans with Disabilities Act (ADA) requests for accommodations to remove barriers to equal employment opportunity with the college, assisting managers and supervisors in human resources management activities.

Duties

The duties of Human Resources shall include, but not be limited to, the following:

- Develop and administer the college's Affirmative Action Plan.
- Disseminate the affirmative action policy to employees in the college.
- Maintain effective working relationships with the college affirmative action officer.
- Provide leadership to ensure personnel decision-making processes adhere to equal opportunity and affirmative action principles.
- Provide guidance in the development and utilization of selection criteria to ensure they are objective, uniform, and job related.
- Assist in recruitment and retention of protected class persons and notify managers and supervisors of existing disparities.
- Ensure an Affirmative Action Pre-hire Review process is implemented and followed by hiring managers and supervisors by working effectively with the affirmative action officer.
- Ensure that the reasonable accommodation process is implemented and followed for all employees and applicants in need of reasonable accommodation.
- Assist supervisors, managers, and the Affirmative Action Officer in affirmative recruitment of protected group members through career and job fairs and other recruitment efforts, as well as in selection and retention of protected group members.
- Request recruitment assistance from MMB's Statewide Director of Diversity Recruitment and Retention in the diversity recruitment and retention of protected group members in hard to fill or executive level positions.
- Include responsibility statements for affirmative action/equal employment opportunity in position descriptions and annual performance objectives.

- Oversee the administration of the Americans with Disabilities Act Title I and Title II.
- Receive requests for ADA accommodations and work with appropriate supervisors, unions, etc. to approve or deny the request, or provide alternative accommodations.
- Maintain records of requests for reasonable accommodations.

Accountability

The Human Resources Director is directly accountable to the College President. Additionally, the Human Resources Department ensures that aggregate data and trends of complaints of illegal discrimination in hiring are provided and shared with the Affirmative Action Officer on a quarterly basis.

Name of individual responsible

Marisa Haggy, Chief Human Resources Officer	Marisa.Haggy@fdltcc.edu	(218) 879-0879
Name/Title	Email	Phone

D. Americans with Disabilities Act Title I Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title I Coordinator is responsible for the oversight of the college’s compliance with the ADA Title I – Employment, in accordance with the ADA – as amended and the Minnesota Human Rights Act.

Duties:

The duties of the ADA Title I Coordinator shall include, but are not limited to, the following:

- Provide guidance, coordination, and direction to college management with regard to the ADA in the development and implementation of college policy, procedures, and practices to ensure college employment practices and programs are accessible and nondiscriminatory.
- Provide training, technical guidance, and consultation to college management and staff on compliance and best practices with regard to hiring and retention of individuals with disabilities, as well as the provision of reasonable accommodations to employees, job applicants.
- Track and facilitate requests for reasonable accommodations for job applicants and employees, as well as members of the public accessing college services, and report reasonable accommodations annually to MMB.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Submit reasonable accommodation reimbursement under the guidelines of the statewide accommodation fund.

- Provide reasonable accommodations to qualified individuals (as defined by ADA) with known physical or mental disabilities, to enable them to compete in the selection process or to perform the essential functions of the job and/or enjoy equal benefits and privileges. The ADA coordinator, in consultation with the employee and supervisor, and other individuals who may need to be involved must:
 - Discuss the purpose and essential functions of the particular job and complete a step-by-step job analysis;
 - Determine the precise job-related limitations;
 - Identify the potential accommodations and assess the effectiveness each would have in allowing the employee to perform the essential functions of the job; and
 - After discussion and review, select and implement the accommodations that are appropriate for both the employee and the employer using the Reasonable Accommodation Agreement.

Accountability:

The ADA Title I Coordinator is accountable to the College President.

Name of individual responsible

Marisa Haggy, Chief Human Resources Officer	Marisa.Haggy@fdltcc.edu	(218) 879-0879
Name/Title	Email	Phone

E. Americans with Disabilities Act Title II Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title II Coordinator is responsible for the oversight of the college’s compliance with the ADA Title II – Public Services, in accordance with the ADA - as amended and the Minnesota Human Rights Act.

Duties:

The duties of the ADA Title II Coordinator shall include, but not limited to, the following:

- Provide guidance, coordination, and direction to college management with regard to the ADA in the development and implementation of college policy, procedures, and practices to ensure college services and programs are accessible and nondiscriminatory for the public.
- Provide training, technical guidance, and consultation to the college’s management and staff on compliance and best practices with regards and obligations to members of the public with disabilities, as well as the provision of reasonable modifications to visitors.

- Track and facilitate requests for reasonable modifications for members of the public accessing college services, and report reasonable modifications annually to MMB.
- Update Executive team on evolving ADA issues.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Provide reasonable modifications to members of the public (as defined by ADA) with known physical or mental disabilities, to ensure equal access and privileges to programming and services. The ADA Title II coordinator in consultation with the member of the public in need of a modification shall:
 - Discuss the purpose and essential functions of a particular reasonable modification;
 - Identify the potential modifications and asses the effectiveness each request.
 - After discussion and review, select and implement the modifications that are appropriate for both the member of the public and the college. This review shall be documented and reported in the State ADA Annual Report.

Accountability:

The ADA Title II Coordinator is accountable to the College President.

Name of individual responsible

Mark Bernhardson, Physical Plant Director	Mark.Bernhardson@fdltcc.edu	(218) 879-0706
Name/Title	Email	Phone

F. Supervisors, Directors, and Administration (Leadership Team)

Responsibilities

The college Leadership Team is responsible for implementing all aspects of the college Affirmative Action Plan and commitment to affirmative action and equal opportunity.

Duties

The duties of the Leadership Team shall include, but not be limited to, the following:

- Identify problem areas and eliminate barriers that inhibit equal employment opportunity within their units and the college.
- Communicate the equal opportunity employment policy and the affirmative action program and plan to all employees assigned to their units.
- Assist the Affirmative Action Officer in conducting periodic audits of hiring and promotion patterns to remove impediments to attaining affirmative action goals and objectives.

- Hold regular discussions with unit employees to ascertain that the college's equal employment opportunity policies are being followed.
- Inform and evaluate unit employees on their equal employment opportunity efforts and results in addition to other job performance criteria.
- Demonstrate and practice a discrimination and harassment free work environment for all employees.

Accountability

Leadership Team members are accountable to their designated supervisor and indirectly to the College President.

G. All Employees

Responsibilities

All employees are responsible for conducting themselves in accordance with the state of Minnesota's policy of equal employment opportunity by refraining from any actions that would subject any employee to negative treatment on the basis of that individual's race, creed, color, sex (including pregnancy), national origin, age, marital status, familial status, disability, sexual orientation, gender expression, gender identity, reliance on public assistance, membership or activity in a local human rights commission, religion, political opinions, or affiliations. Employees who believe they have been subjected to such discrimination or harassment are encouraged to use the college's complaint procedure.

Duties:

The duties of all employees shall include, but are not limited to, the following:

- Exhibit an attitude of respect, courtesy, and cooperation towards fellow employees and the public.
- Refrain from any actions that would adversely affect a coworker on the basis of their race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local human rights commission.

Accountability:

Employees are accountable to their designated supervisor and indirectly to the College President. Employees are responsible for maintaining an environment free from harassment and discrimination. All employees are responsible for conducting themselves in accordance with the Affirmative Action Plan.

Communication of the Affirmative Action Plan

The following information describes the methods that the college takes to communicate the Affirmative Action Plan to employees and the general public:

Internal Methods of Communication

- A memorandum detailing the location of the Affirmative Action Plan and the responsibility to read, understand, support, and implement equal opportunity and affirmative action will be sent from the Human Resources Director or alternatively, the Affirmative Action Officer, to all staff on an annual basis.
- The college's Affirmative Action Plan is available to all employees on the college's website at <https://fdltcc.edu/human-resources/current-employees> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- A physical copy of the college's Affirmative Action Plan will be available to employees at the following address: FDLTCC Human Resources Office, 2101 14th Street, Cloquet, MN, 55720.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented and accessible to employees.

External Methods of Communication

- The college's Affirmative Action Plan is available on the college's public website at <https://fdltcc.edu/about-us/policies-reports/academic-campus-policies/equal-opportunity> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- The college's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer" and "women, minorities, and individuals with disabilities are encouraged to apply." The college will also ensure a representative ratio of diversity is on all diversity marketing materials.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented by and accessible to members of the public. Examples of posters displayed include: Equal Employment Opportunity is the law, Employee Rights under the Fair Labor Standards Act, and the Americans with Disabilities Act Notice to the Public.
- A physical copy of the college's Affirmative Action Plan will be available to contractors, vendors, and members of the public at the following address: FDLTCC Human Resources Office, 2101 14th Street, Cloquet, MN, 55720.

Underutilization Analysis and Affirmative Action Goals

Through the utilization analysis, the college has determined which job categories are underutilized for women, minorities, individuals with disabilities, and veterans within the college and has set the following hiring goals for the next two years (Reference Table 2).

Table 2: Underutilization Analysis and Hiring Goals for 2018-2020

The second, third, fourth, and fifth columns of this chart show the number of underutilized individuals of each group in each category at this college. The sixth, seventh, eighth, and ninth columns show the college's hiring goals for each group in each category.

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2018-2020			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	0	0	0	0	0	0	0	0
Professionals	0	0	0	2	0	0	0	0
Faculty	0	0	3	2	0	0	1	1
Office/Clerical	0	1	0	1	0	0	0	0
Technicians	0	1	0	0	0	1	0	0
Service Maintenance	2	1	0	0	1	0	0	0

Availability:

The college determined the recruitment area to be statewide for all job categories. In conducting its underutilization analysis, the college used the Minnesota Statewide Labor Force Availability one-factor analysis from the American Fact Finder, by the U.S. Census Bureau. The college determined it was best to use this type of analysis because the base would reflect a larger pool of candidates and would reflect a rural community rather than statistics in the metropolitan area. The college is small and this would best reflect area demographics. Due to uncertainties regarding enrollment and future economic and budget concerns, the college may experience fewer hiring opportunities than previous reporting periods which may impact the ability to affirmatively hire women, minorities, individuals with disabilities, and veterans.

Underutilization Analysis worksheets contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy.

Women:

At the college, the population of women has remained the same. The only underutilized category is Service Maintenance and this is a result of no turnover in the previous eight years. Hiring goals were not met due to the lack of turnover. The College has had discussions of adding an additional position and will strive to diversify the category.

Minorities:

At the college, the population of minorities has improved in the Office/Clerical category and has not improved in the Service Maintenance category. It has improved in the sense that through attrition, the availability number has decreased. It has not improved due to a reporting error in previous years. The error has been corrected for the 2018-2020 report.

Individuals with Disabilities:

At the college, the population of individuals with disabilities has remained the same in all categories except Faculty. The underutilization number has increased by one due to several retirements and the delay in refilling the positions. Hiring goals were not met partly due to the lack of applications with a disability. The college will strive to generate more disabled applicants in 2018-2020.

Veterans:

At the college, the population of veterans has remained the same in all categories except Faculty. It has not improved due to a reporting error in previous years. The error has been corrected for the 2018-2020 report. The college will strive to generate more veteran applicants in 2018-2020.

Separation and Retention Analysis by Protected Groups

The college is committed to the retention of all employees, including members of the following protected groups: women, racial/ethnic minorities, individuals with disabilities, and veterans. The college will strive to affirmatively ensure equal employment opportunity by retaining a diverse composite of talented and qualified employees, with emphasis on under-represented individuals. To be successful, the responsibility for these retention efforts lies with all employees. The college's retention strategy is a multi-faceted approach, guided by college management, the Human Resources Director, and Affirmative Action Officer.

Table 3 Persons Responsible for College Retention Programs/Activities

Title	Contact Information
Stephanie Hammitt, President (interim)	(218) 879-0804 Stephanie.Hammitt@fdltcc.edu
Marisa Hagggy, Human Resources Director/CHRO	(218) 879-0879 Marisa.Hagggy@fdltcc.edu
Damien Paulson, Affirmative Action Officer	(218) 879-0795 Damien.Paulson@fdltcc.edu

The college will continue to analyze and review separation data for disparate impact on protected group employees. This will include reviewing non-certification trends, layoff trends, resignation trends, and disciplinary discharges. The appendix will include a separation report broken down by EEO4 job category. Below is a snapshot of the college separations throughout the past two years as well as a narrative describing the separation analysis:

Table 3 Type of Separation

Type of Separation FY2018-2020	Total Number	Total Percentage	Percentage of Women	Percentage of Minorities	Percent of Persons w/ Disabilities	Percent of Veterans
Dismissals/Non Certification	<10	<10%	0.00%	100%	0.00%	0.00%
Resignations	13	52%	61.54%	53.85%	0.00%	0.00%
Enhanced Separation	<10	<10%	100%	0%	0.00%	0.00%
Retirement	<10	24%	83.33%	16.67%	0.00%	0.00%
Death	<10	<10%	50%	50%	0.00%	0.00%
Lay Off	<10	<10%	100%	0.00%	0.00%	0.00%
Termination w/o Rights	<10	<10%	100%	100%	0.00%	0.00%
Total Separations	25	100%	68%	44%	0.00%	0.00%

Women

Women represent approximately 66.3% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Women were 68% of all separations. This remains proportionate relative to the total college workforce representation.

Minorities

Minorities represent approximately 25% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Minorities were 44% of all separations. This is proportionately higher relative to the total college workforce representation and is due in large part to retirements.

Individuals with Disabilities

Individuals with disabilities represent approximately 4.35% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Individuals with disabilities were 0% of all separations.

Veterans

Veterans represent approximately 3.26% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Veterans were 0% of all separations.

Program Objectives, Identified Barriers, and Corrective Action to Eliminate Barriers

The college’s Affirmative Action Program is designed to implement the provisions of this Plan and meet requirements found in Minnesota Statutes, Chapter 43A.191, and Subdivision 2.

This section will identify ways the college has determined to eliminate barriers, provide corrective actions, and achieve affirmative action goals for underutilized protected group applicants/employees (broken down by specific job categories.) These objectives have been developed as strategic, actionable, and measurable efforts the college has committed to pursuing and implementing from 2018-2020.

Persons responsible:

- Stephanie Hammitt, President (interim)
- Damien Paulson, Affirmative Action Officer
- Marisa Haggy, Human Resources Director

Program Objectives for Women

The following job categories have been identified as underutilized for women.

Job Category	% of Women in Category	% of Women Hired in Category	% of Women Separated in Category
Service Maintenance	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for women in each category.

Recruitment action and identified barriers for women in this category:

The college has experienced no turnover in the Service Maintenance category over the past eight years. There have been recent discussions of the possibility of adding an additional position in preparation for future retirements and the college will strive to diversity the category if/when this happens.

The college would like to encourage women to apply for vacancies in this category and will enhance its outreach efforts that target women of color.

Future Evaluation:

If the college moves forward with an additional position, it will assess the demographics of the applicant pools for the job category.

Past Evaluation:

Due to the college not recruiting in this job category for the past eight years, it is not possible to assess past objectives.

Target Dates:

Target dates may vary due to no recruitment in the job category.

Program Objectives for Minorities

The following job categories have been identified as underutilized for minorities.

Job Category	% of Minorities in Category	% of Minorities Hired in Category	% of Minorities Separated in Category
Office/Clerical	0%	0%	0%
Technicians	0%	0%	0%
Service Maintenance	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for minorities in each category.

Recruitment action and identified barriers for minorities in this category:

The college experiences very minimal turnover in the Office/Clerical, Technician, and Service Maintenance categories. Additionally, positions are not automatically filled and must be reviewed by the college president and Cabinet to determine the need to refill a position as it was previously appointed.

When new and/or existing positions are posted, the college encourages minorities to apply for vacancies in these categories and will continue its outreach efforts through advertising with websites such as The Tribal College Journal, Texas Tech University’s The National Registry of Diverse & Strategic Faculty, and the Fond du Lac Reservation jobs page.

Future Evaluation:

As positions are posted, the college will assess the demographics of the applicant pools for posted positions in each of the EEO4 job categories.

Past Evaluation:

The college did not have a good baseline comparison in the past, as some of our positions' categories were miscoded. These have been identified and fixed going forward. The Service Maintenance category remains a struggle due to the lack of open positions in a very small department.

Target Dates:

Target dates may vary due to minimal hiring opportunities in the job categories.

Program Objectives for Individuals with Disabilities

The following job categories have been identified as underutilized for individuals with disabilities.

Job Category	% of Ind w/Disabilities in Category	% of Ind w/Disabilities Hired in Category	% of Ind w/Disabilities Separated in Category
Faculty	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for individuals with disabilities in each category.

Recruitment action and identified barriers for individuals with disabilities in this category:

The college experiences very minimal turnover in the Faculty category. Additionally, positions are not automatically filled and must be reviewed by the college President and Vice President of Academics to determine the need to refill a position as it was previously appointed.

When new and/or existing positions are posted, the college will encourage individuals with disabilities to apply for vacancies in these categories and will continue its outreach efforts. Due to an aging workforce, there may be opportunities in the future to reassess advertising methods in an effort to recruit more disabled faculty.

Future Evaluation:

As positions are posted, the college will assess the demographics of the applicant pools for posted positions in the faculty job category.

Past Evaluation:

No progress was made to hire more faculty with disabilities. The college gets very few disabled applicants to apply for positions.

Target Dates:

Target dates may vary due to minimal hiring opportunities in the job category.

Methods of Auditing, Evaluating, and Reporting Program Success

Pre-Employment Review Procedure/Monitoring the Hiring Process

Fond du Lac Tribal and Community College will evaluate its selection process to determine if its requirements unnecessarily screen out a disproportionate number of women, minorities, or individuals with disabilities. The college uses Recruiting Solutions and NeoGov online application systems to track the number of women, minorities, individuals with disabilities, and veterans in each stage of the selection process. Directors, managers, and supervisors will work closely with the Human Resources Director and the Affirmative Action Officer in reviewing the requirements for the position, posting the position, and interviewing and selection to ensure that equal opportunity and affirmative action is carried out. Directors and supervisors will be asked to document their hiring decisions and equal opportunity professionals will review for bias.

Any time the college cannot justify a hire, the college takes a missed opportunity. College leadership will be asked to authorize the missed opportunity. The college will report the number of affirmative and non-affirmative hires, as well as missed opportunities to Minnesota Management and Budget on a quarterly basis.

When candidates are invited to participate in the selection process, employees scheduling the selection process will describe the process format to the candidate (*e.g.*, interview process, testing process). All candidates will be provided information regarding the procedure to request reasonable accommodations if necessary to allow candidates with disabilities equal opportunity to participate in the selection process. For example, describe if interview questions are offered ahead of time or what technology may be used during a test. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the selection process.

All personnel involved in the selection process will be trained and accountable for the college's commitment to equal opportunity and the affirmative action program and its implementation.

Pre-Review Procedure for Layoff Decisions

The Affirmative Action Officer, in conjunction with the college's Human Resources Director, shall be responsible for reviewing all pending layoffs to determine their effect on the college's affirmative action goals and timetables.

If it is determined that there is an adverse impact on protected groups, the college will document the reasons why the layoff is occurring, such as positions targeted for layoff, applicable personnel policies or collective bargaining agreement provisions, or other relevant reasons. The college will determine if other alternatives are available to minimize the impact on protected groups.

Other Methods of Program Evaluation

The college submits the following compliance reports to Minnesota Management and Budget as part of the efforts to evaluate the college's affirmative action program:

- Quarterly Monitoring the Hiring Process Reports;
- Annual Americans with Disabilities Act Report;
- Annual Internal Complaint Report; and
- Disposition of Internal Complaint (submitted to MMB within 30 days of final disposition).

The college also evaluates the Affirmative Action Plan in the following ways :

- Monitors progress toward stated goals by job category;
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is disparate impact;
- Reviews the accessibility of online systems and websites, and ensures that reasonable accommodations can be easily requested; and
- Discusses progress with college leadership on a periodic basis and makes recommendations for improvement.

Appendix

Minnesota State's Equal Opportunity and Non-discrimination in Employment and Education Policy

Part 1. Policy Statement.

Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.

Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, or gender expression is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, 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.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

Part 2. Definitions.

Subpart A. Consensual Relationship. Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. Employees who are members of the same household should also refer to the Board Policy 4.10, of Trustees Nepotism policy 4.10.

Subpart B. Discrimination. Discrimination means conduct that is directed at an individual because of his or her protected class and that subjects the individual to different treatment by agents or employees so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the system or colleges and universities or otherwise adversely affects the individual's employment or education.

Subpart C. Discriminatory harassment. Discriminatory harassment means verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

As required by law, Minnesota State Colleges and Universities further defines sexual harassment as a form of sexual discrimination which is prohibited by state and federal law. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the college or university; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the college or university; or
- Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

Subpart D. Employee. Employee means any individual employed by Minnesota State Colleges and Universities, including all faculty, staff, administrators, teaching assistants, graduate assistants, residence directors, and student employees.

Subpart E. Protected class. For purposes of this policy:

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, membership or activity in a local human rights commission is a protected class in employment.
- This policy prohibits use of protected class status as a factor in decisions affecting 96 education and employment where prohibited by federal or state law.

Subpart F. Retaliation. Retaliation includes, but is not limited to, intentionally engaging in any form of intimidation, reprisal or harassment against an individual because he or she:

- Made a complaint under this policy;
- Assisted or participated in any manner in an investigation, or process under this policy, regardless of whether a claim of discrimination or harassment is substantiated;
- Associated with a person or group of persons with a disability or are of a different race, color, creed, religion, sexual orientation, gender identity, gender expression, or national origin; or
- Made a complaint or assisted or participated in any manner in an investigation or process with the Equal Employment Opportunity Commission, the U.S. Department of Education Office for Civil Rights, the Minnesota Department of Human Rights or other enforcement colleges/universities, under any federal or stated nondiscrimination law, including the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Minnesota Human Rights Act, Minn. Stat. Ch. 363A, and their amendments.

Retaliation may occur whether or not there is a power or authority differential between the individuals involved.

Subpart G. Sexual harassment and violence as sexual abuse. Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Minnesota law. In such situations, the system office and colleges and universities shall comply with the reporting requirements in Minnesota Statutes Section 626.556 (reporting of maltreatment of minors) and Minnesota Statutes Section 626.557 (Vulnerable Adult Protection Act). Nothing in this policy will prohibit any college or university or the system office from taking immediate action to protect victims of alleged sexual abuse. Board Policy 1B.3 Sexual Violence addresses sexual violence.

Subpart H. Student. For purposes of this policy, the term “student” includes all persons who:

- Are enrolled in one or more courses, either credit or non-credit, through a college or university;
- Withdraw, transfer, or graduate after an alleged violation of the student conduct code;
- Are not officially enrolled for a particular term but who have a continuing relationship with the college or university;
- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or

- Are living in a college or university residence hall although not enrolled in, or employed by, the institution.

Part 3. Consensual Relationships. An employee of Minnesota State Colleges and Universities shall not enter into a consensual relationship with a student or an employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence. In the event a relationship already exists, each college and university and system office shall develop a procedure to reassign evaluative authority as may be possible to avoid violations of this policy. This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

Part 4. Retaliation. Retaliation as defined in this policy is prohibited in the system office, colleges, and universities. Any individual subject to this policy who intentionally engages in retaliation shall be subject to disciplinary or other corrective action as appropriate.

Part 5. Policies and procedures. The chancellor shall establish procedures to implement this policy. The equal opportunity and nondiscrimination in employment and education policy and procedures of colleges and universities shall comply with Board Policy 1B.1 and Procedure 1B.1.1.

Minnesota State’s Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure

Part 1. Purpose and applicability.

Subpart A. Purpose. This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, familial status, or status with regard to public assistance. In addition, discrimination in employment based on membership or activity in a local human rights commission as defined by law is prohibited.

Subpart B. Applicability. This procedure shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

A single act of discrimination or harassment may be based on more than one protected class status. For example, discrimination based on anti-Semitism may relate to religion, national origin, or both;

discrimination against a pregnant woman might be based on sex, marital status, or both; discrimination against a transgender or transsexual individual might be based on sex or sexual orientation.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. Harassment includes action beyond the mere expression of views, words, symbols, or thoughts that another individual finds offensive. To constitute a violation of Board Policy 1B.1, conduct must be considered sufficiently serious to deny or limit a student's or employee's ability to participate in or benefit from the services, activities, or privileges provided by Minnesota State Colleges and Universities.

Subpart C. Scope. This procedure is not applicable to allegations of sexual violence; allegations of sexual violence are handled pursuant to Board Policy 1B.3 Sexual Violence and System Procedure 1B.3.1. In addition, harassment and discrimination complaints not arising from alleged violations of Board Policy 1B.1, are to be addressed under other appropriate policies and established practices.

Part 2. Definitions. The definitions in Board Policy 1B.1 also apply to this procedure.

Subpart A. Designated officer. Designated officer means an individual designated by the president or chancellor to be primarily responsible for conducting an initial inquiry, determining whether to proceed with an investigation under this procedure, and investigating or coordinating the investigation of reports and complaints of discrimination/harassment in accordance with this procedure.

Prior to serving as the designated officer, the individual must complete investigator training provided by the system office.

Subpart B. Decision-maker. Decision-maker means a high-level administrator designated by the president or chancellor to review investigative reports, to make findings whether Board Policy 1B.1 has been violated based upon the investigation, and to determine the appropriate action for the institution to take based upon the findings.

Prior to serving as a decision-maker for complaints under this procedure, administrators must complete decision-maker training provided by the system office.

Subpart C. Retaliation. Retaliation is as defined in Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education policy.

Part 3. Consensual relationships. Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education prohibits consensual relationships between an employee and a student or another employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence, whether or not both parties appear to have consented to the relationship, except as noted.

Examples of prohibited consensual relationships include, but are not limited to:

- An employee and a student if the employee is in a position to evaluate or otherwise significantly influence the student's education, employment, housing, participation in athletics, or any other college or university activity (employee includes, for example, graduate assistants, administrators, coaches, advisors, program directors, counselors and residence life staff);
- A faculty member and a student who is enrolled in the faculty member's course, who is an advisee of the faculty member, or whose academic work is supervised or evaluated by the faculty member; and
- A supervisor and an employee under the person's supervision.

A faculty member or other employee is prohibited from undertaking a romantic or sexual relationship or permitting one to develop with a student or supervisee who is enrolled in the person's class or is subject to that person's supervision or evaluation.

If a consensual, romantic or sexual relationship exists between an employee and another individual and subsequent events create a supervisor/supervisee, faculty/student or similar relationship between them, the person with evaluative or supervisory authority is required to report the relationship to his or her supervisor so that evaluative functions can be reassigned if possible.

This procedure does not cover consensual relationships between individuals that do not require one to exercise direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence over the other.

This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a person with whom they have a consensual relationship where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

Part 4. Reporting incidents of discrimination/harassment.

Subpart A. Reporting an incident. Any individual who believes she or he has been, or is being subjected to conduct prohibited by Board Policy 1B.1, is encouraged to report the incident to the designated officer. The report/complaint should be brought as soon as possible after an incident occurs.

Any student, faculty member, or employee who knows of, receives information about, or receives a complaint of discrimination/harassment is strongly encouraged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Duty to report. Administrators and supervisors shall refer allegations of conduct that they reasonably believe may constitute discrimination or harassment under Board Policy 1B.1 to the designated officer, or in consultation with the designated officer may inquire into and resolve such matters.

Subpart C. Reports against a president. A report/complaint against a president of a college or university shall be filed with the system office. However, complaints against a president shall be processed by the college or university if the president's role in the alleged incident was limited to a decision on a recommendation made by another administrator, such as tenure, promotion, or non-renewal, and the president had no other substantial involvement in the matter.

Subpart D. Reports against system office employees or Board of Trustees. For reports/complaints that involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints that involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system personnel or outside investigatory assistance may be designated.

Subpart E. False statements prohibited. Any individual who is determined to have provided false information in filing a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart F. Withdrawn complaints. If a complainant no longer desires to pursue a complaint, the system office, colleges, and universities reserve the right to investigate and take appropriate action.

Part 5. Right to representation. In accordance with federal law and applicable collective bargaining agreement and personnel plan language, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish, or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel plan, or law. Any disciplinary action imposed as a result of an investigation conducted under this procedure will be processed in accordance with the applicable collective bargaining agreement or personnel plan.

Part 6. Investigation and Resolution. The system office, college, or university has an affirmative duty to take timely and appropriate action to stop behavior prohibited by Board Policy 1B.1, conduct investigations and take appropriate action to prevent recurring misconduct.

Subpart A. Personal resolution. This procedure neither prevents nor requires the use of informal resolution by an individual who believes he or she has been subject to conduct in violation of Board Policy 1B.1. In such a situation, the individual should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and must stop. If the behavior does not stop or if the individual believes retaliation may result from the discussion, the individual should report to the designated officer. Under no circumstance shall an individual be required to use personal resolution to address prohibited behaviors.

Subpart B. Information privacy. Confidentiality of information obtained during an investigation cannot be guaranteed; such information, however, will be handled in accordance with applicable federal and state data privacy laws.

Subpart C. Processing the complaint. The designated officer must be contacted in order to initiate a report/complaint under this procedure. The scope of the process used in each complaint/report shall be determined by the designated officer based on the complexity of the allegations, the number and relationship of individuals involved, and other pertinent factors.

- **Jurisdiction.** The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college, or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.
- **Conflicts.** The designated officer should identify to the president or chancellor/designee any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president or chancellor/designee determines that a conflict exists, another designated officer shall be assigned.
- **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
 - Inform the complainant of the provisions of the Board Policy 1B.1 and this procedure;
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the complainant;
 - Determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement; and
 - Inform the complainant of the provisions of Board Policy 1B.1 prohibiting retaliation.
- **Complaint documentation.** The designated officer shall ensure that the complaint is documented in writing. The designated officer may request, but not require the complainant to document the complaint in writing using the complaint form of the system office, college, or university.
- **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy. At the initial meeting with the respondent, the designated officer shall:
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the respondent;
 - Provide sufficient information to the respondent consistent with federal and state data privacy laws to allow the respondent to respond to the substance of the complaint;
 - Explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations;

- Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and
- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
 - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - Inform the witnesses and other involved individuals of the prohibition against retaliation;
 - Create, gather, and maintain investigative documentation as appropriate;
 - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
 - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
 - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
 - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.
- No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.

- **Timely Completion.** Colleges, universities and the system office must provide resources sufficient to complete the investigative process and issue a written response within 60 days after a complaint is made, unless reasonable cause for delay exists. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60-day period. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

Subpart D. Resolution. After processing the complaint the designated officer may consider one or more of the following methods to resolve the complaint as appropriate:

- Conduct or coordinate education/training;
- Facilitate voluntary meetings between the parties;
- Recommend separation of the parties, after consultation with appropriate system office, college, or university personnel;
- Other possible outcomes may include recommending changes in workplace assignments, enrollment in a different course or program, or other appropriate action;
- The system office, college, or university may use alternative dispute resolution or mediation services as a method of resolving discrimination or harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint;
- Upon completion of the inquiry, the designated officer may dismiss or refer the complaint to others as appropriate.

Subpart E. Decision process. If the above methods have not resolved the complaint within a reasonable period of time to the satisfaction of the designated officer, or the designated officer feels additional steps should be taken, the procedures in this subpart shall be followed.

Designated officer. The designated officer shall:

- Prepare an investigation report and forward it to the decision-maker for review and decision;
- Take additional investigative measures as requested by the decision-maker; and
- Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.

Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:

- Determine whether additional steps should be taken prior to making the decision. Additional steps may include:

- A request that the designated officer conduct further investigative measures;
 - A meeting with the complainant, respondent, or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
 - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
- Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;
 - When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
 - Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;
 - As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
 - Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

Part 7. System office, college, or university action. The system office, college, or university shall take the appropriate corrective action based on results of the investigation, and the designated officer shall make appropriate inquiries to ascertain the effectiveness of any corrective or disciplinary action. Complainants are encouraged to report any subsequent conduct that violates Board Policy 1B1.1, as well as allegations of retaliation.

Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college, or university. In accordance with state law, the system office, college, or university is responsible for filing the complaint disposition concerning complaints against employees with the Commissioner of Employee Relations within 30 days of final disposition.

Part 8. Appeal.

Subpart A. Filing an appeal. The complainant or the respondent may appeal the decision of the decision-maker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision was improper. In a complaint against a president or

other official who reports directly to the chancellor, an appeal may be considered by the chancellor whether or not the chancellor served as the decision-maker.

Subpart B. Effect of review. For employees represented by a collective bargaining agreement, an appeal under this procedure is separate and distinct from, and is not in any way related to, any contractual protections or procedures. During the pendency of the appeal disciplinary or corrective action taken as a result of the decision shall be enforced. In addition, in cases involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes §14.

Subpart C. Appeal process. The president or designee shall review the record and determine whether to affirm or modify the decision. The president or designee may receive additional information if the president or designee believes such information would aid in the consideration of the appeal. The decision on appeal shall be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision, consistent with applicable state and federal data privacy laws. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

Part 9. Education and training. The system office, colleges, and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as educational seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational resources. Education and training programs should include education about Board Policy 1B.1 and this procedure. All colleges and universities and the system office shall promote awareness of Board Policy 1B.1 and this procedure, and shall publicly identify the designated officer.

Part 10. Distribution of board policy 1B.1 and this procedure. Information regarding Board Policy 1B.1 and this procedure shall, at a minimum, be distributed to students at the time of registration and to employees at the beginning of employment. Distribution may be accomplished by posting on an internet website, provided all students and employees are directly notified of how to access the policy and procedure by an exact address, and that they may request a paper copy. Copies of the policy and procedure shall be conspicuously posted at appropriate locations at the system office and on college and university campuses at all times and shall include the designated officers' names, locations and telephone numbers.

Designated officers also must be identified by name, location and phone number in informational publications such as student catalogs, student and employee handbooks, bulletin boards, campus websites and other appropriate public announcements.

Part 11. Maintenance of report/complaint procedure documentation. During and upon the completion of the complaint process, the complaint file shall be maintained in a secure location in the office of the designated officer for the system office, college, or university in accordance with the applicable records retention schedule. Access to the data shall be in accordance with the respective collective bargaining agreement or personnel plan, the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act or other applicable law.

Statewide ADA Reasonable Accommodation Policy

Statewide HR/LR Policy #1433: ADA Reasonable Accommodation Policy

OBJECTIVE

The goals of this policy are:

- To ensure compliance with all applicable state and federal laws;
- To establish a written and readily accessible procedure regarding reasonable accommodation, including providing notice of this policy on all job announcements;
- To provide guidance and resources about reasonable accommodations;
- To provide a respectful interactive process to explore reasonable accommodations; and
- To provide a timely and thorough review process for requests for reasonable accommodation.

Policy Statement

State colleges/universities must comply with all state and federal laws that prohibit discrimination against qualified individuals with disabilities in all employment practices. All state colleges/universities must provide reasonable accommodations to qualified applicants and employees with disabilities unless to do so would cause an undue hardship or pose a direct threat. Colleges/universities must provide reasonable accommodation when:

- A qualified applicant with a disability needs an accommodation to have an equal opportunity to compete for a job;
- A qualified employee with a disability needs an accommodation to perform the essential functions of the employee's job; and
- A qualified employee with a disability needs an accommodation to enjoy equal access to benefits and privileges of employment (e.g., trainings, office sponsored events).

Scope

This policy applies to all employees of the Executive Branch and classified employees in the Office of Legislative Auditor, Minnesota State Retirement System, Public Employee Retirement System, and Teachers' Retirement System.

Definitions

Applicant- A person who expresses interest in employment and satisfies the minimum requirements for application established by the job posting and job description.

Americans with Disabilities Act (ADA) Coordinator- Each college is required to appoint an ADA coordinator or designee, depending on college size, to direct and coordinate college compliance with Title I of the ADA.

Direct Threat- A significant risk of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation.

The determination that an individual poses a direct threat shall be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job.

Essential Functions- Duties so fundamental that the individual cannot do the job without being able to perform them. A function can be essential if:

- The job exists specifically to perform the function(s); or
- There are a limited number of other employees who could perform the function(s); or
- The function(s) is/are specialized and the individual is hired based on the employee's expertise.

Interactive Process- A discussion between the employer and the individual with a disability to determine an effective reasonable accommodation for the individual with a disability. To be interactive, both sides must communicate and exchange information.

Individual with a Disability- An individual who:

- Has a physical, sensory, or mental impairment that substantially limits one or more major life activities; or
- Has a record or history of such impairment; or
- Is regarded as having such impairment.

Qualified Individual with a Disability- An individual who:

- Satisfies the requisite skill, experience, education, and other job-related requirements of the job that the individual holds or desires; and
- Can perform the essential functions of the position with or without reasonable accommodation.

Major Life Activities- May include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Medical Documentation- Information from the requestor's treating provider which is sufficient to enable the employer to determine whether an individual has a disability and whether and what type

of reasonable accommodation is needed when the disability or the need for accommodation is not obvious. Medical documentation can be requested using the standardized Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider.

Reasonable Accommodation- An adjustment or alteration that enables a qualified individual with a disability to apply for a job, perform job duties, or enjoy the benefits and privileges of employment. Reasonable accommodations may include:

- Modifications or adjustments to a job application process to permit a qualified individual with a disability to be considered for a job; or
- Modifications or adjustments to enable a qualified individual with a disability to perform the essential functions of the job; or
- Modifications or adjustments that enable qualified employees with disabilities to enjoy equal benefits and privileges of employment.
- Modifications or adjustments may include, but are not limited to:
 - Providing materials in alternative formats like large print or Braille;
 - Providing assistive technology, including information technology and communications equipment, or specially designed furniture;
 - Modifying work schedules or supervisory methods;
 - Granting breaks or providing leave;
 - Altering how or when job duties are performed;
 - Removing and/or substituting a marginal function;
 - Moving to a different office space;
 - Providing telework;
 - Making changes in workplace policies;
 - Providing a reader or other staff assistant to enable employees to perform their job functions, where a reasonable accommodation cannot be provided by current staff;
 - Removing an architectural barrier, including reconfiguring work spaces;
 - Providing accessible parking;
 - Providing a sign language interpreter; or
 - Providing a reassignment to a vacant position.

Reassignment- Reassignment to a vacant position for which an employee is qualified is a “last resort” form of a reasonable accommodation. This type of accommodation must be provided to an employee, who, because of a disability, can no longer perform the essential functions of the position, with or without reasonable accommodation, unless the employer can show that it will be an undue hardship.

Support Person- Any person an individual with a disability identifies to help during the reasonable accommodation process in terms of filling out paperwork, attending meetings during the interactive process to take notes or ask clarifying questions, or to provide emotional support.

Undue Hardship- A specific reasonable accommodation would require significant difficulty or expense. Undue hardship is always determined on a case-by-case basis considering factors that include the nature and cost of the accommodation requested and the impact of the accommodation on the operations of the college. A state college is not required to provide accommodations that would impose an undue hardship on the operation of the college.

Statutory References

- [Rehabilitation Act of 1973, Title 29 USC 701](#)
- [Americans with Disabilities Act \(1990\)](#)
- [29 C.F.R. 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act](#)

GENERAL STANDARDS AND EXPECTATIONS

Individuals who may request a reasonable accommodation include:

- Any qualified applicant with a disability who needs assistance with the job application procedure or the interview or selection process; or
- Any qualified college employee with a disability who needs a reasonable accommodation to perform the essential functions of the position; or
- A third party, such as a family member, friend, health professional, or other representative, on behalf of a qualified applicant or employee with a disability, when the applicant or employee is unable to make the request for reasonable accommodation. When possible, the college must contact the applicant or employee to confirm that the accommodation is wanted. The applicant or employee has the discretion to accept or reject the proposed accommodation.

The college must abide by the [Minnesota Government Data Practices Act, Chapter 13](#), in obtaining or sharing information related to accommodation requests.

How to request a reasonable accommodation

A college applicant or employee may make a reasonable accommodation request to any or all of the following:

- Immediate supervisor or manager in the employee's chain of command;
- College Affirmative Action Officer/Designee;
- College ADA Coordinator;
- College Human Resources Office;

- Any college official with whom the applicant has contact during the application, interview and/or selection process.

Timing of the request

An applicant or employee may request a reasonable accommodation at any time, even if the individual has not previously disclosed the existence of a disability or the need for an accommodation. A request is any communication in which an individual asks or states that he or she needs the college to provide or change something because of a medical condition.

The reasonable accommodation process begins as soon as possible after the request for accommodation is made.

Form of the request

The applicant or employee is responsible for requesting a reasonable accommodation or providing sufficient notice to the college that an accommodation is needed.

An initial request for accommodation may be made in any manner (e.g., writing, electronically, in person or orally).

The individual requesting an accommodation does not have to use any special words and does not have to mention the ADA or use the phrase "reasonable accommodation" or "disability."

Oral requests must be documented in writing to ensure efficient processing of requests.

College request forms can be found at: "[Employee/Applicant Request for Reasonable Accommodation Form](#)".

When a supervisor or manager observes or receives information indicating that an employee is experiencing difficulty performing the job due to a medical condition or disability, further inquiry may be required. Supervisors or managers should consult with the college ADA Coordinator for advice on how to proceed.

When an employee needs the same reasonable accommodation on a repeated basis (e.g., the assistance of a sign language interpreter), a written request for accommodation is required the first time only. However, the employee requesting an accommodation must give appropriate advance notice each subsequent time the accommodation is needed. If the accommodation is needed on a regular basis (e.g., a weekly staff meeting), the college must make appropriate arrangements without requiring a request in advance of each occasion.

The interactive process entails

Communication is a priority and encouraged throughout the entire reasonable accommodation process. The interactive process is a collaborative process between the employee and/or applicant and the college to explore and identify specific reasonable accommodation(s). (For information on

the Interactive Process see the U.S. Department of Labor, Job Accommodation Network at <http://askjan.org/topics/interactive.htm>). This process is required when:

- The need for a reasonable accommodation is not obvious;
- The specific limitation, problem or barrier is unclear;
- An effective reasonable accommodation is not obvious;
- The parties are considering different forms of reasonable accommodation;
- The medical condition changes or fluctuates; or,
- There are questions about the reasonableness of the requested accommodation.

The interactive process should begin as soon as possible after a request for reasonable accommodation is made or the need for accommodation becomes known.

The process should ensure a full exchange of relevant information and communication between the individual and the college. An individual may request that the college ADA Coordinator, a union representative, or support person be present.

The college ADA Coordinator shall be consulted when:

- Issues, conflicts or questions arise in the interactive process; and
- Prior to denying a request for accommodation.

College responsibilities for processing the request

As the first step in processing a request for reasonable accommodation, the person who receives the request must promptly forward the request to the appropriate decision maker. At the same time, the recipient will notify the requestor who the decision maker is.

Commissioner

The commissioner of the college or college head has the ultimate responsibility to ensure compliance with the ADA and this policy and appoint an ADA Coordinator.

ADA Coordinator

The college ADA Coordinator is the college's decision maker for reasonable accommodation requests for all types of requests outside of the supervisors' and managers' authority. The college ADA Coordinator will work with the supervisor and manager, and where necessary, with college Human Resources, to implement the approved reasonable accommodation.

Supervisors and Managers

Colleges/universities have the authority to designate the level of management approval needed for reasonable accommodation requests for low-cost purchases. For example:

Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100. [Colleges/universities can adjust the dollar amount based on their needs]; and

Requests for a change in a condition of employment such as modified duties, or a change in schedule, or the location and size of an employee's workspace. [Colleges/universities can choose to delegate specific requests to supervisors or managers or require these types of requests to work through the college ADA Coordinator].

Analysis for processing requests

Before approving or denying a request for accommodation, the college decision maker with assistance from the college ADA Coordinator will:

1. Determine if the requestor is a qualified individual with a disability;
2. Determine if the accommodation is needed to:
 - Enable a qualified applicant with a disability to be considered for the position the individual desires;
 - Enable a qualified employee with a disability to perform the essential functions of the position; or
 - Enable a qualified employee with a disability to enjoy equal benefits or privileges of employment as similarly situated employees without disabilities;
3. Determine whether the requested accommodation is reasonable;
4. Determine whether there is a reasonable accommodation that will be effective for the requestor and the college; and
5. Determine whether the reasonable accommodation will impose an undue hardship on the college's operations.

An employee's accommodation preference is always seriously considered, but the college is not obligated to provide the requestor's accommodation of choice, so long as it offers an effective accommodation, or determines that accommodation would cause an undue hardship.

Obtaining medical documentation in connection with a request for reasonable accommodation

In some cases, the disability and need for accommodation will be reasonably evident or already known, for example, where an employee is blind. In these cases, the college will not seek further medical documentation. If a requestor's disability and/or need for reasonable accommodation are not obvious or already known, the college ADA Coordinator may require medical information showing that the requestor has a covered disability that requires accommodation. The college ADA Coordinator may request medical information in certain other circumstances. For example when:

- The information submitted by the requestor is insufficient to document the disability or the need for the accommodation;
- A question exists as to whether an individual is able to perform the essential functions of the position, with or without reasonable accommodation; or
- A question exists as to whether the employee will pose a direct threat to himself/herself or others.

Where medical documentation is necessary, the college ADA Coordinator must make the request and use the Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider. The college ADA Coordinator must also obtain the requestor's completed and signed Authorization for Release of Medical Information before sending the Letter to, or otherwise communicating with, the medical provider. The employee may choose not to sign the Authorization. However, if the employee chooses not to sign the Authorization, it is the employee's responsibility to ensure that the college receives the requested medical information.

Only medical documentation specifically related to the employee's request for accommodation and ability to perform the essential functions of the position will be requested. When medical documentation or information is appropriately requested, an employee must provide it in a timely manner, or the college may deny the reasonable accommodation request. Colleges/universities must not request medical records; medical records are not appropriate documentation and cannot be accepted. **Supervisors and managers *must not* request medical information or documentation from an applicant or employee seeking an accommodation.** Such a request will be made by the college ADA Coordinator, if appropriate.

Confidentiality requirements

Medical Information

Medical information obtained in connection with the reasonable accommodation process must be kept confidential. All medical information obtained in connection with such requests must be collected and maintained on separate forms and in separate physical or electronic files from non-medical personnel files and records. Electronic copies of medical information obtained in connection with the reasonable accommodation process must be stored so that access is limited to only the college ADA Coordinator. Physical copies of such medical information must be stored in a locked cabinet or office when not in use or unattended. Generally, medical documentation obtained in connection with the reasonable accommodation process should only be reviewed by the college ADA Coordinator.

The college ADA Coordinator may disclose medical information obtained in connection with the reasonable accommodation process to the following:

- Supervisors, managers or college HR staff who have a need to know may be told about the necessary work restrictions and about the accommodations necessary to perform the employee's duties. However, information about the employee's medical condition should only be disclosed if strictly necessary, such as for safety reasons;

- First aid and safety personnel may be informed, when appropriate, if the employee may require emergency treatment or assistance in an emergency evacuation;
- To consult with the State ADA Coordinator or Employment Law Counsel at MMB, or the Attorney General's Office about accommodation requests, denial of accommodation requests or purchasing of specific assistive technology or other resources; or
- Government officials assigned to investigate college compliance with the ADA.

Whenever medical information is appropriately disclosed as described above, the recipients of the information must comply with all confidentiality requirements.

Accommodation Information

The fact that an individual is receiving an accommodation because of a disability is confidential and may only be shared with those individuals who have a need to know for purposes of implementing the accommodation, such as the requestor's supervisor and the college ADA Coordinator.

General Information

General summary information regarding an employee's or applicant's status as an individual with a disability may be collected by college equal opportunity officials to maintain records and evaluate and report on the college's performance in hiring, retention, and processing reasonable accommodation requests.

Approval of requests for reasonable accommodation

As soon as the decision maker determines that a reasonable accommodation will be provided, the college ADA Coordinator will process the request and provide the reasonable accommodation in as short of a timeframe as possible. The time necessary to process a request will depend on the nature of the accommodation requested and whether it is necessary to obtain supporting information. If an approved accommodation cannot be provided within a reasonable time, the decision maker will inform the requestor of the status of the request before the end of 30 days. Where feasible, if there is a delay in providing the request, temporary measures will be taken to provide assistance.

Once approved, the reasonable accommodation should be documented for record keeping purposes and the records maintained by the college ADA Coordinator.

Funding for reasonable accommodations

The college must specify how the college will pay for reasonable accommodations.

Procedures for reassignment as a reasonable accommodation

Reassignment to a vacant position is an accommodation that must be considered if there are no effective reasonable accommodations that would enable the employee to perform the essential functions of his/her current job, or if all other reasonable accommodations would impose an undue hardship.

The college ADA Coordinator will work with college Human Resources staff and the requestor to identify appropriate vacant positions within the college for which the employee may be qualified and can perform the essential functions of the vacant position, with or without reasonable accommodation. Vacant positions which are equivalent to the employee's current job in terms of pay, status, and other relevant factors will be considered first. If there are none, the college will consider vacant lower level positions for which the individual is qualified. The EEOC recommends that the college consider positions that are currently vacant or will be coming open within at least the next 60 days.

Denial of requests for reasonable accommodation

The college ADA Coordinator must be contacted for assistance and guidance prior to denying any request for reasonable accommodation. The college may deny a request for reasonable accommodation where:

- The individual is not a qualified individual with a disability;
- The reasonable accommodation results in undue hardship or the individual poses a direct threat to the individual or others. Undue hardship and direct threat are determined on a case-by-case basis with guidance from the college ADA Coordinator; or
- Where no reasonable accommodation, including reassignment to a vacant position, will enable the employee to perform all the essential functions of the job.

The explanation for denial must be provided to the requestor in writing. The explanation should be written in plain language and clearly state the specific reasons for denial. Where the decision maker has denied a specific requested accommodation, but has offered a different accommodation in its place, the decision letter should explain both the reasons for denying the accommodation requested and the reasons that the accommodation being offered will be effective.

Consideration of undue hardship

An interactive process must occur prior to the college making a determination of undue hardship. Determination of undue hardship is made on a case-by-case basis and only after consultation with the college's ADA Coordinator. In determining whether granting a reasonable accommodation will cause an undue hardship, the college considers factors such as the nature and cost of the accommodation in relationship to the size and resources of the college and the impact the accommodation will have on the operations of the college.

Colleges/universities may deny reasonable accommodations based upon an undue hardship. Prior to denying reasonable accommodation requests due to lack of financial resources, the college will consult with the State ADA Coordinator at MMB.

Determining direct threat

The determination that an individual poses a "direct threat," (i.e., a significant risk of substantial harm to the health or safety of the individual or others) which cannot be eliminated or reduced by a

reasonable accommodation, must be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job with or without reasonable accommodation. A determination that an individual poses a direct threat cannot be based on fears, misconceptions, or stereotypes about the individual's disability. Instead, the college must make a reasonable medical judgment, relying on the most current medical knowledge and the best available objective evidence.

In determining whether an individual poses a direct threat, the factors to be considered include:

- Duration of the risk;
- Nature and severity of the potential harm;
- Likelihood that the potential harm will occur; and
- Imminence of the potential harm.

Appeals process in the event of denial

In addition to providing the requestor with the reasons for denial of a request for reasonable accommodation, colleges/universities must designate a process for review when an applicant or employee chooses to appeal the denial of a reasonable accommodation request. This process:

- Must include review by a college official;
- May include review by the State ADA Coordinator; and/or
- Must inform the requestor of the statutory right to file a charge with the Equal Employment Opportunity Commission or the Minnesota Department of Human Rights.

Information tracking and records retention

Colleges/universities must track reasonable accommodations requested and report once a year by September 1st to MMB the number and types of accommodations requested, approved, denied and other relevant information.

Colleges/universities must retain reasonable accommodation documentation according to the college's document retention schedule, but in all cases for at least one year from the date the record is made or the personnel action involved is taken, whichever occurs later. 29 C.F.R. § 1602.14.

RESPONSIBILITIES

Colleges/universities are responsible for the request:

- Adoption and implementation of this policy and development of reasonable accommodation procedures consistent with the guidance in this document.

MMB is responsible for:

- Provide advice and assistance to state colleges/universities and maintain this policy.

Please review the following forms:

- [Employee/Applicant Request for ADA Reasonable Accommodation](#)
- [Authorization of Release of Medical Information for ADA Reasonable Accommodations](#)
- [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider](#)

REFERENCES

- [U.S. Equal Employment Opportunity Commission, *Enforcement Guidance*](#)
- Pre-employment Disability-Related Questions and Medical Examinations at 5, 6-8, 20, 21-22, 8 FEP Manual (BNA) 405:7191, 7192-94, 7201 (1995).
- Workers' Compensation and the ADA at 15-20, 8 FEP Manual (BNA) 405:7391, 7398-7401 (1996).
- The Americans with Disabilities Act and Psychiatric Disabilities at 19-28, 8 FEP Manual (BNA) 405:7461, 7470-76 (1997).
- Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act (October 17, 2002), (clarifies the rights and responsibilities of employers and individuals with disabilities regarding reasonable accommodation and undue hardship).
- Disability-Related Inquiries and Medical Examinations of Employees (explains when it is permissible for employers to make disability-related inquiries or require medical examinations of employees).
- Fact Sheet on the Family and Medical Leave Act, the Americans with Disabilities Act, and Title VII of the Civil Rights Act of 1964 at 6-9, 8 FEP Manual (BNA) 4055:7371.

The [Genetic Information Nondiscrimination Act \(GINA\) of 2008](#) and [M.S. 181.974](#) prohibit employers from using genetic information when making decisions regarding employment.

[Minnesota Human Rights Act \(MHRA\)](#) prohibits employers from treating people differently in employment because of their race, color, creed, religion, national origin, sex, marital status, familial status, disability, public assistance, age, sexual orientation, or local human rights commission activity. The MHRA requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause undue hardship or where the individual poses a direct threat to the health or safety of the individual or others. The MHRA prohibits requesting or requiring information about an individual's disability prior to a conditional offer of employment.

The [Family and Medical Leave Act](#) is a federal law requiring covered employers to provide eligible employees twelve weeks of job-protected, unpaid leave for qualified medical and family reasons.

Executive Order 14-14, Providing for Increased Participation of Individuals with Disabilities in State Employment, directs colleges/universities to make efforts to hire more individuals with disabilities and report on progress.

CONTACTS

Equal Opportunity Office at Minnesota Management and Budget via ADA.MMB@state.mn.us

Request for Reasonable Accommodation Form

<p>State of Minnesota – (Agency) _____ Date: _____</p> <p>Employee/Applicant Request for Americans with Disabilities Act ("ADA") Reasonable Accommodation Form</p> <p>The State of Minnesota is committed to complying with the Americans with Disabilities Act ("ADA") and the Minnesota Human Rights Act ("MHRA"). To be eligible for an ADA accommodation, you must be 1) qualified to perform the essential functions of your position and 2) have a disability that limits a major life activity or function. The ADA Coordinator/Designee will review each request on an individualized case-by-case basis to determine whether or not an accommodation can be made.</p> <p>Employee/Applicant Name: _____</p> <p>Job Title: _____</p> <p>Work Location: _____ Phone Number: _____</p> <p>Data Privacy Statement: This information may be used by your agency human resources representative, ADA Coordinator or designee, your agency legal counsel, or any other individual who is authorized by your agency to receive medical information for purposes of providing reasonable accommodations under the ADA and MHRA. This information is necessary to determine whether you have a disability as defined by the ADA or MHRA, and to determine whether any reasonable accommodation can be made. The provision of this information is strictly voluntary; however, if you refuse to provide it, your agency may refuse to provide a reasonable accommodation.</p> <p>Questions to clarify accommodation requested.</p> <p>What specific accommodation are you requesting? _____</p> <p>If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, please explain.</p> <p>_____</p>	<p>Questions to document the reason for the accommodation request (please attach additional pages if necessary).</p> <p>What, if any, job function are you having difficulty performing?</p> <p>_____</p> <p>What, if any, employment benefits are you having difficulty accessing?</p> <p>_____</p> <p>What limitation, as result of your physical or mental impairment, is interfering with your ability to perform your job or access an employment benefit?</p> <p>_____</p> <p>If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job?</p> <p>_____</p> <p>Information Pertaining to Medical Documentation: In the context of assessing an accommodation request, medical documentation may be needed to determine if the employee has a disability covered by the ADA and to assist in identifying an effective accommodation. The ADA Coordinator or designee in each agency is tasked with collecting necessary medical documentation. In the event that medical documentation is needed, the employee will be provided with the appropriate forms to submit to their medical provider. The employee has the responsibility to ensure that the medical provider follows through on requests for medical information.</p> <div style="border: 1px solid black; padding: 5px;"><p>This form does not cover, and the information to be disclosed should not contain, genetic information. "Genetic information" includes: information about an individual's genetic tests; information about genetic tests of an individual's family members; information about the manifestation of a disease or disorder in an individual's family members (family medical history); an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; and genetic information of a fetus carried by an individual or by a pregnant woman who is a family member of the individual and the genetic information of any embryo legally held by the individual or family member using an assisted reproductive technology.</p></div>
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Employee/Applicant Request for ADA Reasonable Accommodation Form

Evacuation Procedure for Individuals with Disabilities or Otherwise in Need of Assistance

A copy of the college's weather and emergency evacuation plans can be found at: <https://fdltcc.edu/about-us/policies-reports/academic-campus-policies>. A copy of the Emergency Response and Evacuation Plan can be obtained from the administration office.

Knowledge and preparation by both individuals needing assistance and those who don't is key to reducing the impact of emergencies. When developing a plan, safety needs should be determined on a case-by-case basis because it varies with each individual and building.

Everyone has a responsibility to develop their own personal emergency evacuation plan, this includes individuals with disabilities or individuals who will need assistance during evacuation. The Americans with Disabilities Act Title II Coordinator will work to develop a plan and consult the appropriate building and safety personnel.

Supervisors should review the emergency evacuation procedures with staff, including informing all staff that if additional assistance may be needed, and individuals with disabilities should contact the one of the following below to request the type of assistance they may need.

- Mark Bernhardson, Physical Plant Director (218) 879-0706 Mark.Bernhardson@fdltcc.edu
- Anita Hanson, Dean of Student Services (218) 879-0805 Anita.Hanson@fdltcc.edu
- Marisa Haggy, Human Resources Director (218) 879-0879 Marisa.Haggy@fdltcc.edu

Evacuation Options:

Individuals with disabilities have four basic evacuation options:

- **Horizontal evacuation:** Using building exits to the outside ground level or going into unaffected wings of building complexes;
- **Stairway evacuation:** Using steps to reach ground level exits from building;
- **Shelter in place:** Unless danger is imminent, remain in a room with an exterior window, a telephone, and a solid or fire resistant door. If the individual requiring special evacuation assistance remains in place, they should dial 911 immediately and report their location to emergency services, who will in turn relay that information to on-site responders. The shelter in place approach may be more appropriate for sprinkler protected buildings where an area of refuge is not nearby or available. It may be more appropriate for an individual who is alone when the alarm sounds;
- **Area of rescue assistance:** Identified areas that can be used as a means of egress for individuals with disabilities. These areas, located on floors above or below the building's exits,

can be used by individuals with disabilities until rescue can be facilitated by emergency responders.

The Emergency Evacuation Coordination Team will ensure all employees and students are safely evacuated from the building in emergencies requiring evacuation. All persons who have been evacuated because of fire, tornado, or other emergency may return to the appropriate work areas only upon issuance of an all-clear signal issued by an Emergency Evacuation Coordination Team member.

Evacuation Procedures for Individuals with Mobility, Hearing, or Visual Disabilities:

Individuals with disabilities should follow the following procedures:

- **Mobility disabilities (individuals who use wheelchairs or other personal mobility devices (“PMDs”)):** Individuals using wheelchairs should be accompanied to an area of rescue assistance by an employee or shelter in place when the alarm sounds. The safety and security staff will respond to each of the areas of rescue assistance every time a building evacuation is initiated to identify the individuals in these areas and notify to emergency responders how many individuals need assistance to safely evacuate.
- **Mobility disabilities (individuals who do not use wheelchairs):** Individuals with mobility disabilities, who are able to walk independently, may be able to negotiate stairs in an emergency with minor assistance. If danger is imminent, the individual should wait until the heavy traffic has cleared before attempting the stairs. If there is no immediate danger (detectable smoke, fire, or unusual odor), the individual with a disability may choose to wait at the area of rescue assistance until emergency responders arrive to assist them.
- **Hearing disabilities:** The college’s buildings are equipped with fire alarm horns/strobes that sound the alarm and flash strobe lights. The strobe lights are for individuals with who are deaf and/or hard of hearing. Individuals with hearing disabilities may not notice or hear emergency alarms and will need to be alerted of emergency situations.
- **Visual disabilities:** The college’s buildings are equipped with fire alarm horn/strobes that sound the alarm and flash strobe lights. The horn will alert individuals who are blind or have visual disabilities of the need to evacuate. Most individuals with visual disabilities will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route is likely different from the common traveled route, individuals with visual disabilities may need assistance in evacuating. The supervisor or unit employees should offer assistance, and if accepted, guide the individual with a visual disability through the evacuation route.

Severe Weather Evacuation Options:

Severe weather watch means atmospheric conditions favor development of severe weather. Severe weather warning means severe weather has been sighted or reported in the local area. A weather emergency radio with warning indicators/alarms is located in the office of the Vice President of Academic Affairs.

- Inform the emergency evacuation coordinator or supervisor of the emergency.
- Take shelter in the basement, stay away from windows.
- Wait for the all-clear signal before returning to work area.
- If you are on the top floor of a building, use interior stairwell to move down to the basement.
- If you are outside, take shelter indoors immediately.

Utilization Analysis Tables and Two-Factor Worksheets

Underutilization Analysis tables contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy. Please contact the human resources office.

Separation Analysis Tables

Separation Analysis tables contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy. Please contact the human resources office.

Hamline University POST Concentration Additional Information

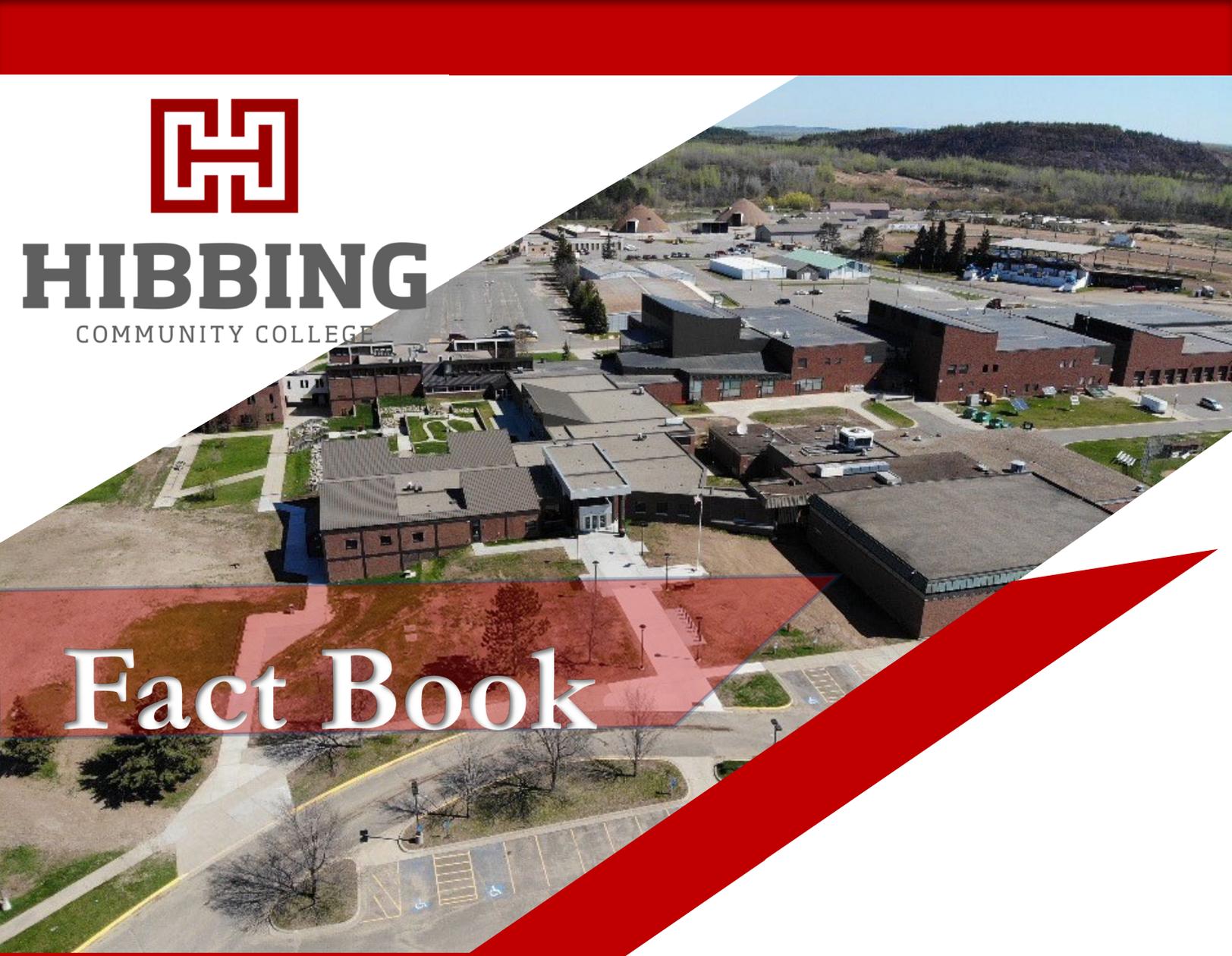
Hamline students interested in pursuing a career as a sworn peace officer declare a criminology and criminal justice major and the POST concentration. The POST concentration includes nine, 4 credit courses that the student must complete to cover the PPOE learning objectives according to Hamline's matrix.

For Academic Year 2020-2021, we currently have 14 students who have declared a POST Concentration. Of these 14 students, 57% are graduating seniors, and 50% are female, and 50% are male. In addition, 36% are first generation college students, and 29% are persons of color.

The Criminal Justice and Forensic Science department at Hamline, led by Drs. Shelly Schaefer and Sarah Greenman, have proposed an initiative at Hamline to draw in more women and students of color to public safety careers. The goal for the initiative is to recruit, educate, and support students of color, women, and underrepresented students in public safety - encouraging the growth of a new generation of practitioners focused on thriving community, equity, and justice.



HIBBING
COMMUNITY COLLEGE



Fact Book

Hibbing Community College
1515 East 25th Street
Hibbing, MN 55746

2020

based on Fall 2019 data

Prepared by: The Office of Institutional Research

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Fact Book

The Hibbing Community College Fact Book provides general statistical and descriptive information about the college which may be useful to those engaged in planning, assessment, preparing reports, writing grant proposals or other endeavors within the college. The Fact Book is a reference tool that provides a picture of Hibbing Community College for fiscal year 2020 by using Fall 2019 data, along with historical trend data. While not all available data has been gathered, the data represented here accurately depicts the major areas of the college.

Data may differ from other college and state reports. Such variances result from source of information used, the date on which the report was generated, or the reporting period included in the data. Trends should be tracked using identical data sources over time.

Accreditation

Hibbing Community College is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

HCC's Statement of Accreditation Status:

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=2142>



THE MISSION, VISION, GUIDING PRINCIPLE, AND CORE CONCEPTS OF HIBBING COMMUNITY COLLEGE

HCC MISSION STATEMENT

Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.

HCC VISION STATEMENT

Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

HCC GUIDING PRINCIPLE

To provide quality educational, cultural, economic, environmental and technological leadership.

CORE CONCEPTS

Build Relationships

1. Lead within the Community
2. Communicate with Intention
3. Inspire Charitable Partners
4. Connect Students with Community Services

Provide a Holistic Student Experience

1. Engage Proactively with Students
2. Enhance the Collegiate Atmosphere on Campus
3. Embed Community Service into Student Experience
4. Utilize Data to Inform Student Programming

Champion Inclusion & Equity

1. Attract Diverse Students and Employees
2. Advance the Community in Embracing Diversity
3. Promote a Culture of Acceptance and Future Understanding
4. Understanding

Secure the Future

1. Serve New Audiences
 2. Promote Professional Development
 3. Plan for Succession
-

Hibbing Community College Fact Book

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At a Glance

Hibbing Community College

5-Year Comparison - Enrollment Characteristics for All Students

	Fiscal Year	
	FY 15	FY 19
Unduplicated Headcount	1,763	1,468
FYE	1,042	840
Concurrent FYE	20	36

	Fall 30th Day		
	Fall 14	Fall 18	Fall 19
FTE	1004.7	840.8	788.0
Headcount	1,310	1,106	1,018
New Students	46%	47%	49%
Student to Faculty Ratio	17:1	16:1	15:1
<i>Percentages of Total Student Headcount:</i>			
Gender			
Female	58%	57%	59%
Male	41%	43%	41%
Student Load			
Full-time	59%	53%	56%
Part-time	41%	47%	44%
Residency Status			
Minnesota Resident	96%	93%	93%
Non-Resident	4%	7%	6%
Average Credit Load			
Full-time	14.9	15.3	15.3
Part-time	6.6	7	6.9
All Students	11.5	11.4	11.6
Admission Category			
Concurrent/High School and PSEO	12%	18%	17%
Undergraduate Regular	41%	34%	33%
Undergraduate Transfer	44%	42%	44%
Undergraduate Other	3%	6%	6%
Traditional Age (age 24 or younger) / Non-Traditional Age			
Traditional Age	64%	72%	71%
Non-Traditional Age	36%	28%	29%
Average Age			
Full-time	24	22	22
Part-time	27	25	26
All Students	25	23	24
Underrepresented	65%	54%	55%
Students of Color	13%	15%	17%
Pell Eligible	56%	42%	42%
First Generation Minnesota	22%	18%	18%
First Generation Federal (TRIO)	70%	64%	63%

Source: Minnesota State Operational Data; FY End of Year Enrollment Analytic Tool and Fall 30th Day Enrollment, unknowns are included in the denominator; IPEDS Student to Faculty Ratio; updated 1.17.2020

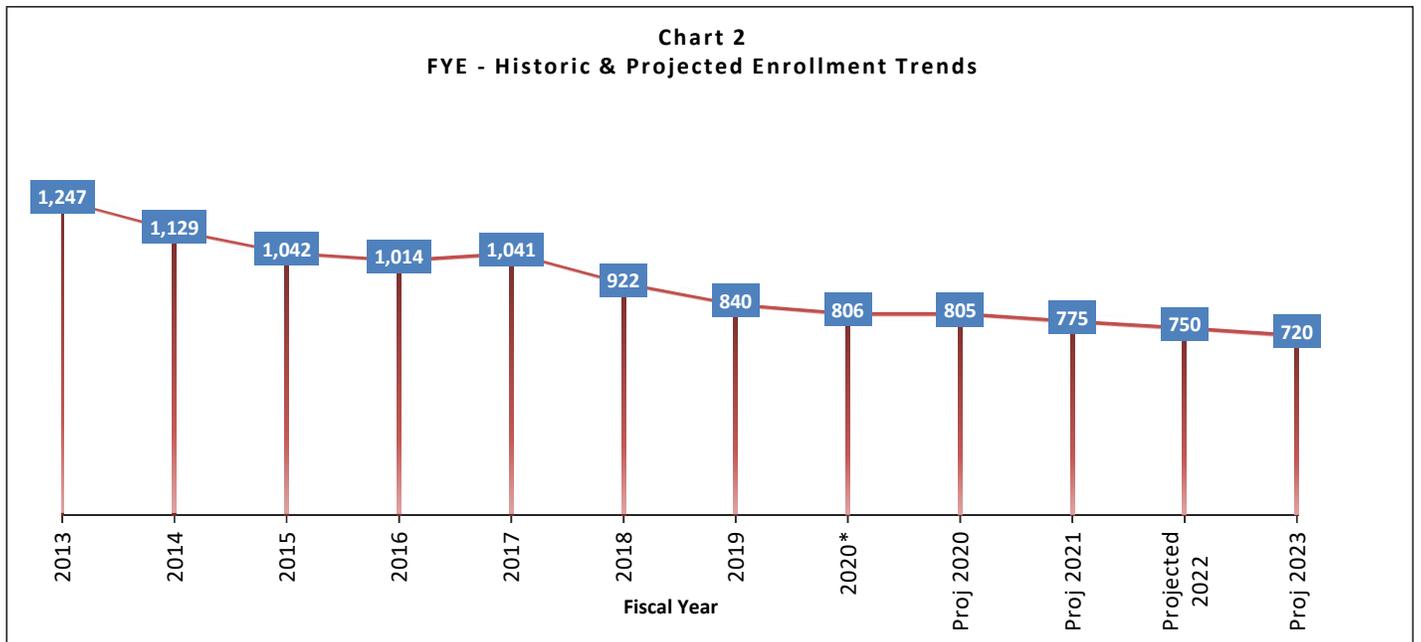
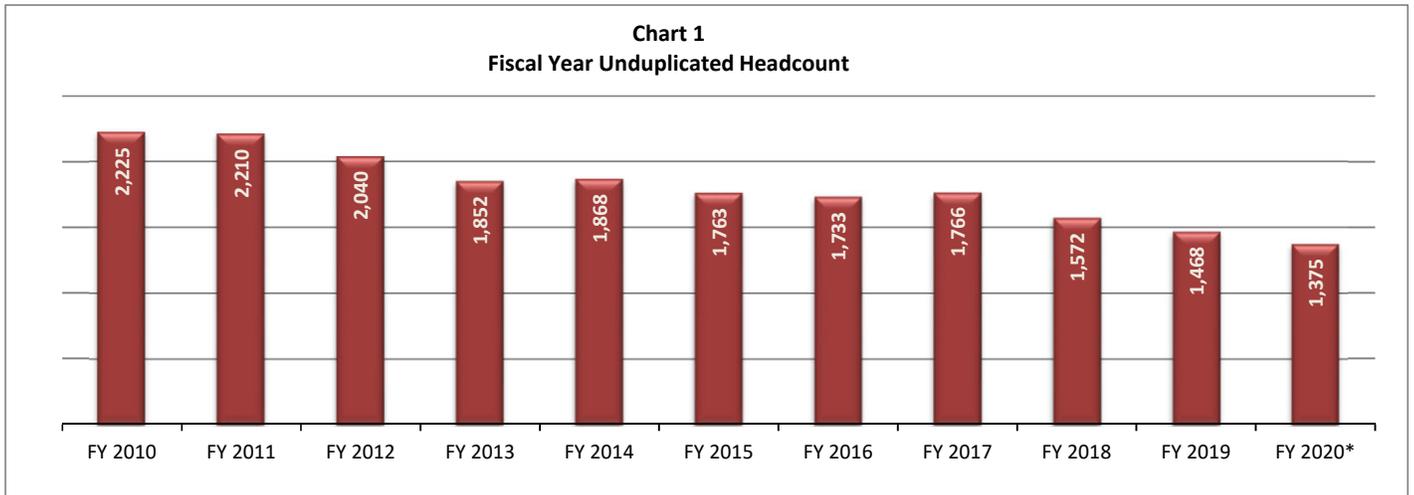
Definitions: FYE - full year equivalent (total credits/30); FTE - full time equivalent per semester (total credits/15); new students in summer or fall; full time student = 12 or more credits; Pell Eligible - receipt of or eligibility for federal need-based grant; First Generation Minnesota - neither parent received postsecondary education; First Generation Federal - neither parent has bachelor's degree, Student of Color - all racial-ethnic categories excluding White, Nonresident Alien and unknown status; Underrepresented Students - ONE or more attributes: student of color, Pell eligible, or first generation Minnesota. Post-Secondary Enrollment Option (PSEO) – high school students taking college courses at college; College in the Schools (CIS/Concurrent) – college courses in the high school.

Enrollment Trends

Table 1
Fiscal Year Headcounts 2010 to 2020

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020*
Summer	511	433	427	409	365	318	304	347	253	318	300
Fall	1,592	1,645	1,485	1,315	1,376	1,302	1,343	1,316	1,207	1,118	1,034
Spring	1,648	1,604	1,503	1,356	1,371	1,295	1,230	1,277	1,126	996	971
FY Duplicated HC	3,751	3,682	3,415	3,080	3,112	2,915	2,877	2,940	2,586	2,432	2,305
FY Unduplicated HC	2,225	2,210	2,040	1,852	1,868	1,763	1,733	1,766	1,572	1,468	1,375

Source: MinnState ISRS Operational Data; ST06; 5.20.2020 *FY20 is preliminary



Source: Minn State Finance Division/Student Full-Year Equivalent (FYE) Projected as of - Feb. 2020, *FY2020 preliminary

Table 2
Fall Enrollment by Census Dates

10th Day - Fall Term					
	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Head Count	1,295	1,200	1,072	1,031	972
FTE	1,006	967	857	813	769

30th Day - Fall Term					
	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Head Count	1,291	1,277	1,154	1,106	1,018
FTE	1,000	997	905	841	788

Final Enrollment - Fall Term					
	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Head Count	1,344	1,319	1,208	1,118	1,034
FTE	1,009	1,003	915	837	791

Source: MinnState ISRS Operational Data; ST03 10th/30th Day, Final; 2.28.20

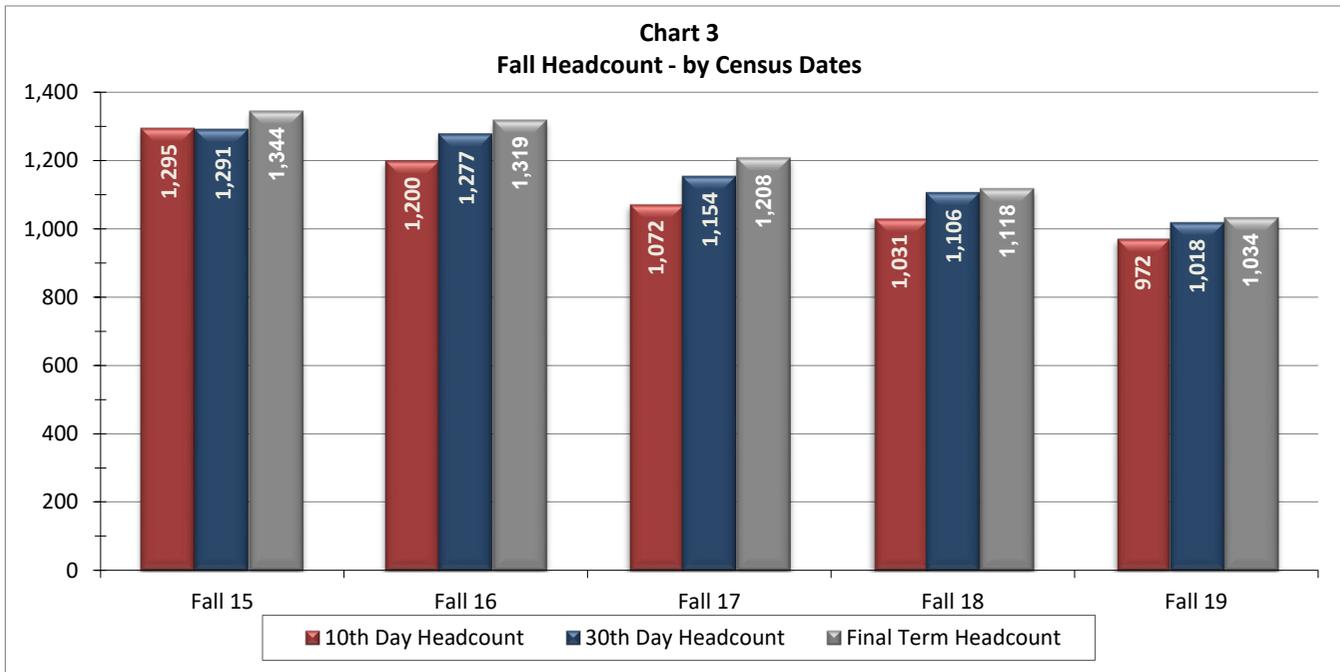


Table 3
Full-time/Part-time - 30th Day - Fall Terms

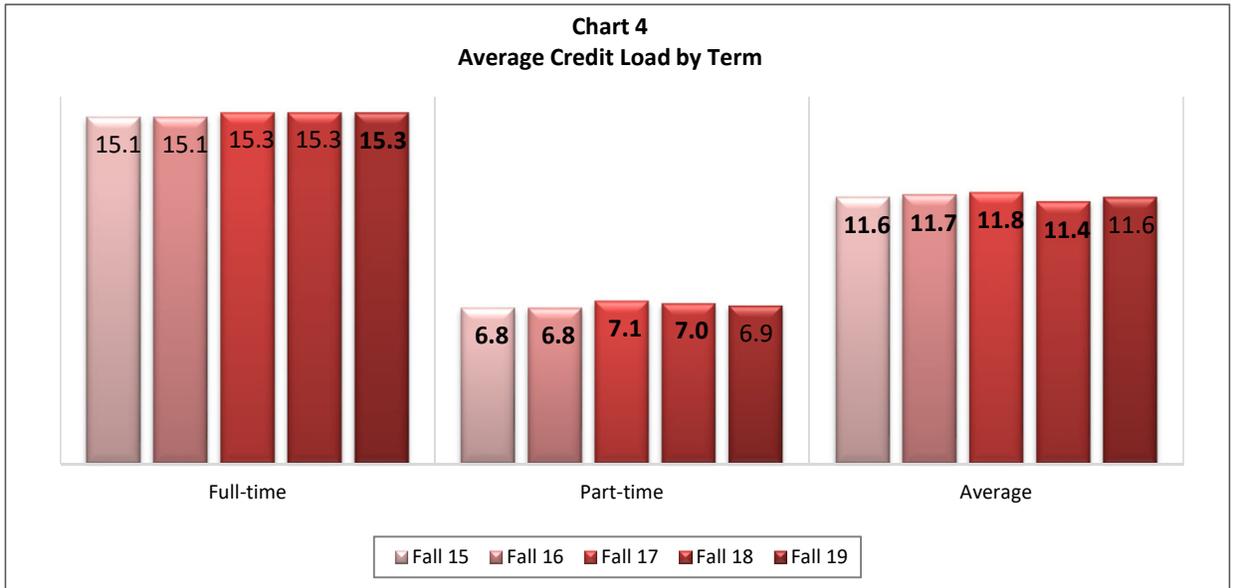
	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Full-time	744	58%	754	59%	661	57%	583	53%	567	56%
Part-time	547	42%	523	41%	493	43%	523	47%	451	44%
Total	1,291		1,277		1,154		1,106		1,018	

Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.2019

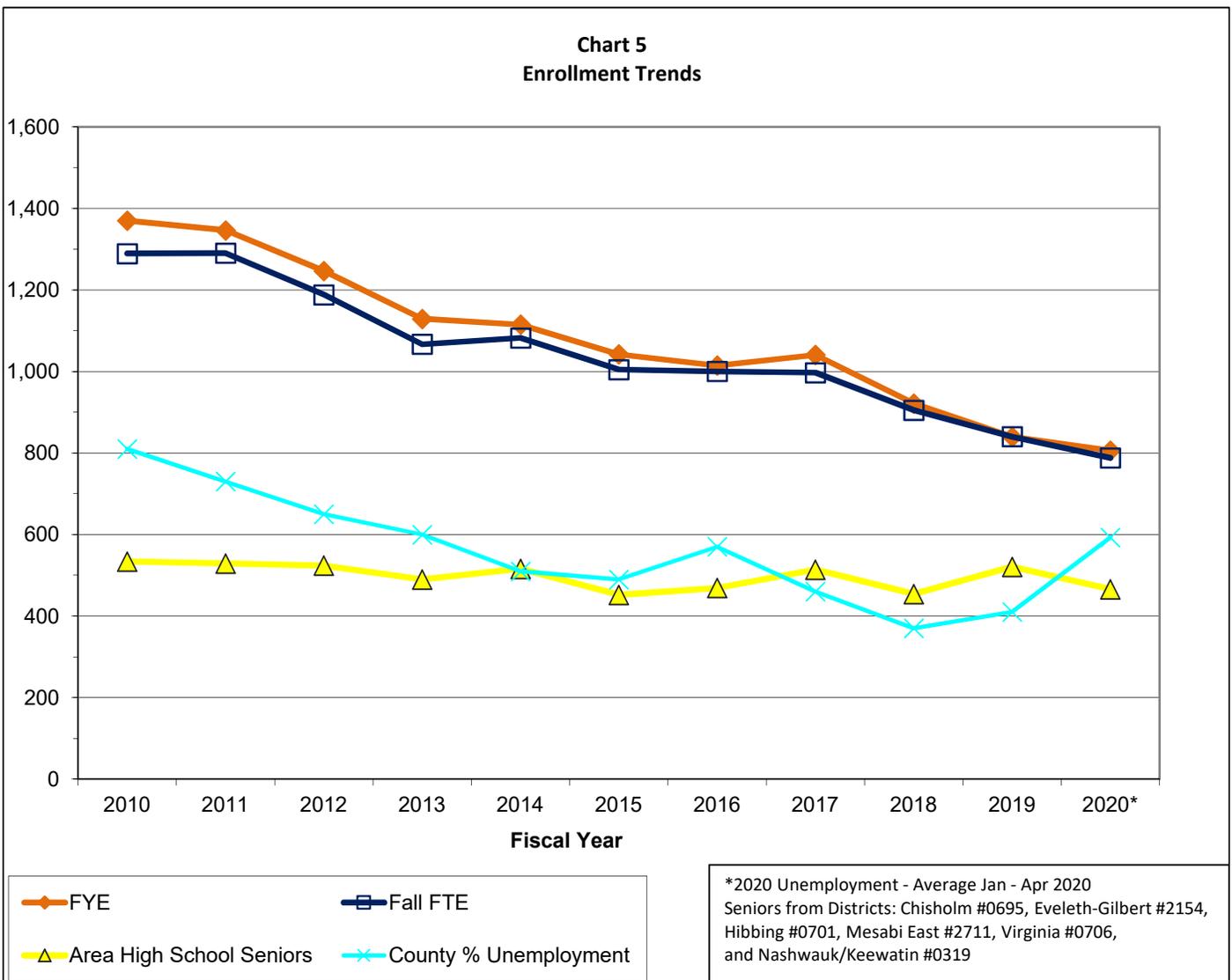
Table 4
Student to Faculty Ratio

	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Hibbing CC	17:1	19:1	18:1	17:1	16:1	15:1

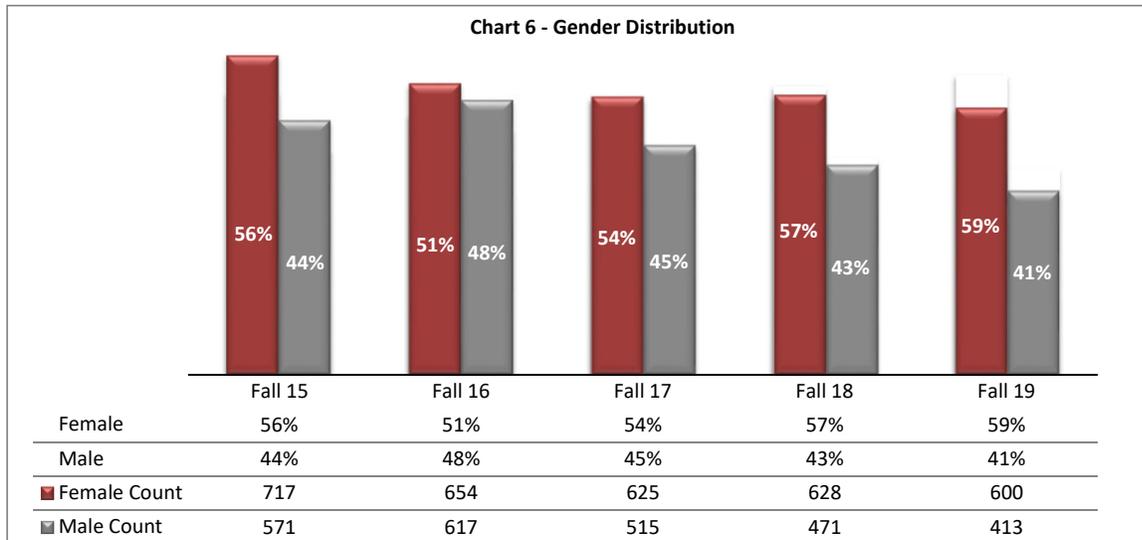
Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey



Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.2019



Student Demographic, Academic, and Financial Aid Profile

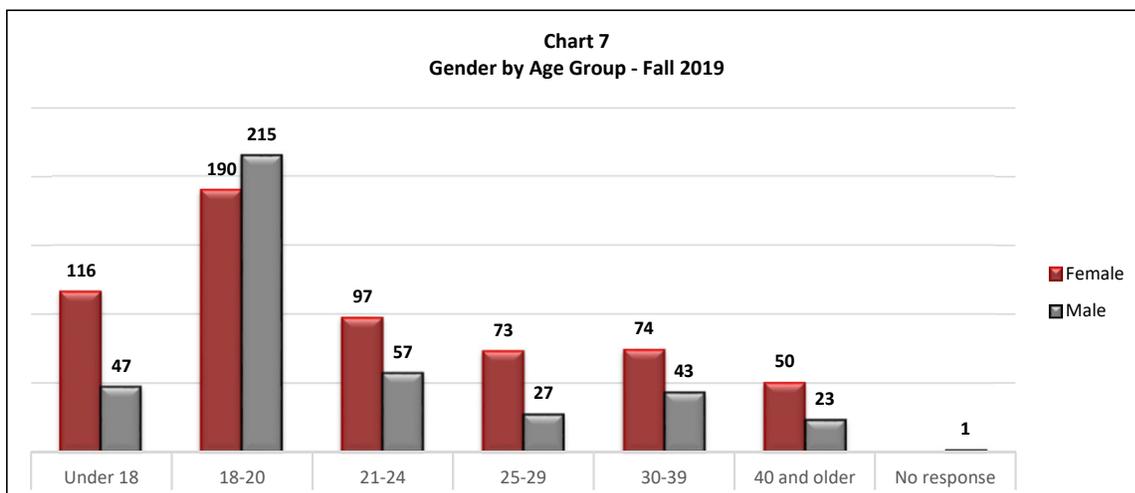


Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.2019

**Table 5
Age by Age Group**

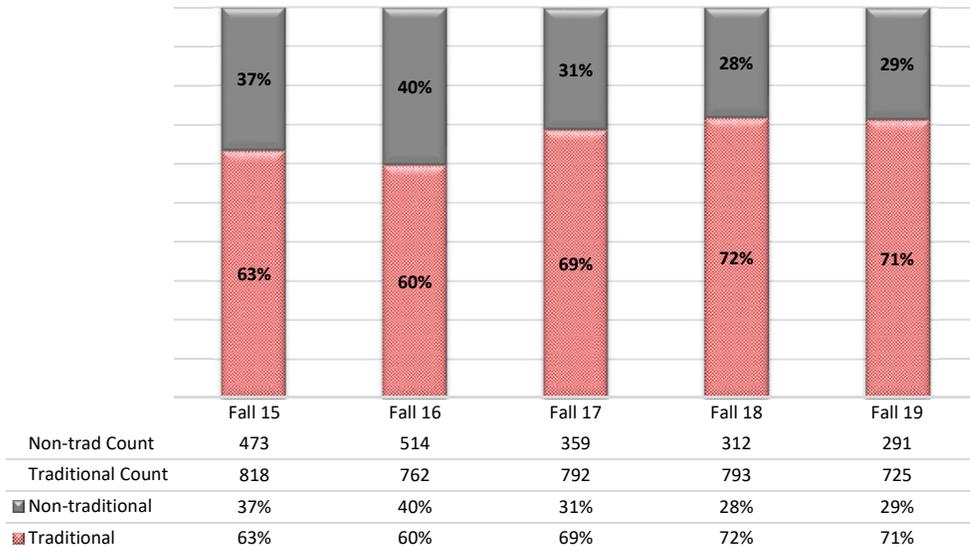
	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Under 18	155	12%	158	12%	191	17%	178	16%	164	16%
18-20	453	35%	415	32%	443	38%	439	40%	407	40%
21-24	210	16%	189	15%	158	14%	176	16%	154	15%
25-29	152	12%	151	12%	142	12%	124	11%	100	10%
30-39	195	15%	190	15%	129	11%	105	9%	117	11%
40 and older	126	10%	173	14%	88	8%	83	8%	74	7%
No response		0%	1	0%	3	0%	1	0%	2	0%
Total	1,291		1,277		1,154		1,106		1,018	

Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.19



Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.19

Chart 8
Traditional Age (24 and younger) & Non-Traditional Age Students



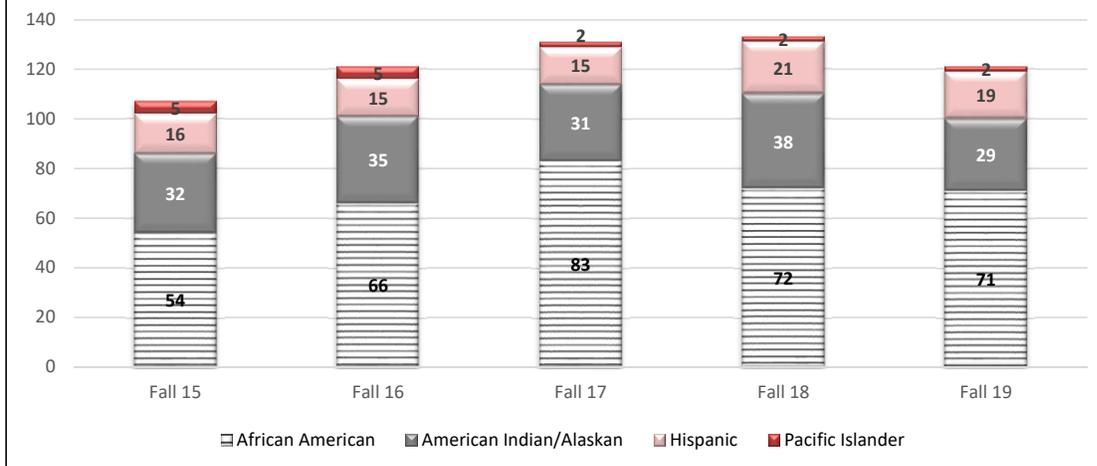
Source: Minn State ISRS Operational Data; ST03 30th Day; 12.19.19

Table 6
Race/Ethnicity

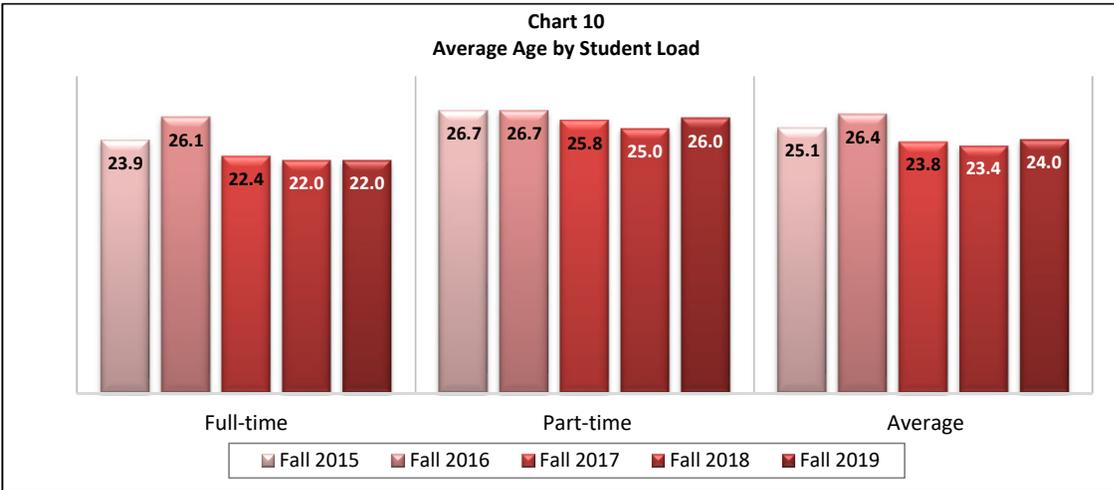
	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
African American	54	4%	66	5%	83	7%	72	7%	71	7%
American Indian/Alaskan	32	2%	35	3%	31	3%	38	3%	29	3%
Asian	9		11		4		9		6	
Hispanic	16	1%	15	1%	15	1%	21	2%	19	2%
Pacific Islander	5	0%	5	0%	2	0%	2	0%	2	0%
White	1,065	82%	1,075	84%	940	81%	940	85%	879	86%
Unknown	110	9%	70	5%	79	7%	24	2%	12	1%
Total	1,291		1,277		1,154		1,106		1,018	

Student declared status at admission.

Chart 9
Student Race/Ethnic Status



Source: MinnState ISRS Operational Data; ST03 30th Day; 1.24.2020



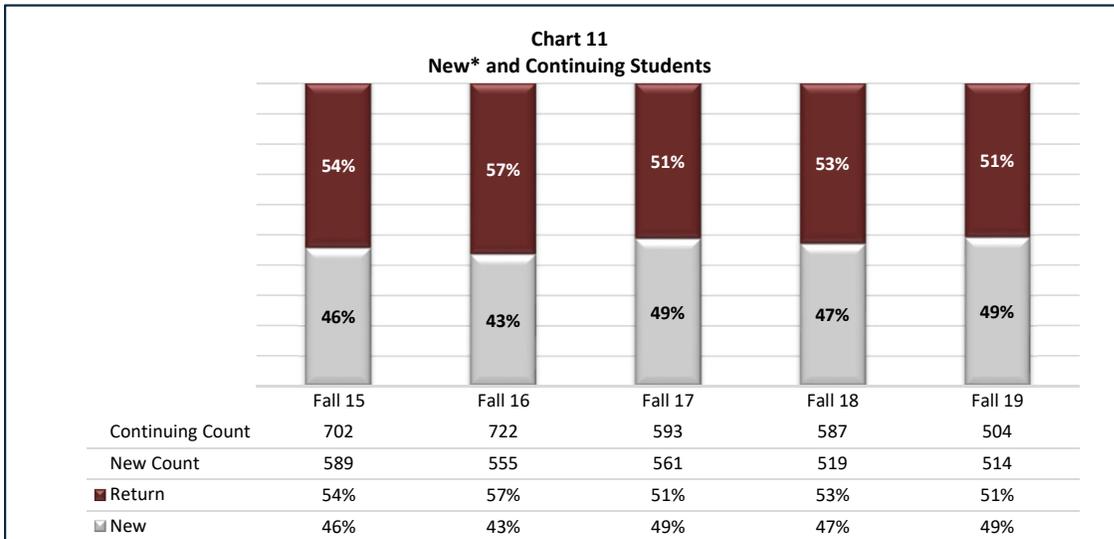
Source: MinnState ISRS Operational Data; ST03 30th Day; 1.24.2020

Table 7
New*/Continuing Students by Full-/Part-time Status

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Part-time										
New	228	18%	194	15%	205	18%	302	27%	334	33%
Continuing	319	25%	329	26%	288	25%	281	25%	233	23%
Full-time										
New	361	28%	361	28%	356	31%	217	20%	180	18%
Continuing	383	30%	393	31%	305	26%	306	28%	271	27%
Total	1,291		1,277		1,154		1,106		1,018	

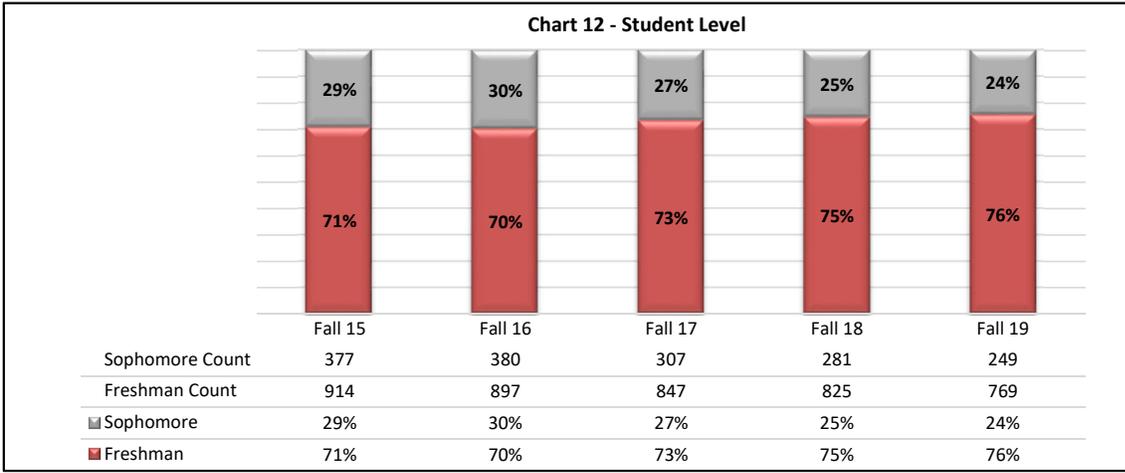
Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.2019

*New in Summer or Fall



Source: MinnState ISRS Operational Data; ST03 30th Day; 1.31.20

*New in Summer or Fall



Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.19

**Table 8
New* Students by Admission Status**

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Undergrad Regular	201	34%	207	37%	193	34%	186	36%	185	36%
Undergrad Transfer	231	39%	203	37%	190	34%	172	33%	181	35%
PSEO / CIS (PSEO regular)	113	19%	105	19%	126	22%	105	20%	106	21%
Undergrad Unclassified	44	7%	40	7%	52	9%	56	11%	42	8%
Total	589		555		561		519		514	

Source: Minn State ISRS Operational Data; ST03 30th Day; 12.19.19

PSEO - Post Secondary Enrollment Option - classes at college; CIS - College in Schools - college course/credits in high school

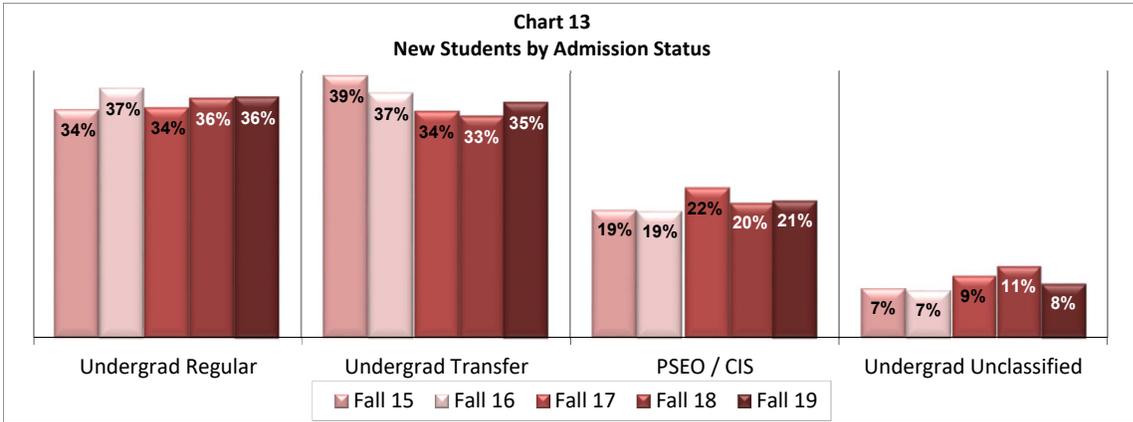
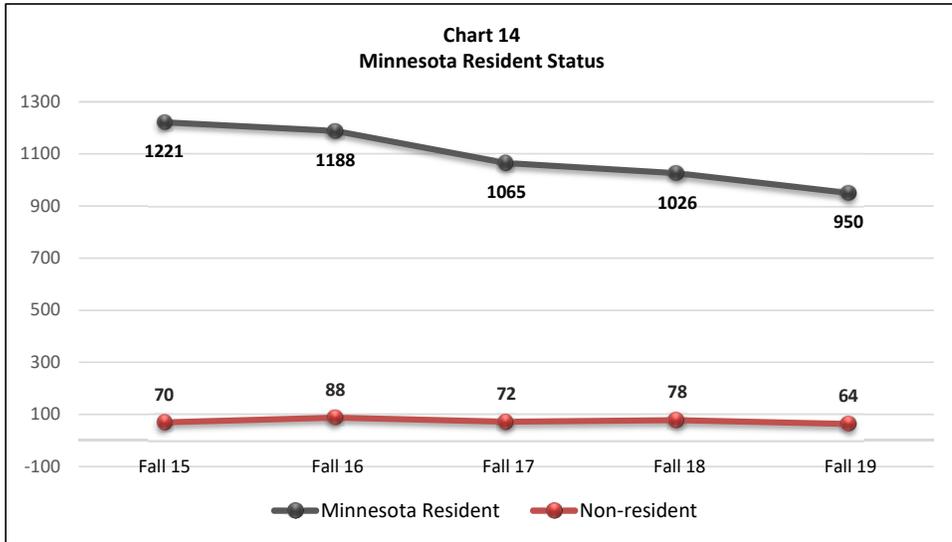


Table 9
County of Residence

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
St Louis	817	63%	731	57%	698	60%	528	48%	440	43%
MN Unknown	93	7%	177	14%	123	11%	266	24%	328	32%
Itasca	181	14%	189	15%	150	13%	133	12%	112	11%
Koochiching	17	1%	12	1%	22	2%	16	1%	13	1%
Anoka	7	1%	5	0%	11	1%	12	1%	8	1%
Lake	4	0%	5	0%	2	0%	7	1%	8	1%
Aitkin	11	1%	11	1%	9	1%	3	0%	7	1%
Carlton	9	1%	8	1%	7	1%	8	1%	7	1%
Dakota	6	0%	1	0%	4	0%	4	0%	5	0%
Cass	5	0%	4	0%	6	1%	4	0%	3	0%
Hennepin	20	2%	8	1%	12	1%	11	1%	3	0%
Cook	3	0%	3	0%	1	0%	4	0%	2	0%
Ramsey	5	0%	5	0%	6	1%	3	0%	2	0%
Stearns	1	0%			3	0%	3	0%	2	0%
Wright	2	0%	2	0%	3	0%	8	1%	2	0%
Chisago	1	0%	2	0%	2	0%	3	0%	1	0%
Crow Wing	2	0%	1	0%	4	0%	2	0%	1	0%
Scott	1	0%	1	0%	1	0%	2	0%	1	0%
Blue Earth	2	0%	2	0%	1	0%	2	0%		
Pine	2	0%	1	0%	1	0%	2	0%		
Sherburne	2	0%	2	0%	1	0%	2	0%		
Other MN Counties	24	2%	24	2%	17	1%	17	2%	23	2%
Wisconsin Counties	11	1%	22	2%	11	1%	13	1%	5	0%
Out of State	40	3%	40	3%	45	4%	45	4%	44	4%
Unknown State	24	2%	18	1%	14	1%	5	0%	1	0%
Unknown	1	0%	3	0%		0%	3	0%		0%
Total	1,291		1,277		1,154		1,106		1,018	

Source: MinnState ISRS Operational Data; ST03 30th Day; 1.7.2020



Source: 30th Day Enrollment Tables, ST03/MinnState ISRS Operational Data/3.20.2020

Table 10
Post-Secondary Enrollment Option Students

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Concurrent	94	7%	76	6%	59	5%	45	4%	38	4%
PSEO (Post Secondary Enrollment)	74	6%	101	8%	141	12%	152	14%	126	12%
CIS/PSEO Unknown *	54	4%	70	5%	58	5%	71	6%	64	6%
Non-concurrent/PSEO (Undg-Reg)	472	37%	449	35%	392	34%	371	34%	338	33%
Non-concurrent/PSEO (Transfer)	597	46%	581	45%	504	44%	467	42%	452	44%
Total	1,291		1,277		1,154		1,106		1,018	

Source: ST06/MinnState ISRS Operational Data/AdmStat21/MDE exclude <> 1/ *CIS/PSEO code unknown 3.20.2020
PSEO - Post-secondary Enrollment Option - classes at college; Concurrent - College in the schools (CIS) - college courses/credits in high school

Table 11
Concurrent and PSEO Students' High Schools

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Hibbing High School	110	65%	119	67%	136	68%	130	66%	115	70%
Chisholm Sr High	41	24%	44	25%	40	20%	47	24%	30	18%
Cherry School	3	2%	4	2%	4	2%	5	3%	1	1%
Nashwauk-Keewatin	2	1%	3	2%	4	2%	2	1%	8	5%
North Woods HS	5	3%	3	2%	4	2%	4	2%	4	2%
Floodwood School			3	2%	3	2%	1	1%	2	1%
Other Minnesota									2	1%
Greenway HS	1	1%					1	1%	1	1%
Mn Connections Academ	4		1	1%					1	1%
Other - Home School	1	1%			4	2%	4	2%		
Mn Virtual Academy							2	1%		
Other - GED Minn							1	1%		
Virginia High School					2	1%				
Grand Rapids HS			1	1%	1	1%				
Mountain Iron Buhl					1	1%				
William M Kelley HS					1	1%				
Cloquet High School	1									
Moose Lake School	1									
Northern Lights	1									
Cook County HS										
Total	170		178		200		197		164	

Concurrent - college credit courses in high school; PSEO - high school students taking college credit courses at college

Source: MinnState ISRS Operational Data; ST03 30th Day; Admit Stat = 21 - Concurrent and PSEO; 12.19.2019

Table 12
High School Attended of New* Students

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Count	Percent								
Hibbing High School	134	23%	119	21%	140	24%	130	25%	128	25%
Chisholm Senior High School	56	9%	50	9%	53	9%	39	7%	46	9%
Grand Rapids High School	27	5%	24	4%	29	5%	30	6%	25	5%
Nashwauk-Keewatin High School	24	3%	20	3%	11	2%	17	3%	19	3%
Virginia High School	12	2%	19	3%	15	3%	9	2%	19	4%
North Woods High School	10	1%	9	1%	13	2%	10	2%	17	3%
Greenway High School	12	2%	12	2%	7	1%	14	3%	14	3%
Eveleth-Gilbert Sr High School	6	1%	13	2%	8	1%	6	1%	11	2%
Cherry School	16	3%	13	2%	15	3%	11	2%	10	2%
Mesabi School	10	2%	6	1%	9	2%	13	2%	9	2%
East Range Acad Tech School	12	2%	3	1%	7	1%	8	2%	8	2%
Deer River High School	6	1%	6	1%	8	1%	3	1%	7	1%
Falls High School	5	1%	2	0%	13	2%	5	1%	6	1%
Floodwood School	5	1%	9	2%	7	1%	3	1%	6	1%
Hill City School	2	0%	5	1%	3	1%	3	1%	5	1%
William M Kelley High School	4	1%	1	0%	1	0%	6	1%	5	1%
Sauk Rapids-Rice HS					1	0%			4	1%
Littlefork-Big Falls Hs	5	1%	1	0%			3	1%	3	1%
Mountain Iron Buhl High School	8	1%	8	1%	8	1%	7	1%	3	1%
Proctor High School	1	0%	2	0%	2	0%	6	1%	2	0%
Northern Lights Community	1	0%	4	1%	2	0%	3	1%	2	0%
Ely Memorial HS	5	1%	2	0%	7	0%	1	1%	2	1%
Bigfork High School	6	1%	4	1%	4	1%	2	0%	1	0%
Northeast Range High School	9	1%	11	2%	8	1%	5	1%	1	0%
Anoka High School	1	0%	2	0%			3	1%		0%
St Michael-Albertville Hs	1	0%					3	1%		0%
MN Other	100	17%	84	14%	87	16%	76	14%	74	15%
Wisconsin	10	2%	15	3%	6	1%	10	2%	9	2%
Other - GED Minnesota	18	2%	25	3%	10	1%	13	2%	13	2%
Other - GED	19	3%	17	3%	13	2%	8	2%	5	1%
Other - Home School	6	1%	3	1%	9	2%	17	3%	10	2%
Other - International	14	2%	12	2%	15	3%	7	1%	8	2%
Other State	38	6%	48	8%	39	7%	43	8%	39	7%
Unknown	6	1%	6	1%	11	2%	5	1%	3	0%
Total	589		555		561		519		514	

Source: MinnState ISRS Operational Data; ST03 30th Day; 1.24.2020

*New in Summer or Fall

Fall '15 "Other MN" includes 70 schools

Fall '17 "Other MN" includes 63 schools

Fall '19 "Other MN" includes 55 schools

Fall '16 "Other MN" includes 59 schools

Fall '18 "Other MN" includes 65 schools

Table 13
Student Intent

	Fall 2016 New Student Survey		Graduate Survey Spring 2018	
	Count	Percent	Count	Percent
Earn a degree	150	79%	149	92%
Not earn a degree	29	15%	2	1%
Undecided	12	6%	11	7%
Total	191		162	

Sources: Fall 2016 New Student Survey
Spring 2018 Graduate Survey

Table 14
Financial Aid Comparison

		Gift Aid	Loans	Work
	Hibbing CC (FY19)	52%	45%	3%
	Hibbing CC (FY18)	50%	47%	3%
	Hibbing CC (FY17)	53%	44%	3%
Fiscal Year 18	Minnesota State 2-Yr Colleges	44%	54%	2%
	Minnesota State Universities	37%	61%	1%
	University of MN	45%	54%	1%
	MN Private Non-Profit	70%	29%	1%
	MN Private For-Profit	29%	70%	0%
	All MN Institutions	55%	44%	1%

Source: State Data - MN Office of Higher Ed Financial Aid Awarded, 11.12.19

Table 15
Students Receiving Financial Aid

Fiscal Year	2015		2016		2017		2018		2019	
	Amount	Percent								
Gift	4,370,076	46%	4,534,636	50%	4,861,110	53%	3,634,320	50%	4,630,689	52%
Loans	4,936,399	52%	4,323,589	47%	4,029,258	44%	3,372,787	47%	4,002,858	45%
Work	229,139	2%	274,448	3%	230,523	3%	219,615	3%	230,523	3%
Total \$	9,535,614		9,132,673		9,120,891		7,226,722		8,864,070	

Source: College Financial Aid Director, updated data 12.19.19

Chart 15
Financial Aid Trends

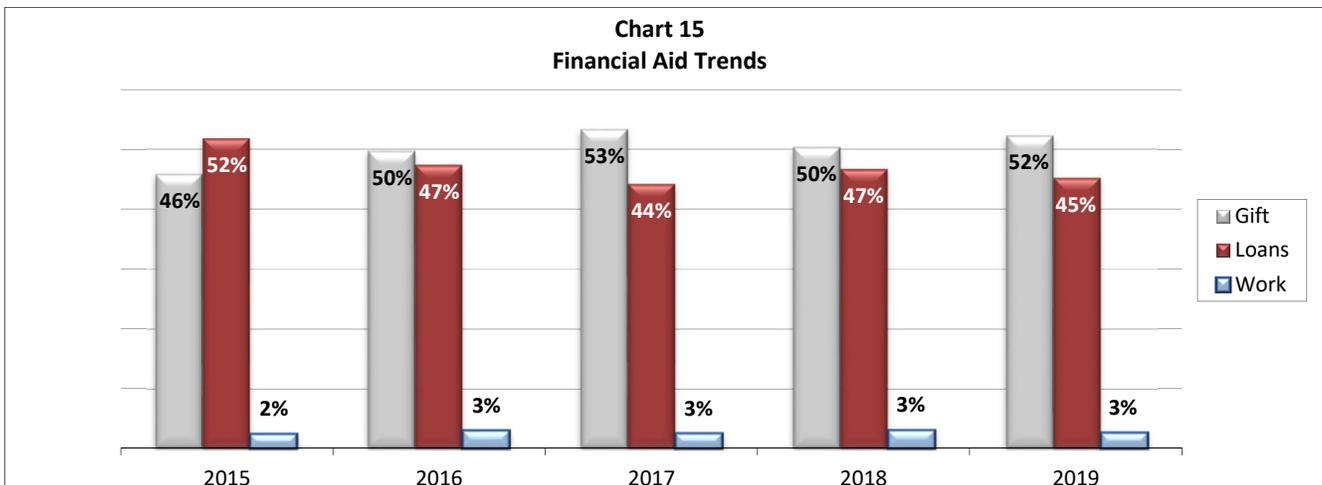


Chart 16
Student Loan Default Rates

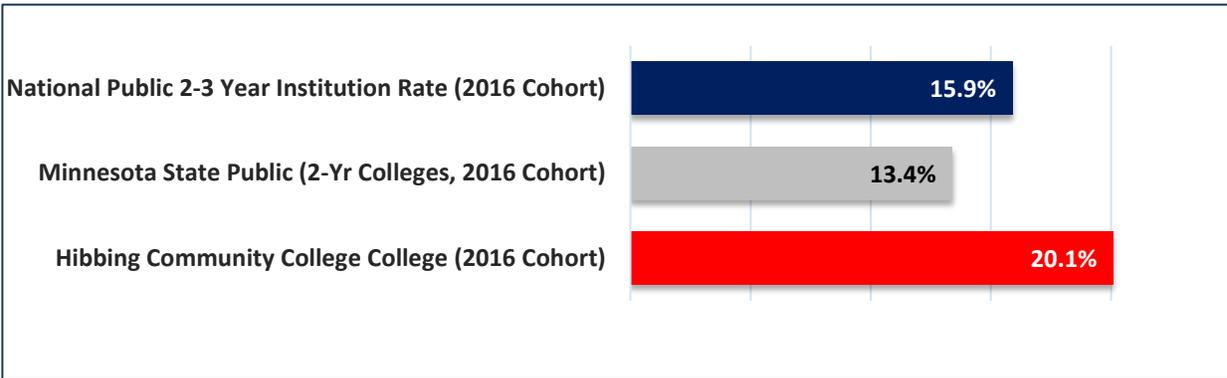
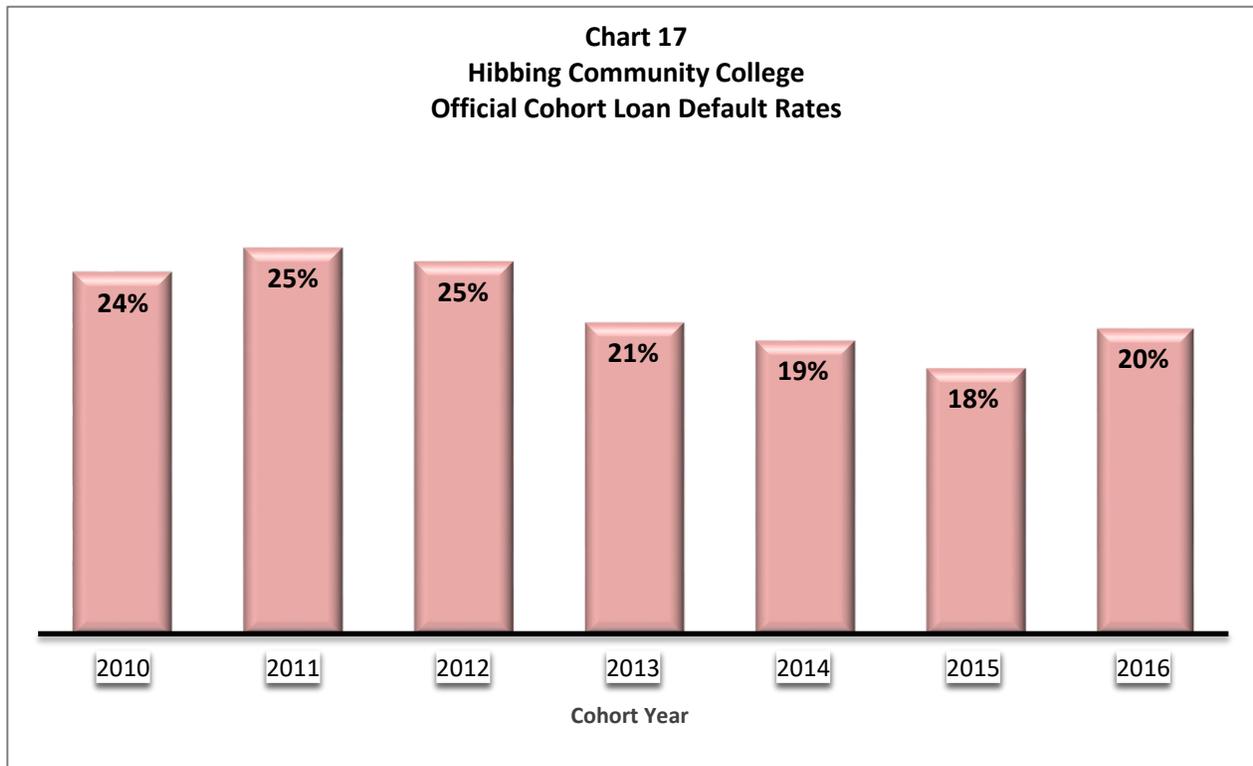


Chart 17
Hibbing Community College
Official Cohort Loan Default Rates



A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. Sanctions or reports due when 2nd Official Rate $\geq 30\%$ but $< 40\%$ or current year $> 40\%$.

Source: U.S. Department of Education, Federal Student Aid, 2016 Default Rates released September 2019

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

Academic Progress and Degrees Earned

Table 16
Discipline Summary by FYE (Total Credits/30) - 5 Year Comparison

Subject	Discipline	2016	2017	2018	2019	2020*	2020 FYE %*	5 Yr Difference	5 Yr % Change
ALHE	Nursing Assistant	16.3	14.7	14.3	11.9	12.1	1.5%	-4.2	-26%
ANTH	Anthropology	2.8	2.1	6.9	2.4	1.9	0.2%	-0.9	-32%
ART	Art	28.2	26.7	23.9	21.1	19.3	2.4%	-8.9	-32%
ASES	Automotive Technician	37.7	31.9	35.0	27.8	27.2	3.4%	-10.5	-28%
ASTR	Astronomy	4.5	3.9	1.2	2.4	2.5	0.3%	-2.0	-44%
BIOL	Biology	53.6	49.1	42.0	50.9	41.0	5.1%	-12.6	-23%
BUS	Business	20.8	15.8	9.6	7.2	8.6	1.1%	-12.2	-58%
CAMT	Culinary Arts	16.5	16.2	14.9	12.4	26.8	3.3%	10.3	62%
CAPP	Computer Applications	15.6	13.7	8.0	5.1	4.7	0.6%	-10.9	-70%
CDL	Professional Truck Driving	8.7	13.8	18.5	10.1	5.3	0.7%	-3.4	-39%
CHEM	Chemistry	14.3	13.1	17.9	12.8	10.9	1.4%	-3.4	-24%
CNT	Computer Networking Fundamentals	9.6	10.0	12.7	6.2	3.0	0.4%	-6.6	-69%
COMM	Communications	8.3	11.8	7.6	7.5	6.9	0.9%	-1.4	-17%
DAS	Dental Assistant	29.3	28.6	26.4	27.9	27.3	3.4%	-2.0	-7%
DSL	Diesel Mechanics	42.2	58.8	49.7	43.6	38.8	4.8%	-3.4	-8%
ECON	Economics	7.7	9.4	12.7	7.3	10.1	1.3%	2.4	31%
ELM	Electrical Maintenance	80.5	88.2	61.7	63.7	64.3	8.0%	-16.2	-20%
EMPL	Employment Skills	4.4	5.7	6.1	2.4	1.9	0.2%	-2.5	-58%
EMS	Emergency Medical Technician	2.1	1.1	1.2	0.9	1.0	0.1%	-1.1	-52%
ENGL	English	67.0	64.7	76.2	73.3	78.6	9.7%	11.6	17%
ENGR	Engineering	1.2	1.1	0.4	0.4	0.9	0.1%	-0.3	-28%
ENSC	Environmental Science	5.9	6.7	5.0		0.0	0.0%	-5.9	-100%
GEOG	Geography	1.6		2.6	4.9	5.1	0.6%	3.5	219%
GERO	Gerontology	4.3	2.4	0.3		0.0	0.0%	-4.3	-100%
HCT	Heating & Cooling Technician	20.0	29.2	15.7	13.7	12.5	1.5%	-7.5	-38%
HINS	Health Information & Security				2.7	0.0	0.0%	0.0	0%
HIST	History	31.1	27.3	30.3	24.2	25.7	3.2%	-5.4	-17%
HLTH	Health	20.1	25.5	17.4	19.2	15.7	1.9%	-4.4	-22%
HUM	Humanities	1.0	2.0	2.8	3.0	2.1	0.3%	1.1	110%
IST	Industrial Systems Technology	36.6	34.0	17.6	13.2	4.7	0.6%	-31.9	-87%
ITNS	IT Networking & Security		0.8	1.3	10.9	11.5	1.4%	0.0	0%
LAW	Law Enforcement	45.6	43.0	45.4	37.9	47.4	5.9%	1.8	4%
MATH	Mathematics	42.8	36.3	30.3	34.2	34.9	4.3%	-7.9	-19%
MCS	Multi Cultural Studies	3.9	3.3	3.6	3.0	3.5	0.4%	-0.4	-10%
MCT	Microcomputer Technician	25.8	31.3	19.8				-25.8	-100%
MEDC	Medical Coding	2.3	3.7	0.8				-2.3	-100%
MEDS	Medical Scribing				0.5	1.2	0.1%	0.0	0%
MLT	Medical Lab Technician	15.0	18.6	14.7	14.4	14.1	1.7%	-0.9	-6%
MUSC	Music	13.1	10.5	4.9	8.7	6.5	0.8%	-6.6	-50%
NSCI	Natural Science	0.1		2.8				-0.1	-100%
NURS	Nursing	77.5	77.8	82.4	82.1	81.2	10.1%	3.7	5%
PDEV	Personal Development	0.5	0.4	0.2	0.4	1.7	0.2%	1.2	247%
PE	Physical Education	15.2	12.7	13.6	14.1	13.2	1.6%	-2.0	-13%
PHAR	Pharmacy Technician	9.7	9.1	9.6	7.1	0.8	0.1%	-8.9	-92%
PHIL	Philosophy	7.1	11.1	11.5	15.1	12.8	1.6%	5.7	80%
PHYS	Physics	11.0	13.3	9.2	9.4	4.6	0.6%	-6.4	-58%
PSCI	Political Science	2.1	1.6					-2.1	-100%
PSYC	Psychology	47.2	46.4	43.3	33.5	36.4	4.5%	-10.8	-23%
READ	Reading	5.2	5.3				0.0%	-5.2	-100%
SHA	Safety & Health Administration	1.4	1.9	0.6	0.4	0.0	0.0%	-1.4	-100%
SKL	Law Enforcement Skills	22.8	32.6	24.0	20.6	21.7	2.7%	-1.1	-5%
SOC	Sociology	32.7	32.7	28.6	34.5	25.3	3.1%	-7.4	-23%
SPAN	Spanish			0.9				0.0	0%
SPCH	Speech	37.4	36.8	32.2	32.5	27.8	3.4%	-9.6	-26%
STSK	Study Skills	3.7	3.9	3.3	2.3	3.0	0.4%	-0.7	-19%
Total		1,014	1,041	922	840	806	100%	-207.7	-20%

Source: MinnState ISRS Operational Data, ST06-Students by Course/CT_ST_Multi_Year, by SUBJ; 5.22.2020 *FY2020 is preliminary

Table 17
Fall Majors Student Count - 5-Year Comparison
 Sorted by Fall 2019 Count - Descending Order

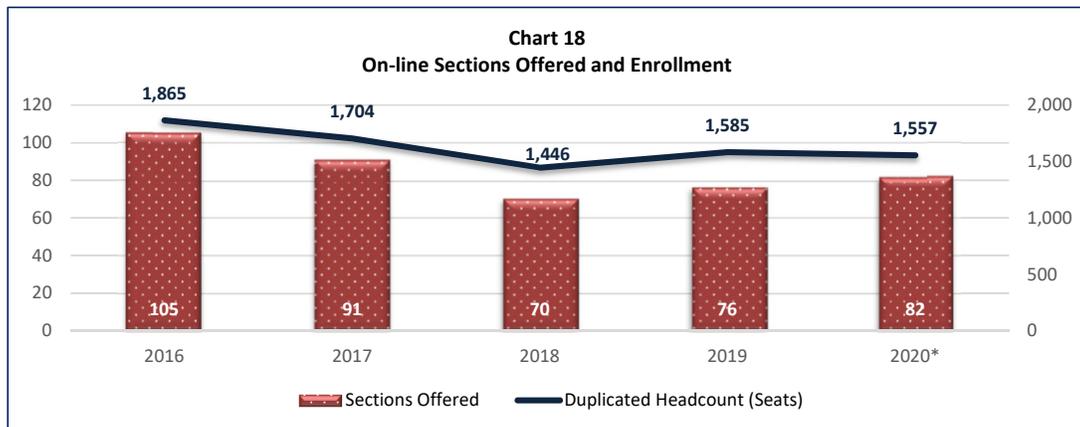
CIP Code	Major/CIP Code Description	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change from '18	5 Yr Difference	5 Yr % Change
240101	Liberal Arts and Sciences/Liberal	438	380	327	303	273	-10%	-165	-38%
	Undetermined	201	204	229	269	213	-21%	12	6%
513801	Registered Nursing/Registered	126	124	129	134	141	5%	15	12%
430107	Criminal Justice/Police	61	59	58	60	65	8%	4	7%
460302	Electrician	72	80	57	57	54	-5%	-18	-25%
470302	Heavy Equipment Maint	46	62	54	47	44	-6%	-2	-4%
470604	Automobile/Automotive	35	37	36	29	33	14%	-2	-6%
510601	Dental Assisting/Assistant	24	30	28	27	28	4%	4	17%
511004	Clinical/Medical Lab Technician	34	36	25	32	24	-25%	-10	-29%
120504	Restaurant, Culinary, & Catering	20	18	16	10	19	90%	-1	-5%
520201	Business Administration	26	25	23	21	19	-10%	-7	-27%
111001	Network and System Admin					14	0%	0	0%
470201	Heating, Air Conditioning	22	32	20	15	14	-7%	-8	-36%
510000	Health Services/Allied			12	8	14	75%	0	0%
120503	Culinary Arts/Chef Training	2		3	3	10	233%	8	400%
490205	Truck and Bus Driver/	8	15	10	11	10	-9%	2	25%
140102	Pre-Engineering	13	14	8	7	9	29%	-4	-31%
470303	Industrial Mechanics	51	49	27	21	7	-67%	-44	-86%
510713	Medical Insurance Coding	6	9	2	7	7	0%	1	17%
512601	Health Aide	12	14	8	5	7	40%	-5	-42%
513902	Nursing Assistant/Aide and Patient		1	1		3	0%	0	0%
500702	Fine/Studio Arts, General	13	9	5	4	2	-50%	-11	-85%
510805	Pharmacy Technician/Assistant	19	18	18	12	2	-83%	-17	-89%
190702	Adult Development and	5	6	3		1	0%	-4	-80%
240199	Liberal Arts and Sciences, General			17	5	1	-80%	0	0%
110901	Computer Systems Networking	3	5	3		1	0%	-2	-67%
400501	General Chemistry					1		0	0%
220301	Legal Administrative	2	2				0%	-2	-100%
470104	Computer Installation	34	41	31	19		-100%	-34	-100%
510716	Medical Administrative	9	3	1				-9	-100%
520401	Administrative Assistant	8	2	1				-8	-100%
520406	Receptionist	1	2	2				-1	-100%
Total		1,291	1,277	1,154	1,106	1,016	-8%	-275	-21%

Source: MinnState ISRS Operational Data; ST03 30th Day; 12.19.19

Table 18
On-line Enrollment

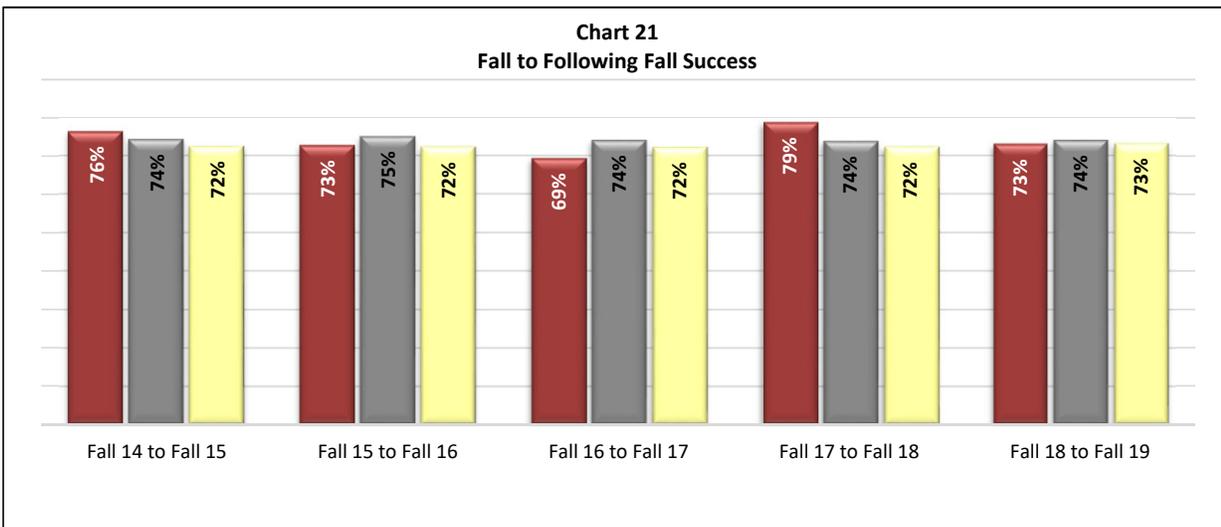
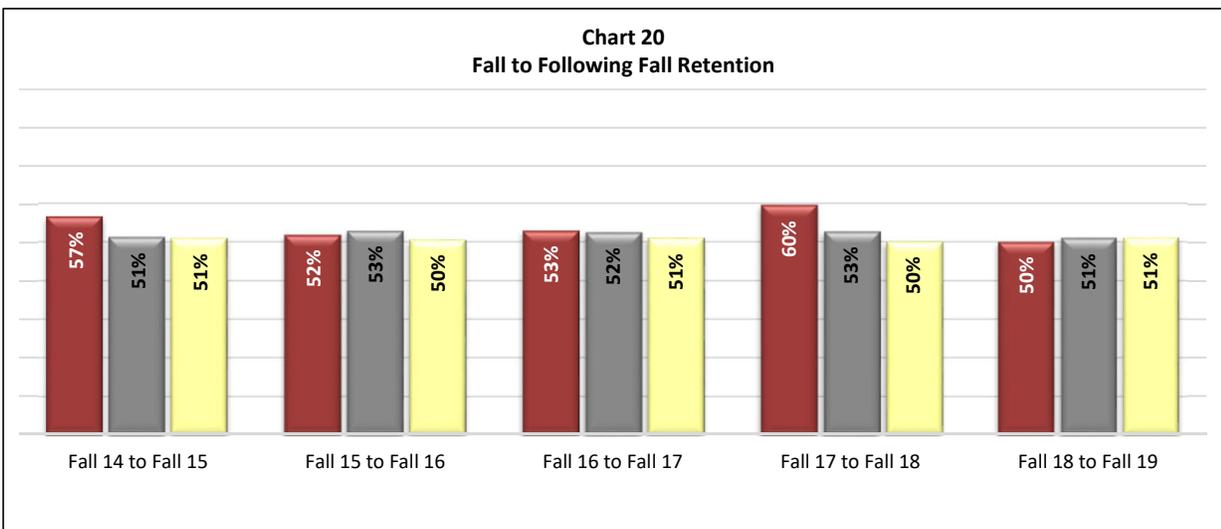
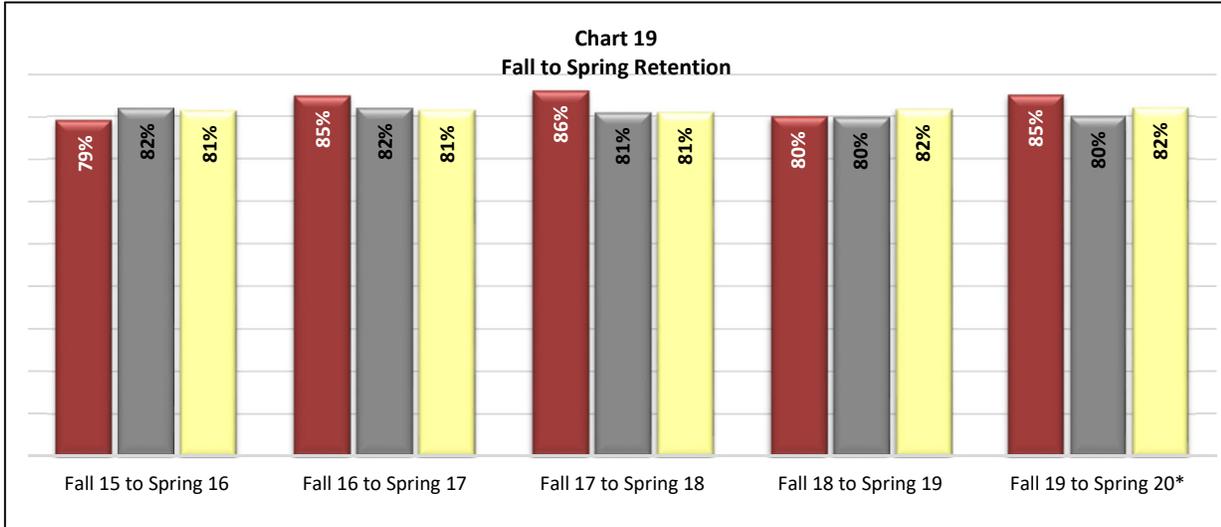
	Fiscal Year						5 Year % Change
	2015	2016	2017	2018	2019	2020*	
Sections Offered	116	105	91	70	75	82	-22%
FYE	188.2	157.5	148.5	123.7	126.9	127.5	-19%
Duplicated Headcount (Seats)	2,125	1,865	1,704	1,446	1,438	1,557	-17%

Source: MinnState ISRS Operational Data, ST06-Students by Course/CT_ST_Multi_Year, Media Codes 03, 12, 13; 5.21.2020 *FY2020 preliminary



Retention and Success Rates

Chart 19-21 : ■ Hibbing ■ NHED Colleges ■ MinnState 2-yr Colleges



Source: Minnesota State ISRS Operational Data/Student Persistence Tables/all adm stat, new, full-time *preliminary 5.14.2020
"NHED colleges" include Hibbing CC, Itasca CC, Mesabi Range College, Rainy River CC, and Vermilion CC.
Rates based on all New, Full-time Students. "Success" is Retained, Graduated, or Transferred.

Table 19
Degrees Awarded by Fiscal Year

	2015		2016		2017		2018		2019		5 Yr % Change
	Count	Percent									
AA	102	28%	88	23%	97	24%	102	30%	89	26%	-2%
AS	78	22%	67	17%	68	17%	64	19%	75	22%	1%
AAS	63	18%	60	15%	55	14%	42	12%	38	11%	-6%
AFA	2	1%		0%	1	0%					-1%
Certificate	38	11%	54	14%	64	16%	33	10%	50	15%	4%
Diploma	77	21%	122	31%	116	29%	104	30%	86	25%	4%
Total Awards	360		391		401		345		338		-6.1%
Total Students	343		378		387		325		322		-6.1%

Source: Academic Awards by CIP/Major, updated 1.31.20

Chart 22
Degrees Awarded by Fiscal Year

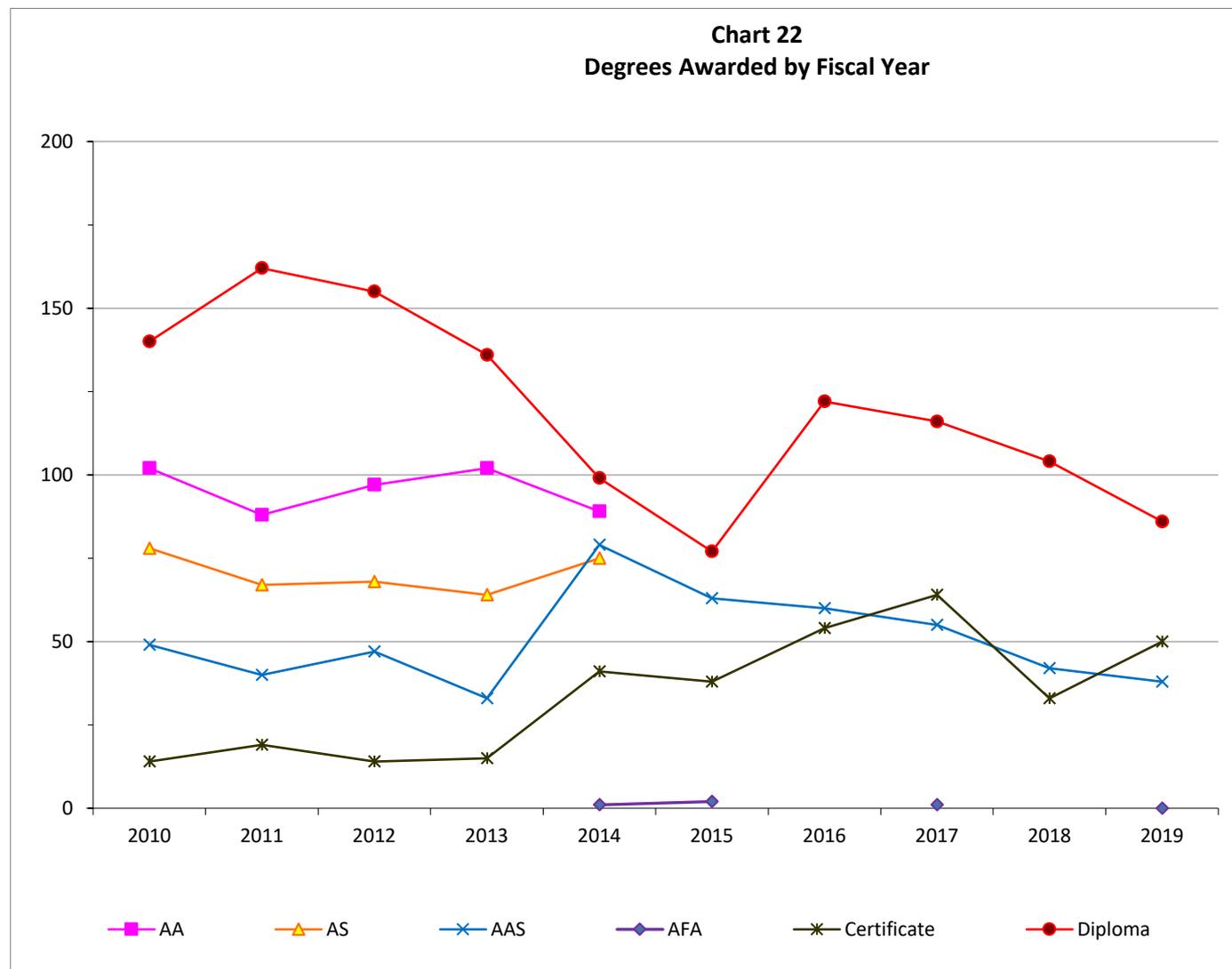


Table 20
Awards by Major - Fiscal Year

Degree	Major	2015	2016	2017	2018	2019	5 Year Difference
		Count	Count	Count	Count	Count	
AA	Liberal Arts and Sciences	102	88	97	102	89	-13
AAS	Administrative Assistant	3	3				-3
AAS	Culinary Arts/Food Service Management	2	4		2	2	0
AAS	Dental Assistant	3		2	2	4	1
AAS	Diesel Mechanics and Heavy Equipment Maintenance		2	1	3	2	2
AAS	Industrial Systems Technology	14	14	20	10	11	-3
AAS	Law Enforcement	15	18	16	10	8	-7
AAS	Legal Administrative Assistant	4	2	1			-4
AAS	Medical Administrative Assistant	4	9		1		-4
AAS	Medical Laboratory Technician	13	5	11	10	10	-3
AAS	Pharmacy Technician	4	3	4	4	1	-3
AAS	Professional Helicopter Training	1					-1
AFA	Art	2		1			-2
AS	Business Administration		1	2	3		0
AS	Engineering	2	1	1			-2
AS	Nursing	76	65	65	61	75	-1
CERT	Cisco Network Technician	3	6	14	16	8	5
CERT	Culinary Arts					1	-1
CERT	Elder Care/Gerontology	3	5	2	1		-3
CERT	Law Enforcement Skills - Clinical Component	24	40	36		40	16
CERT	Professional Truck Driver	8	3	12	16	1	-7
DIP	Automotive Technician	5	13	5	11	7	2
DIP	Culinary Arts	1	3		3		-1
DIP	Culinary Arts/Food Service Management	6	5	1	2		-6
DIP	Dental Assistant	14	22	19	13	16	2
DIP	Diesel Maintenance Basic			1			0
DIP	Diesel Mechanics and Heavy Equipment Maintenance	12	18	15	15	17	5
DIP	Electrical Maintenance and Construction	18	25	35	26	22	4
DIP	Heating and Cooling Technician	12	15	19	12	10	-2
DIP	IT Essentials			2			0
DIP	IT Networking and Security	5	10	13	14	8	3
DIP	Law Enforcement	2		3	4	5	3
DIP	Medical Coding		11		4	1	1
DIP	Pharmacy Technician			1			0
DIP	Refrigeration, Heating, Air-Cond, Appliance Repair	1					-1
DIP	Residential Major Appliance Technician	1					-1
DIP	Secretary/Receptionist			2			0
Total Awards		360	391	401	345	338	-22

Source: Academic Awards by CIP/Major, updated 1.31.2020

Table 21
Retention and Success Rates for New, Fall, Full-Time Students
Fall 2015

	Fall 2015 Entering Cohort	Fall to Spring		Fall to Fall		2-Year		3-Year
		First Spring Retention Rate	First Spring Success Rate	Second Fall Retention Rate	Second Fall Success Rate	Third Fall Retention Rate	Third Fall Success Rate	Three Year Grad Rate
Gender								
Female	140.	83%	86%	51%	76%	12%	73%	66%
Male	219.	77%	82%	53%	70%	9%	62%	58%
Students of Color								
Not Student of Color	317.	80%	85%	54%	74%	9%	68%	63%
Student of Color	37.	68%	73%	32%	59%	11%	57%	49%
Race/Ethnicity								
American Indian or Alaskan Native	7.	43%	43%	14%	43%	0%	29%	29%
Black or African American	10.	70%	80%	10%	70%	10%	80%	70%
Two or more races	12.	83%	83%	67%	75%	25%	75%	58%
White	316.	80%	84%	53%	74%	9%	67%	63%
AgeGroup								
Traditional Age	286.	80%	84%	51%	73%	10%	67%	63%
Non-traditional Age	73.	77%	81%	53%	70%	10%	62%	58%
Underrepresented								
Not	74.	77%	81%	54%	74%	7%	74%	70%
Underrepresented	230.	80%	84%	50%	70%	12%	61%	56%
Unknown	55.	78%	84%	58%	84%	9%	78%	73%
Admission Status								
High School	22.	95%	100%	86%	100%	9%	95%	91%
Undergraduate Other	4.	100%	100%	75%	100%	0%	100%	100%
Undergraduate Regular	179.	78%	83%	51%	70%	13%	61%	56%
Undergraduate Transfer	154.	77%	82%	47%	71%	8%	68%	63%
Total	359.	79%	84%	52%	73%	10%	66%	62%

Success rate is the retention, transfer, and graduation combined; measure at beginning of term; 3-Yr grad rate is transfer/graduation by end of third spring.

Source: MinnState ISRS Operational Data; Student Persistence Tables; Fall Cohort, New, Full-time Students; Undergrad Regular, Transfer, Other and High School

*Private data cell sizes less than 6 not reported. Racial/ethnic status for such reported in aggregate (SOC – Students of Color). "Traditional" age <= 24 years old.

Table 22
Retention and Success Rates for New, Fall, Full-Time Students
Fall 2016

	Fall 2016 Entering Cohort	Fall to Spring		Fall to Fall		2-Year		3-Year
		First Spring Retention Rate	First Spring Success Rate	Second Fall Retention Rate	Second Fall Success Rate	Third Fall Retention Rate	Third Fall Success Rate	Three Year Grad Rate
Gender								
Female	129.	91%	91%	57%	82%	16%	78%	71%
Male	232.	81%	83%	50%	62%	6%	56%	54%
Students of Color								
Not Student of Color	312.	86%	87%	56%	72%	10%	66%	62%
Student of Color	46.	76%	78%	37%	50%	9%	52%	50%
Race/Ethnicity								
American Indian or Alaskan Native	6.	83%	83%	17%	17%	0%	33%	33%
Black or African American	15.	60%	67%	7%	27%	7%	33%	27%
Hispanic of any race	15.	87%	87%	60%	60%	13%	67%	67%
Two or more races	9.	78%	78%	56%	89%	11%	78%	78%
White	308.	86%	87%	56%	73%	10%	67%	62%
Age Group								
Traditional Age	271.	87%	89%	60%	75%	11%	70%	66%
Non-traditional Age	90.	77%	78%	31%	51%	6%	46%	43%
Underrepresented								
Not	91.	88%	88%	57%	76%	9%	71%	67%
Underrepresented	208.	81%	83%	47%	64%	11%	59%	55%
Unknown	62.	92%	94%	66%	76%	5%	71%	69%
Admission Status								
High School	32.	100%	100%	94%	100%	6%	97%	97%
Undergraduate Other	3.	100%	100%	0%	33%	0%	33%	33%
Undergraduate Regular	188.	84%	85%	51%	65%	11%	60%	55%
Undergraduate Transfer	138.	83%	84%	47%	68%	9%	63%	59%
Total	361.	85%	86%	53%	69%	9%	64%	60%

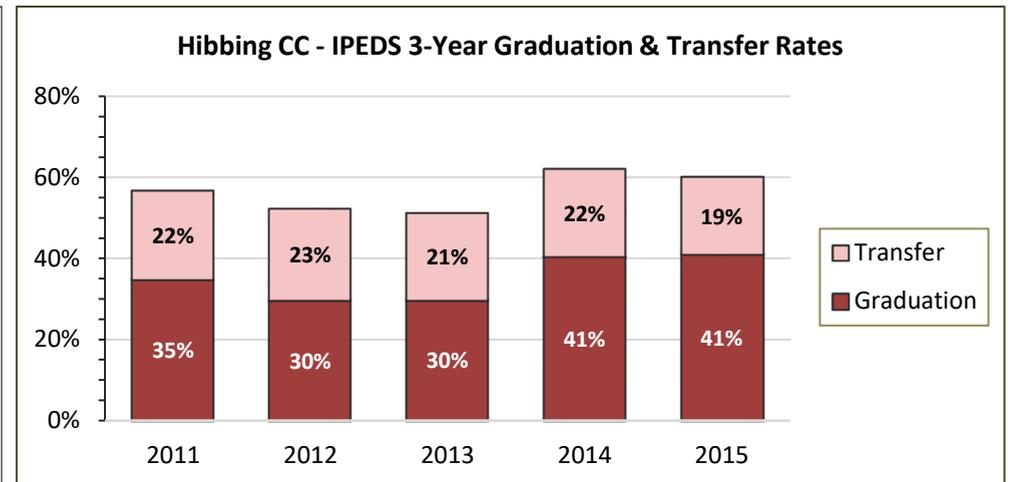
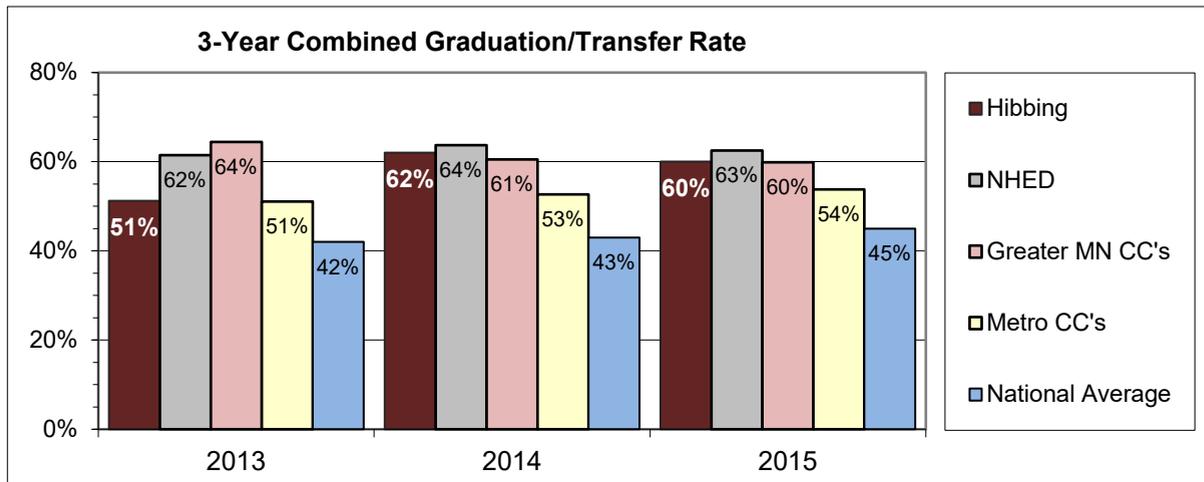
Success rate is the retention, transfer, and graduation combined; measure at beginning of term; 3-Yr grad rate is transfer/graduation by end of third spring.

Source: MinnState ISRS Operational Data; Student Persistence Tables; Fall Cohort, New, Full-time Students; Undergrad Regular, Transfer, Other and High School

*Private data cell sizes less than 6 not reported. Racial/ethnic status for such reported in aggregate (SOC – Students of Color). "Traditional" age < = 24 years old.

Table 23
IPEDS 3-Year Graduation and Transfer-out Rates
Fall 2011 Through Fall 2015 First-time, Full-time, Degree Seeking Students

COLLEGE	Fall Cohort					Graduation Rate					Transfer Rate					Combined Grad/Trans Rate				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Hibbing	261	218	238	200	179	35%	30%	30%	41%	41%	22%	23%	21%	22%	19%	57%	52%	51%	62%	60%
Itasca	293	282	232	198	212	33%	35%	39%	32%	34%	29%	31%	32%	33%	31%	62%	66%	71%	65%	65%
Mesabi	235	244	200	161	154	31%	43%	34%	34%	40%	25%	17%	23%	30%	24%	56%	60%	57%	63%	64%
Rainy River	87	82	60	74	54	33%	31%	32%	32%	33%	22%	33%	25%	31%	26%	55%	63%	57%	64%	59%
Vermilion	206	175	162	144	167	27%	30%	36%	26%	31%	38%	30%	35%	39%	31%	65%	61%	71%	65%	62%
NHED	1,082	1,001	892	777	766	32%	35%	35%	33%	36%	28%	26%	27%	30%	26%	59%	61%	62%	64%	63%
Metro CC's	2,808	2,662	2,527	2,521	2,467	19%	20%	16%	24%	24%	30%	29%	35%	29%	30%	49%	49%	51%	53%	54%
Metro CTC's	2,549	2,406	2,171	2,027	2,060	15%	16%	16%	21%	23%	23%	21%	25%	22%	22%	38%	37%	41%	43%	45%
Metro TC's	894	955	912	854	845	28%	30%	33%	33%	36%	15%	15%	13%	14%	17%	43%	45%	46%	47%	53%
Greater MN CC's	773	695	622	567	561	28%	32%	34%	28%	30%	29%	29%	30%	32%	30%	57%	61%	64%	61%	60%
Greater MN CTC's	6,715	6,298	6,114	5,748	5,566	34%	37%	36%	37%	40%	19%	17%	21%	22%	23%	54%	54%	58%	59%	63%
Greater MN TC's	414	412	330	251	272	31%	26%	33%	38%	41%	12%	18%	15%	18%	18%	43%	44%	48%	55%	59%
Total Colleges	14,153	13,428	12,676	11,968	11,771	27%	29%	28%	31%	33%	22%	21%	24%	23%	24%	49%	49%	53%	54%	57%
National Average Combined Rate for 2-Yr Public Institutions						20%	22%	24%	25%	27%	19%	19%	18%	18%	18%	39%	41%	42%	43%	45%



Source: Integrated Postsecondary Education Data System (IPEDS); Summary from System Office Research and Planning, July 2019

Status of Graduates

The Graduate Follow-up Survey is administered to graduates one-year after graduation. Graduates are asked about their employment and/or educational status. Following is a summary of the results - first in aggregate for graduates from Hibbing Community College and then by program/major and award.

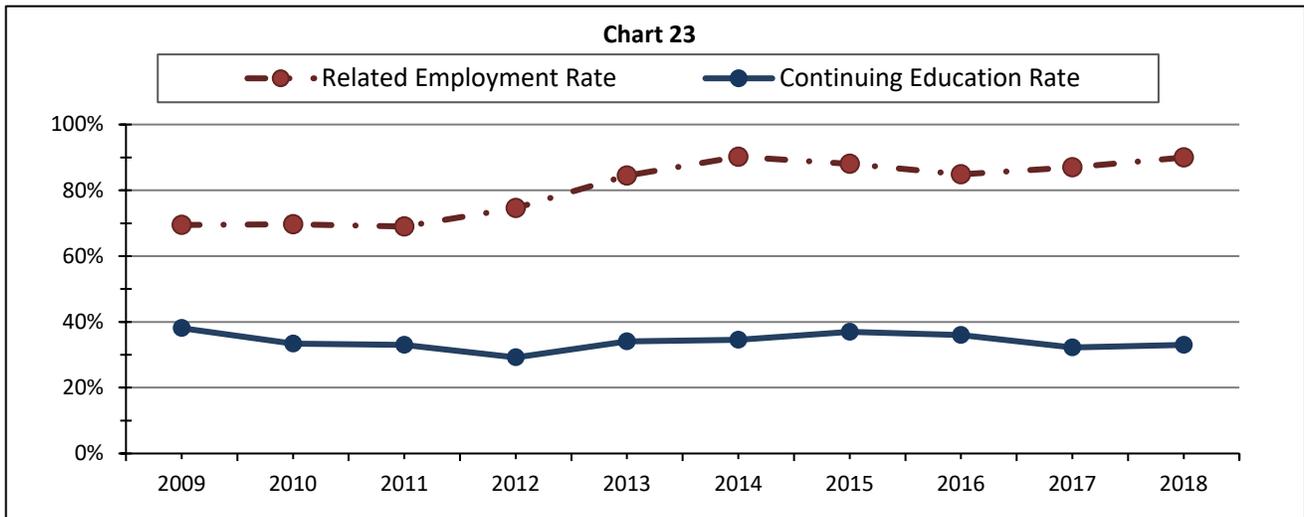


Table 24
Status of Graduates Summary by Year

	Total Graduates	Related Employment, Full-time	Related Employment, Part-time	Related Employment Rate	Continuing Education Count	Continuing Education Rate	Unrelated Work Seeking Related	Available, but Unemployed	Unrelated Work, Not Seeking Related	Unavailable for Work	Status Unknown	Total Related Work	Total Available for Related Work
2009	431	92	54	70%	164	38%	33	31	17	5	35	146	210
2010	443	122	46	70%	148	33%	33	40	6	8	40	168	241
2011	395	103	48	69%	132	33%	40	27	4	9	32	151	218
2012	318	84	42	75%	93	29%	22	21	9	8	39	126	169
2013	396	141	28	85%	135	34%	19	12	1	7	53	169	200
2014	382	152	23	90%	132	35%	13	6	13	9	34	175	194
2015	338	109	31	88%	124	37%	10	10	15	0	39	140	160
2016	389	130	27	85%	140	36%	17	11	15	6	43	157	185
2017	369	142	32	87%	119	32%	11	15	27	2	52	174	200
2018	347	139	17	90%	113	33%	14	4	15	1	44	156	174

Report 2.1c - Sort: Institution/Campus/Program/CIP Code/Award Type

Source: MinnState Graduate Follow-up Survey Results, Report generated: 10/8/19

NOTES:

- 1) Caution about the use of data for a program is advisable when the number of graduates is low or the number of "Status Unknown" exceeds 15% of the total graduates.
- 2) Graduates or individuals who know the graduates provided this information, including relatedness of employment to program of study.
- 3) "Related Employment Part-time" includes graduates who reported related employment but did not indicate the number of hours worked per week.
- 4) "Unavailability for Employment" includes graduates who chose not to seek work, were unable to work, or were international students who returned to their homelands.
- 5) "Status Unknown" includes graduates who could not be located or did not respond to requests for information.
- 6) Categories of employment can include some graduates who also reported continuing education but indicated that employment was their preferred classification.
- 7) "Continuing Education" can include some graduates who also reported employment but indicated that continuing education was their preferred classification.
- 8) Information on graduates who both worked and pursued further education is available in supplemental materials.
- 9) Sums of percentages might not equal total percentages due to rounding.
- 10) N/A ("Not Applicable") is displayed in the "Percent of Available" row when there are no graduates available.

Report generated: 10/8/19

Table 25
3-Year Status of Graduates by Program/Major
2016-2018

Program/Year	Total Graduates	Related Employment, Full-time	Related Employment, Part-time	Related Employment Rate	Continuing Education Count	Continuing Education Rate	Unrelated Work Seeking Related	Available, but Unemployed	Unrelated Work, Not Seeking Related	Unavailable for Work	Status Unknown	Total Related Work	Total Available for Related Work
Administrative Assistant - Associate in Applied Science (520401)													
2016	3	1	0	50%	1	33%	1	0	0	0	0	1	2
Art - Associate of Fine Arts (500702)													
2017	1	0	0	N/A	1	100%	0	0	0	0	0	0	0
Automotive Technician - Diploma (470604)													
2016	13	7	0	100%	1	8%	0	0	0	1	4	7	7
2017	5	4	0	100%	0	0%	0	0	0	0	1	4	4
2018	11	7	0	100%	0	0%	0	0	1	0	3	7	7
Business Administration - Associate of Science (520201)													
2016	1	1	0	100%	0	0%	0	0	0	0	0	1	1
2017	2	0	0	N/A	2	100%	0	0	0	0	0	0	0
2018	3	0	0	N/A	2	67%	0	0	0	0	1	0	0
Cisco Network Technician - Certificate (110901)													
2016	6	2	1	60%	0	0%	1	1	0	0	1	3	5
2017	14	6	1	64%	0	0%	3	1	0	0	3	7	11
2018	16	8	0	80%	2	13%	2	0	1	0	3	8	10
Culinary Arts - Diploma (120503)													
2016	3	1	0	50%	1	33%	1	0	0	0	0	1	2
2018	3	1	0	100%	1	33%	0	0	1	0	0	1	1
Culinary Arts/Food Service Management - Associate of Applied Science (120504)													
2016	4	1	1	100%	0	0%	0	0	1	0	1	2	2
2018	2	0	0	N/A	1	50%	0	0	0	0	1	0	0
Culinary Arts/Food Service Management - Diploma (120504)													
2016	5	2	1	100%	1	20%	0	0	0	1	0	3	3
2017	1	0	0	N/A	1	100%	0	0	0	0	0	0	0
2018	2	2	0	100%	0	0%	0	0	0	0	0	2	2
Dental Assistant - Associate of Applied Science (510601)													
2017	2	2	0	100%	0	0%	0	0	0	0	0	2	2
2018	2	2	0	100%	0	0%	0	0	0	0	0	2	2
Dental Assistant - Diploma (510601)													
2016	22	9	1	100%	6	27%	0	0	1	1	4	10	10
2017	19	11	2	93%	3	16%	1	0	1	1	0	13	14
2018	13	6	2	100%	4	31%	0	0	1	0	0	8	8
Diesel Maintenance Basics - Diploma (470302)													
2017	1	1	0	100%	0	0%	0	0	0	0	0	1	1
Diesel Mechanics and Heavy Equipment Maintenance - Associate of Applied Science (470302)													
2016	2	1	0	100%	1	50%	0	0	0	0	0	1	1
2017	1	1	0	100%	0	0%	0	0	0	0	0	1	1
2018	3	2	0	67%	0	0%	1	0	0	0	0	2	3
Diesel Mechanics and Heavy Equipment Maintenance - Diploma (470302)													
2016	18	12	1	93%	0	0%	1	0	0	0	4	13	14
2017	15	12	1	93%	0	0%	0	1	0	0	1	13	14
2018	15	10	0	83%	1	7%	1	1	0	0	2	10	12
Elder Care/Gerontology - Certificate (190702)													
2016	5	1	0	100%	3	60%	0	0	1	0	0	1	1
2017	2	0	0	N/A	1	50%	0	0	0	0	1	0	0
2018	1	0	0	N/A	1	100%	0	0	0	0	0	0	0
Electrical Maintenance and Construction - Diploma (460302)													
2016	25	14	0	74%	1	4%	4	1	0	0	5	14	19
2017	35	18	0	95%	9	26%	0	1	4	0	3	18	19
2018	26	13	0	100%	3	12%	0	0	3	0	7	13	13

Program/Year	Total Graduates	Related Employment, Full-time	Related Employment, Part-time	Related Employment Rate	Continuing Education Count	Continuing Education Rate	Unrelated Work Seeking Related	Available, but Unemployed	Unrelated Work, Not Seeking Related	Unavailable for Work	Status Unknown	Total Related Work	Total Available for Related Work
Engineering - Associate of Science (140102)													
2016	1	0	0	N/A	1	100%	0	0	0	0	0	0	0
2017	1	0	0	N/A	1	100%	0	0	0	0	0	0	0
Heating and Cooling Technician - Diploma (470201)													
2016	15	3	0	75%	4	27%	0	1	4	0	3	3	4
2017	19	9	0	82%	0	0%	2	0	8	0	0	9	11
2018	13	11	0	100%	1	8%	0	0	1	0	0	11	11
Industrial Systems Technology - Associate of Applied Science (470303)													
2016	13	6	0	75%	1	8%	2	0	1	0	3	6	8
2017	20	10	0	71%	1	5%	0	4	3	1	1	10	14
2018	10	6	0	75%	0	0%	2	0	0	0	2	6	8
Information Technology Networking and Security - Diploma (470104)													
2016	9	3	1	67%	0	0%	1	1	0	1	2	4	6
2017	13	4	1	56%	1	8%	3	1	0	0	3	5	9
2018	14	8	0	80%	0	0%	2	0	1	0	3	8	10
IT Essentials - Diploma (470104)													
2017	2	0	0	N/A	0	0%	0	0	2	0	0	0	0
Law Enforcement - Associate of Applied Science (430107)													
2016	18	7	2	69%	3	17%	2	2	0	0	2	9	13
2017	16	4	5	82%	3	19%	0	2	1	0	1	9	11
2018	10	6	1	100%	0	0%	0	0	1	0	2	7	7
Law Enforcement - Diploma (430107)													
2017	3	2	0	100%	0	0%	0	0	1	0	0	2	2
2018	4	2	3	100%	0	0%	0	0	0	0	2	2	2
Law Enforcement Skills - Clinical Component - Certificate (430107)													
2016	40	6	2	73%	28	70%	2	1	0	1	0	8	11
2017	5	5	0	100%	1	20%	0	0	0	0	30	5	5
Legal Administrative Assistant - Associate of Applied Science (220301)													
2016	2	0	1	100%	0	0%	0	0	0	0	1	1	1
2017	1	1	0	100%	0	0%	0	0	0	0	0	1	1
Liberal Arts and Sciences - Associate of Arts (240101) Transfer degree designed to prepare students for further education.													
2016	88	9	0	82%	64	73%	1	1	6	0	7	9	11
2017	96	10	4	100%	71	74%	0	0	4	0	7	14	14
2018	103	7	3	63%	76	74%	5	1	5	1	5	10	16
Medical Administrative Assistant - Associate in Applied Science (510716)													
2016	9	3	0	75%	4	44%	0	1	0	0	1	3	4
2018	1	0	0	N/A	0	0%	0	0	0	0	1	0	0
Medical Coding - Diploma (510713)													
2016	11	5	0	83%	2	18%	1	0	0	0	3	5	6
2018	4	1	1	100%	2	50%	0	0	0	0	0	2	2
Medical Laboratory Technician - Associate of Applied Science (511004)													
2016	5	4	0	100%	0	0%	0	0	0	0	1	4	4
2017	11	3	4	78%	1	9%	0	2	0	0	1	7	9
2018	10	6	1	78%	1	10%	0	2	0	0	0	7	9
Nursing - Associate of Science (513801)													
2016	65	29	15	98%	18	28%	0	1	1	1	0	44	45
2017	65	30	12	96%	21	32%	0	2	0	0	0	42	44
2018	61	29	7	100%	17	28%	0	0	0	0	8	36	36

Program/Year	Total Graduates	Related Employment, Full-time	Related Employment, Part-time	Related Employment Rate	Continuing Education Count	Continuing Education Rate	Unrelated Work Seeking Related	Available, but Unemployed	Unrelated Work, Not Seeking Related	Unavailable for Work	Status Unknown	Total Related Work	Total Available for Related Work
Pharmacy Technician - Associate of Applied Science (510805)													
2016	3	1	1	67%	0	0%	0	1	0	0	0	2	3
2017	4	3	0	100%	1	25%	0	0	0	0	0	3	3
2018	4	1	3	75%	0	0%	1	0	0	0	0	3	4
Pharmacy Technician - Diploma (510805)													
2017	1	0	0	N/A	0	0%	0	0	1	0	0	0	0
Professional Truck Driver - Certificate (490205)													
2016	3	2	0	100%	0	0%	0	0	0	0	1	2	2
2017	12	5	1	67%	1	8%	2	1	2	0	0	6	9
2018	16	11	0	100%	1	6%	0	0	0	0	4	11	11
Secretary/Receptionist - Diploma (520406)													
2017	2	1	1	100%	0	0%	0	0	0	0	0	2	2

Report 2.1c - Sort: Institution/Campus/Program/CIP Code/Award Type

Source: MinnState Graduate Follow-Up Survey, report generated 10/9/18

Faculty and Staff

Table 26
Fiscal Year 2019 Employee Characteristics

	Unduplicated Annual		FTE	Percent	Average Age	Number Under Age 55	Number Age 55 or Over	Average Years of Service
	Headcount	Percent						
Female	131	47%	61.4	52%	46	80	48	8
Male	150	53%	57.1	48%	54	90	54	9
Total	281		118.5		53	170	102	8

Source: All HR Assignments by Cost Center, All Funds, All Bargaining Units

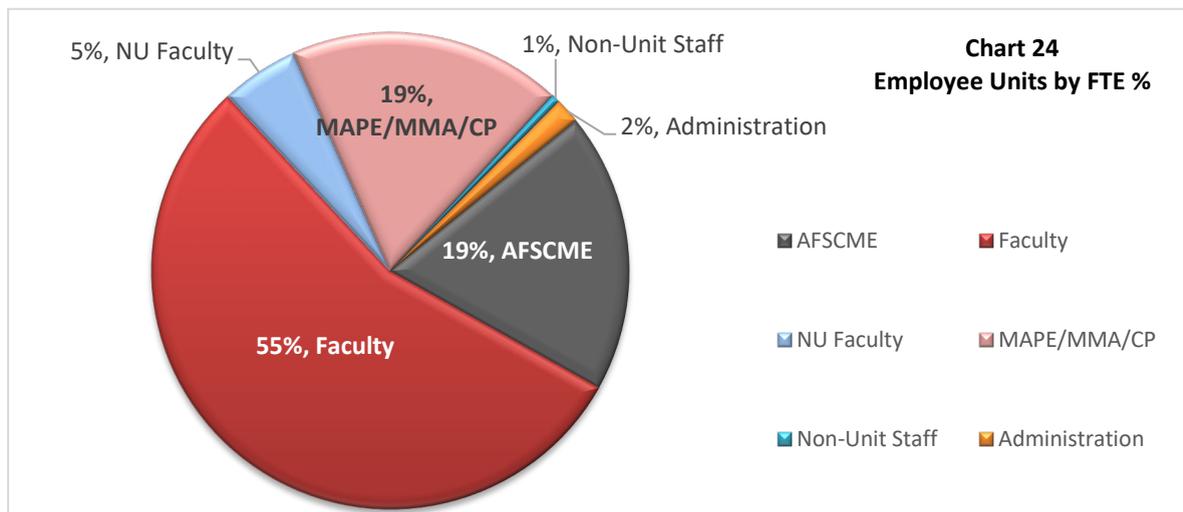
Table 27
Ethnic Status

Employees of Color	4%	White	91%
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Source: All HR Assignments by Cost Center, All Funds, All Bargaining Units

Table 28
Full-time/Part-time Status by Employee Unit - Fiscal Year 2018

AFSCME	HeadCount	HC Percent	FTE	FTE %
Full-time	16	5.4%	11.6	9.8%
Part-time	21	7.0%	10.8	9.1%
Faculty				
Full-time	45	15.1%	46.9	39.7%
Part-time	50	16.8%	18.0	15.2%
Non-Unit Faculty				
Full-time		0.0%		0.0%
Part-time	128	43.0%	6.2	5.2%
MAPE/ MMA/Commissioners				
Full-time	18	6.0%	16.4	13.9%
Part-time	8	2.7%	5.5	4.7%
Non-Unit Staff				
Full-time				
Part-time	9	3.0%	0.7	0.6%
Administration				
Full-time	3	1.0%	2.0	1.7%
Part-time				
Total*	298	100.0%	118.1	100.0%



*Employees may be in more than one unit (Bargaining Unit 223 - Student Workers - not included).

Source: All HR Assignments by Cost Center, All Funds, All Bargaining Units (excluding 223) FTE>0, over fiscal year, 12.17.19

Table 29
STATEMENT OF NET POSITION (Unaudited)
HIBBING COMMUNITY COLLEGE
AS OF JUNE 30, 2019
(in thousands)

Assets		
Current Assets		
Cash and cash equivalents	\$	6,289
Investments		-
Grants receivable		527
Accounts receivable, net		749
Prepaid expense		564
Inventory and other assets		432
Student loans, net		31
Advances from other schools		-
Total current assets		<u>8,592</u>
Total restricted assets		<u>716</u>
Noncurrent Assets		
Notes receivable		-
Student loans, net		120
Capital assets, net		23,358
Advances from other schools		-
Total noncurrent assets		<u>23,478</u>
Total Assets		<u>32,786</u>
Deferred Outflows of Resources		<u>6,393</u>
Total Assets and Deferred Outflows of Resources		<u>39,179</u>
Liabilities		
Current Liabilities		
Salaries and benefits payable		1,166
Accounts payable		377
Unearned revenue		374
Payable from restricted assets		714
Funds held for others		10
Current portion of long-term debt		455
Other Compensation Benefits		159
Advances to other schools		-
Total current liabilities		<u>3,255</u>
Noncurrent Liabilities		
Noncurrent portion of long-term obligations		3,963
Other Compensation Benefits		1,802
Net pension liability		3,745
Advances to other schools		-
Total noncurrent liabilities		<u>9,510</u>
Total Liabilities		<u>12,765</u>
Deferred Inflows of Resources		<u>10,598</u>
Total Liabilities and Deferred Inflows of Resources		<u>23,363</u>
Net Position		
Net investment in capital assets		19,189
Restricted expendable, bond covenants		-
Restricted expendable, other		848
Unrestricted		(4,221)
Total Net Position	\$	<u>15,816</u>

Subtotals and totals may not agree due to rounding.

Source: Minnesota State Colleges and Universities Annual Financial Statements

Table 30
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (Unaudited)
HIBBING COMMUNITY COLLEGE
AS OF JUNE 30, 2019
(in thousands)

Operating Revenues	
Tuition, net	\$ 4,312
Fees, net	444
Sales and room and board, net	842
Restricted student payments, net	-
Other income	39
Total operating revenues	<u>5,637</u>
Operating Expenses	
Salaries and benefits	8,455
Purchased services	1,679
Supplies	1,575
Repairs and maintenance	433
Depreciation	1,238
Financial aid, net	418
Other expense	590
Total operating expenses	<u>14,388</u>
Operating income (loss)	<u>(8,751)</u>
Nonoperating Revenues (Expenses)	
Appropriations	7,192
Federal grants	2,808
State grants	944
Private grants	495
Interest income	123
Interest expense	(151)
Grants to other organizations	-
Total nonoperating revenue (expenses)	<u>11,411</u>
Income (Loss) Before Other Revenues, Expenses, Gains, or Losses	2,660
Capital appropriations	3,592
Capital Grants	-
Donated assets and supplies	14
Gain (loss) on disposal of capital assets	1
Change in net assets	<u>6,267</u>
Total Net Position, Beginning of Year	9,549
Cumulative Effect of Change in Accounting Principle	-
Total Net Position, Beginning of Year, as Restated	<u>9,549</u>
Total Net Position, End of Year	<u><u>15,816</u></u>

Subtotals and totals may not agree due to rounding.

Source: Minnesota State Colleges and Universities Annual Financial Statements

Regional Population and Employment

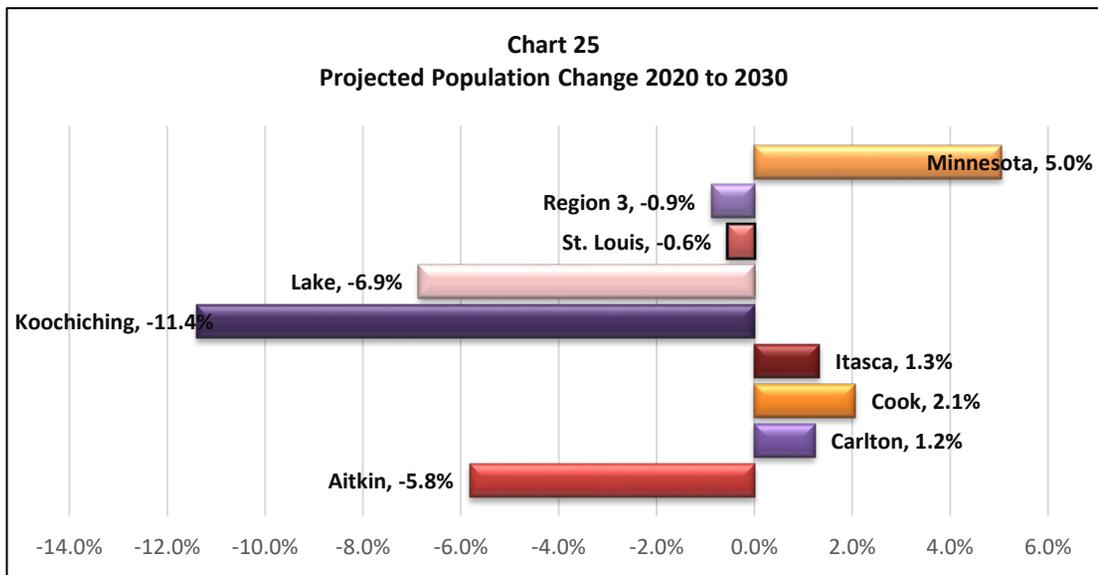
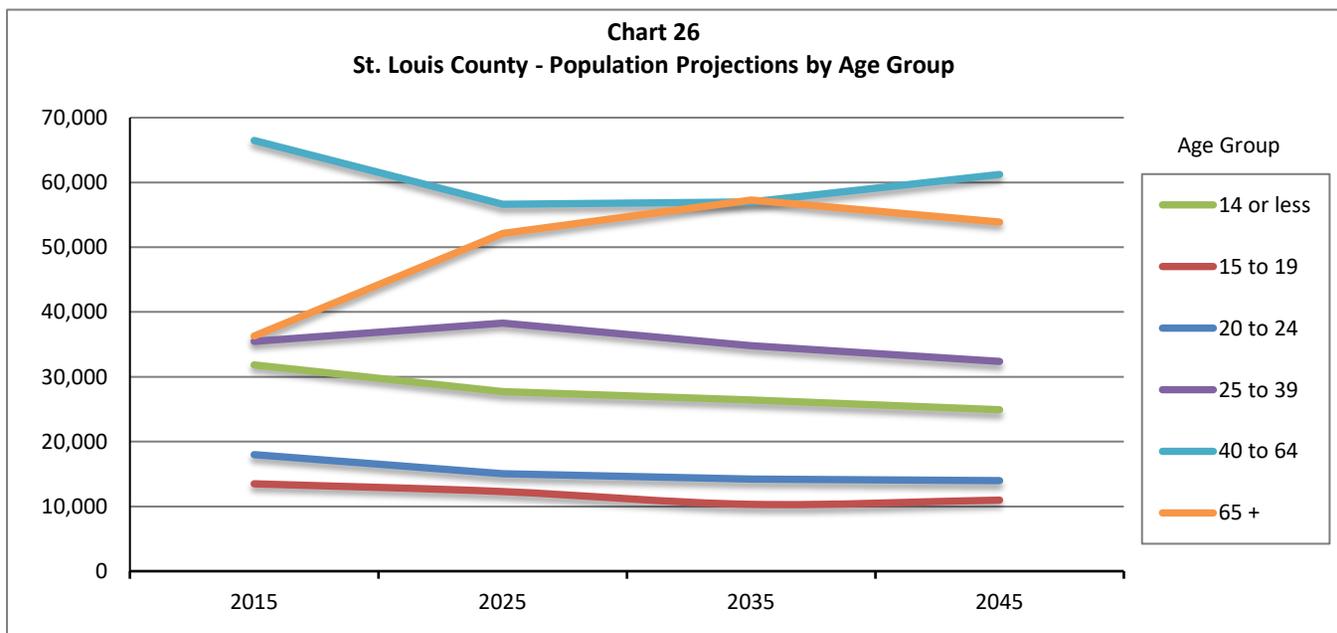


Table 31
Population Estimates for Counties, Region, and State

County	2017	2020	2030	2040	2010 - 2017 % Change	2020 - 2030 % Change	2020 - 2040 % Change
Aitkin	15,829	15,198	14,314	13,553	-2.3%	-5.8%	-10.8%
Carlton	35,498	36,305	36,754	36,786	0.3%	1.2%	1.3%
Cook	5,398	5,371	5,482	5,518	4.3%	2.1%	2.7%
Itasca	45,137	46,625	47,246	47,320	0.2%	1.3%	1.5%
Koochiching	12,528	11,931	10,570	9,489	-5.9%	-11.4%	-20.5%
Lake	10,524	10,238	9,536	8,946	-3.1%	-6.9%	-12.6%
St. Louis	200,000	202,271	201,154	198,716	-0.1%	-0.6%	-1.8%
Region 3	324,914	327,939	325,056	320,328	-0.4%	-0.9%	-2.3%
Minnesota	5,576,606	5,687,161	5,974,304	6,189,207	5.1%	5.0%	8.8%

Source: Minnesota Compass (mncompass.org) - U.S. Census Bureau, Decennial Census and Population Estimates, and Minnesota Demographic Center. 4/24/19



Source: Minnesota State Demographic Center/County population projections by age and sex, 2015-2050/March 2017 Release

Table 32
High School Enrollment for Area School Districts

	15-16	16-17	17-18	18-19	19-20	5 Yr % Change
Ninth	597	536	600	546	552	-8%
Tenth	493	570	517	561	522	6%
Eleventh	540	463	549	486	530	-2%
Twelfth	469	514	454	521	466	-1%
Total	2,099	2,083	2,120	2,114	2,070	-1%

Chart 27
High School Enrollment, by grade, for Area School Districts

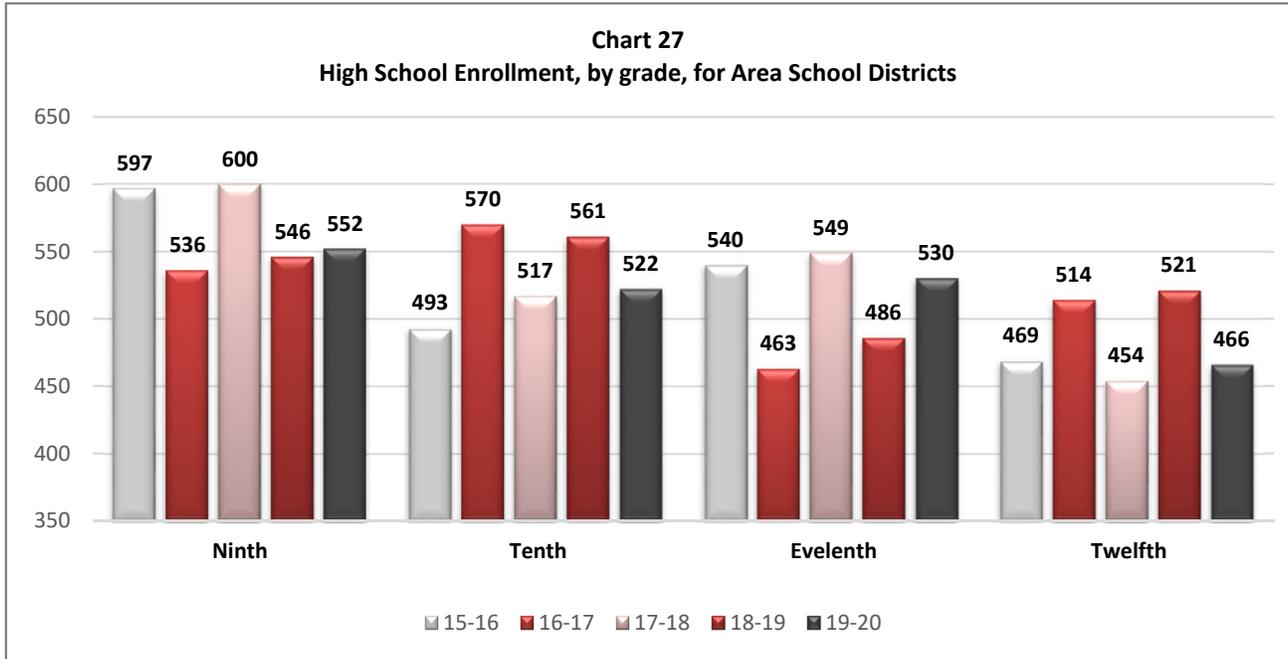


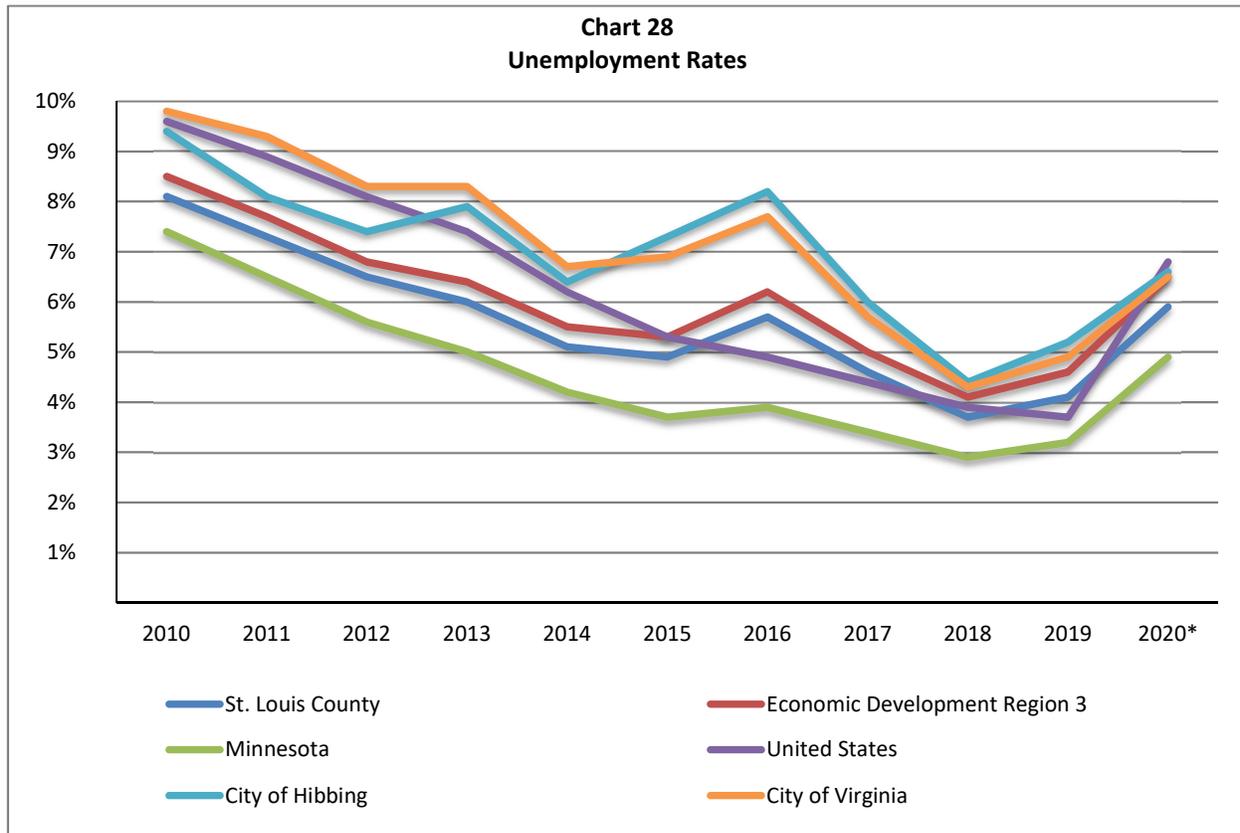
Table 33
2019-20 Enrollment for Area School Districts (K-12)

	ISD #695 Chisholm	ISD #2154 Eveleth-Gilbert	ISD #701 Hibbing	ISD #0319 Nashwauk-Keewatin	ISD #2711 Mesabi East	ISD #706 Virginia	Total
Kinder	80	77	173	41	94	130	595
1	17	61	184	35	26	140	463
2	43	54	164	43	58	120	482
3	48	59	173	33	58	155	526
4	51	58	179	50	68	137	543
5	66	57	181	38	80	120	542
6	58	90	188	41	79	146	602
7	62	59	204	52	92	146	615
8	61	77	215	49	66	141	609
9	56	77	171	50	73	125	552
10	49	63	171	39	80	120	522
11	59	67	158	53	68	125	530
12	47	72	140	42	75	90	466
Total	697	871	2,301	566	917	1,695	7,047

Source: MN Department of Education/Data Reports and Analytics/Student/District and School ADM Report/5.12.2020

Table 34
Average Unemployment Rates

	City of Hibbing	City of Virginia	St. Louis County	Economic Development Region 3	Minnesota	United States
2010	9.4%	9.8%	8.1%	8.5%	7.4%	9.6%
2011	8.1%	9.3%	7.3%	7.7%	6.5%	8.9%
2012	7.4%	8.3%	6.5%	6.8%	5.6%	8.1%
2013	7.9%	8.3%	6.0%	6.4%	5.0%	7.4%
2014	6.4%	6.7%	5.1%	5.5%	4.2%	6.2%
2015	7.3%	6.9%	4.9%	5.3%	3.7%	5.3%
2016	8.2%	7.7%	5.7%	6.2%	3.9%	4.9%
2017	6.0%	5.7%	4.6%	5.0%	3.4%	4.4%
2018	4.4%	4.3%	3.7%	4.1%	2.9%	3.9%
2019	5.2%	4.9%	4.1%	4.6%	3.2%	3.7%
2020*	6.6%	6.5%	5.9%	6.5%	4.9%	6.8%



Source: Minnesota Department of Employment and Economic Development/Minnesota Unemployment Statistics LAUS Data; updated 6.3.2020

*2020 is average of Jan-April Unemployment rates

Hibbing Community College Fall 2016 New Student Survey Summary

The New Student Survey was conducted at the beginning of the fall 2016 term. This survey is intended to obtain student opinions about the information and services they received upon entering college. It also asks students to give themselves grades in various academic areas and what educational goals are important for them as they enter college.

In the fall of 2016, 192 students responded to the New Student Survey. Of the respondents:

- Seventy-one percent were full-time, 72% were age 21 or younger, and 49% were female;
- Fifty percent intended to complete a degree and then seek employment;
- As their highest degree, 28% intend to receive an Associate, 26% a Bachelor's, 16% a Diploma, 10% both a Certificate and Graduate;
- Thirty-two percent plan to work 1 to 15 hours a week while attending school, 31% 16 - 30 hours, and 29% none; and
- Fifty-one percent intend to study six to ten hours per week.

Tables 1 and 2 show the 2016 positive response rates, mean scores and mean differences from the previous survey for information provided and activities experienced at HCC. Respondents rated all areas close to or above "good" and differences varied when compared to 2013. Respondents continue to be most satisfied with information provided by the enrollment/admission services. Financial aid office was rated significantly lower than in 2013, website was also somewhat lower, and housing assistance was significantly higher.

Survey respondents graded themselves in several skill areas on a scale of 4 = A, 3 = B, 2 = C, 1 = D and 0 = F (Table 3). Like prior years, respondents graded themselves highest in their motivation to do well in college and lowest in their mechanical skills. Fall 2016 survey respondent's self-grades varied when compared to those in 2013.

New Students were asked to rate their level of importance to nine education goals. Respondents rated all goal areas above average in importance; to "prepare for a career or good job" was ranked the highest and to "acquire a technical skill" was ranked the lowest.

Table 1: Quality of Information Provided

	Excellent and Good	2016 Mean	Difference from 2013 Mean
Enrollment/Adm Staff	90%	3.41	-0.05
Other	91%	3.39	0.24
Counselors	88%	3.30	0.02
Campus Visits	85%	3.29	0.03
Information or Reception	87%	3.24	-0.12
Class Schedule	86%	3.23	-0.03
Coaching Staff	82%	3.19	0.03
Financial Aid Office	83%	3.17	-0.26
Web Site	79%	3.12	-0.19
Brochures	83%	3.11	0.05
Customer Service	74%	3.03	-0.07
Catalogs	77%	2.97	0.02

Table 2: Quality of Activity Experienced

	Excellent and Good	2016 Mean	Difference from 2013 Mean
Admissions Process	87%	3.24	-0.03
Choice of Classes	82%	3.23	-0.02
Other	84%	3.22	0.13
Times of Classes	83%	3.20	-0.01
Registration Process	83%	3.20	-0.04
Housing Assistance	83%	3.20	0.23
Orientation Process	83%	3.11	-0.07
Placement Testing	83%	3.10	0.00

Tables 1 & 2:

Mean Scale: 1 = lowest level of quality; 4 = highest level of quality

Difference from 2013 Mean is Positive Unless Preceded by a Negative Sign (-); **Significant difference = +/- .20

Table 3: Self-Grade in Skill Areas

	Graded an A or B	2016 Mean	Difference from 2013 Mean
Motivation to do well in college	91%	3.45	-0.06
Academic Self-confidence	79%	3.09	-0.06
Reading Skills	76%	3.08	-0.01
Class Participation	72%	2.90	-0.09
Time Management Skills	66%	2.86	0.02
Writing Skills	65%	2.82	-0.01
Willingness to ask questions	62%	2.80	-0.02
Note-taking Ability	59%	2.79	0.01
Interpersonal and Social Skills	67%	2.77	-0.06
Technical Skills	63%	2.73	-0.05
Science Skills	56%	2.72	0.09
Computer Skills	65%	2.68	-0.10
Quality of study time	58%	2.66	0.01
Math Skills	52%	2.57	0.07
Amount of study time	58%	2.56	-0.09
Mechanical Skills	51%	2.39	-0.06

Table 4: Importance of Educational Goals

	Average to High Importance	2016 Mean	Difference from 2013 Mean
Prepare for a career or good job	98%	3.80	-0.06
Knowledge for personal development	94%	3.60	0.05
Explore potential career options	91%	3.55	-0.01
Think critically	89%	3.51	0.12
Knowledge for further education	92%	3.49	-0.09
Improve my self-confidence	87%	3.49	0.09
Speak effectively	83%	3.46	0.10
To write effectively	85%	3.41	0.09
Acquire a technical skill	88%	3.39	-0.08

Scale: 1 = no importance; 4 = high importance

Hibbing Community College 2017-18 Graduate Survey Summary

Students graduating from Hibbing are asked to complete a student satisfaction survey. This survey is intended to see how graduates rate their satisfaction in both instructional and non-instructional areas with the college and how it could be improved. It also asks students to give themselves grades in various academic areas and indicate how much progress they made toward reaching educational goals.

In 2017-18, there were 170 graduate survey respondents. Of the respondents:

- Ninety-two percent said they intended to get a degree when they first enrolled;
- **Forty-two percent had no transfer plans; 46% indicated they intended to transfer, 13% before & 33% after a**
- Of the respondents, 34% intend to receive an AA/AS, 22% an AAS, 30% a diploma, and 7% a certificate;
- **Forty-six percent said they plan to transfer during the next year;**
Of those that plan to transfer and indicated a college, 18% said to Bemidji State University, 13% to the University of Minnesota - Duluth, 11% to the College of St. Scholastica, and 10% to the University of Wisconsin - Superior;
- **Eighty-three percent received financial aid;**
- Thirty-four percent said they had a job lined up related to their degree;
- **Ninety-four percent of the respondents felt that their experience at Hibbing prepared them for transfer; and**
- Ninety-two percent said they would attend Hibbing Community College again.

The survey asked students to rate their level of satisfaction with instructional and non-instructional services on a scale of one (1) being very dissatisfied to five (5) very satisfied. Tables 1 and 2 show the 2018 satisfied/very satisfied response rate, mean score, and mean difference from the previous Graduate Satisfaction Survey. Respondents had a high level of satisfaction for all areas of instructional and non-instructional services - rating them higher than neutral (3.0) and most near or above 4.0 - satisfied. Even with high satisfaction scores, the scores were lower than those in 2016. For Instructional Services, respondents were most satisfied with their sense of security on campus, attitudes of professors, and class size. The bookstore, personal counseling, and learning center had the highest mean scores in non-instructional services.

Table 1: Instructional Services

Services	Satisfied or Very Satisfied	2018 Mean	Difference from 2016 Mean
Sense of Security & Safety on Campus	97%	4.50	-0.05
Attitudes Of Professors	93%	4.30	-0.09
Class Size	95%	4.29	-0.26
The College In General	95%	4.27	-0.18
Location	95%	4.27	-0.10
Course Variety	96%	4.22	-0.16
Career Preparation	96%	4.20	-0.22
Course Availability	96%	4.19	-0.23
Administration	93%	4.19	-0.24
Building/Grounds Conditions	96%	4.17	-0.26
Instruction: Major Field	93%	4.16	-0.26
Tuition	96%	4.15	-0.12
Classroom Facilities	95%	4.14	-0.28
Course Content: Other Fields	95%	4.13	-0.07
Lab Facilities	92%	4.13	-0.27
Instruction: Other Fields	96%	4.11	-0.13
Course Content: Major Field	92%	4.11	-0.33
Testing And Grading	92%	4.10	-0.22

Table 2: Non-Instructional Services

Services	Satisfied or Very Satisfied	2018 Mean	Difference from 2016 Mean
Bookstore	96%	4.36	-0.11
Personal Counseling	96%	4.23	-0.04
Learning Center	96%	4.21	-0.11
Registration	95%	4.21	-0.15
Career Guidance	94%	4.19	-0.12
Orientation	95%	4.17	-0.14
Academic Advising	93%	4.17	-0.21
Financial Aid Office	94%	4.14	-0.22
Computer Labs	94%	4.12	-0.23
Food Services	93%	4.10	-0.30
Student Center	98%	4.07	-0.21
Records Office	96%	4.06	-0.26
Student Employment	94%	4.05	-0.20
Student Activities	94%	4.03	-0.21
Library	90%	4.00	-0.36
Health Information	96%	3.99	-0.20
Disabilities Services	96%	3.96	-0.09
Peer Tutors	93%	3.91	-0.22
Job Placement	93%	3.90	-0.24
Veterans' Services	94%	3.83	-0.24
Varsity Sports	91%	3.79	-0.25
Parking Facilities	86%	3.78	-0.26
Intramural Sports	92%	3.76	-0.23
Child Care Center*	76%	3.39	0.12

Tables 1 & 2:

Mean Scale: 1 = lowest level of satisfaction; 5 = highest level of satisfaction; sorted in descending order by 2018 mean
Difference is Positive Unless Preceded by a Negative Sign (-) *Hibbing does not have a Child Care Center

The Graduate Survey asked students to grade themselves in several academic skill areas and to rate their progress toward education goals. Both the self-grading and education goal questions were asked of the new students in a New Student Survey. Tables 3 and 4 highlight the 2018 Graduate Survey respondent's ratings and a comparison to the 2016 New Student Survey respondents.

Table 3 shows that the Graduate Survey respondents graded themselves with a C or better in all the skill areas. Except for motivation to do well in college, Graduate Survey respondent's self-grades were much higher than the respondents from the New Student Survey.

The **progress** respondents made toward the education goals are shown in Table 4 along with a comparison to the New Student Survey respondent's **importance** of the same goals. Graduate Survey respondents made at least some progress in all the goal areas. They felt they made the most progress in to acquire knowledge for further education and to explore potential career options. Except for to prepare for a career or good job, to acquire knowledge for personal growth, and to speak effectively, New Student's level of importance was fairly similar to Graduate Survey respondent's level of progress in the same areas.

Table 3: Self-Grades in Skill Areas
Ranked by Mean

	2018 Graded an A or B	2018 Mean	Difference from 2016 New Student Survey
Reading Skills	86%	3.35	0.27
Motivation to do well in college	85%	3.29	-0.16
Writing Skills	79%	3.19	0.37
Class Participation	79%	3.19	0.29
Academic Self-confidence	81%	3.18	0.09
Interpersonal and Social Skills	79%	3.10	0.33
Time Management Skills	79%	3.10	0.24
Note-taking Ability	75%	3.08	0.29
Technical Skills	73%	2.99	0.26
Quality of study time	71%	2.97	0.31
Willingness to ask questions	70%	2.96	0.16
Science Skills	72%	2.94	0.22
Computer Skills	71%	2.92	0.24
Amount of study time	69%	2.92	0.36
Math Skills	70%	2.90	0.33
Mechanical Skills	56%	2.54	0.15

Scale of 4 = A, 3 = B, 2 = C, 1 = D, and 0 = F.

Written Comments:

Below are a few representative comments for each question. The full list is available as a separate document.

If you had it to do over again, would you attend this college? Why?

- Yes, Very friendly environment, great, teachers; overall inviting environment.
- Yes, The tuition is cheap and it is close to home. Small class sizes.
- Yes, Friendly atmosphere and great course instructors.

What did you like most about the college?

- I liked the small campus and the instructors. All my instructors communicated with me and I could always ask questions.
- The professors and atmosphere at the college. The food at the cafeteria was very good!
- I liked the hands on work.

What do you think needs to be changed or improved at the college?

- Parking
- More activities and diversity
- Upgrade the lab for pharmacy

Table 4: Educational Goals' Progress to Importance
by Progress

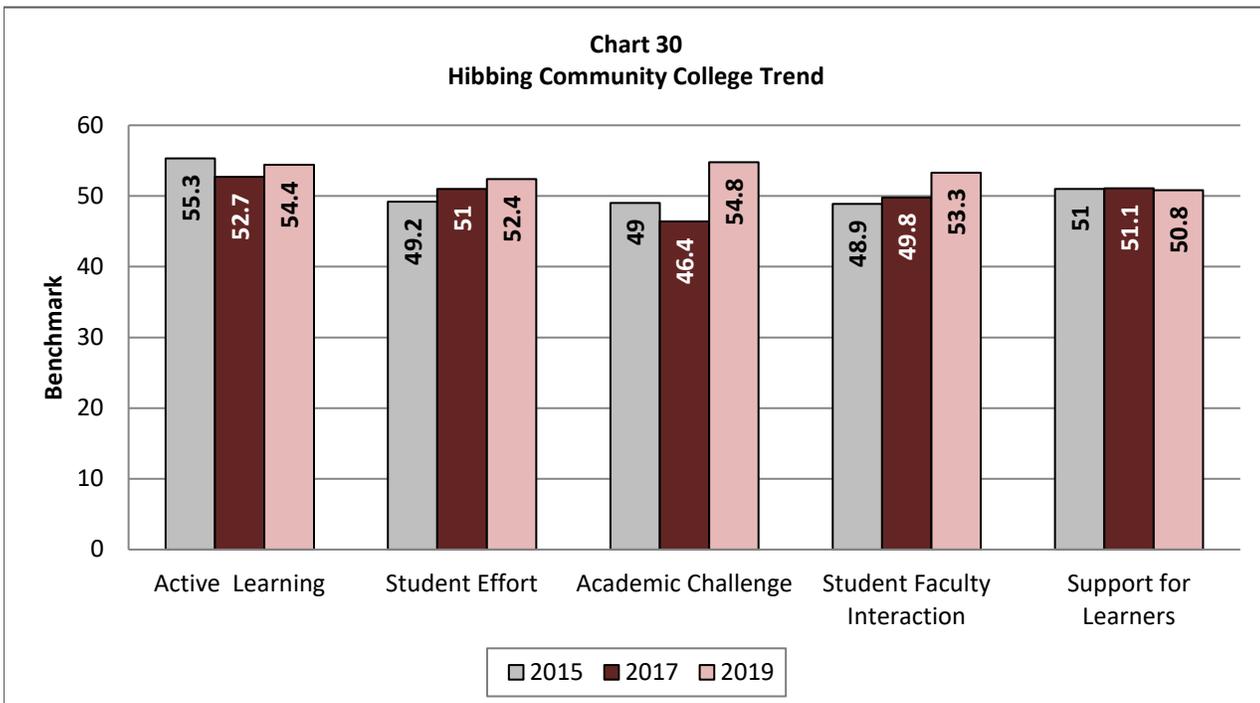
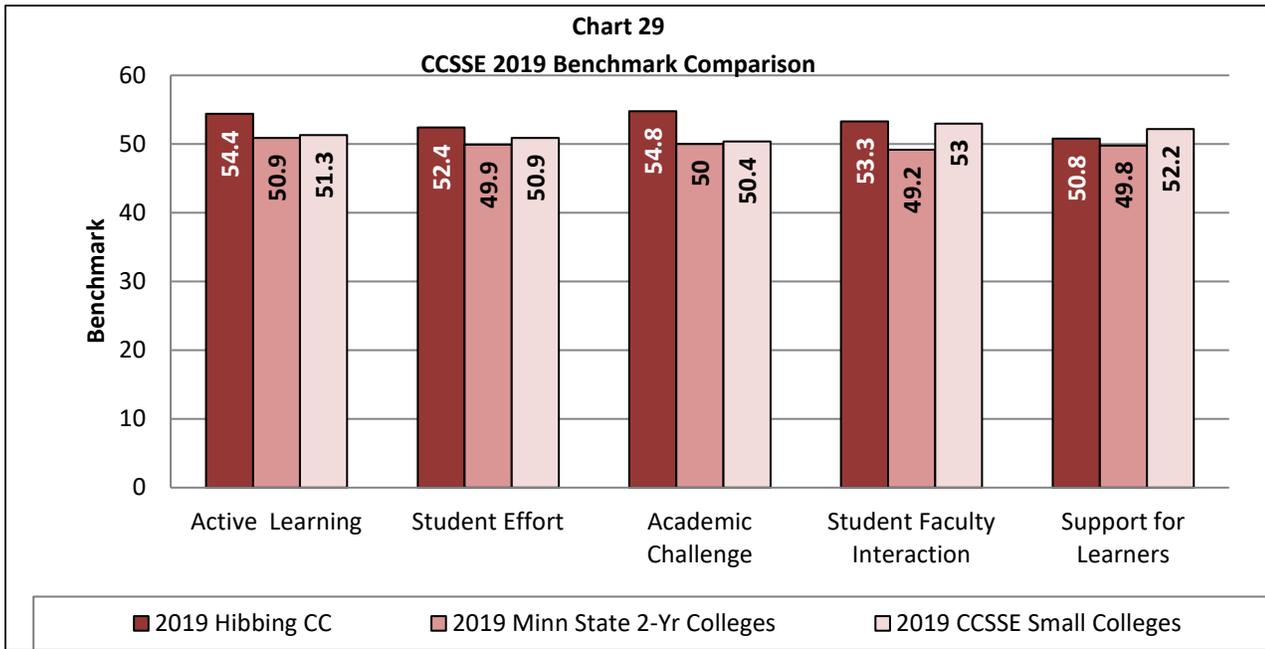
	Some to Substantial Progress	2018 Mean	Difference from 2018 New Student Survey
Acquire knowledge for further education	93%	3.52	0.03
Explore potential career options	89%	3.49	-0.06
Think critically	91%	3.48	-0.03
Acquire knowledge for personal development	93%	3.47	-0.13
Prepare for a career or good job	89%	3.45	-0.35
Improve my self-confidence	88%	3.41	-0.08
Write effectively	85%	3.38	-0.03
Speak effectively	86%	3.34	-0.12
Acquire a technical skill	79%	3.30	-0.09

Scale: 4 = Substantial Progress, 3 = Some Progress, 2 = Little Progress, and 1 = No Progress.

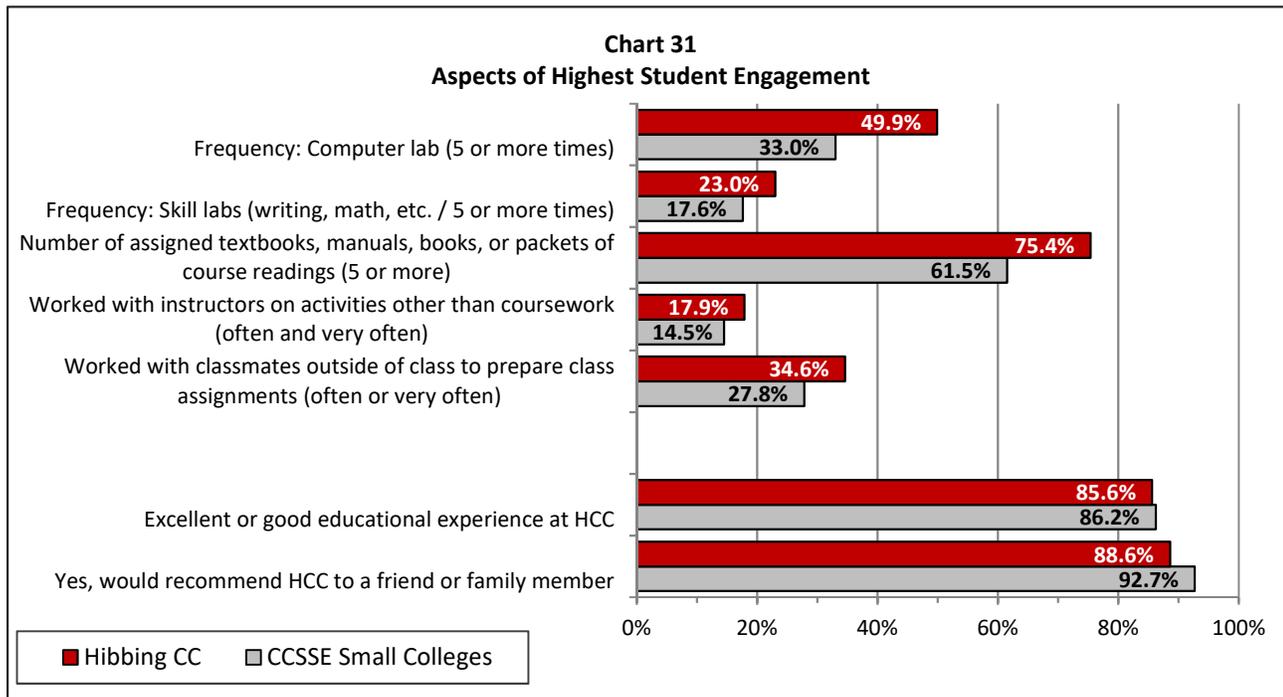
Community College Survey of Student Engagement (CCSSE) Benchmark Summary for Itasca Community College

Every other year Hibbing Community College (HCC) students are asked to complete the CCSSE Survey. The last survey was administered in the spring of 2019. Survey results provide the college with information on student engagement by asking questions that assess institutional practices and student behaviors. CCSSE results are used to enhance students' education experiences and document institutional effectiveness.

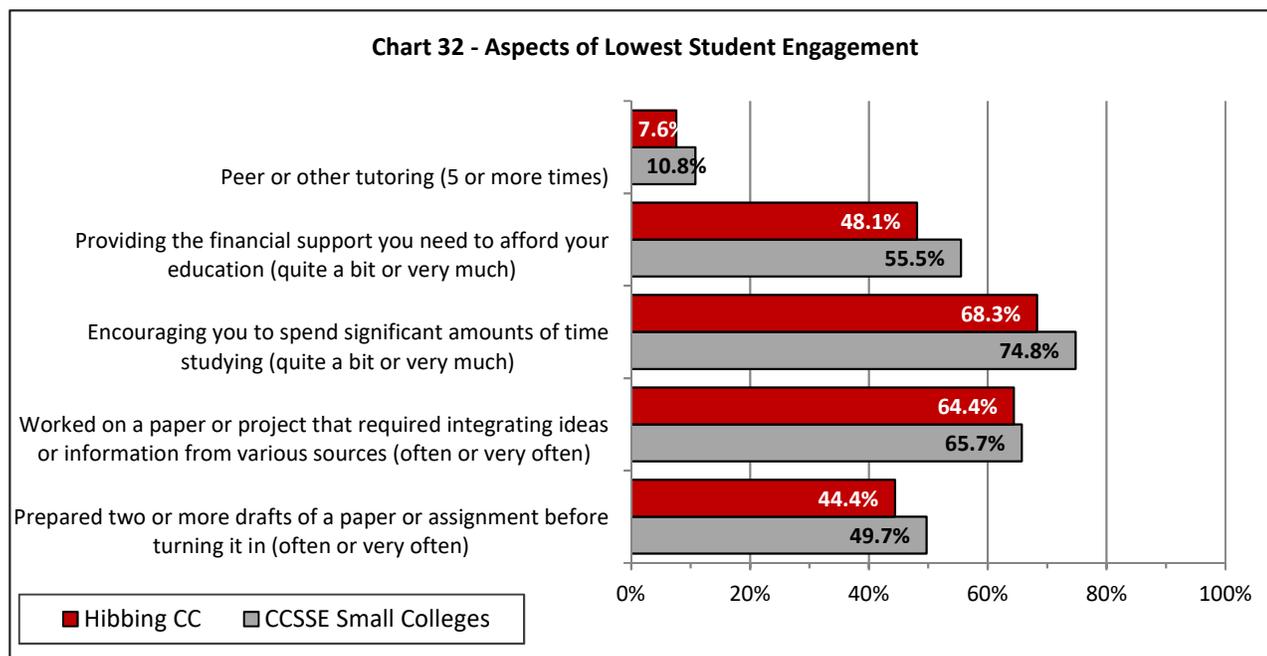
Results from the survey are vast. CCSSE reports engagement areas in five benchmarks. These benchmarks are also used in comparisons both nationally and within participating Minnesota State Colleges and Universities. The chart below illustrates the 2019 benchmark scores for Hibbing Community College, Minnesota State 2-year colleges and small colleges nationally.



CCSSE results provide a measure of the extent to which students are actively engaged in their education experience and satisfied with it. Following are a sampling of items that make up the benchmarks. The first five items are ones that HCC scored highest on compared to the 2019 CCSSE Cohort. The last two highlight the level of satisfaction students had in their experiences at Hibbing Community College.



The chart below illustrates the items that were scored less favorable compared to the 2019 CCSSE Cohort.



Minnesota State 2-year Colleges, 2019 CCSSE Participants
 CCSSE Small Colleges - National Public, Two-year Colleges, 2019 CCSSE Participation, < 4,500
 Top-performing colleges are those that scored in the top 10% of the 2019 CCSSE cohort
 Source: CCSSE 2019 Key Findings and Institutional Report

Hibbing Community College - 2019 Community College Survey of Student Engagement (CCSSE)

Summary on Student Support Services and Support for Learners

Student Goals

Indicate which of the following are your reasons/goals for attending this college.

Descending order by 2019 percent "A Goal"	2019 Percent		2017 Percent	
	Not a Goal	A Goal	Not a Goal	A Goal
Self-improvement/personal enjoyment	28.6	71.4	39.8	60.2
Obtain an associate degree	29.7	70.3	25.8	74.2
Obtain or update job-related skills	30.5	69.5	62.6	37.4
Complete a certificate program	44.6	55.4	42.2	57.8
Transfer to a 4-year college or university	50.3	49.7	53.2	46.8
Change careers	61.4	38.6	64.8	35.2

Respondents may indicate more than one goal.

Item 26. a-f (2019)

Item 26. a-f (2017)

When do you plan to take classes at this college again? (2019)

Fourteen percent (14% / 49) of the 2019 respondents have no plans on returning to HCC, 18% (63) will accomplish their goals at HCC this semester, 18% (63) are uncertain, and 50% (179) plan to return in the next 12 months.

Item 28. (2019), N = 353

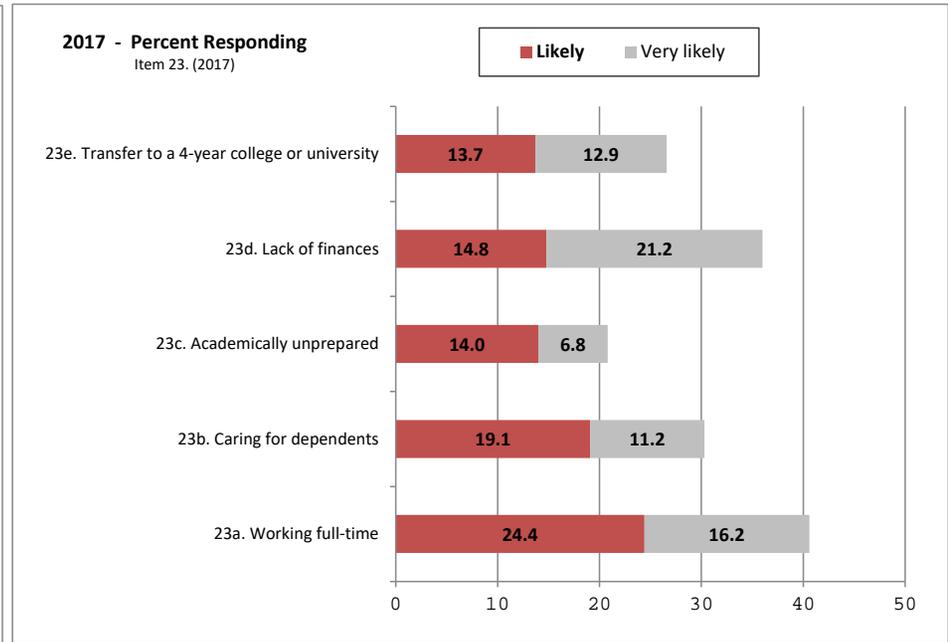
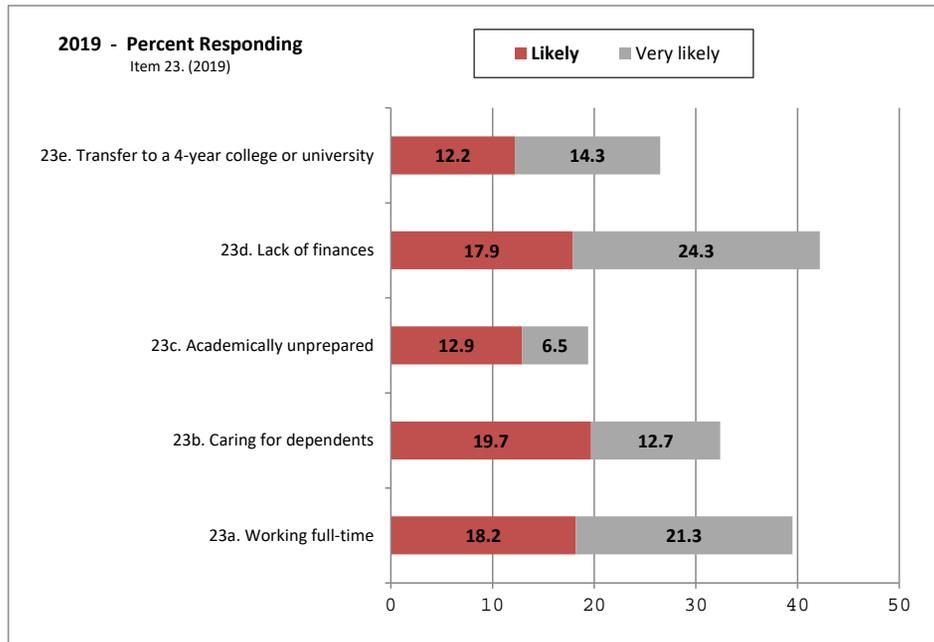
When do you plan to take classes at this college again? (2017)

Seven percent (7% / 24) of the 2017 respondents have no plans on returning to HCC, 17% (47) will accomplish their goals at HCC this semester, 18% (52) are uncertain, and 57% (163) plan to return in the next 12 months.

Item 28. (2017), N = 287

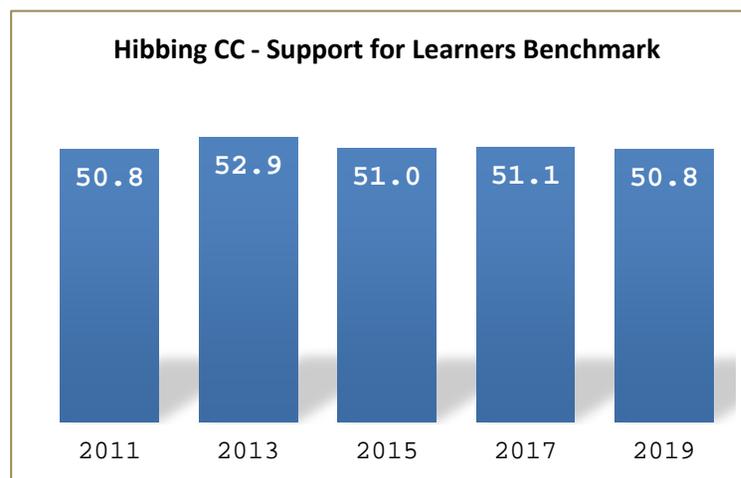
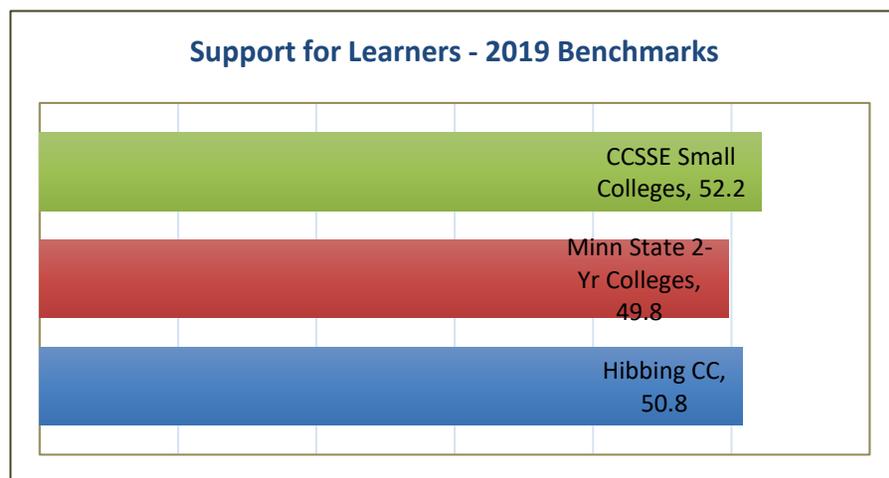
Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?



CCSSE Benchmark - Support for Learners

CCSSE groups conceptually related survey items in five benchmarks (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and **Support for Learners**) important to students' college experiences and educational outcomes. Hibbing's 2019 Support for Learners benchmark was 50.8 - the lowest it has been since 2011, yet higher than other Minn State 2-year Colleges, by one point.



Items in Support for Learners Benchmark

Item 9: How much does this college emphasize the following? 1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much	Percent Quite a bit or Very Much	2019 Mean Score		
		Hibbing	Minn State 2-Yr Colleges	CCSSE Small Colleges
9a. Encouraging you to spend significant amounts of time studying	68.3	2.90	3.00	3.04
9b. Providing the support you need to succeed at this college	78.7	3.06	3.07	3.10
9c. Encouraging contact among students from different economic, social, and racial/ethnic backgrounds	60.8	2.74	2.67	2.66
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	31.9	2.12	2.09	2.12
9e. Providing the support you need to thrive socially	40.2	2.34	2.27	2.33
9f. Providing the financial support you need to afford your education	48.1	2.54	2.58	2.65
Item 12.1: How often have you used the following services during the current academic year? (0 = Never , 1 = 1 time , 2 = 2 - 4 times , 3 = 5 or more times)	2-4 / 5 or more times			
12.1a. Academic advising/planning	62.7	1.57	1.49	1.62
12.1b. Career counseling	21.8	0.65	0.55	0.60

CCSSE Small Colleges - National Public, Two-year Colleges, 2019 CCSSE Participation, < 4,500

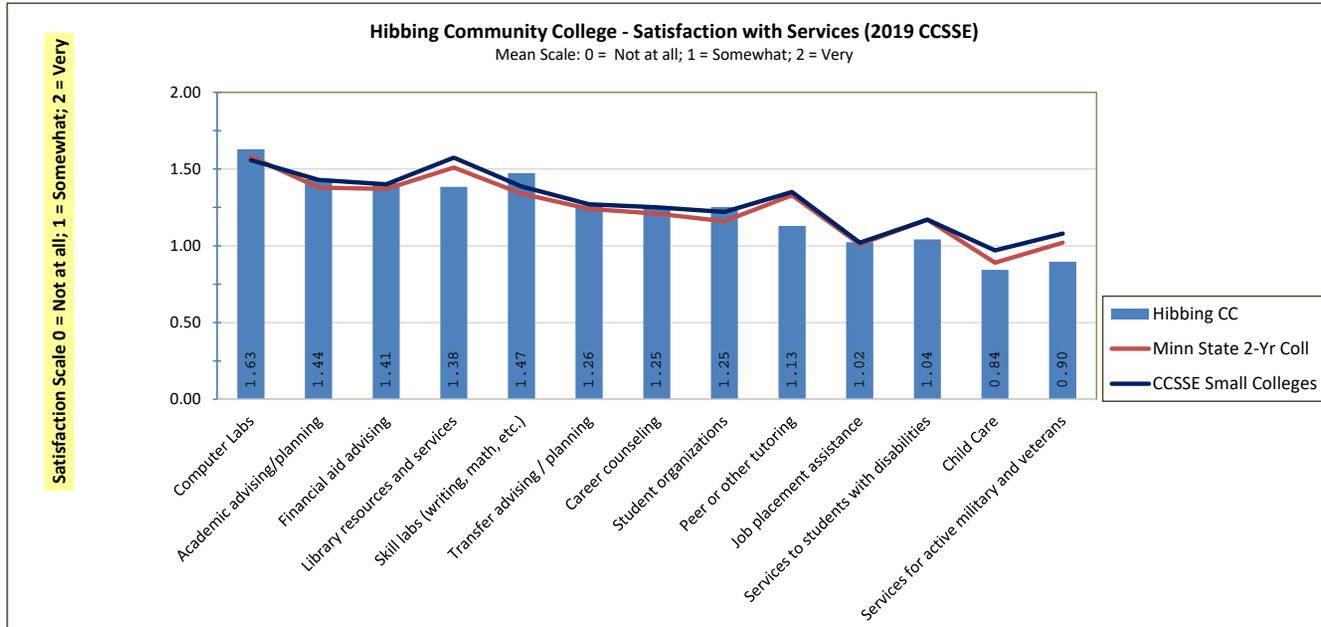
Hibbing CC is excluded from Minnesota State and CCSSE comparison groups.

Hibbing Community College - 2019 Community College Survey of Student Engagement (CCSSE)
Importance, Use, and Satisfaction of Student Services

Students were asked to respond to how important services were, how often used in academic year, and how satisfied with the services at this college.

Sorted in descending order by % Very Satisfied	Importance - Percent			Frequency of Use - Percent				Satisfaction - Percent			
	Not at all	Some-what	Very	Never	1 time	2 - 4 times	5 or more times	Not at all	Some-what	Very	N.A.
Computer Labs	10.2	23.8	66.0	15.7	13.5	20.8	49.9	3.0	26.0	57.3	13.8
Academic advising/planning	9.6	26.6	63.8	19.1	18.2	49.4	13.3	7.9	33.2	45.7	13.2
Financial aid advising	11.3	24.4	64.2	33.5	21.3	33.9	11.3	8.9	23.7	37.8	29.5
Library resources and services	22.6	29.4	47.9	42.6	21.1	24.0	12.4	8.3	21.9	32.2	37.6
Skill labs (writing, math, etc.)	25.0	37.5	37.6	49.7	7.9	19.4	23.0	4.9	19.5	31.3	44.3
Transfer advising / planning	33.0	23.1	43.9	63.8	15.0	16.0	5.1	9.1	16.3	21.3	53.3
Career counseling	24.4	29.5	46.1	64.4	13.7	14.7	7.1	7.1	19.7	18.5	54.7
Student organizations	38.9	29.8	31.3	72.7	11.2	9.7	6.4	6.0	16.5	15.6	62.0
Peer or other tutoring	29.9	33.6	36.5	71.3	15.5	5.7	7.6	10.5	13.5	15.7	60.3
Job placement assistance	32.0	30.7	37.3	80.7	6.5	11.2	1.6	10.9	12.9	11.7	64.4
Services to students with disabilities	36.7	18.1	45.2	87.9	3.5	6.0	2.7	7.0	8.9	8.0	76.1
Child Care	45.5	22.3	32.2	92.3	3.1	2.3	2.3	8.9	4.9	5.8	80.4
Services for active military and veterans	36.2	16.7	47.1	93.9	3.7	1.7	0.7	5.8	8.4	3.9	82.0

Items 12. a-m



Items 12.2.a-m

CCSSE Small Colleges - National Public, Two-year Colleges, 2019 CCSSE Participation, < 4,500

Hibbing CC is excluded from Minnesota State and CCSSE comparison groups.

Hibbing Community College - 2019 Community College Survey of Student Engagement (CCSSE)

Financial Assistance

Item 27. Indicate which of the following are sources you use to pay for your tuition at this college.

In descending order by % Major.

Percent Source:	Not	Minor	Major
Student loans (bank, etc.)	44.3	9.5	46.2
Grants	49.2	12.9	37.8
My own income/savings	30.0	36.7	33.4
Income/savings from family	58.6	21.7	19.7
Scholarships	60.7	21.0	18.3
Public assistance	80.1	8.1	11.8
Employer contributions	86.3	7.9	5.8
Active military or veteran	95.2	1.7	3.0

Level of Satisfaction (Item 12.g) in 2019:	Level of Satisfaction (Item 12.g) in 2017:
38% "Very Satisfied" w/ Financial Aid Advising 24% were "Somewhat" satisfied	40.9% "Very Satisfied" w/ Financial Aid Advising 26.8% were "Somewhat" satisfied

Items 35. Would you recommend this college to a friend or family member?

	% Yes	(2017, %Yes)
Hibbing CC	88.6	92.9
Colleges	93.9	
CCSSE Small Colleges	92.7	

Overall Student Satisfaction & Support

Item 24. How supportive are your friends of your attending this college?

	% Not very (1)	% Somewhat (2)	% Quite a bit (3)	% Extremely (4)	Mean	(2017 Mean)
Hibbing CC	3.8	14.1	27.8	54.3	3.33	3.36
Minnesota State 2-Yr Colleges	3.7	16.0	32.1	48.2	3.25	
CCSSE Small Colleges	3.9	13.8	29.0	53.4	3.32	

Items 25. How supportive is your immediate family of your attending this college?

	% Not very (1)	% Somewhat (2)	% Quite a bit (3)	% Extremely (4)	Mean	(2017 Mean)
Hibbing CC	3.2	6.2	21.4	69.2	3.57	3.61
Minnesota State 2-Yr Colleges	2.8	9.2	24.2	63.7	3.49	
CCSSE Small Colleges	2.6	8.2	20.2	69.1	3.56	

Item 36. How would you rate your overall educational experience at this college?

	% Poor (1)	% Fair (2)	% Good (3)	% Excellent (4)	Mean	(2017 Mean)
Hibbing CC	5.0	9.4	47.7	37.9	3.19	3.30
Minnesota State 2-Yr Colleges	1.4	11.3	51.8	35.5	3.21	
CCSSE Small Colleges	1.6	12.2	49.8	36.4	3.21	

N for presented items between 330 to 359.

Source: CCSSE 2019 Key Findings and Institutional Reports

Metro State University – Notes to attach to 2020 Affirmative Action Report

September 25, 2020

Peggy Strand, Education Coordinator
Minnesota Board of Peace Officer Standards and Training

Re: 2020 Affirmative Action Worksheet *(July 1, 2019 through June 30, 2020)*

Hi Peggy,

Attached is the completed **2020 Affirmative Action Worksheet** for Metropolitan State University and the School of Law Enforcement and Criminal Justice. Be advised that some of the planned activities during the latter portion of the reporting period were cancelled, postponed and/or delivered virtual due to COVID-19.

Please acknowledge receipt of this email. Thanks much!

Bryan

Bryan Litsey, MA
Assistant Professor
Director of Professional Peace Officer Education and Training

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MN West CTC Addendum to Affirmative Action Worksheet 2020

#1A – Each campus has Student Services Advisors who are charged with working with students of diversity (under-represented populations), students with documented disabilities, and students in programs where equity is a concern. MN West is adding a Social Worker to travel between campuses to assist students with life issues.

#4A -- Law Enforcement agencies are part of our Advisory group.

#4C – Working with Law Enforcement agencies in southeastern South Dakota & southwestern Minnesota on training, educational and development programs.

#5A – Law Enforcement students developed and presented a workshop for a multi-cultural audience on the requirements and responsibilities of getting a license to drive.

Law Enforcement students developed and presented an event (partnered with a local service organization) to fingerprint children as part of a Nationwide effort to help with child safety and identification.

Law Enforcement students volunteer with the local Christmas Basket program which serves people from diverse backgrounds and clients from lower socioeconomic backgrounds by delivering them food stuffs and needed items during the holiday season.

Law Enforcement students present the program at high school expositions and high school visits.

#6 - Minnesota West CTC has advisors who work as mentors with various minority and non-traditional groups and students.

#9 D - A study table was created the fall of 2016 for all law enforcement students. This is a scheduled one hour block each day where students meet in the LARC with LE instructors, to help the students with questions, homework or set up tutors. This continues with scheduled mentoring times with instructors.

#9 E – offered PSEO Intro to Criminal Justice class summer session 2020 to school district consortium in SW Minnesota (included Lincoln, Lyon, Redwood, Cottonwood and Murray counties) which included students of diverse backgrounds.

#10 A -- Students are tracked through the Minnesota State ISRS system for equity and parity.

The college holds a multi-cultural event/fair every year at the Worthington campus through the multicultural center. MN West students are encouraged to participate.



January 2018

Academic and Student Affairs

DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

Minnesota State's Strategic Plan for Developmental Education Redesign

Minnesota State



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

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SUMMARY OF DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

The Minnesota State Developmental Education Strategic Roadmap (DESR) outlines Minnesota State's collective initiative for developmental education redesign over the next four years. The purpose of this DESR is to guide our systemwide work on developmental education with strategic goals, action steps, targeted timelines for implementation, and measureable outcomes.

Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.

1.1: Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.

1.2: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.

1.3: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.

1.4: Establish math pathways model that provides the appropriate developmental mathematics curricula aligned to the college-level mathematics course in the math pathways and that allows for students to take the appropriate college-level mathematics course that meets their program requirements. Provide at least one option for students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.

1.5: Identify best practices and targeted support strategies and share them across the system. Encourage campuses to use these best practices and targeted support strategies where appropriate.

Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.

2.1: Implement a multiple measures program and policy and procedure at each campus that includes preparation information and post-assessment models.

2.2: Develop uniform cut scores on multiple measures for student placement into college-level courses.

2.3: Research, develop, and implement a multiple measures placement policy and procedure and infrastructure across the system, with attention to course placement measures for adult students and English language learner students.



Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs.

3.1: Establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.

3.2: Establish processes and resources to inform students of the developmental education pathway options available to them.

3.3: Establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.

3.4: Identify best practices and share them across the system.

Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.

4.1: Convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.

4.2: Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements before high school graduation.

Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.

5.1: Expand the use of open education resources and more affordable course materials in developmental education courses.

5.2: Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).

5.3: Establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).

5.4: Pilot and evaluate summer bridge programs that increase students' enrollment into college-level courses.

Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.

6.1: Coordinate and expand professional development opportunities for faculty members, staff members, and administrators.

Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

7.1: Complete the development and implementation of the Developmental Education Data Mart.

7.2: Create institutional metrics and establish an annual public reporting and review process.



INTRODUCTION

Developmental Education is Valuable and Critical to Student Success

The Strategic Framework for Minnesota State colleges and universities is designed to ensure access to an extraordinary education for all Minnesotans; to meet Minnesota’s workforce and community needs; and to deliver to students, employers, communities, and taxpayers the highest value and most affordable higher education option. To meet these broad goals, when students choose to attend a Minnesota State college or university, we are committed to supporting their successful enrollment, persistence, retention, and completion.

Some of our students arrive to our colleges and universities with readiness gaps, requiring more academic preparation to be successful in their college-level gateway courses and academic programs. Given that academic preparation is a significant predictor of persistence and completion, we must effectively bridge the gap between the academic readiness of our new entering students and the skills needed for college success. Developmental education serves as that critical bridge. Our colleges and universities offer developmental education to support the success of students by delivering pre-collegiate courses in reading, writing, and mathematics and by providing a variety of optional and/or mandatory student support services.

Minnesota State recognizes our responsibility to re-imagine how students are placed into developmental or college-level courses, as well as how students can successfully complete required developmental-level courses and subsequent college-level gateway courses, enabling them to be on-track in the first year of pursuing their academic program. This Developmental Education Strategic Roadmap (DESR) is Minnesota State’s plan of re-envisioning and redesigning developmental education to best support student success statewide. Our intent is not to eliminate developmental education. Though we believe that students who do not need additional academic preparation should not be required to enroll in developmental education courses; those who do need additional academic and student support require and deserve our best efforts to aid their success. Minnesota State also challenges the current narratives and misconceptions about developmental education. We believe that developmental education is valuable and critical to student success. Through strategic and collaborative efforts between all stakeholders, we can provide effective developmental education and college-level gateway courses and increase students’ academic preparation. By addressing readiness gaps and preparing students for college-level coursework, developmental education is key to significantly increasing the number of students successfully completing degrees, licenses, and certifications.

Our systemwide data show that enrollment in developmental education is disproportionately overrepresented by students of color, low-income, and first-generation students. Gaps in opportunity and subsequent achievement is evident in our current postsecondary institutions and is even more exacerbated in developmental education enrollment, persistence, and completion. Developmental education is not only key to significantly increasing degree



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attainment but is a key lever in addressing disparities in opportunities and outcomes by race and ethnicity and by income. We must be steadfast in addressing these educational disparities in racial/ethnicity and income gaps and will do so strategically in how we deliver and support students in developmental education.

Strategic Roadmap Process

In the past four years, a developmental education workgroup of Minnesota State faculty members, staff members, students, administrators, and system office leadership has been reviewing and promoting national, systemwide, and campus efforts to redesign developmental education. To support our collective efforts, the colleges and universities of Minnesota State have shared best practices with one another at different venues; invited national, regional, and local experts to inform, challenge, and inspire our thinking around developmental education; and redesigned campus policies, procedures, practices, and programs with evidence-based principles.

In 2016-2017, to advance the system's collective work around developmental education, the workgroup developed a draft strategic roadmap for developmental education redesign. The workgroup developed the DESR strategic goals and action items based on national evidence-based principles and practices and based on best practices that have been implemented across Minnesota State campuses that have shown measurable results. Between April 2017 and November 2017, campus stakeholders provided input on two drafts of the DESR. This final Minnesota State DESR provides our "roadmap" for the next four years. The purpose of this DESR is to guide our systemwide work on developmental education redesign with clearly identified strategic goals, key action steps, targeted timelines for implementation, and measureable outcomes.

Data behind the Strategic Roadmap

To inform the development of the DESR and to inform our continuous improvement of the DESR strategies, we have and will continue to examine developmental education student enrollments and persistence and completion data.

Over 30,000 students enrolled in developmental education across Minnesota State colleges and universities in 2016, with the majority of this enrollment at the state colleges (88 percent of all developmental education headcount). In the last seven years, student enrollment in developmental education courses has declined.

- The number of fall entering students that took developmental courses during their first two years decreased by 37.5 percent between Fall 2009 (23,712 students) and Fall 2015 (14,829 students). The decrease during this timeframe at the colleges was 40.2 percent and at the universities was 18.5 percent.
- The percent of the system's undergraduate students enrolled in developmental education courses in their first two years decreased in all subjects of reading, writing,



and mathematics between Fall 2009 (41.8 percent) and Fall 2016 (33.0 percent).

Across the Minnesota State system, student completion of developmental education courses and college-level gateway courses has increased. The percent of students completing developmental courses in mathematics, writing, and reading in the first two years have increased.

- The percentage of students completing developmental mathematics increased by 13.5 percent, going from 29.9 percent for Fall 2009 to 43.4 percent for Fall 2015.
- Completion of developmental writing increased from 58.7 percent for Fall 2009 to 62.4 percent for Fall 2015 and completion of developmental reading increased from 55.4 percent to 57.0 percent respectively.

The percent of students completing a college-level mathematics or writing course in their first year increased between Fall 2009 and Fall 2015.

- The percentage of students completing college-level mathematics in their first year increased from 18.0 percent for Fall 2009 entering students to 22.7 percent for Fall 2016 entering students.
- Completion of college-level writing in the first year increased from 34.4 percent to 37.3 percent during the same timeframe.

Beginning in January 2018, Minnesota State submitted an annual report to the Minnesota legislature on our activities and progress in improving timely completion of degrees and certificates. The report included the following measures and longitudinal trends:

- (1) The percent of students placed in remedial/developmental education;
- (2) The percent of students who complete remediation/developmental programming within one academic year;
- (3) The percent of students that complete college-level gateway courses in one academic year;
- (4) The percent of students who complete 30 semester credits per academic year;
- (5) The student retention rate;
- (6) Time to complete a degree or certificate; and
- (7) Credits earned by those completing a degree or certificate or other program.

The report also disaggregated data for each college and university by race, ethnicity, Pell Grant eligibility, and age and provided aggregated data.

In addition to these state required measures, Minnesota State will develop our own metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process. Through using baseline data and measuring our progress, we can continuously improve policy, procedures, practices, and programs.

Next Steps for Implementation

By 2020-2021, Minnesota State must have all components of the DESR in implementation across all college and university developmental education programs. The system office will



support systemwide efforts through: identifying best practices and targeted support strategies; sharing through multiple modalities and supporting campuses to scale practices; developing a systemwide multiple measures program; coordinating and offering professional development opportunities; and establishing policy and procedures where needed. The system office will work to provide resources where available and seek additional funding to support the DESR.

The colleges and universities of Minnesota State are responsible for meeting the strategic goals, with recognition that individual campuses can implement the action steps with a variety of evidence-based practices and programs and developmental education offerings may differ from campus to campus. The implementation of each goal at the campus-level should be done in a collaborative manner that involves appropriate faculty members, staff members, administrators, and student leaders. It is recommended that each campus establish a cross-functional developmental education group (e.g., steering group, workgroup, taskforce, committee) that includes students, faculty, staff, and administrators from academic and student affairs divisions to develop a developmental education campus-level plan aligned to the system DESR. The entire campus, not simply a group of individuals on campus, should be collectively and equally accountable for the implementation of the campus-level developmental education plan. For each and all of our colleges and universities to create sustainable and transformative change in developmental education to best support our students, developmental education must be recognized as high priority, with resources allocated to support the work.

Because addressing the opportunity gaps is a key priority for Minnesota State, campuses have implemented policies, practices, and programs aimed to support the success of students traditionally underrepresented and underserved in higher education. This DESR furthers our commitment to addressing educational disparities in race and ethnicity and income. Models, programs, and policies that have demonstrated outcomes that decrease or eliminate the opportunity gaps for first-generation students, students of color, and low-income students should be scaled. Professional development, with an emphasis on culturally responsive pedagogy and cultural competence, for faculty members, staff members, and administrators should also be expanded to further support student success and equity in developmental education.

Strategic Roadmap Goals and Action Steps

The next section outlines each of the strategic goals, as well as specific action steps, responsible parties, targeted timelines, and measurable outcomes for each strategic goal. The seven strategic goals represent the objectives that will support our overall purpose – to significantly increase the success of students in developmental education and college-level gateway courses towards an increase of overall degree, certificate, or diploma completion. Each of the action steps outline specific tasks Minnesota State colleges and universities will complete towards meeting the strategic goals. Colleges and universities are expected to work toward the strategic goals and to implement the action steps identified within the targeted timelines, allowing for



individualized and diverse innovative programs and practices. The measurable outcomes identify how we will know whether we have completed the action steps and how we will know we are making progress towards reaching the strategic goals. The DESR provides an overall framework for the entire system on how we will approach developmental education redesign and also purposefully provides space for campus innovations that meet the unique needs of institutional cultures, resources and capacity, and diverse student populations.



DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

Developmental Education Curricula Redesign

Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.

Intent of Strategic Goal 1:

- To communicate the standards and expectations of college readiness in reading, writing and mathematics through clearly defined shared learner outcomes;
- To provide for successful completion of developmental education courses to transfer across the entire system and to ensure consistency across the system in the transfer of these developmental education courses and credits;
- To provide multiple developmental options that may include both a traditional, sequential model and accelerated model(s) according to students' needs;
- To provide a rigorous developmental education curricula that reflects high standards and offers students accelerated options with the necessary support. There are multiple best-practice acceleration models and campuses will implement strategies that work best for their students without sacrificing academic rigor; and
- To share best practices and strategies among campuses and to encourage systemwide implementation of evidence-based practices and strategies.

Action Steps for Campuses	Responsible Parties	Timelines	Measurable Outcome
1.1 Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.	College and university campuses – Reading, English, and Mathematics Departments	To be completed by May 2019, and implemented no later than fall semester, 2020	On each campus, developmental education course equivalencies completed and identified in transferology
1.2 Campuses providing developmental reading instruction: establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.	College and university campuses – Reading Department	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus that offers developmental reading, a one-year pathway established in developmental reading
1.3 Campuses providing developmental writing instruction:	College and university	To be developed by May 2019,	On each campus that offers



establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.	campuses – English Department	and implemented no later than fall semester, 2020	developmental writing, a one-year pathway established in developmental English
<p>1.4 Campuses providing developmental mathematics instruction: establish a math pathways model and provide the appropriate developmental mathematics curricula that aligns with the college-level mathematics course in the math pathways.</p> <p>1.4a The math pathways model allows students to select the appropriate college-level mathematics course that meets their program requirements.</p> <p>1.4b The math pathway model includes at least one option for a one-year pathway allowing students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.</p>	College and university campuses – Mathematics Department	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus that offers developmental mathematics, a math pathways model is established and at least one one-year pathway established in mathematics
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measurable Outcome
<p>1.5 Identify best practices and targeted support strategies and share them across the system through multiple modalities to ensure that faculty have the resources they need to make decisions about curriculum and instruction.</p> <p>1.5a Encourage campuses to use these best practices and targeted support strategies where appropriate.</p>	System Academic and Student Affairs – P-20 and College Readiness unit	Plan developed by May 2018, to be implemented ongoing	Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect



Assessment for Course Placement

Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.

Intent of Strategic Goal 2:

- To improve the accuracy of course placement processes, increasing the likelihood that students are placed into courses that meets their level of academic abilities;
- To allow for multiple assessments to be used for course placement rather than a single high stakes test; measurements must include ACT, SAT, MCA (statutory requirement) and may include course placement assessments such as ACCUPLACER, high school GPA, high school courses and grades, non-cognitive assessments, and others;
- To allow for different types of assessments needed to more accurately place students with different backgrounds, such as adult students and English language learner students; and
- To provide a holistic approach to the course placement process that includes pre-preparation, in-take processes, and post-assessment.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcome
<p>2.1 Each campus implement a multiple measures placement program and policy/procedure in alignment with the systemwide multiple measures placement requirements.</p> <p>2.1a The campus multiple measures program provides students with information on how to prepare for the course placement process and assessments.</p> <p>2.1b The campus multiple measures program includes post-assessment models that enable students to be aware of course placement and course registration processes.</p>	<p>College and university campuses – Chief Academic and Student Affairs Officers</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>	<p>On each campus, multiple measures placement program implemented</p>
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
<p>2.2 Develop uniform cut scores on multiple measures for student placement into college-level</p>	<p>System Academic and Student Affairs – Assessment for</p>	<p>To be developed by May 2019, and</p>	<p>Uniform cut scores identified in System</p>



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<p>courses.</p>	<p>Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs</p>	<p>implemented no later than fall semester, 2020</p>	<p>Procedure 3.3.1 for course placement instrument, to include ACT, SAT, MCA, and others</p>
<p>2.3 Research, develop, and implement a systemwide multiple measures placement policy and procedure.</p> <p>2.3a The systemwide multiple measures program includes the necessary infrastructure to support successful campus implementation.</p> <p>2.3b The systemwide multiple measures program includes appropriate assessments of adult students and English language learner students.</p> <p>2.3c The systemwide multiple measures placement policy and procedure includes an appeals process.</p>	<p>System Academic and Student Affairs - - Assessment for Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>	<p>Multiple measures placement identified in System Procedure 3.3.1; Infrastructure in place to implement multiple measures placement program</p>



Comprehensive Student Support System

Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs

Intent of Strategic Goal 3:

- To strengthen the collaboration between academic and student affairs as both are integral to the success of students in developmental education courses;
- To emphasize that a comprehensive developmental education program includes strong student support services;
- To provide transparent communication to students about developmental education options on campus and support student course placement and registration decisions; and
- To leverage the partnerships with Adult Basic Education, community organizations, and student support services to provide wrap-around support where it is needed.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcomes
3.1 Each campus' academic and student affairs divisions collaborate to establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, at least one process in place to support students in developmental education programs
3.2 Each campus establish processes and resources to inform students of the developmental education pathway options available to them.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish processes and resources for students to access information on developmental education options
3.3 Each campus establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, identification of campus partnerships or programs that leverage additional support or programming for



			students in developmental education
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
3.4 Identify best practices and share them across the system through multiple modalities to ensure that campuses have the resources they need to make decisions about student support services.	System Academic and Student Affairs – P-20 and College Readiness unit	Plan developed by May 2018, to be implemented ongoing	Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Affinity-group meetings focused on developmental education student support



Secondary-Postsecondary Partnership

Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.

Intent of Strategic Goal 4:

- To help address the college-readiness gap between high school and post-secondary and increase Minnesota high school students’ career and college readiness by high school graduation;
- To encourage collaboration between high school and college and university faculty members and establish stronger alignment between secondary and postsecondary curricula to support college transitions; and
- To pilot programs that increases college readiness by high school graduation and increase the scaling such programs across Minnesota State campuses.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcomes
4.1 Each campus convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.	College and university campuses – Chief Academic and Student Affairs Officers	Local plans established by May 2019, and implemented no later than spring semester, 2020	On each campus, convene at least one meeting and establish at least one partnership action step
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
4.2 Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements in reading, writing, or mathematics before high school graduation.	System Academic and Student Affairs - - P-20 and College Readiness unit Interested college and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and pilot implemented no later than fall semester, 2020	Pilot and evaluation completed and recommendations for scaling of program(s) provided to System ASA



College Affordability

Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.

Intent of Strategic Goal 5:

- To recognize that college affordability, along with student success and degree attainment, is important to all stakeholders;
- To allow for a comprehensive examination of the cost structures of developmental education, including examination of financial incentives for students or other mechanisms to lower the cost of developmental education courses;
- To recognize that tuition expenses for developmental education courses impacts financial aid availability across a student’s life cycle and provide approaches that minimize these costs; and
- To provide bridging options that enable new incoming students who initially placed in developmental-levels to enter as college or university students with college-ready skills, reducing the need for developmental education course enrollment and subsequent cost.

Action Steps for Campuses	Responsible Parties	Timelines	Measurable Outcomes
5.1 Expand the use of open education resources (OER) and more affordable course materials in developmental education courses.	System Academic and Student Affairs -- Academic Affairs unit College and university campuses – Faculty members	Ongoing, with initial expansion targeted for spring semester, 2018	Increase adoption of OER and more affordable course materials in developmental education courses; Accounting of number of courses and calculated student savings
5.2 Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs College and university campuses – Chief Academic and	To be completed by May 2019, and implemented ongoing	Identification of options of financial incentives for students to share with campuses for possible implementation; Increase of options available on campuses



	Student Affairs Officers		
5.3 Each campus establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish at least one program or partnership
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
5.4 Pilot and evaluate summer bridge programs that increase students’ enrollment in college-level courses.	System Academic and Student Affairs - - P-20 and College Readiness unit Interested college and university campuses	To be developed by December 2017, and pilot implemented summer semester, 2018	Pilot and evaluation completed and recommendations of scaling of program(s) provided to System ASA



Professional Development

Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.

Intent of Strategic Goal 6:

- To ensure professional development is a critical component of establishing successful developmental education redesign and acknowledge that investment in professional development must be prioritized;
- To recognize that students in developmental education have diverse backgrounds and needs and to support faculty and staff in effectively and appropriately providing support to diverse student populations; and
- To address equity and decrease the opportunity and outcome gaps.

Action Steps for Campuses and Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
<p>6.1 Coordinate and expand professional development (PD) opportunities for faculty members, staff members, and administrators on topics such as culturally responsive pedagogy and cultural competence; curriculum redesign frameworks; evidence-based practices; and content-based best practices (within context of broader professional development at all campuses for all employees)</p> <p>6.1a: Each campus establish a plan of targeted PD that meets campus needs and implement PD to support faculty, staff, and administrators.</p>	<p>Academic and Student Affairs – P-20 and College Readiness unit and Academic Affairs unit</p> <p>College and university campuses – Chief Academic and Student Affairs Officers</p>	<p>Plan incorporated into current PD efforts developed by May 2018, to be implemented ongoing</p> <p>Campus plans developed by December 2018, to be implemented ongoing</p>	<p>Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Culturally responsive pedagogy training developed and offered to interested campuses; Inventory of campus-level PD practices</p>



Evaluation and Continuous Improvement

Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

Intent of Strategic Goal 7:

- To clearly identify appropriate measures and metrics that campuses and the system are accountable for relative to developmental education;
- To support data-driven decision making and program development;
- To support program evaluation and continuous improvement; and
- To promote the successes of campuses and programs and keep our focus on what is working.

Action Steps for Campuses and Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
7.1 Complete the development and implementation of the Developmental Education Data Mart, making available student-level course success and progression data to all institutions for local analysis and action.	System Academic and Student Affairs - - Research unit	To be completed by December 2017, to be implemented ongoing	Data Mart completed that provides system-level and campus-level data
7.2 Create institutional metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process.	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs Colleges and universities – Chief Academic and Student Affairs Officers	Metrics established by May 2019, and implemented no later than fall semester, 2020	Institutional metrics on developmental education identified; Annual reporting and review process identified



APPENDIX A: GLOSSARY OF TERMS

Acceleration options

Within developmental education, acceleration models are designed to increase students' progress through developmental education over a shorter period of time. There are a number of different acceleration models used across postsecondary institutions. Some models enroll students immediately into college-level courses while providing optional or required supplemental supports. Other models combine content from multiple developmental education levels into a single course, while other models compress the course content over a shorter period of time. The developmental education curriculum provided in acceleration models have the same level of high standards and rigor as courses delivered in non-accelerated models.

Bridging options

Pre-college programs that provide opportunities for students to be better prepared for the course placement assessments and/or to allow new entering students to receive academic coursework and student success support that increases their college readiness. These programs are typically alternatives to credit-based programs that students complete the summer preceding fall enrollment. Program examples include instruction provided by Adult Basic Education, summer bridge program, summer boot camp, ACCUPLACER-prep courses, etc.

Comprehensive student support system

A holistic approach to support student success that addresses both 1) students' cognitive abilities and content knowledge and 2) students' transition to college and learning skills (i.e., access to financial literacy and financial aid information, academic and career planning, developing a "growth mindset," personal and mental health counseling, self-advocacy, etc.). A **high-touch cross-functional process** within this holistic approach to support student success may include tutoring, advising, counseling, learning centers, supplemental instruction, etc.

Multiple measures

A course placement process that uses more than one assessment or measure to identify students' college readiness and inform decisions on students' course placement. Examples of types of assessments or measures within a multiple measures approach include: assessments such as writing samples; course placement instruments, such as ACCUPLACER; nationally-normed college entrance exams, such as ACT or SAT; use of high school course information, such as high school grade point average (GPA), class rank, courses taken, and grades for specific courses taken; non-cognitive assessment instruments, such as GRIT scale, College Student Self-Assessment Survey (CSSAS), Learning and Study Strategies (LASSI), or Smarter Measures; and other instruments that identify knowledge and skills.



APPENDIX B: DEVELOPMENTAL EDUCATION WORKGROUP MEMBERS 2017-2018

<i>Member Name</i>	<i>Institution or Association</i>	<i>Role</i>
Ron Anderson	Minnesota State system office	System office staff, Co-chair
Shirley Johnson	North Hennepin Community College	Faculty, Co-chair
Sarah Berns	Students United	Student
Kirstin Bratt	St. Cloud State University	Faculty
Carrie Brimhall	Minnesota State Community and Technical College	Administrator
Merci Van Bruggen	Students United	Student
Lexi Byler	Students United	Student
Carey Castle	Northland Community and Technical College	Administrator
Mike Dean	LeadMN	Student
Jennifer Erwin	Rochester Community and Technical College	Staff
Tamara Fitting	Minnesota State University Moorhead	Faculty
Elizabeth Howe	Students United	Student
Isaac Jahraus	LeadMN	Student
Cindy Kaus	Metropolitan State University	Faculty
Laurie Kielbasa	Century College	Staff
Dana LeMay	Century College	Faculty
Baorong Li	Metropolitan State University	Staff
Kim Lynch	Minnesota State system office	System office staff
Cecilia Morales	LeadMN	Student
Andrew Nessel	Century College	Administrator
Ali Pickens-Opoku	Saint Paul College	Staff
Faical Rayani	Students United	Student
Craig Schoenecker	Minnesota State system office	System office staff
Kaley Schoonmaker	LeadMN	Student
Judy Shultz	South Central College	Administrator
Shelly Siegel	North Hennepin Community College	Staff
Mike Tieleman	Anoka Technical College	Faculty
Laurel Watt	Inver Hills Community College	Faculty
Pakou Yang	Minnesota State system office	System office staff



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MEMORANDUM

Date: February 5, 2018

To: Chief Academic Officers
Chief Student Affairs Officers

From: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Subject: Developmental Education Strategic Roadmap

I am pleased to share with you the final Minnesota State *Developmental Education Strategic Roadmap* (DESR) that was endorsed by the Minnesota State Board of Trustees at its meeting on January 24, 2018 (see attached). Please share this report widely with your campus faculty members, staff members, administrators, and student leadership.

I also want to take the opportunity to thank each of you and your campus students, faculty, staff, and administration for your active engagement in the entire strategic roadmap development process. As you may recall, the initial draft of the strategic roadmap was developed by the Developmental Education Workgroup (comprised of students, faculty, staff, administrators, and system office leadership), and was built on evidence-based campus and national practices. This initial draft was distributed to campuses and key stakeholders for feedback in April 2017, and the feedback we received was incorporated in a revised version of the draft. This revised version was then shared once more with campuses and key stakeholder groups for final review and comment in October. These last comments then informed the final version of the document as it was finalized in December 2017.

The *Developmental Education Strategic Roadmap* will guide our collective and individual campus work on developmental education redesign over the coming four years, through clearly defined strategies and goals, key action steps, targeted timelines for implementation, and measureable outcomes. **I ask that you as academic and student affairs leaders work with your appropriate campus stakeholders to review the attached plan in light of the work already underway on your campus to determine those practices that may need to be scaled up and where you may have work to begin.** We recognize that individual campuses will implement the action steps with a variety of practices and programs and that developmental education offerings differ from campus to campus. We are looking to campuses to implement these action steps in accordance with your local context and student needs. At our next CAO/CSAO web conference meeting we will discuss this in more detail, but it would be beneficial to begin these conversations in the coming weeks.

To facilitate communication and coordination throughout the implementation of this strategic roadmap, I am also asking that each Minnesota State college or university designate a developmental education key contact person. This may be you, a key administrator working with developmental education, or a key

developmental education faculty member—we leave it to you to determine who is most appropriate for your campus. **Please send the name and contact information of your designated key contact to Pakou Yang at pakou.yang@minnstate.edu by Friday, February 16, 2018.**

I look forward to working with all of you in the next four years as we implement this plan, and to your active campus leadership and engagement in our systemwide redesign of developmental education.

Attachments:

Developmental Education Strategic Roadmap

c: Chancellor Malhotra
Leadership Council
Kevin Lindstrom, MSCF
Jim Grabowska, IFO
Tracy Rahim, MSUAASF
Jerry Jeffries, MAPE
Gary Kloos, MMA
Valerie Roberts, AFSCME
Isaac Jahraus, LeadMN
Mike Dean, LeadMN
Faical Rayani, Students United
Elsbeth Howe, Students United
Kim Lynch, Interim Associate Vice Chancellor for Academic Affairs
Brent Glass, Associate Vice Chancellor for Student Affairs
Pakou Yang, System Director for P20 and College Readiness

**University of Northwester, St. Paul, MN – Attachment to 2020 PPOE Programs
Affirmative Action Report**

Hi Peggy,

Attached is the Affirmative Action Worksheet. For additional information, our Intercultural Program continues to be intentional in providing students and faculty with classes and training to hone our teaching and awareness skills. We have monthly faculty workshops that address diversity and cultural awareness. This past year we were specifically focused on racial reconciliation and creating greater awareness of race issues. We are continuing to focus on these topics in this upcoming year. In addition to the monthly workshops, the university also offered a two-day training for faculty on understanding unconscious bias. We continue to have a staff member whose sole role is to carry out and enhance our diversity objectives. We also have student groups/clubs that focus on cultural understanding and engagement. The university also continues to be involved with ActSix, which focuses on scholarships for low income, minority students who are academically qualified but lack the resources to attend.

Our criminal justice program offers a general track and the law enforcement program. It is common for students to transfer into the law enforcement program from the general track. The criminal justice program currently has a total of 37 students, of which 20 are female and 17 are male. 6 of the 37 students are minorities. Of the 37 students, 13 are currently in the law enforcement program. Of that 13, 5 are female and 8 are male. Of the 13, 3 are minorities (2 are male and 1 is female).

I hope this includes the information that you need.

Thank you!

Heather

Heather R. Van Zee, J.D.

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*Equipping Christ-centered learners and leaders
to invest in others and impact the world.*

Vermilion Community College Law Enforcement Program Diversity Efforts

Vermilion Community College's (VCC) Park Ranger Law Enforcement Academy continues to work towards improved diversity in the program students and staff. This year the academy hired two female adjunct instructors. Katherine Korte is a Hispanic female, who is the assistant chief of refuge law enforcement for the US Fish & Wildlife Service. Katherine is an FBI National Academy graduate and a member of the Women in Federal law Enforcement Committee. Janet Dunnom is a retired Saint Paul police sergeant. Janet was a high school law enforcement pathways instructor. Our goal is to partner with Janet's former school in Saint Paul for diversity candidates. An additional hire is Michael LaRosa, an Asian male retired from the Federal Law Enforcement Training Center.

25% of our student base is female, so recruiting is working. 5% of our student base are minority members, so we still need improvement. We have brought in minority police officers for recruiting and diversity. The National Organization of Black Law Enforcement Executives (NOBLE) was contacted for additional advice. VCC staff has attended numerous recruiting functions. We have been working on improved diversity recruiting posters for our law enforcement program showcasing a native American female student and a military veteran student. I am a member of the campus blue ribbon military veterans' group.

We've brought in several diverse law enforcement guest speakers via Zoom to discuss diversity in law enforcement. One guest speaker was Bruce Butler, a gay bilingual African American game warden from the Fish & Wildlife Service, who has recruited five officers for his agency and is an FBI National Academy graduate. We have identified \$64,330 in minority scholarships and have advertised this information via the law enforcement club, outreach, and posters.

Affirmative Action Area	Strategy	Report			Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of:	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?	
4. Developing Partnerships	A. Form a partnership with one or more MN law enforcement agencies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	C. Form partnerships with law enforcement groups from outside of Minnesota	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 3. <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
5. Diversity Events	A. Provide celebrations, speakers, or other events that promote diversity	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6. Mentorship Programs	A. Support minority students and women through mentorship programs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7. Distribution of information	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	B. Use recruitment ads and publications that show a diverse student population	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8. On-Campus Support	A. Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

*According to Minnesota Rules, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

PPOE Affirmative Action Report and Plan Worksheet 2020

PPOE Program: Vermilion Community College

Coordinator Name: Carroll J. Ross

Date: 09/18/2020

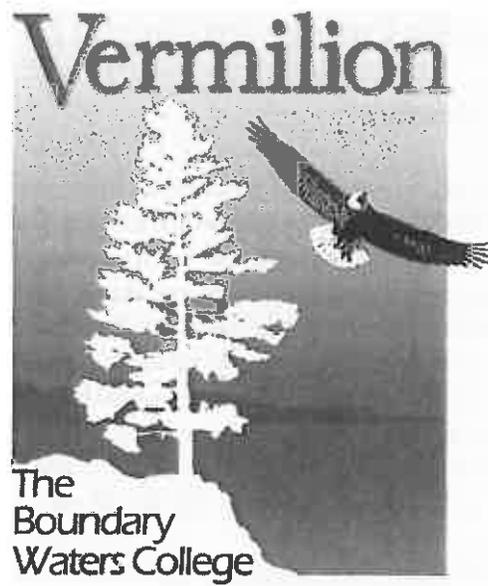
This worksheet lists some of the affirmative action strategies reported by Minnesota's Professional Peace Officer Education programs to recruit and retain minority students* and women. It is intended to help PPOE coordinators report affirmative action strategies implemented by their school/program during the period July 1, 2019 through June 30, 2020, and prepare their affirmative action plan for the next year as required by *Minnesota Rules*. Completion and submission of this form meets the reporting requirements under *MN Rules 6700.0300 Subp.6, C.*

Affirmative Action Areas 1 - 11	Strategy	Report			Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of:	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?	
1. Affirmative Action Designated Staff	A. Employ an affirmative action coordinator (i.e. Minority Affairs Coordinator, Multicultural Director)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance & Discrimination Committee, Community Relations Committee, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. Faculty	A. Recruit diverse faculty	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	B. Provide diversity training for faculty	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	B. Recruit at high schools in Minnesota	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	C. Recruit students at high schools and fairs outside of Minnesota	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year (July 1, 2019 through June 30, 2020)?	If yes, was this strategy applied at the level of: 1. The School, 2. The PPOE Program, 3. Both	Does this school or PPOE program plan to apply this strategy in the next year (July 1, 2020 through June 30, 2021)?
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	B. Include the historical and contemporary issues of minorities and women in policing in courses	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 3. <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	D. Offer developmental courses and academic support services to help minority students and women transition into college	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority students and/or women	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
11. Other Efforts	Attach a description of any other affirmative action efforts made in the past year or planned for the next year.	Information on Additional Efforts Included? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

*According to *Minnesota Rules*, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."



Vermilion Community College

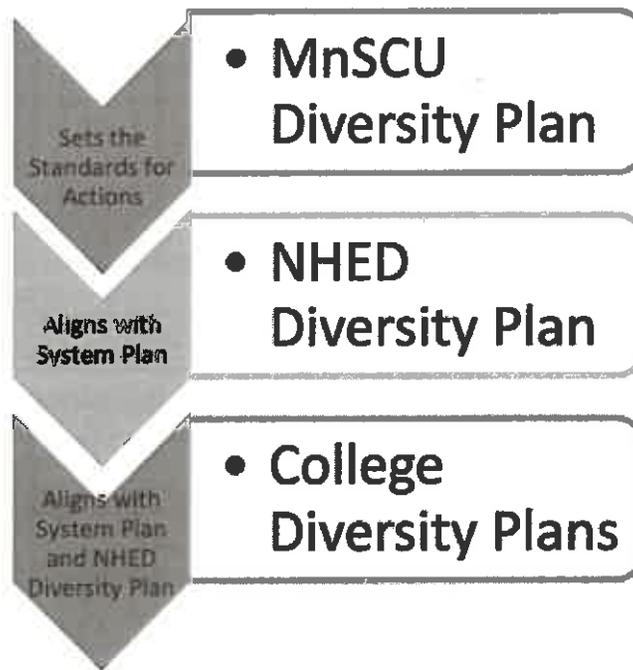
Diversity Plan 2020 - 2021

Vermilion Community College 2020-2022

Diversity Committee Message

Vermilion Community College, a member of Minnesota State previously Minnesota State Colleges and Universities (MnSCU) and the Northeast Higher Education District (NHED), is committed to creating and sustaining a culture and environment of inclusivity and respect for differences within the college and the communities we serve. We strive to foster a campus climate in which each individual is valued, respected, and supported within the learning organization. We believe it is our responsibility to influence our students through acquisition of knowledge and skills to succeed in a world where they will be interacting with diverse populations. We also recognize that Minnesota’s achievement and opportunity gap is one of the highest in the nation; therefore, we will make every effort to address this gap and employ strategies to provide equity in access and opportunity for all students.

The Committee of Equity, Diversity, and Inclusion has created a diversity plan that intentionally identifies college goals, actions, measures, and responsibilities. The plan is aligned with those of the MinnState system and NHED.



Vermilion Community College Diversity Committee

Timothy Loney, Chair, Access, Campus Diversity Officer and Sociology Instructor

Kate Cowley, Counselor

Nicole Kosik, Athletic Director / Head Women's Volleyball Coach / Head Women's Basketball Coach

Justin Kosik, Head Men's Football Coach / Health Instructor

Molly Johnston, Advisor / Disability Services Coordinator

Sarah Sponholz, Mathematics Instructor

Sarah Guy-Levar, VCC Foundation Director

Heather Hohenstein, NHED Institutional Researcher

Marcia Chambers, TRIO Retention Specialist

Jeanette Cox, Academic Resource Center Coordinator

Abbey Blake, Art Instructor

Melissa Wilson, TRIO Advisor and Counselor

Key Definitions

Campus Climate

Campus climate is a measure – real or perceived – of the campus environment as it relates to interpersonal, academic, and professional interactions. It refers to the experience of individuals or groups at the institutions as they interact with community members. A healthy campus climate is one in which people feel welcome, safe, and valued. In an unhealthy campus climate, people often feel isolated, marginalized, and even unsafe.

Cultural Competency

Cultural competency refers to an ability to interact effectively with people of different cultures. Cultural competency has four components: (1) awareness of one's own cultural worldview, (2) attitude toward cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills. Developing cultural competency results in an ability to understand, communicate, and effectively interact with people across cultures.¹

MnSCU recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed through their programs and policies to fostering inclusiveness, understanding, acceptance, and respect in a multicultural society. Diversity includes but is not limited to age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds, and income. MnSCU's commitment to diversity compels it to confront prejudicial, discriminatory, or racist behaviors and policies.

¹ Mercedes Martin and Billy Vaughn, *Strategic Diversity & Inclusion Management* (San Francisco: DTIU Publication Division, 2007), 1-36.

Inclusion

Inclusion today is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.”² Inclusion requires a shift in organizational culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued, and are included in the organization’s mission. This culture shift creates higher-performing organizations where motivation and morale soar.

Underserved Students

Underserved students are students who have been traditionally excluded from full participation in our society and its institutions and include African American/Black, Asian, Hispanic, American Indian, and multiracial students. The basis of exclusion has primarily been race and color.

Underrepresented Students

Underrepresented students include underserved students (African Americans/Black, Asian, Hispanic, American Indian, and multiracial) plus first-generation students³ and low-income students.⁴ (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

Underutilized

Underutilized describes a situation in which the demographics of employees at an institution do not reflect the demographic availability of qualified candidates in the labor market.

² Frederick A. Miller and Judith H. Katz, *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*. San Francisco: Berrett-Koehler, 2002.

³ A first generation student as defined by the Minnesota State Legislature for accountability is a student neither of whose parents attended college. The federal government’s TRIO programs define a first-generation student as a student neither of whose parents received a college degree.

⁴ The state does not define low income. Minnesota State uses Pell grant eligibility as an indicator of low-income.

Vermilion Community College Diversity Plan

Priorities, Strategies, and Actions

Strategic Priority 1: Enhance Community Outreach and Involvement

Strategies

1.1 Support NHED goal to enhance relationships among school districts, underrepresented communities, and tribes within the region

Actions

- a. Host annual ISD 2142 Academic Journey Program and Vermilion Country School campus visits that explore career/technical education (Director of Enrollment and Student Services and Program Faculty)
- b. Network with Indian Education programs in Ely and ISD 2142 (AOS Diversity Director)
- c. Provide information regarding Vermilion's academic programs to Minnesota's tribal communities (Director of Enrollment and Student Services)
- d. Participate in the OKC Native American Scouting Combine. (Head Football Coach)

1.2 Build strategic alliances within the Ely service area and community members to foster collaboration

Actions

- a. Participate in the NHED Intercultural Advisory Council (Campus Diversity Officer)
- b. Attend the NHED Diversity Officer meetings (Campus Diversity Officer)
- c. Participate in MnSCU Diversity Officer meetings (Campus Diversity Officer)
- d. Utilize input from the Vermilion Community College Advisory Committee and the Foundation Board (Administration)
- e. Collaborate with other NHED Diversity Officers to create larger events. (Campus Diversity Officer)
- f. Expand community member / student relationships with new partnerships. i.e. Baseball community connections and potential other sports (Coaches and Campus Diversity Officer)

**Strategic Priority 2:
Expand Education and Intercultural Competency Learning Experiences**

Strategies

2.1 Increase student, staff, and faculty educational opportunities in the areas of intercultural competency and appreciation of differences; widely disseminate this programming to college constituents and collaborating agencies and entities

Actions

- a. Provide annual training opportunities for faculty and staff * Including researching the feasibility of implementation of SEED training by 2021 (Campus Diversity Officer)
- b. Maintain an active Campus Diversity Committee (Campus Diversity Officer)
- c. Provide the opportunity for staff to participate in the annual MnSCU Student Affairs/Diversity and Equity Conference (Campus Diversity Officer and Director of Enrollment and Student Services)
- d. Conduct cultural diversity programs each year inviting both the campus and broader college community (AOS Diversity Director)
- e. Provide opportunities for annual targeted diversity trainings to smaller campus groups (AOS Diversity Director)
- f. Expand diversity awareness in required new student and housing orientation activities (Counselor, Housing Staff, Committee)
- g. Explore expansion of the Cornerstone program to spring semester for all students with a focus on intercultural communication and competence (AOS Director, Diversity Committee, Counselor)

2.2 Evaluate and increase intercultural competency and appreciation of differences across the curriculum

Actions

- a. Inventory campus curriculum fulfilling Minnesota Transfer Curriculum Goal 7, Human Diversity and make recommendations to the Academic Affairs and Standards Committee (AASC) (Faculty Representatives) * 11 courses listed, only 4 are taught, and only 1 available in the fall.
- b. Construct a survey about how Goal 7 courses address diversity (Campus Diversity Officer and NHED Institutional Researcher)
- c. Explore the NHED Intercultural Advisory Council's recommendation that would require all students attending NHED colleges to successfully complete an intercultural communication or competence course in order to graduate (Administration, AASC, Faculty Representatives)

**Strategic Priority 3:
Align Recruitment, Access, and Success Goals within Our College**

Strategies

3.1 Reduce the opportunity/achievement gap of underrepresented students

Actions

- a. Support current programs (TRIO, AOS, Faculty Mentoring Program) that focus on access, opportunity, and success for underrepresented groups (Administration)
 - b. Collaborate and support AEOA's Adult Basic Education program on campus (Director of Enrollment and Student Services, Faculty, and ARC Staff)
 - c. Align with the Chancellor's vision for Equity 2030 by participating in Equity by Design (Coalition lead by Campus Diversity Officer)
 - d. Create a new position that is a modified version of AOS Director and Campus Diversity Officer where hire is housed on campus (Administration)
 - e. Allow Staff to join Faculty Mentor Program (Administration)
 - f. Create a calendar for Faculty Mentor Events (Committee can speak to Mentors)
-

3.2 Create welcoming and inclusive college environment for diverse learners

Actions

- a. Conduct Community College Survey of Student Engagement (CCSSE) data to direct our plan to improve campus climate (Registrar) *Review questions.
 - b. Conduct resource/support groups for minority students on campus (AOS Diversity Director)
 - c. Create an LGBTQ+ group available for all students (Campus Diversity Officer)
 - d. Conduct activities to introduce minority students to area resources and recreational opportunities (AOS Diversity Director)
 - e. Create a survey for first-year students to track their goals before and after their time at VCC (Campus Diversity Officer and NHED Institutional Researcher)
-

3.3 Increase and retain the number of diverse faculty, staff, and administrators at Vermilion

Actions

- a. Support the NHED initiatives developed with Human Resources (Administration)

- b. Meet with Minnesota State System Office about expanding Diversity recruiting (AOS Director and Campus Diversity Officer)

3.4 Increase the enrollment and success rates of underrepresented students at Vermilion

Actions

- a. Modify previous mentor programs to develop a cohort of underrepresented students that is well established after Cornerstone (Campus Diversity Officer) * Possible continuation from 2019 / 2020 academic year.
- b. Provide support for Summer and Winter Bridge programs for AOS athletes (Campus Diversity Officer, Coaches, TRIO)
- c. Provide tutoring programming serving underrepresented students (ARC Staff)
- d. Support programs that assist students in removing financial barriers to college attendance and completion (AOS Diversity Director)
- e. Develop understanding of local tribal funding for college enrollment and share this with student services staff (Director of Enrollment and Student Services and Financial Aid Director)
- f. Conduct recruitment trip to Metro high schools with high minority populations including high school visits, coaches' visits, and college fairs (Director of Enrollment and Student Services and Athletic Coaches) *Expand to Saint Paul Schools
- g. Conduct targeted recruitment trips for American Indian and Hmong populations including high school visits, science classroom visits, college fairs, and Upward Bound programs (Director of Enrollment and Student Services)
- h. Continue to develop relationship with state and federal agencies that employ Vermilion graduates to explore minority hiring strategies (Director of Enrollment and Student Services and Program Faculty)
- i. Increase student participation in CEDI (Committee of Equity, Diversity and Inclusion) in the beginning of fall (CEDI)
- j. *See attached memo regarding AOS Director and Campus Diversity Officer position

3.5 Recognize college employees and students for accomplishing access, opportunity, and success strategies

Actions

- a. Acknowledge accomplishments in diversity initiatives within the campus community every spring (Administration)
- b. Nominate faculty, staff, and students who accomplish excellent work in diversity initiatives for the MnSCU Diversity and Equity Awards (Administration)
- c. Designate funds for awards for students that exhibit excellence in and out of the classroom (CEDI)
- d. Create a stipend for students to participate in CEDI (CEDI, AOS Director, Campus Diversity Officer)

Memo regarding AOS Director Position

After a year of review and exploration as how to best meet the needs of our underserved and underrepresented students, the Committee of Equity, Diversity and Inclusion (previously the Diversity Committee) is proposing the following:

1. Hire an AOS Director with the intent of having an individual on campus to mentor underserved and underrepresented students. *Our preference would be hiring a person with the dual role of AOS Director and Campus Diversity Officer.
2. This individual will work in tandem or possess the dual role of Campus Diversity Officer and AOS Director.
3. We would like this person to have their own personal office on campus so that accessibility would not be a roadblock for students in need. In addition, the importance of visibility of said role is important to normalize the conversations needed surrounding diversity.
4. We recognize that we have a limited AOS Budget, and so, we request the possibility of additional funds (outside of AOS) to aid in the salary of said position or for the use of activities, programs, and trips guided by the AOS Director.
5. Lastly, should the positions remain separate a memo attached (Updated Position Descriptions 2020 – 2021) with newly refined roles per position of Campus Diversity Officer and AOS Director. If the current Campus Diversity Officer continues in the role, we request that an additional person is hired to fill the AOS Director role for the upcoming academic year.

*The committee feels that Vermilion would be best served by a Campus Diversity Officer / AOS Director whose main role and objective on campus is to address issues around equity, diversity, and inclusion. This position would close equity gaps through mentoring and aiding in the recruitment and retention of our underserved and underrepresented students. After a review of this past academic year and understanding that we did not fully serve the needs of our students the committee strongly feels hiring an AOS Director is a priority for Vermilion Community College. In addition, we suggest that the person take on the dual role with the hope of attracting a better candidate based on the potentiality of benefits included with the hiring.

Vermilion Summarized Plan 2020 - 2021

- Address the mentoring need for underserved and underrepresented students at VCC by hiring an AOS Director.
- Form Campus Equity by Design teams to address equity achievement gaps at Vermilion. This team will work with the NHED Equity by Design team.
 - Seek out two (or more) students who are interested in joining the Equity by Design coalition.
- Continue to explore the availability of Culturally Responsive Pedagogy training that would be affordable and available for staff and faculty.
 - Start this process by creating a monthly training session for those faculty and staff that are interested in learning about Culturally Responsive Pedagogy (Campus Diversity Officer).
- Create a survey that measures students goals entering and exiting Vermilion Community College. This assessment should address why students are coming to Vermilion and if their goals shift during their time in attendance (NHED Institutional Researcher and Campus Diversity Officer). *To be completed before the beginning of the semester.
- Continue check-ins on completion the 3 Strategic Priorities and supplemental goals within those categories (Campus Diversity Officer, and CEDI).
- Previous Diversity plans cover a three-year period but due to COVID-19 and the uncertainty that has arose during this pandemic we have crafted a one-year plan that will be revisited at the end of the academic year.

Updated position descriptions 2020 - 2021

To best evaluate the effectiveness of the people in the following positions and for the potentiality that two separate persons serve these positions we have edited the roles to make clearer what is expected capacity of the person serving the role.

Position Descriptions

Reports to: Director of Student Services

Position Purpose: To support the college's goal of embracing and supporting a diverse student body through faculty and staff engagement and training. To increase the success and retention of students of color through mentoring and direct programming.

Serve as Campus Diversity Officer:

- Convene and chair the college's Committee of Equity, Diversity, and Inclusion
- Develop, update, and implement the college's diversity plan
- Participate in district-wide & Minnesota State diversity meetings
- Plan and implement diversity programming/ training for college faculty and staff
 - Monthly training opportunities for faculty and staff to address cultural competency and equity minded thinking
- Take attendance and notes at meetings and post to website

Access, Opportunity, & Success Coordinator

- Serve as a mentor for students of color
- Support and assist students of color with completion of enrollment and financial aid requirements
- Provide academic tracking and assistance for students of color
- Provide activities and programming for students of color and other underserved students
- Lead planning and execution of Vermilion's Summer Bridge program for student-athletes
- Serve as a member of the college's SWIFT team
- Serve as liaison for student / community initiatives

Addendum to PPOE Affirmative Action Report and Plan Worksheet 2020 from Winona State University

*Department of Sociology, Criminal Justice Program – Law Enforcement
Minnesota POST PPOE*

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Assistant Professor Dr. Doug J. Dallier
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Assistant Professor Dr. Michael S Klein
507-457-5423 michael.klein@winona.edu

WSU Criminal Justice Program Web Page:
<http://www.winona.edu/criminal-justice/>

Addendum to PPOE Affirmative Action Report and Plan Worksheet 2020 from Winona State University

This statement has been included with course syllabus and incorporated onto the website and with faculty.

WINONA STATE UNIVERSITY Criminal Justice Program Statement of Values

“The Criminal Justice program at Winona State University is committed to improving the criminal justice system, to preparing ethical and professional criminal justice practitioners, and to promoting justice for all. We stand against racism and discrimination of any kind.

Working within criminal justice is an honorable profession, but only when professionals do honor within it. Doing honor within the system requires values of impartiality and equity, respect for others, upholding the law, respecting liberty and the rights of all individuals, and standing against the abuse of power. We promote social justice. These values alone are not enough. We must all continually strive to honor these values in our thoughts, words and actions, and we condemn the thoughts, words, and actions of any who do not.

“We are proud of our curriculum, our students, and our faculty who work every day to advance the interests of justice. At the same time, we recognize that quality criminal justice instruction requires continual reexamination and change where necessary to ensure that the core concepts of liberty and justice are emphasized in all that we do. We are committed to continually improving the lessons we teach, the professionals we prepare, and the messages we send.”

Department Highlights--Staffing: This Fall (2020) we have added Dr. Michael Klein to our faculty.

Dr. Klein will be teaching the majority of our corrections component of our Criminal Justice Bachelor of Science degree here at Winona State.

We continue using our contract with the League of Minnesota Cities for the online program training sessions with PATROL. It has worked well being integrated with traditional course delivery (Operations and Procedures and Criminal Law and Forensic Interviewing) and the student response is overwhelmingly positive. The law enforcement students are required to complete 19 different courses using the PATROL offerings. They are not limited to and are encouraged to complete as many they can because of the University contract availability which the Department of Sociology provides free to our senior students.

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Additionally, our students will have a month-long access to a training program developed originally for use at the FBI academy. Simmersion LLC agreed to provide a contract with WSU which provides students in the law enforcement program the HIITS training software for one month. The program is Hands-On Interview and Interrogation Training using virtual reality and an avatar to have students practice observational and practical experience interviewing a suspect. We are the only University in the US with this access at this time.

We again have hosted many law enforcement agency representatives on-campus to present and recruit from our students. These agencies were from Minnesota, Wisconsin and other states. We sponsored the presentation of Towards Zero Deaths with MNDOT and DPS in 2019, to present important issues to our student body, but in 2020 we were not able to due to COvid – 19. We again used the law enforcement Use of Force Decision training simulator to enhance our students experience in the law enforcement Operations class. We also made it available to all of the campus, allowing students, faculty and administrators to also participate.

We are experiencing a moderate decline in students majoring in Criminal Justice. Our law enforcement majors are still a significant portion of the entire University student population and enrollment seems to be leveling off. We have students looking to obtain a CJ degree from various nationalities and backgrounds.

We had a successful CJ/Law Enforcement Internship and Recruiting Fair that had 30 agencies in attendance and an estimated 200+ students actively participate on October 26th, 2019. Our 2020 event was cancelled. We are tentatively planning to again host this fair virtually in Spring of 2021. We invite local, State and Federal agencies that have granted internships to WSU students. We also send invitations to agencies that students show interest in as potential employment opportunities. We are also responding to the questionnaires returned from prospective students indicating an interest in criminal justice.

NOTE: Requests for additional statistics and input was requested From Inclusions and Diversity Office and the Office of Enrollment Management and Student Life, Affirmative Action and Legal Affairs offices. Those documents were not available at this time and will be forwarded as an addendum to this supplement to our WSU Affirmative Action Report when they arrive.

Respectfully submitted,

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*Student, Faculty and Administrative Resources at
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Affirmative Action/Equality and Legal Affairs Office,

Director: **Lori Miki,**

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<http://www.winona.edu/affirmaction/contacts.asp>

Most Recent Affirmative Action Report Available At:

<http://www.winona.edu/affirmaction/plan.asp>

Office of Academic Affairs/Provost Somsen Hall 211 507-457-5010

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Dr. Jonathan Locust Jr. Associate Vice President

Jonathan.Locust@winona.edu

<http://www.winona.edu/inclusion-diversity/>

Email: equity@winona.edu

Offering Programs In: Safe Space Training, Family Ties, H.O.P.E. Summer Academy,
SILCC Mentoring Program, Academic Progression Report System

<https://www.winona.edu/inclusion-diversity/programs.asp>

<https://www.winona.edu/inclusion-diversity/resources.asp>

KEAP (Knowledge, Empowerment, Advocacy and Pluralism) *Diversity Resource Center*

KEAPStudent@winona.edu

<https://www.winona.edu/inclusion-diversity/keap.asp>

WSU Inclusion and Diversity Resources:

<http://www.winona.edu/inclusion-diversity/resources.asp>

Inclusion and Diversity Clubs:

<http://www.winona.edu/inclusion-diversity/clubs.asp>

WSU Student Senate:

<https://www.winona.edu/studentssenate>