



CREATING A STRONGER FUTURE *2025*



 SAINT PAUL COLLEGE

2023 Strategic Plan Progress Report

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Mission

Grounded in equity and inclusion, Saint Paul College educates and empowers students to lead purposeful lives and discover rewarding careers.

Vision

Saint Paul College advances racial equity; enriches community vibrancy; and inspires students to reach their full potential.

Values

WE BELIEVE STUDENTS ARE THE HEART OF OUR WORK.

With compassion and dedication, we collaborate to create an inclusive and supportive learning environment to meet student needs, interests, and goals. When all students have access to resources and support, they are empowered to achieve success.

WE ARE EXCELLENCE-MINDED, EQUITY-DRIVEN.

Diversity enriches our intellectual and professional community. Saint Paul College cultivates an environment of safety and transparency where all members are heard, valued, and respected. We apply anti-racism, trauma-informed practices that work to eliminate racism and increase access and opportunity for all.

WE ARE GUIDED BY EVIDENCE-BASED DECISION-MAKING.

As a learning organization, we continually strive for improvement through purposeful and transparent decision-making with intentional consideration to identify what will best serve our students and the community.

WE STRIVE TO BRING VALUE TO OUR COMMUNITY.

We value collaborating and establishing partnerships that foster and enhance community connections. We are dedicated to meeting the needs of the changing labor market, supporting economic vitality and preparing students to contribute to a more socially just world.

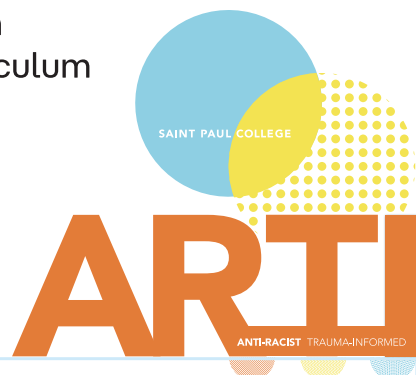
CREATING A STRONGER FUTURE, 2025

After a year-long collaborative effort, Saint Paul College launched a new strategic plan, Creating a Stronger Future 2025 (CSF2025). This three-year strategic plan takes what we have learned in over one hundred years of providing education to our community and sets the stage for our ongoing improvement in the ever-changing demands of today's workforce. Creating a Stronger Future 2025 will allow us to be nimble and flexible in addressing perpetual uncertainty and accelerating change. This plan is infused and aligned with our anti-racism, and trauma-informed commitment and provides four strategic directions to take the College to 2025 and beyond:

DEVELOP

as an anti-racist, trauma-informed college.

- 1.1 Demonstrate the public institutional commitment of Saint Paul college to becoming an anti-racist, trauma informed institution and internally embed this commitment through vertical and horizontal institutional structures
- 1.2 Review the policy manual through an anti-racism, trauma informed lens and change policies that provide barriers to equity
- 1.3 Attract, hire, and retain BIPOC faculty and staff while supporting and expanding the goals outlined in the college's affirmative action plan
- 1.4 Develop and sustain an employee base of anti-racist trauma informed professionals through initiatives that increase the knowledge, skills, and abilities of all college employees.
- 1.5 Provide resources for enacting equity priorities
- 1.6 Embed the colleges commitment throughout the academic experience and improve teaching and learning through culturally responsive anti racist trauma informed curriculum and pedagogy
- 1.7 Provide support for understanding where efforts



There is no power for change greater than a community discovering what it cares about. – Margaret Wheatley

CULTIVATE

a student-centered learning environment promoting and supporting academic excellence and personal development.

- 2.1 Maximize the academic portfolio through strengthening academic programs and promoting innovative instruction and programming
- 2.2 Create and sustain a clear, coherent and inspiring academic environment for all students, supporting their journey from orientation to commencement and on to employment.
 - 2.2.a Build and enhance holistic support that contributes to educational success.
 - 2.2.b Revise and implement strategic enrollment practices to enhance our commitment to increase educational opportunities for underrepresented students and serving students with diverse academic needs
 - 2.2.c Increase efforts to retain, facilitate transfer, and graduate students

Our new strategic plan is all about focusing on our community and relationships. With Creating a Stronger Future 2025, we know that together, we can make an even bigger impact than ever before.

STRENGTHEN

the organizational culture by encouraging collaboration, transparent communication, and optimizing operations.

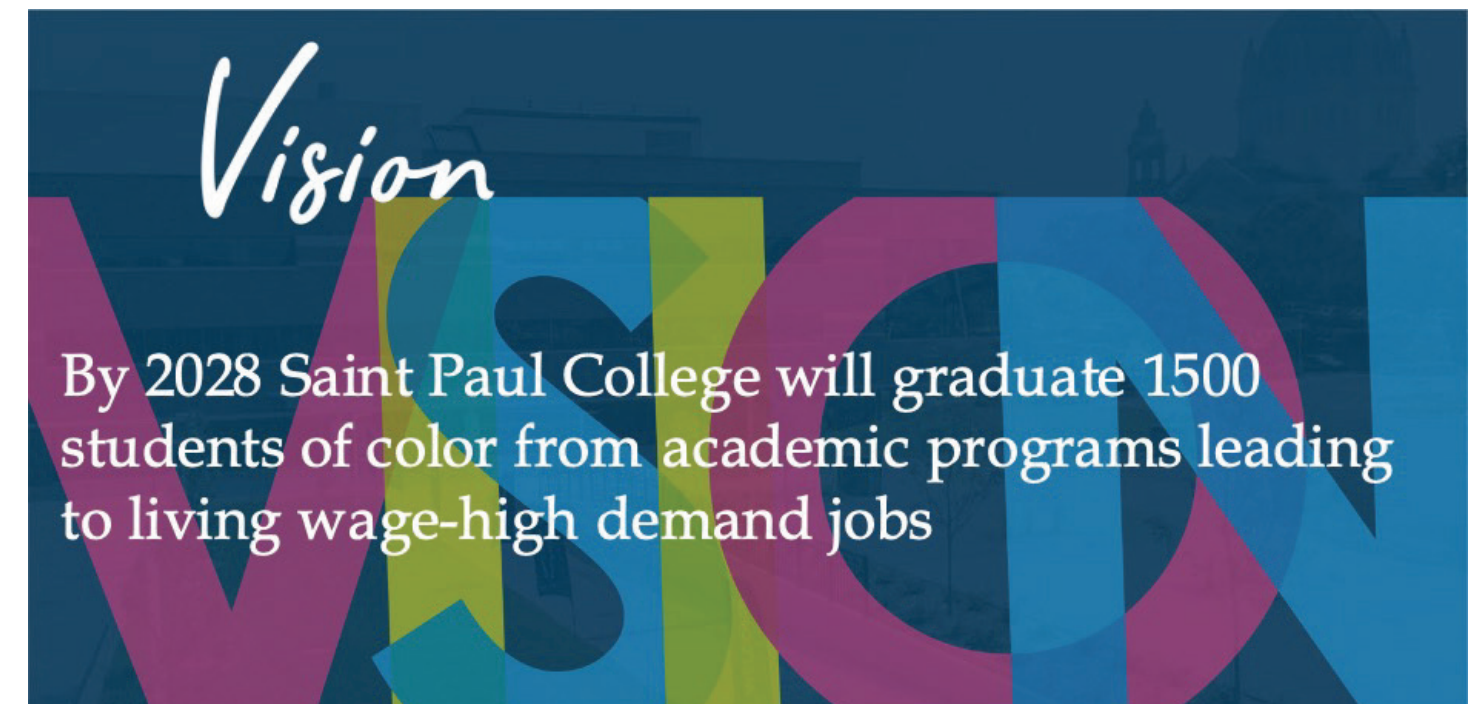
- 3.1 Strengthen organizational culture to prioritize a positive and engaging environment that nurtures innovation and creativity; encourages contributions; and develops compassion and respect towards other's ideas and views.
- 3.2 Provide development opportunities that strengthen employee roles as leaders, mentors, educators, and enhance the quality of teaching and learning.
- 3.3 Optimize operations that improve space utilization, employ innovative technologies, and increase data-fluency that prioritize student success.
- 3.4 Enhance communication across campus departments, divisions, and teams through intentional, respectful sharing of ideas



BUILD, enhance, and sustain relationships with community partners that respond to the changing economic and workforce needs of our community and contribute to a more socially just world.

- 4.1 Enhance and grow strategic partnerships
- 4.2 Increase market share of surrounding high school districts by developing positive and sustained relationships with K- 12 allies
- 4.3 Utilize a comprehensive and focused strategy to develop, support, and promote community engagement and philanthropy
- 4.4 Advance public awareness of Saint College through innovative, comprehensive, and dynamic branding, marketing, and promotion strategies

PRESIDENT'S VISION



Our community spans beyond our local Saint Paul neighborhood, encompassing those who could benefit from higher education, particularly at Saint Paul College. What drives students to pursue higher education? National data suggests a significant majority (58%) of students choose college to enhance their job and career opportunities. Completing a Saint Paul College credential reverberates positively not only for the graduate but also their families. Our array of degrees and programs promptly channel graduates into employment that sustains them and their families, resulting in transformative changes.

To amplify our impact, we must actively guide students in choosing and successfully completing the right programs. Mere enrollment is no longer sufficient; we must drive transformative outcomes. While we acknowledge that addressing disproportionate poverty in BIPOC communities requires collective efforts, we play a role in the solution. Empowering students to finish programs leading to family-sustaining wages can reshape their lives and legacies. Our capacity to cultivate an educational environment that eliminates barriers to informed choices is a powerful opportunity.

STRATEGIC DIRECTION ACTIVITIES & ACCOMPLISHMENTS

Strategic Direction 1

Develop as an anti-racist, trauma-informed college.

Reorganization of Human Resources led by VP of Diversity, Equity, Inclusion

Reorganization

Empowering BIPOC male students through comprehensive mentoring to boost retention, persistence, and completion rates

iLEAD

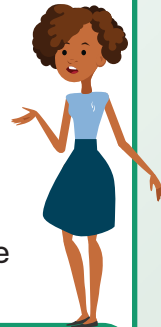
EQUITY by Design

Three cohorts of faculty completed Equity by Design training

Launched Urban Fiction and LGBTQ+ collections in the library

Library Collections

Resources that deliver emotionally engaging programs that provide evidence-based, practical well-being strategies to build resilience



Student Resilience Project

Prioritized catering purchases from BIPOC owned small business in St. Paul

Community

Launched an Anti-Racist Trauma-Informed (ARTI) analysis of policies and procedures



ARTI Policies

By the end of FY23, over 50% of full-time permanent employees participated in Mental Health First Aid Training

College-Wide Mental Health Training

An overall 5 year trend shows the college has increased employee diversity in positions of management, supervisors, and administration

Leadership

D2L course template and AEI coaching syllabus updated to be more culturally responsive and student friendly

Course Templates

Provided mandatory and additional training in Anti-Racist Trauma-Informed (ARTI) pedagogy and classroom management to increase College's workforce capacity to engage in equity work

ARTI Training

AEI/DEI organized an in-person Professional Development Day with theme of "The People in my Neighborhood" with speakers from BIPOC community organizations, including YWCA St. Paul, Good Ridance Consulting, American Indian Family Center, Queer Space Collective, and International Institute of MN

Professional Development Day "The People in my Neighborhood"

Facilities completed in several renovation projects including iLEAD and Mental Health Services Center

Renovations

Assistive technology program expanded to include iPads and C-pens

Assistive Technology

Grant-backed program fosters collaboration between, Saint Paul College, Anoka-Ramsey Community College, and Metro State to recruit and retain BIPOC faculty, mentor, and enhance teaching excellence and leadership

Multi-Campus Collaboration

Multi-Campus FACULTY of COLOR MENTORSHIP PROGRAM



Collaborative efforts with the Student Senate led to the expansion of Saint Paul College's Counseling and Mental Health Team - It now includes one faculty counselor and two full-time licensed mental health therapists, addressing the growing needs of the College community

Mental Health Expansion

Pathways Program expanded enrollment, programming, and partnerships

Four Directions

Saint Paul College staff and faculty attended NCORE conference in New Orleans

Conferences

STRATEGIC DIRECTION ACTIVITIES & ACCOMPLISHMENTS

Strategic Direction 2

Cultivate a student-centered learning environment promoting and supporting academic excellence and personal development.

A series of programs offered by Student Life in collaboration with Mental Health Services highlighted facets of wellness - A therapy dog, Charlie the Golden, also made various appearances on campus



Wellness Wednesdays

First Semester Advising

Mandatory advising for all first-semester students implemented as a high-impact practice identified by Title III grant

In partnership with Minnesota Polytechnic and Applied Learning Institute (MinnPoly), SPC launched a pioneering partnership that enables students to complete a full four year engineering degree at SPC in a state-of-the-art learning laboratory

MINNPOLY Engineering

Re-branding of One-Stop name to Admissions and Financial Aid to make purpose of the services clearer to students

Admissions & Financial Aid

Development of Career Advice Videos

Career Advice Videos

Disbursement of Student emergency funds to 734 students (573,000)

Student Emergency Funds

Comprehensive Welcome weeks—holistically reintroduce services to students

Welcome Weeks

Increased Student Life Office usage led to adding three study spaces, optimizing furniture arrangement, and acquiring a game console for enhanced space utilization

Student Life Office

Basic Needs Resource Office established

Basic Needs Resource Office

THRIVE program up and running



Thrive

Implementation of EAB for basic needs referrals

EAB

Scaled up the Power BI/D2L Dashboard

BI/D2L Dashboards

Enhanced new student orientation and retention efforts, emphasizing online orientation content. Implemented strategic GLP group for heightened engagement and timely financial aid updates

Orientation and Retention Efforts

SPC collaborates with SPPS to host and offer career and technical classes that provide college credit.

District-Wide Career Pathways Center

Student Life Launched Social media page (Instagram) to engage students who are not physically on campus and cross promote college events

Social Media



Received \$100,000 MinnState Guided Learning Pathways Grant to support the College's shift towards a proactive student support model that ensures students are on the right path and builds momentum towards persistence and completion

Persistence and Completion



New state of the art equipment purchases in Electrical Mechanical and Welding, Auto tech, Cabinetmaking, and Carpentry

State of The Art Equipment



Welcomed 146 new veteran students and expanded military student support through Yellow Ribbon initiatives on peer mentorship, advising, faculty development, campus volunteering opportunities, expanded service center hours, and EAB integration

Beyond the Yellow Ribbon



SPC is first in metro area to have hybrid option in auto tech program. Two EV Hybrid cars purchased, expanding Auto-tech curriculum

Auto Tech Hybrid Program

STRATEGIC DIRECTION ACTIVITIES & ACCOMPLISHMENTS

Strategic Direction 2

Academic Support Center records highest number of student tutoring hours in academic support history



Student Tutoring

Academic Support Center launched fellows program in biology

Fellows Program

2nd Annual Student Research Showcase

Student Showcase

New Online Catalog System

Program Guides

Exploring new solar programming and equipment for students in electrical mechanical

Electrical Mechanical

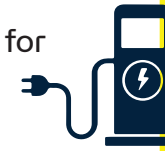
Optimized EAB Navigate's Analytics - Intervention Effectiveness module to analyze learning and success outcomes data by race/ethnicity in partnership with Pathway Advising, Compass, and Career Services thus sparking and increase in data-fluency, analysis and reflection with staff and directors in these areas.

EAB Navigate

Career Services collaborated with faculty, deans, and Business and Computer Science program advisors to organize "Connect for Career Success" engaging approximately 60 students and 17 employers

Connect for Career Success

Established EV SHOP including classroom, storage design, and neutral partnerships for sourcing hybrid cars



EV SHOP

Reimagining of Open House for recruitment to include active learning in specific areas that included a cake walk, physics experience, scavenger hunt



Open House

Piloted Saint Paul Online Teaching (SPOT) course and identified major improvements for full roll out in Fall 2023

Saint Paul Online Teaching

Academy of Finance established at Como Academy

Academy of Finance

New internship opportunities in CNCT and Cabinetmaking

Internship Opportunities

Purchase and implementation of Salesforce to improve communication with students

Salesforce

New UFT faculty added in electromechanical

New Faculty

Micro-pathways in partnership with the Education Design Lab (The Lab)

The Lab Partnership

Five Saint Paul College students advanced to National Skills USA conference

National Skills USA

The library increased instructional support for faculty by teaching 36 one-hour library workshops across the curriculum, from English to Public Speaking to Surgical Microbiology.

Library Workshops

The library increased instructional support for students by building in-depth Research Guides for a wide array of departments and general subject and research knowledge.

Student Instructional Support

Enhanced student internet and software access: doubled storage capacity, tripled storage speed, upgraded nine servers - Strengthened infrastructure for remote and VDI access for students and faculty

Tech Enhancements

Refreshed the Academic Excellence Plan in preparation for the bonding issue, integrating topics related to the strategic plan and pandemic responsiveness

Academic Excellence Plan

The ADR office was reorganized to allow for more support, collaboration, and flexibility. Staff are now cross-trained on all major job responsibilities

ADR

Expanded remote biology classes, involving faculty and CLA in creating lab kits and corresponding labs.

Expanded Remote Classes

Science Scholar Program (SciCap) implemented with aim to increase science degree completion of high-achieving students with demonstrated financial need

Science Scholar Program

STRATEGIC DIRECTION ACTIVITIES & ACCOMPLISHMENTS

Strategic Direction 3

Strengthen the organizational culture by encouraging collaboration, transparent communication, and optimizing operations.

Improved the Strides to Struts program by aligning with MMB well-being challenges balancing teams with new and returning Captains, and streamlining kick-off and closing awards events



Be Well



Reorganization of Advancement Team

Reorganization

Mission Development Workshops--Student Life and College Partnerships

Mission Development Workshops

Reintroduced the Common Book Campus read initiative



Common Book

Fun Squad led campus events of Trivia and Mini Golf with more than 50 participants total



Fun Squad

Improved the Reimagining Leadership program by integrating ARTI, adding an end of program lunch event with SPC leadership, and streamlining in-person and D2L asynchronous content to better align with staff and office schedules and capacity



reimagining Leadership

Student Success Trends and Team Building Workshop

Workshops

Library initiated Faculty Focus Friday video series

Faculty Focus Friday

CLT Workshop on Hybrid Learning

CLT Workshop

STRATEGIC DIRECTION ACTIVITIES & ACCOMPLISHMENTS

Strategic Direction 4

Build, enhance, and sustain relationships with community partners that respond to the changing economic and workforce needs of our community and contribute to a more socially just world.

Cabinetmaking and Carpentry established partnerships and project opportunities with Urban Boat Builders, Homeward Bound, and Community Action of Ramsey/Washington County



Partnerships

Big Ideas Virtual Reality Event hosted by Workforce Development

Big Ideas Virtual Reality Event

SPC joins Coalition for Urban and Metropolitan Universities and Anchor Learning Network

Partnerships



Trades hosts visit from district 196 high school students

High School Visits

Through the D2L Dataset grant, IT partnered with 7 colleges and universities. In FY23, the income generated was \$35,000, and it is projected to increase to \$50,000 in FY24 with the addition of three more colleges

D2L Dataset Grant



Culinary students delivered meals to community during the pandemic and continues to deliver pre-packaged meals to food pantry

Culinary Program

Hosted Army Combat Medic Event to showcase training required in medical fields



Army Combat Medic Event

SPC-YWCA partnership exploration to locate the new YWCA building on SPC campus

YWCA Partnership

Micro-pathways in partnership with the Education Design Lab (The Lab)

The Lab Partnership

Launched partnership with DCTC for MN state commercial driver academy Class B license

DCTC Partnership

iLEAD established partnerships with U of M Associate Campus Partnership Mentoring Program, Terra Luna, Right Track Internships, and Mystic Lake

iLEAD



Carpentry forms GMHC partnership - federal grant money to rebuild/build homes to resell to low income - built/install

GMHC Partnership

Funding secured through Shultz grant for a scout merit badge day focused on earning the truck transportation badge



Shultz Grant

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

As part of *Creating a Stronger Future, 2025*, the College identified 15 metrics as Key Performance Indicators (KPIs) to serve as one method for measuring progress over the course of the strategic plan. The College utilized a combination of internal and external data sources to establish data-driven metrics to identify the how the strategic plan is advancing. With a commitment to becoming an anti-racist, trauma-informed college, and in alignment with Equity 2030, the Minnesota State College and University goal to close educational equity gaps across race and ethnicity, the strategic plan KPI targets represent ambitious goals given the context of organizational changes and managing the uncertainty associated with environmental factors.

The KPIs will play a crucial role in organizational and departmental planning as we implement new initiatives aimed at fostering enrollment growth and student success. It's important to note that the data presented in this year's report establishes the baseline for the KPIs. Future reports will offer updated metrics for these KPIs, and survey data will be refreshed as new information becomes available.

The data comes from the following sources, Minnesota State System Office/Academic and Student Affairs Research Office, Saint Paul College Institutional Effectiveness Office, and Minnesota State Equity 2030 dashboards.



Strategic Direction

1

WHAT WE ARE TRYING TO DO:

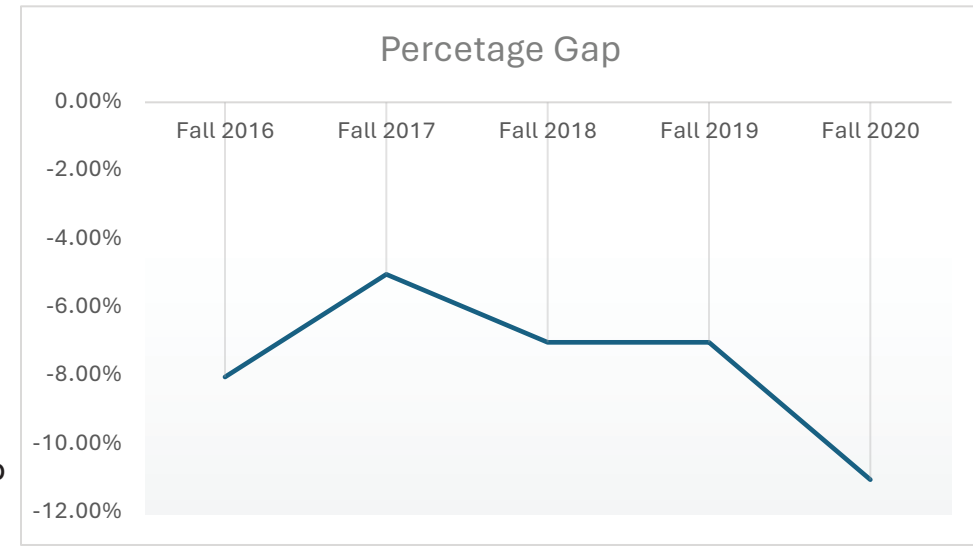
Eliminate the equity gap and deconstruct how racism impacts our college - creating a safe and compassionate environment for learning and working, and building a community that ensures equity and justice for all. Enact both systemic change and cultural transformation.

Develop as an Anti-Racist, Trauma-Informed (ARTI) College

KPI 1.1

CLOSE THE EQUITY GAP OF STUDENT SUCCESS BY STUDENTS OF COLOR

Applying the definition of student success (graduations, transfers, retention after 3 years) from the Student Outcomes framework, students of color consistently demonstrated lower performance compared to their peers. Among the latest cohort with available data (starting in Fall 2019), there was an 11-percentage point gap. This represents a four-percentage point increase from the 7-point gap observed in the 2018 cohort.



The goal of this KPI is for students of color to achieve success at the same rate equal to that of white students. The five-year trend data for all students of color show a widening gap. For the Fall 2020 cohort, the gap widened by four percentage points—from a -7 point gap to a -12 point gap.

Disaggregated data from the Equity Scorecard for Saint Paul College's Fall 2020 Entering Cohort indicates narrowing completion rate gaps for Black or African American students and students of two or more races. However, gaps are widening for all other races and ethnicities.

Completion Rate Equity Gaps and Counts--All Students						
Race/Ethnicity	Equity Gap (Parity=0%)	3-Year Equity Gap Trend	Change in Equity Gap Over 3 Years	Completion Rate	Cohort Count	Number of students needed to Reach Parity (Eliminate Equity Gap)
American Indian or Alaskan Native	-28.4%	Widening	-31.1%	33.3%	9	Less than 5
Asian	-11.9%	Widening	-2.4%	49.8%	231	28
Black or African American	-15.6%	Narrowing	0.7%	46.1%	492	77
Hispanic of any race	-23.1%	Widening	-10.5%	38.6%	132	30
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	0	N/A
Two or more races	-17.8%	Narrowing	2.4%	43.9%	66	12
White	Comparison group	Comparison group	Comparison group	61.7%	423	Comparison Group
TOTAL				50.7%	1353	

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

KPI 1.2

ALIGN EMPLOYEE DIVERSITY WITH STUDENT DEMOGRAPHICS

While Compositional Diversity shows a significant gap between our students of color and our staff and faculty of color, the five year trend indicates that the staff of color to students of color gap is narrowing, while the gap between the instructional faculty of color and students of color has remained fairly consistent.

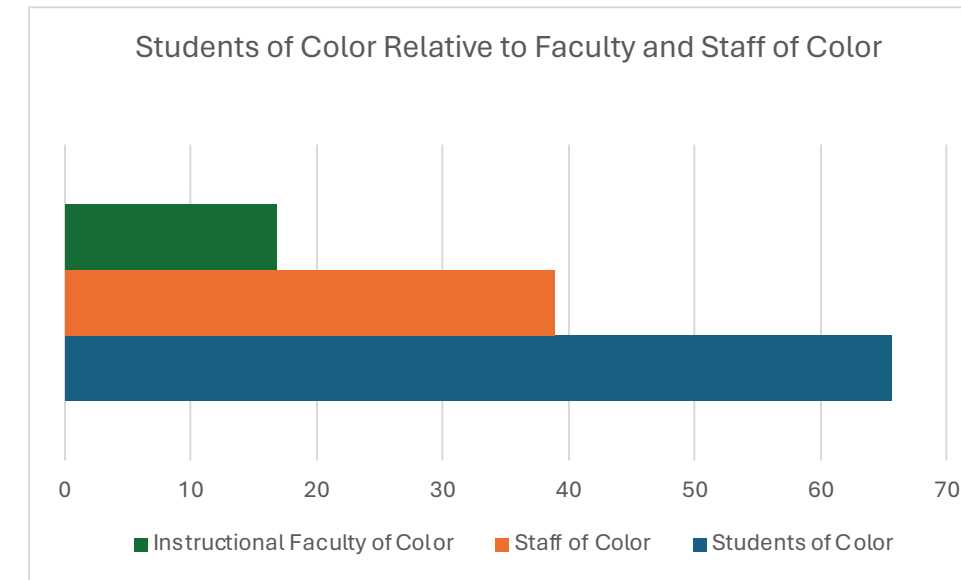
Through further disaggregation, baseline data shows that the gap between staff and Black or African American students is -24%. This gap is even larger (28.5%) for our faculty and Black or African American students.

Baseline data for gaps between Black or African American students and both staff and faculty are greater than 24%.

The goal of this KPI is to close equity gaps between white employee and employees of color. Faculty and staff diversity is crucial for promoting an inclusive and culturally responsive education environment that benefits all students and prepares them for an interconnected world.

Data from the Minnesota State Equity Scorecard for 2022, shows a five year trend of increased diversity in employees identifying as Asian, Black or African American, or are two or more races.

The five-year compositional trend between faculty and students of color remains wide but consistent, while the gap between staff and students of color is narrowing. Since 2018, staff diversity has increased by 2.4%.



Employee Diversity--All Roles by Race			
Race/Eethnicity	Percent Composition	Five Year Composition Trend	Change in Composition over 5 years
American Indian or Alaskan Native	0.4%	Relatively Consistent	-0.1%
Asian	13.0%	Increasing	2.6%
Black or African American	9.0%	Increasing	1.1%
Hispanic of any race	2.9%	Relatively Consistent	-0.2%
Native Hawaiian or Other Pacific Islander	0.4%	Relatively Consistent	0.0%
Two or more races	2.0%	Increasing	0.5%
White	70.1%	Decreasing	-5.2%

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

KPI 1.3

STUDENTS AND EMPLOYEES PERCEIVE SAINT PAUL COLLEGE AS AN INCLUSIVE INSTITUTION.

This KPI measures how employees and students perceive Saint Paul College's efforts to create an inclusive campus environment that values diversity and fosters belonging. Data is collected from the PACE Survey, which gathers employee insights on the institution's culture and capacity to support student success, and the SSI Survey, which assesses student satisfaction and priorities. Both surveys are administered every two years.

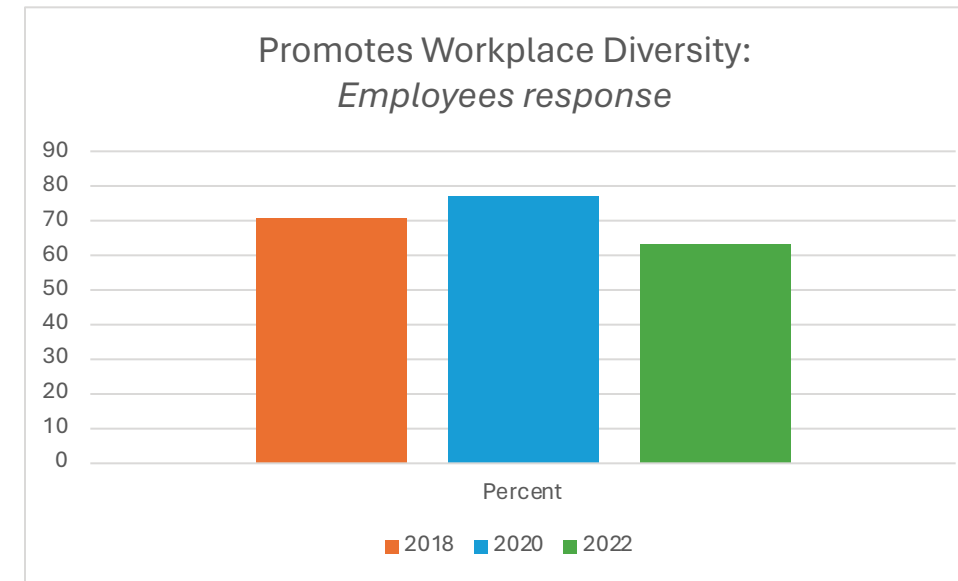
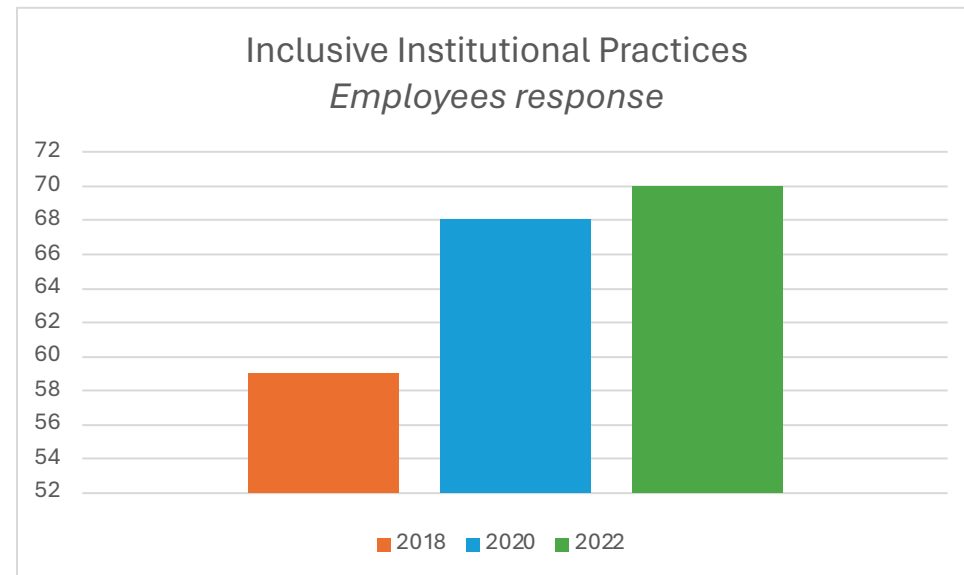
EMPLOYEES

Over the course of three years, there has been a positive trend in employees' perceptions of the institution's commitment to inclusivity. However, during the same period, there has been a slight decrease in the perception that the institution actively promotes diversity in the workplace.

A racially/ethnically inclusive institution is created through my institution's practices.



The institution effectively promotes diversity in the workplace.

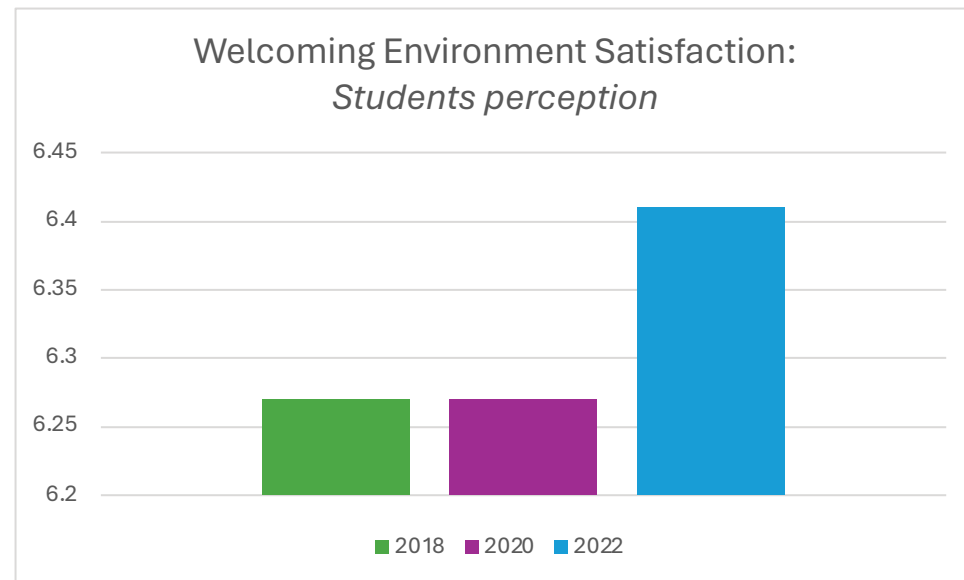


STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

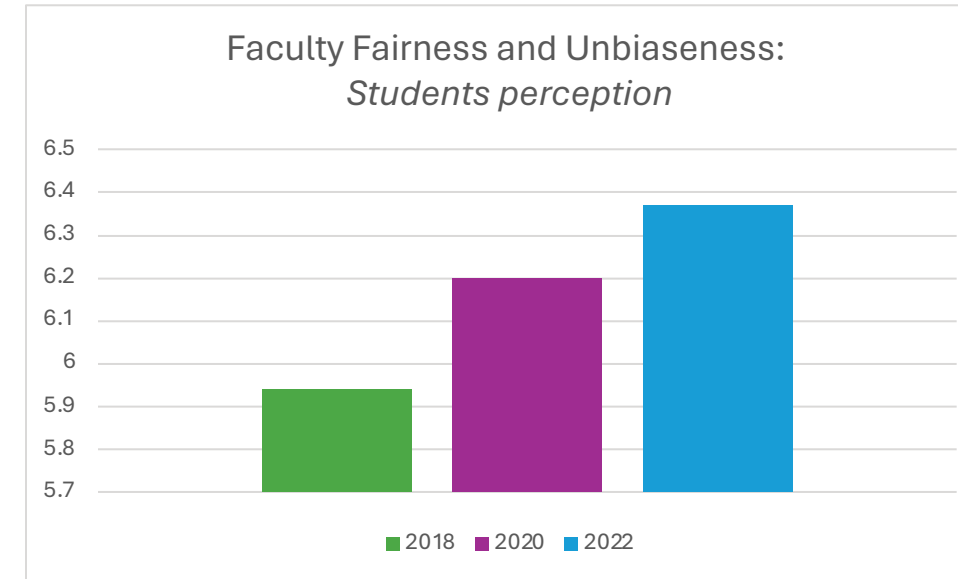
STUDENTS

Over the span of four years, from 2018 to 2022, there has been a slight increase in student satisfaction with feeling welcomed, being treated fairly and without bias by faculty and staff, and receiving caring assistance from staff.

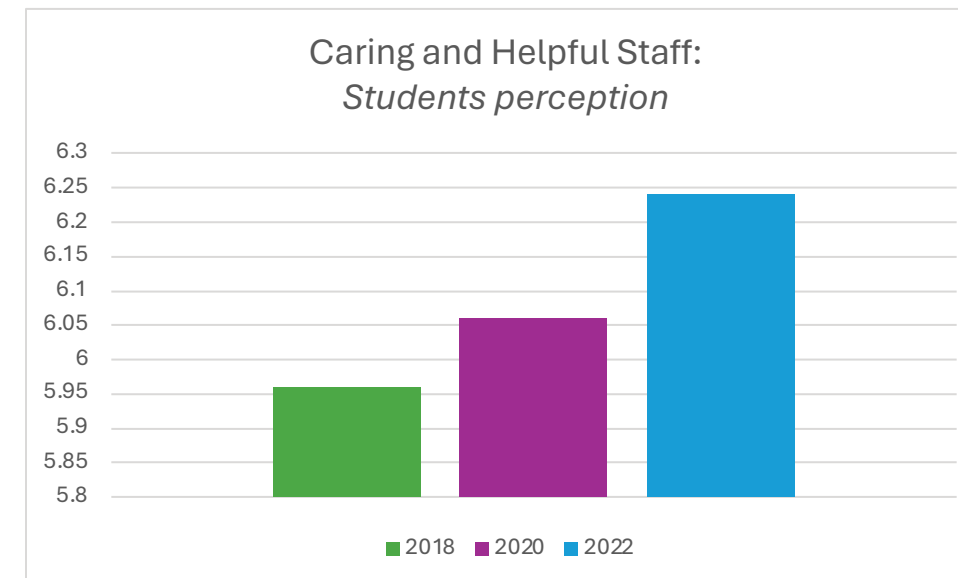
Students are made to feel welcome here.



Faculty are fair and unbiased in their treatment of individual students.



Campus staff are caring and helpful.



STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)



KPI 2.1

INCREASE OVERALL RETENTION BY 3%

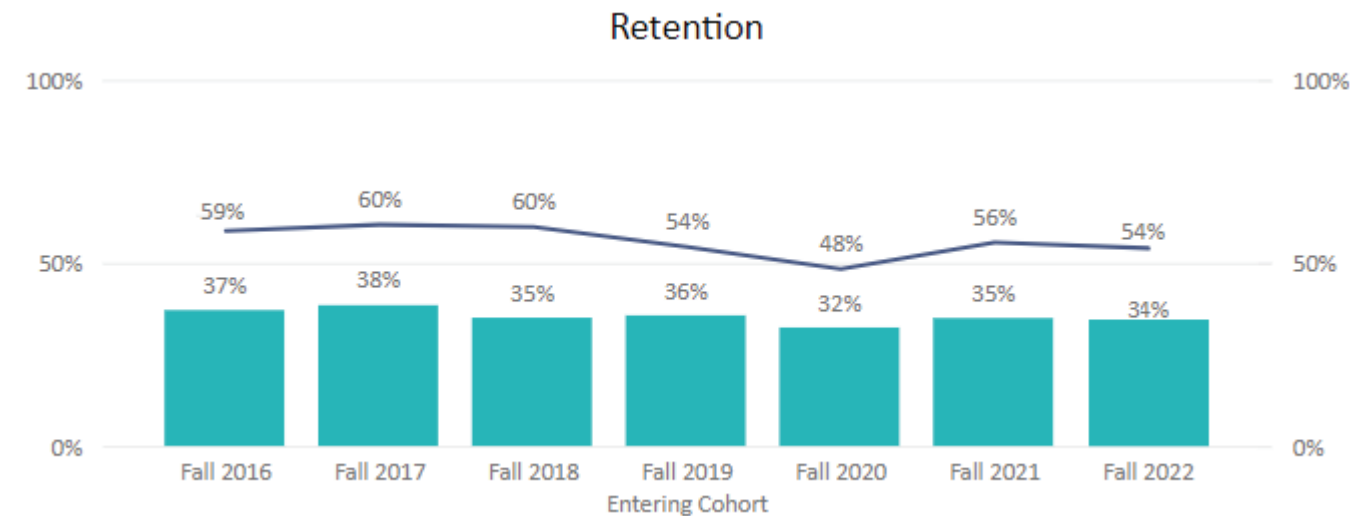
Fall 2021 new students continued their enrollment to the following fall at a 33% rate (up 1 percentage point from the prior year). In action aligned with a variety of Saint Paul College and System office equity initiatives and strategic planning, staff in student services areas initiated the disaggregation of race/ethnicity data using the EAB Navigate Analytics module for analyzing retention and other student outcomes related to advisor/navigator interactions. For FY23, Advisors set a goal to meet with 80% of their first year students. As an example of a leading indicator, this data helps shed light on how a newly instigated advising practice can contribute to improving the retention of students. Advisors set a goal to meet with 80% of their first year students.

The goal of this KPI is to improve overall retention of all students. The goal, while modest, is attainable, taking into account the ongoing recovery from the recent pandemic as well as current economic and demographic factors.

Overall Retention

The chart below depicts the retention rates of entering cohorts over a six-year period. The line graph represents the retention of new students from first fall to the first spring semester, while the bars indicate retention from first fall to second fall.

Examining the six-year trends reveals a consistent retention rate in the 30% range for fall-to-fall retention. Notably, there was a decline in the 2019 fall-to-2020 spring retention of the entering cohort of students. This decline is attributable to the impact of the pandemic. However, after this decrease, there has been a notable improvement in retention rates.



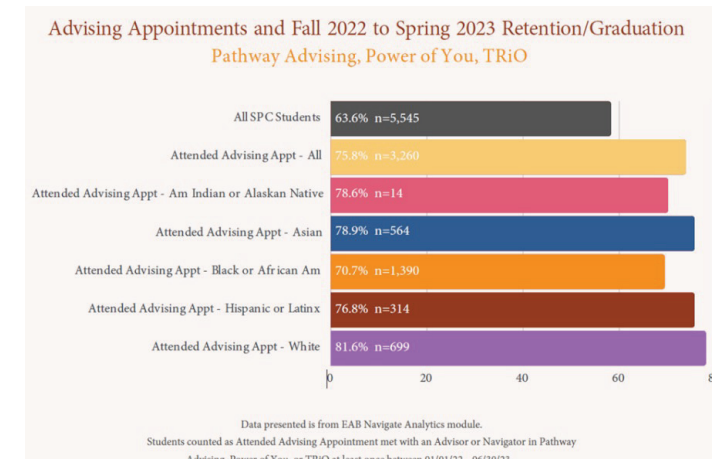
HIGH-IMPACT STRATEGY

Through initiatives outlined in the Strategic Enrollment Plan, the college has strategically positioned itself to enhance student recruitment, retention, and overall academic success by employing high-impact practices, and technology platforms such as EAB and Salesforce. These approaches, known as leading indicators, help to provide predictive insight into potential outcomes. With the implementation of these leading indicator strategies and practices, the College is positioned to begin to positively impact retention. As an example of a leading indicator approach, data from mandatory advising for all first year students is included.

The chart below presents data on students enrolled in Fall 2022 who engaged with an Advisor or Navigator in Pathway Advising, Compass (Power of You), or TRiO between January 2022 and June 2023. The data includes unique counts and percentages of students who were enrolled in Fall 2022 classes and were either retained or graduated by the end of Spring 2023.

Key points include:

- » Students, irrespective of race/ethnicity, who had interactions with an Advisor/Navigator exhibited higher retention rates compared to those who did not engage with an Advisor/Navigator, surpassing the overall SPC average.
- » Notably, 78.6% of mandatory first-semester advising appointments were with students of color



Student Population	Race/Ethnicity Demographic	# Enrolled in Fall 2022	# Retained for Spring 2023	% Retained for Spring 2023	# Graduated by Spring 2023	% Graduated by Spring 2023
All SPC Students	All	5,545	3,259	58.8%	265	4.8%
Attended Advising Appointment	All	3,260	2,327	71.4%	144	4.4%
	American Indian or Alaska Native	14	11	78.6%	0	0.0%
	Asian	564	417	73.9%	28	5.0%
	Black or African American	1,390	930	66.9%	53	3.8%
	Hispanic or Latinx	314	231	73.6%	10	3.2%
	White	699	524	75.0%	46	6.6%

WHAT WE ARE TRYING TO DO:

Remove obstacles to support student success and facilitate steady progress towards graduation.

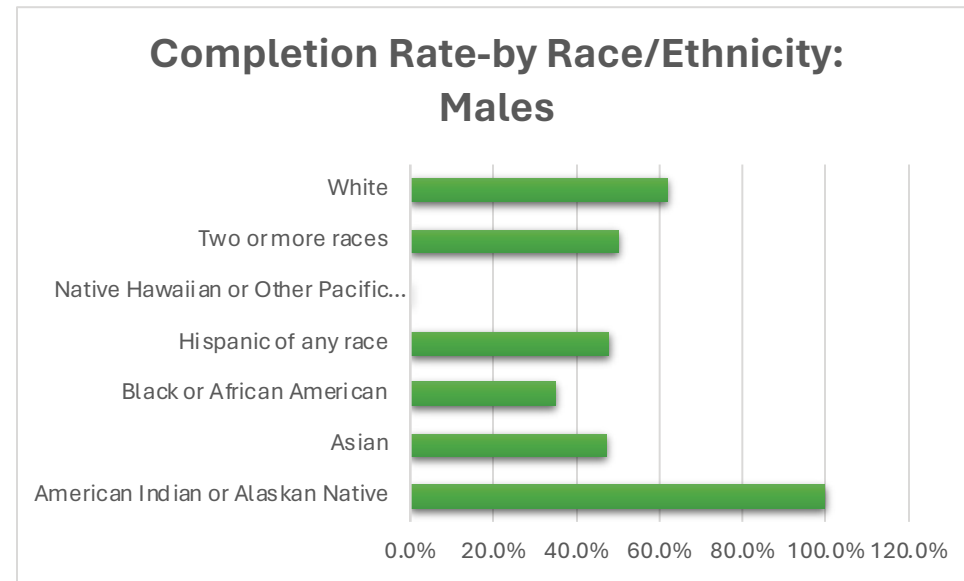
Cultivate a student-centered learning environment promoting and supporting academic excellence and personal development

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

KPI 2.2

INCREASE COMPLETION RATE OF BIPOC MALE STUDENTS BY 3%

Identifying the need to prioritize the completion rate of BIPOC (Black, Indigenous, and People of Color) males stemmed from a comprehensive analysis of student outcomes, recognizing disparities in completion rates. The disaggregated data on student outcomes revealed that the retention rate of students from BIPOC backgrounds was satisfactory, however, there was a notable disparity with a lower, and widening completion gap between Black/African American males in comparison to other students of color.



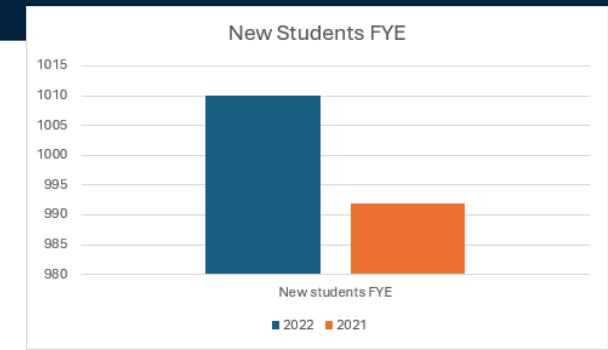
Completion Rate Equity Gaps and Counts--by Gender (Males)and Race/Ethnicity (Entering Cohort Fall 2020)						
Race/Ethnicity	Equity Gap (Parity=0%)	3-Year Equity Gap Trend	Change in Equity Gap Over 3 Years	Completion Rate	Cohort Count	Number of students needed to Reach Parity (Eliminate Equity Gap)
American Indian or Alaskan Native	38.1%	Parity or Better	32.2%	100.0%	Suppressed	0
Asian	-14.7%	Widening	-3.1%	47.2%	108	16
Black or African American	-27.0%	Widening	-4.0%	34.8%	198	54
Hispanic of any race	-14.1%	Narrowing	6.8%	47.8%	46	6
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	0	N/A
Two or more races	-11.9%	Narrowing	13.7%	50.0%	Suppressed	Less than 5
White	Comparison Group	Comparison Group	Comparison Group	61.9%	202	Comparison Group
TOTAL				48.4%	554	

The ILead program, grounded in evidence-based practices, was established as a high-impact initiative to foster community building and offer comprehensive support to empower BIPOC male students to succeed in their educational journey. ILead is dedicated to elevating retention, promoting persistence, and boosting completion rates, ultimately laying the foundation for successful careers and sustainable wages.

KPI 2.3

INCREASE NEW STUDENTS BY 2% EACH YEAR.

Headcount for new students rebounded slightly in FY 2022 to 3,389, a percentage increase of 2.23%.

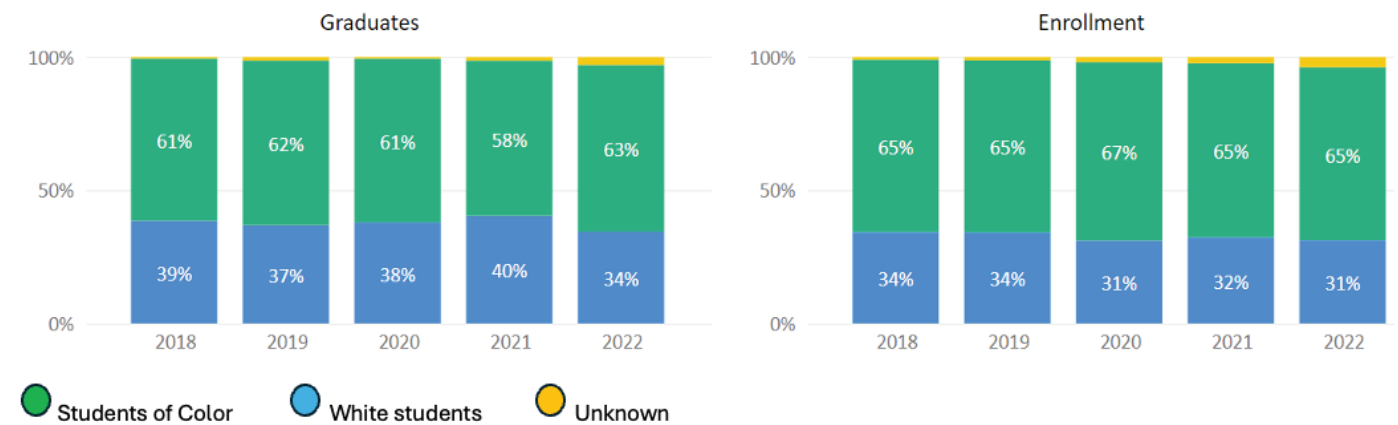


KPI 2.4

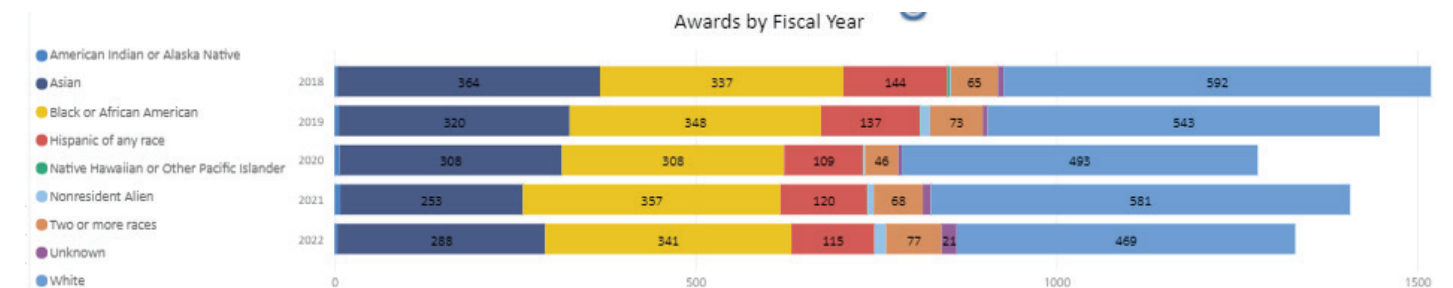
THE PERCENTAGE OF AWARDS GRANTED WILL BE ALIGNED WITH STUDENT DEMOGRAPHICS, WITH A TARGET OF 65% OR GREATER OF AWARDS GOING TO STUDENTS OF COLOR.

Saint Paul College stands as the most diverse institution within the Minnesota State System, maintaining a consistent enrollment of 65% students from diverse racial and ethnic backgrounds. This goal is crucial as it ensures equitable distribution of awards that reflects our diverse student body, actively promotes inclusivity, and aims to eliminate disparities in educational opportunities, and supports students in transforming their lives and communities.

Between FY2018 to 2022 we consistently granted awards to students of color near or at the goal. The chart below shows the relationship between the percentage of students of color in the overall student body and the corresponding graduation rates each year.



The below chart illustrates awards disaggregated by race/ethnicity for FY2022.





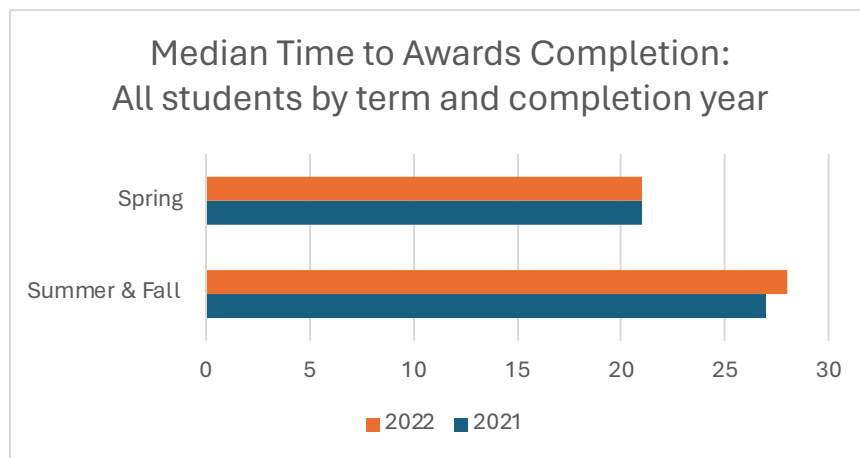
KPI 2.5 DECREASE TIME TO COMPLETION

This KPI aims to support student success, improve graduation rates, and decrease overall educational costs by reducing time to completion. Using the median as a measure of time to completion is preferable due to its resilience to outliers and ability to accurately represent the typical student experience.

Among the over 2300 students awarded at any level in fiscal years 2021 and 2022, the median time to their first degree was 26 months. Breakdown by degree level revealed 11 months for certificates, 21 months for diplomas, and 35 months for associate degrees.

Award Type	Months to degree completion: FY2021	Months to degree completion: FY2022
All Awards	26	26
Certificates	11	11
Diploma	21	21
Associate Degrees	35	35

Notably, spring awardees completed their degrees six to seven months sooner than summer/fall awardees, suggesting on-time completion for spring awardees and an additional semester for summer/fall awardees.



KPI 3.1 & 3.2 INCREASE NUMBER OF EMPLOYEES COMPLETING DEVELOPMENT ACTIVITIES THAT EXPAND CAPACITY TO UPHOLD THE MISSION, VISION AND VALUES OF THE INSTITUTION.

Over 50% of Saint Paul College permanent, full-time employees have been trained in Mental Health first aid

College-wide Feb 2023 Professional Development Day: **230 employees attended**

Completed 2nd cohort of Equity by Design. 20 faculty have completed the training in FY23

- » In June 2023, 25 members of College Leadership and other constituents were trained during a day long information session on Equity by Design principles and methods

Completed third cohort of “Reimagining Leadership” with 8 participants

- » Fall 2021 Pilot - 10 grads. Fall 2022 - 8 grads. For Fall 2023 - 10 confirmed, expecting all to finish.
- » 28 total staff over 1st 3 cohorts, representing 18 areas across the College.
- » 32% of Fall 2021 and Fall 2022 RL grads have been promoted (either within SPC or externally)

WHAT WE ARE TRYING TO DO:

We are committed to organizational learning and institutional improvement, empowering all members of our campus community to serve as leaders and educators and to increase operational efficiency to improve student success

Strengthen organizational culture by encouraging collaboration, transparent communication, and optimizing operations

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)



Saint Paul Online Teaching (SPOT) Pilot Course: 4 faculty completed

Campus Climate & Community Building:

- » Tea Time - 102 faculty and staff attended
- » Strides to Struts Team Step Challenge - 49 faculty and staff participated in Fall 2022
- » Fun Squad - 41 participants over 2 events (Trivia and Mini Golf)
- » Clifton Strengths Finder: 46 new access codes were shared with new faculty and staff to support on-boarding at the College
- » AEI Bi-weekly newsletter sent to 543 employees with 72% peak open rate

New Faculty Orientation, Academy, and Adjunct Information Sessions:

7 UFT Faculty attended New Faculty Orientations (2022-2023)

10 Probationary Faculty attended New Faculty Academy. All 10 also participated in Equity by Design and 5 participated in SPOT. 5 were observed by the Dean of AEI for teaching feedback (observation is optional for 3rd year faculty). All 10 were provided additional 1:1 coaching session opportunity with the Dean of AEI and AEI's Instructional Designer.

5 Adjunct Faculty attended Adjunct Information Sessions

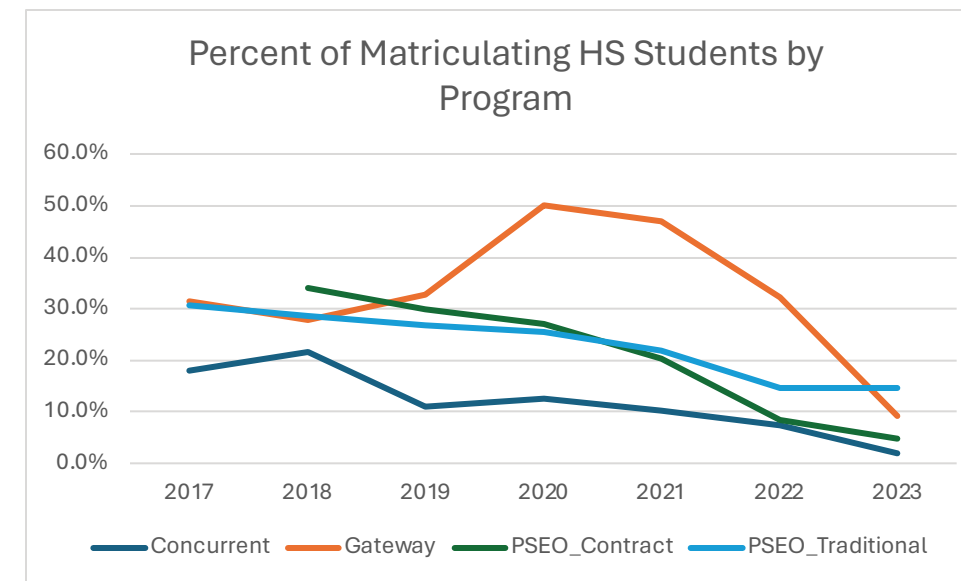
KPI 4.1

INCREASE THE NUMBER OF DUAL-ENROLLMENT STUDENTS WHO MATRICULATE TO THE COLLEGE AFTER HIGH SCHOOL GRADUATION

This KPI aligns with broader objectives of creating partnerships that provide accessible, affordable, and seamless educational pathways, while also addressing workforce needs, decreasing time to completion, and reducing educational financial barriers for students.

Over time, the number of HS students enrolled in any type of dual-enrollment programs has declined.

The Strategic Enrollment Plan, coupled with the integration of high-impact practices, offers a comprehensive framework designed to strategically enhance and optimize the matriculation of students to Saint Paul College immediately upon their high school graduation. This multifaceted approach is grounded in several key strategies aimed at fostering a seamless and accessible transition from high school to higher education.



WHAT WE ARE TRYING TO DO:
 We will develop and leverage partnerships with local schools, industry and community organizations to support our students in leveraging their skills and education to obtain family-sustaining, living-wage employment. We will contribute to community vibrancy as an educational and cultural hub.

Build, enhance, and sustain relationships with community partners that respond to the changing economic and workforce needs of our community and contribute to a more socially world

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

KPI 4.2

INCREASE PARTNERSHIPS WITH MISSION-ALIGNED COMMUNITY ORGANIZATIONS.

Saint Paul College has a number of partnerships with mission-aligned organizations. Over the past year, several additional partnerships were created. Highlights of selected partnerships:

YWCA — This potential collaboration aligns with our College's vision of enhancing community vibrancy. By considering this partnership, we envision the College expanding its impact and establishing a meaningful relationship with a locally-rooted organization focused on equity and education's transformative potential. Moreover, partnering with YWCA would grant our students, faculty, and staff access to facilities and services that are presently unavailable. The aim is to create a mutually beneficial arrangement that supports both our educational mission and the broader community's well-being.

American Indian Science and Engineering Society (AISES) — Aligned with our Four Directions program, Saint Paul College's collaboration with AISES stands out as one of only five external partnerships nationwide. Our joint effort with AISES focuses on delivering the Native Financial Cents Adventure, an empowering initiative designed to instill essential financial education concepts among native youth.

District-wide Pathways Center — Thanks to the generous support of 3M, Saint Paul Public Schools (SPPS) on the Saint Paul College campus for the 2022-2023 school year. The transformation, led by national education nonprofit Heart of America, features new classrooms and an outdoor courtyard where students can pursue college courses, industry certifications, and internships. With the generous backing of 3M, Saint Paul Public Schools (SPPS) debuted a new learning space on the Saint Paul College campus. This renovation includes updated classrooms and an outdoor courtyard. These spaces enable students to engage in college courses, industry certifications, and internships. Saint Paul College offers three courses and enrolled 50 students.

Minnesota Peace Building Institute — College Leadership participated in a week long STAR training to help equip college leaders to understand and assist members of the College community facing psychological challenges. The STAR training is an evidence-based, research and practice supported, multicultural training that integrates neurobiology, trauma healing and resilience, restorative justice, nonviolent conflict transformation, and broadly defined spirituality for individuals from diverse personal, educational, and professional backgrounds.

Right Track — As a partner with the Saint Paul College Four Directions program, Right Track brings together the City of Saint Paul, the Saint Paul Public Schools, local businesses, and community-based organizations to provide employment opportunities and professional skills training for youth.

Education Design Lab — Saint Paul College has joined the Education Design Lab's National Micro-pathways Initiative. The college is a participant in the Lab's third cohort within the acclaimed Community College Growth Engine Fund (the Fund) program. This initiative focuses on crafting micro-pathways, a unique category of credentials intended to expedite economic mobility for emerging learners from diverse backgrounds.

Minnesota Polytechnic and Applied Learning Institute (MinnPoly)/Minnesota State University, Mankato — MinnPoly and Saint Paul College celebrated a collaborative partnership allowing students to earn their four-year engineering degree through Minnesota State's Twin Cities Engineering program solely at Saint Paul College.

Lake Street Works — The Plumbing program collaborates with Lake Street Works, a two-year workforce development initiative that readies 11th and 12th grade students for careers in the construction industry. It equips students with life skills, character development, trade experience, and improved earning potential to break the cycle of generational poverty.

STRATEGIC PLAN KEY PERFORMANCE INDICATORS (KPIs)

KPI 4.3

INCREASE NUMBER OF STUDENTS PLACING INTO FAMILY-SUSTAINING JOBS AFTER GRADUATION

Directly aligned with VISION 2028, this KPI provides the measurement for tracking progress towards achieving the vision to graduate 1500 students of color from high-demand academic programs leading to jobs providing a family-sustaining way.

Education has a multiplier effect on individuals and their families. Completing a credential at Saint Paul College not only benefits the graduating student but also has a ripple effect on their families. Many of our degrees and programs immediately lead to job opportunities with sufficient wages to support oneself and their family. To make the greatest impact, we must proactively assist students in selecting the appropriate program and ensuring they successfully complete it.

All Programs

Year	Number of Graduates	Employed Graduates (with reported wages in Minnesota)	Annual Median Wage
FY19	1253	1056	\$30,967
FY20	1165	976	\$35,715

Source: DEED Graduate Employment Outcomes Tool. 25 Aug 2023. Note: Median wage is used to mitigate a skewed distribution and/or outliers.

FY20 Graduates (most current data)— Second Year After Graduation

CIP	Instructional Program Groups	Graduates	Annual Median Wage
47	Mechanical and repair technologies/technicians	33	\$49,325
48	Precision production	127	\$46,190
46	Construction trades	62	\$45,063
52	Business, management, marketing, and related support services	123	\$41,097
51	Health professions and related programs	383	\$34,827
12	Personal and culinary services	126	34,555

Source: DEED Graduate Employment Outcomes Tool. 25 Aug 2023. Note: Median wage is used to mitigate a skewed distribution and/or outliers. Broken down by program cluster, Mechanical and Repair Technologies, Precision Production, Construction Trades, and Business Services all had median annual wages after one year that were well above the \$35,000 cutoff. The majority of graduates from these areas would meet the cutoff.

KPI 4.4

INCREASE FINANCIAL SUPPORTS AVAILABLE TO LEARNERS, ESPECIALLY THOSE STUDENTS IDENTIFYING AS A STUDENT OF COLOR OR FROM HISTORICALLY UNDERSERVED POPULATIONS

The support provided by the Foundation strengthens the institution by fostering an environment that enables students to thrive both academically and personally. This support aids students by alleviating the financial burden of tuition, fees, and other educational expenses. As a result, students can focus on their studies without the added stress of financial strain. This ultimately improves the likelihood of student retention and completion of their academic programs, leading to higher graduation rates.



Making a difference

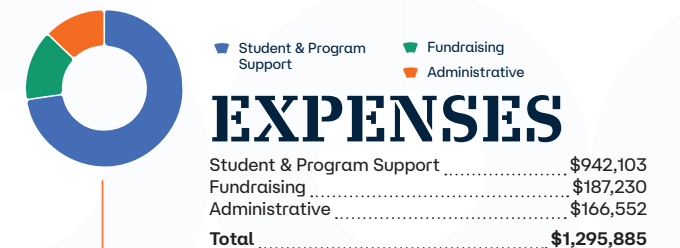
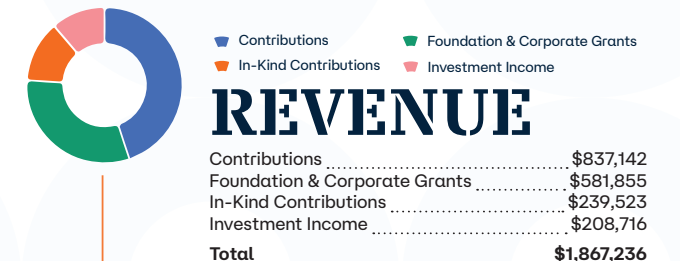
OVER \$273,648 IN SCHOLARSHIPS
were awarded to students across the College.

STUDENTS RECEIVED NEARLY \$50,000 IN EMERGENCY AID GRANTS

from private sources for unexpected needs like car repairs, utility bills, food and childcare.

THE ENDOWMENT GREW TO \$2,758,273

during the 2022-2023 school year. Funds are held at the Saint Paul & Minnesota Foundation.



KPI 4.5

THE COLLEGE PROVIDES VALUE AND MEETS COMMUNITY NEEDS.

The Saint Paul College Vision aims to promote racial equity, enrich community vibrancy, and inspire students to reach their full potential. Meeting the specific needs of the community ensures graduates are well-equipped for local industries, enhancing workforce readiness and attracting businesses to drive economic growth. Our dedication to value-driven education not only enhance the lives of our residents but also creates opportunities for personal and professional growth that resonate positively through families and communities. Our commitment to meeting the evolving needs of our community not only contributes to its economic vitality but also paves the way for sustainable and inclusive growth.

SSI survey for 2022 showed 74% of respondents reporting either “satisfied” or “very satisfied” with the statement: “Tuition paid is a worthwhile investment.”

Coalition of Urban and Metropolitan Universities (CUMU)/Anchor Learning Network — Saint Paul College has joined CUMU/ALN, a group reshaping higher education's role for its public mission and community welfare. ALN focuses on tailoring strategies to prioritize community wealth building through core economic assets like procurement, employment, and investment. This commitment, rooted in racial equity advancement, drives comprehensive progress in line with our overarching goals. More information about the Anchor Learning Network can be found here: <https://www.cumuonline.org/cumu-programming/anchor-mission-initiative/>

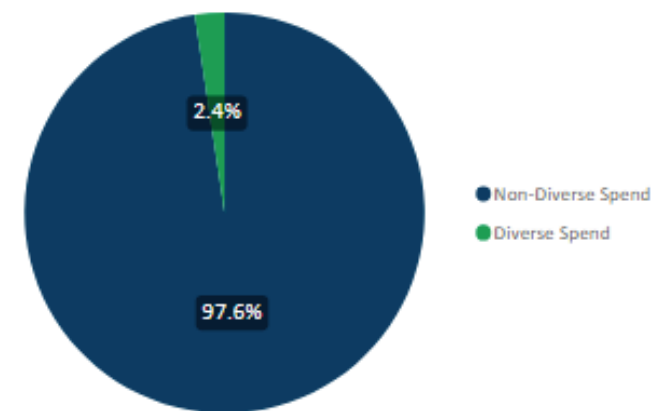
Equity Scorecard: Supplier Diversity

From 2021 to 2022, Saint Paul College increased the percentage of money spent with diverse vendors that include targeted business groups from 2.4% to 6.9%.

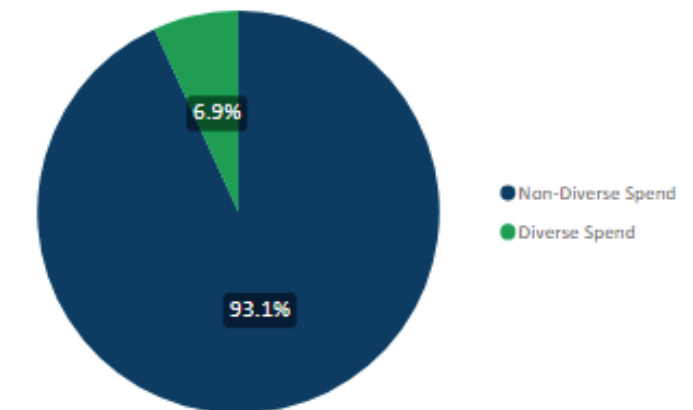
Targeted business groups are 51% owned, operated, and controlled by a minority, women owned, veteran owned, or a business that is owned/operated by individuals who are both socially and economically disadvantaged.

Inclusive and equitable procurement processes serve as vital pathways to connect with communities within the region. Aligned with our commitment to equity and the goals of Equity 2030, these practices directly contribute to our local economy, offering economic opportunities for underrepresented communities.

Percentage of Diverse Spend 2021



Percentage of Diverse Spend 2022



Source: Minnesota State Equity Scorecard KPI 4 – Supplier DiversityX

Annual Impact

to regional economy of 279.1 million and 2,086 jobs

74% of students reported satisfaction with



tuition paid is a worthwhile investment

COLLEGE HEALTH INDICATORS

College Health Indicators are metrics compiled by the Research Division of the Minnesota State Academic and Student Affairs Office. Aligned directly with the College's mission, these metrics provide institutional insights and assess factors crucial to the college's success. These metrics gauge both the college's performance and the achievement of its students. The College's performance is presented in comparison to system-wide and individual campus measures.

STUDENT SUCCESS ACCOUNTABILITY METRICS

Persistence (Second Fall)

The System defines the Persistence and Completion rate as the percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment. This is also the rate that is reported to IPEDS.

FULL-TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Saint Paul College	68.6%	69.1%	71.3%	70.8%	66.6%	69.7%
Colleges	70.6%	70.0%	71.3%	69.3%	70.5%	70.5%

PART-TIME STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Saint Paul College	55.3%	60.7%	56.3%	55.7%	57.3%	55.6%
Colleges	59.3%	61.4%	60.6%	60.2%	60.5%	60.2%

ALL STUDENTS

Percent of Entering Cohort Persisting or Completing (Retained, Transferred or Graduated)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Saint Paul College	62.4%	65.2%	63.8%	63.3%	62.0%	62.8%
Colleges	66.3%	66.9%	67.3%	65.9%	66.4%	66.4%

Completion Rate

The System defines Completion Rate as the percent of an entering cohort of regular and transfer students that has completed. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges

FULL TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Saint Paul College	49.6%	50.8%	52.9%	52.8%	53.3%	54.4%
Colleges	53.9%	54.1%	54.3%	54.6%	55.2%	54.3%

PART TIME STUDENTS

Percent of Entering Cohort Completing (by third spring for colleges; sixth spring for universities)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Saint Paul College	33.9%	36.1%	36.1%	36.4%	38.7%	41.6%
Colleges	37.9%	39.4%	39.7%	41.1%	40.8%	41.0%

Total Certificates and Degrees Awarded

Certificates and Degrees Awarded						
	Number of Degrees, Certificates, Diplomas Awarded					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022*
Saint Paul College	1,539	1,509	1,440	1,269	1,397	1,312

Related Employment

The System defines the Related Employment rate as the percent of institution graduates who were available for related employment in the year after graduation who reported they were employed during the year after graduation in a job that was related to their program or major.

Percent of Graduates Available for Related Employment Who Are in Related Employment (reported by FY of graduation)

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Saint Paul College	85.5%	79.2%	85.1%	86.2%	79.2%	87.4%
Colleges	87.7%	87.0%	89.4%	86.1%	81.4%	80.8%

FINANCIAL HEALTH METRICS

Composite Financial Index (CFI)						
	CFI					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	4.51	3.78	3.13	3.26	3.35	5.17
Colleges	2.81	3.39	3.24	3.96	4.31	4.89

Definition: Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.

Saint Paul College's CFI has been on an upward trajectory, signaling a strengthening financial position attributed to strategic and conservative budgeting practices.

Our CFI of 5.17 indicates the opportunity to direct institutional resources to allow for innovation and transformation. The College's finances were strengthened through the utilization of HEERF funding for lost revenues, which increased the College's Fund Balance as well as CFI. This current financial strength will support the College's strategic directions and ability to promote student success, strengthen community partnerships, and invest in new and innovative academic program offerings that are relevant to labor market demands.

Over the past several fiscal years, the College has intentionally focused efforts on identifying strategic investments funded using the College's reserves. For FY23, the College utilized reserves/current fiscal year surplus to invest in student technology, facility projects, academic equipment, marketing, new academic programming, and workforce training/continuing education. As we plan for FY24 and beyond, the current financial health of the College will continue to allow us to consider additional strategic funding for advancing student success beyond foundational operations and drive progress as situation within our strategic plan directions.

What is the Composite Financial Index (CFI)?

The Composite Financial Index (CFI) is a comprehensive financial measure that assesses an institution's overall financial health using four core ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio, and Viability Ratio. Combining these key measures into a single score allows for a balanced evaluation of the institution's financial state, as strengths in one area can offset weaknesses in another. The CFI scale ranges from -4 (suggesting consideration of financial exigency) to 10 (enabling resource deployment for mission advancement). A score of 3 or higher indicates a relatively strong financial position, empowering the institution to support transformation. A CFI of 1.0 or below may prompt a review by the Higher Learning Commission. The target for this KPI is 3 or higher in both short and long terms.

Grants						
	Grant revenue (\$millions)					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	\$ 2.024	\$ 1.957	\$ 2.108	\$ 2.202	\$ 6.019	\$ 13.540

Grants grew from FY21 to FY22 and the increases were largely boosted by the one-time funding associated with pandemic relief efforts

FY2021 and FY2022 saw substantial increases in the grant revenues. Grant revenues for FY2021 were \$6.019million and \$13.540 million. The metrics for these two years reflect the infusion of pandemic stimulus funding from HEERF and skew the metric, however for non-HEERF grants we received \$2.94 million in FY 2022 compared with \$2.39 million in FY 2021.

Customized Training and Continuing Education Revenues						
	Revenues (\$millions)					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	\$ 0.555	\$ 0.960	\$ 0.836	\$ 0.675	\$ 0.668	\$ 1.484

WTCE's annual profit/loss projection is integrated into the College GEN Fund budgeting process. Over the last two fiscal years, revenues exceeded expenditures, with FY2022 yielding \$1.484 million in revenues, doubling since FY2021 and resulting in a profit. This achievement, including profit during the pandemic, is noteworthy. FY23 and FY24 also anticipate profit, as Customized Training meets employer demand for short-term upskilling options.

Instructional Cost Per FYE						
	Ratio - Actual to Expected Cost/FYE					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	0.88	0.90	0.93	0.95	0.96	0.95

	Actual Cost/FYE					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	\$ 8,246	\$ 8,690	\$ 9,373	\$ 10,110	\$ 11,159	\$ 11,721
Colleges	\$ 9,373	\$ 9,667	\$ 10,029	\$ 10,559	\$ 11,471	\$ 12,204

Saint Paul College Instructional cost per FYE have remained stable. Actual costs from FY21 to FY2022 have remained fairly stable for the past two years.

What is instructional cost per FYE?

Instructional cost per Full-Year Equivalent Student (FYE)" is a financial metric that measures the average cost of delivering instructional services to a full-year equivalent student. It is calculated by dividing the total instructional expenses by the total number of full-year equivalent students enrolled. This metric provides insight into the cost efficiency of delivering education and instructional services to students within a given academic year and the purpose is to identify produces the output at the lowest cost or maximizes the desired outcome for a given cost. The dollar amount is what is spent on an average student's education.

Institutional Support Expenses						
	Institutional Support Percent					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Saint Paul College	12.0%	11.9%	12.4%	12.9%	12.9%	8.8%
Colleges	11.6%	12.1%	12.1%	12.7%	13.6%	13.0%

The percent of the budget that Saint Paul College spends on Institutional Support has decreased from FY21 to FY22. This is likely due to HEERF money relief.

What are institutional support expenses?

A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long-range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities.

MISSION ACADEMIC ACTION ACCOMPLISHMENTS

TRADES AND TECHNICAL

The recent SkillsUSA Minnesota State Conference showcased the accomplishments of Saint Paul College students. They secured remarkable achievements, clinching five gold, five silver, and four bronze awards across nine competitions. Notably, the five gold winners will proceed to the National SkillsUSA conference in Atlanta, Georgia in June 2023. At the annual National Leadership & Skills Conference in Atlanta, Josephine Stenson was awarded the Gold Medal for Sheet Metal, while Brandon Olson received the Silver Medal for Faciliton (Leadership in Facility Management).

» **AUTOMOTIVE:** Saint Paul College's Automotive Service Technician AAS and Diploma Programs have been re-accredited by ASE with Master Automobile Service Technology Accreditation. This credential is the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence (ASE).

All automotive technology faculty have achieved ASE Master status, plus Level 1 Advanced Engine Performance, G1 Maintenance and Light Repair certifications. All faculty attended a week long EV/Hybrid vehicle training and certification in Massachusetts.

The Automotive Program has introduced a Hybrid Vehicle course and is currently developing an EV/Hybrid program. The program acquired a hybrid vehicle to support these initiatives.

» **CABINETMAKING:** The program received donations of two software packages from Hexagon Manufacturing, AlphaCAM and Cabinet Vision, at a combined donation value of over \$400,000

Ongoing partnerships with the Greater Metropolitan Housing Corp., Homeward Bound, City of North Saint Paul, NE Metro 916 Construction Trades, Urban Boat Builders, and others provides students with authentic learning experiences from smaller "furniture" projects to larger "new home" projects.

» **CARPENTRY:** The program has successfully secured a service project for FY24 that spans the entire project life cycle for a full year, providing students with valuable hands-on experience.

» **CNC TOOLMAKING:** For FY24, the program will add an industry internship experience.

Through the generous contribution of the Gene Hass Scholarship, the program has awarded over \$20,000 in scholarships to CNC students for three consecutive years.

In collaboration with Workforce Development, the program has experienced increased participation in summer camps which as translated into positive enrollment gains.

The program acquired new a wire EDM as well as new CNC lathes and a new optical comparator.

» **SHEET METAL:** Faculty member Viangsavanh Paborriboon received the Women Building Success award

The program obtained a new laser welder, offering students exposure to innovative advancements in the field

» **ELECTROMECHANICAL SYSTEMS:** The 2022-2023 school year was the first year that an AAS degree is being offered.

After two years of drastic enrollment declines due to Covid, the FY23 academic year saw promising enrollment gains

» **PLUMBING:** The program partners with "Lake Street Works" a two-year workforce development program with a holistic approach to prepare 11th and 12th grade students with the life skills, character development, and trade experience necessary for a promising career in the construction industry.

» **WELDING:** The Welding program revamped projects to emphasize fabrication skills, rendering students highly valuable to potential employers.

» **TRUCK TECHNICIAN:** The program celebrates the diversity of enrollment and notes that Students are exceeding industry benchmarks by excelling at tasks more advanced than the standard, enabling them to have a leg up once they hit the workforce.

A new faculty member, Dan Wycklendt, joined the program



HEALTH SCIENCES

HEALTHCARE ADMINISTRATION: In FY22, the Health Sciences Division introduced the Healthcare Administration AS Degree program. This 2+2 program offers MEDS students multiple pathways to pursue their baccalaureate degree at Saint Paul College, showing promising enrollment and interest from prospective students.

HEALTHCARE INFORMATICS: The program has experienced an advantageous transition/upgrade in simulation-based education offered through AHIMAs Virtual Lab (VLab). The VLab offers a new learning management system (LMS), offering students enhanced learning opportunities and the familiarity of D2L Brightspace.

HEALTH INFORMATION TECHNOLOGY (HIT) AND MEDICAL CODING: HIT hosted a successful site visit and has retained accreditation.

- » Both programs experienced enrollment increases through the pandemic and enrollment is holding steady.

PHARMACY TECHNICIAN: Program faculty updated the curriculum for didactic and simulation to improve practice and retention of content due to the revised national certification exam.

- » In response to course evaluations, the program adopted a new text available through Redshelf that provides video lectures, focused read and review, interactive learning activities with immediate feedback, and additional attempts to apply and transfer knowledge
- » The pharmacy lab underwent an extensive upgrade in FY23 meet accreditation needs to improve student learning and simulation activities
- » The program completed successful reaccreditation and is accredited through 2027.

BUSINESS

- » Phi Theta Kappa Honor society inducted 16 new members
- » Saint Paul College has signed two new transfer accreditation agreements with nearby Bethel University. These two business transfer agreements include an AS Transfer pathway to BS in the Business Management program and AAS Accounting to BS Accounting at Bethel University.
- » The Business Division held a two-day divisional retreat to plan divisional objectives for FY24.
- » Business Division added the Management AAS degree (Spring FY22)
- » Hospitality Management Certificate added in FY23
- » Four Business Faculty members have completed Equity by Design training
- » Entrepreneurship rolled out a newly revised curriculum that focuses more on small businesses
- » The Board of Trustees of Minnesota State recognized two Saint Paul College faculty as recipients of the 2023 Outstanding Educators Award: Sara Johannes from the Culinary Department and Francois Nguyen from the Math Department

MISSION ACADEMIC ACTION ACCOMPLISHMENTS

LIBERAL AND FINE ARTS



ART: The program has recently added a Digital Art course to the Art curriculum

In the Fall 2022 semester, faculty member Leigh Roethke undertook a sabbatical leave, focusing on redesigning ARTS 1720 as a global thematic course centered around non-Western and BIPOC artists. The project aimed to integrate contemporary art history pedagogies and align with the ARTI plan

In partnership with the History and Biology programs, the Art department added two Learning Community courses to the curriculum

After two years of hosting the exhibition online, the Art program resumed in-person student art exhibitions in Fall 2022.



ECONOMICS: Faculty members Lawson, Plachejo, and Mah all have experience in Quality Matters. Recently Peter Lawson completed Antiracism, a course from the University of Colorado-Boulder. Alvaro Plachejo has completed Antiracist Pedagogy Pedagogy Across the Curriculum (ARPAC) Institute through St. Cloud State University and has completed Racial Equity Facilitator Training through Equity Literacy Institute. In addition, he received the Faculty of the Year Award at Normandale Community College



ENGLISH: The department is actively developing and teaching new courses that embody its commitment to diversity and inclusion, including Global Literature, Contemporary Writers of Color, Native American Literature, LGBTQ Writers, and Women Writers, all taught by our faculty.

Over half of the English faculty have undergone Equity by Design training and are incorporating frequent collaborative and multi-modal exercises for student engagement. They prioritize formative and informal assessments, aiming to avoid overemphasizing summative assessments that might disadvantage underrepresented and non-traditional students.



HISTORY: Faculty member Kurt Korten Hof created an open educational resource for one of the departments core courses, and has developed a learning community with an ARTS course that is to be piloted during the Fall of 2023

Faculty member Ayesha Shariff continues to play a leading role on campus in relation to the college's ARTI commitments and has been instrumental in the department's transition to the updated options within MnTC Goal Area 7.



HUMANITIES: In Fall 2022, the program offered a new course called U.S. Cultural Diversity: Native/African/Latin/Asian American Humanities



PHILOSOPHY: Philosophy instructors have begun experimenting with new pedagogy such as mastery grading and specifications grading that have demonstrated evidence for increasing and deepening skill-building while teaching students to view working through failure as a normal part of learning

Philosophy faculty have been active in publishing and presenting their work

Faculty member Jason Swartwood organized the Faculty Scholarship Showcase designed to give faculty members the opportunity to share their scholarship activities



PSYCHOLOGY: The program has finalized a transfer assessment pathway plan that is set to be implemented in FY24. This plan is in alignment with the Psychology Transfer Pathway that was established in FY22.

Psychology faculty have used sabbaticals to develop methods of integrating cultural differences into courses. Additionally, Psychology faculty have completed a workshop on Anti-racist Pedagogy Across the Curriculum at the ARPAC Institute at St. Cloud State University. Inclusive introductions and Grading for Equity strategies were incorporated into courses as a result of participation in the workshop.



READING: Program faculty who have participated in Equity by Design training have implemented changes to grading practices and assignments to better connect with students' backgrounds and communities, altering syllabus language and including visuals, and implementing strategies that positively impact academic mindset, counter narratives and implement student analysis protocol

STEM

Dean of STEM, Dr. Enyinda Onunwor participated as a panelist at the STEM Ahead event. The event, hosted by Mayor Carter and the City of Saint Paul's Right Track program in collaboration with the National League of Cities, convened on October 27. It facilitated essential discussions on STEM career accessibility, youth researcher insights, and perspectives from local and national experts.

Three Saint Paul College students were selected to attend and present their research at the National Science Foundation's Advanced Technical Education Conference in October 2022.



BIOLOGY: Program faculty collaborated on updating the Program Learning Outcomes, many of the Course Learning Outcomes, and a program assessment plan. This helped align our program with all MN State Biology Transfer Programs

As a result of department-wide collaboration, most Biology courses now incorporate tested and grant-funded Open Educational Resources (OER). These valuable resources are also widely shared across MNState through Opendora.

Faculty members Joanna Cregan (2022) and Amy Gonyea-McKittrick (2023) participated as faculty representatives in the Guided Pathways Equity Summer Institutes.

In partnership with Academic Support, the Science Study Room was revamped to better support group study and dissection activities, along with extended evening hours.

Biology faculty members mentor Science Scholar biology majors, which has been positively received by students. These mentored students are returning at a higher rate compared to those without mentoring



CHEMISTRY: Held second annual Student Research showcase

Implemented OER textbook for several chemistry courses

Simran Chahal organizes Women in STEM series with panel discussions each semester. These sessions offer insights from experienced women role models in STEM, sharing their backgrounds, experiences, successes, challenges, and their journeys in finding their current passions



COMPUTER ANIMATION: Faculty took students on a field trip to Bemidji State University to explore their Exhibit and Design program, which complements our 3D modeling aspect. An articulation agreement and promotion for transferring to this program have been initiated



COMPUTER NETWORK ENGINEERING: Curriculum revised to provide the potential to finish their first year with a Network Administration certificate and three industry recognized certifications. Additional courses added to make program and students more competitive



COMPUTER PROGRAMMING/ COMPUTER SCIENCE TRANSFER PATHWAY: A student project to replace four computer science servers has been successful. Led by faculty, the students have gained valuable experience and knowledge which has made them competitive in the job market.



MATH: Saint Paul College Math Instructor Ben Orlin presented at the 48th Annual AMATYC conference on How to Speak Math.



SCIENCE AND ENGINEERING TECHNOLOGY (AS)/SCIENCE RESEARCH CERTIFICATE: An advisory committee was formed and met for the first time in April 2023.

The annual Research Showcase is back for its second year and should be continued. We have found it is a terrific way to spread the visibility of this program and the field in general.

Research Fundamentals curriculum was further developed to allow for increased use of experimental design techniques.

SERVICES



CULINARY ARTS: CULA will be completing a complete program redesign over the summer, effective Fall of '24. It will also update the program to a post-pandemic industry and focus on delivering a more ARTI program.

Formed learning community with the English department to provide a culinary themed Composition 1 class.

Curriculum changes made to help students pass Servsafe exam, and streamline courses in commercial cooking, catering and event planning, and exploration of alternative career pathways

Fostered retention, community and belonging through "all department days," bringing various student groups together, Established a "pinning ceremony" to honor student achievements, Established the Culinary Club, providing field trips and enrichment beyond regular classes

The partnership with Rational Technologies, whose regional corporate chef is an alumnus of our program, holds significance. It equips our students with extensive experience using the latest industry technologies, while collaborations with these manufacturers offer exceptional equipment training.



PASTRY AND BAKING: Is currently undergoing accreditation with the American Culinary Federation.

Pierre Rabbia was selected as the 2021-2022 ACF Chef of the Year - Minneapolis chapter

STUDENT LIFE

Saint Paul College was designated as a Hunger-Free Campus. In its first year, the Food Pantry served 5000 total people—80% students, and distributed 28,613 lbs of food.

In October 2022, Saint Paul College became a Yellow Ribbon College, expanding the Veteran's Center's services. Alan Duff, Marketing Project Coordinator, presented at the 2023 National Council for Marketing and Public Relations (NCMPR), highlighting challenges veterans face during transitions. The presentation showcased Saint Paul College's Yellow Ribbon status achieved through collaborative efforts across departments.



FRIENDS OF SAINT PAUL COLLEGE

The Friends of Saint Paul College Foundation and our Culinary Arts Program hosted a Chili Bowl in Chef Jack's honor to raise funds for culinary student scholarships. Hosted by Jason Derusha, over 200 guests attended this event, raising approximately \$20,000 for the Jack Riebel Memorial Culinary Scholarship for Culinary Arts students

MARKETING

Saint Paul College received a record nine regional marketing awards at the recent District 5 National Council for Marketing and Public Relations (NCMPR) annual conference.

Saint Paul College was featured in the Higher Learning Commission (HLC)'s newsletter, The Leaflet. The digital article focused on the college's participation and accomplishments in the HLC Student Success Academy.

MISSION ACADEMIC ACTION ACCOMPLISHMENTS

WORKFORCE TRAINING AND CONTINUING EDUCATION

Summer CAMP

Throughout the 2022 summer, more than 200 students attended summer camps for these growing career fields: Scrubs Healthcare Career Exploration Camp, Advance Manufacturing (three separate weeks), Solar Energy, Video Game Design, Cosmetology & Esthetics, and Culinary Arts



ADMINISTRATIVE WORKPLAN GOALS FOR FY24

The administrative team developed the following workplan goals for the 2023-2024 academic year. The College is positioned for growth due to the conservative budgeting practices during the pandemic. To facilitate the new System Chancellor's understanding of the College's direction and priorities, a workplan was formulated and submitted.

In addition to goals of the Executive Cabinet, the workplan also includes priority initiatives for each membership position on Executive Cabinet. A copy of the workplan is linked and can also be found in the Planning and Budget portal.



Goal 1: Designing for Equity, Building for Completion

Use data to inform EC priorities, track progress, and identify areas where additional investments or interventions can be made, particularly in the area of retention and completion and closing equity gaps

Action Steps: Collaborate with IR/IRAE to identify relevant data; establish a theory of change/effectiveness, develop an evaluation model that demonstrates impact to student success that can be applied to non-academic units



Goal 2: Elevating engagement, Amplifying connection

Develop a strategic communications plan that includes EC key messages and editorial calendar

Action Steps: Establish regularly cadenced communications across multiple mediums and engagement from stakeholders; Draft key messages and editorial calendar



Goal 3: Forging connections, Fueling synergy

Continue to build partnerships with K12 and Saint Paul Public Schools

Action Steps: Develop shared strategic plan for nurturing the partnership and identify shared goals and data; expand Summer Bridge/Four Directions programs; use Direct Admissions list



Fit in. Stand out.



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