

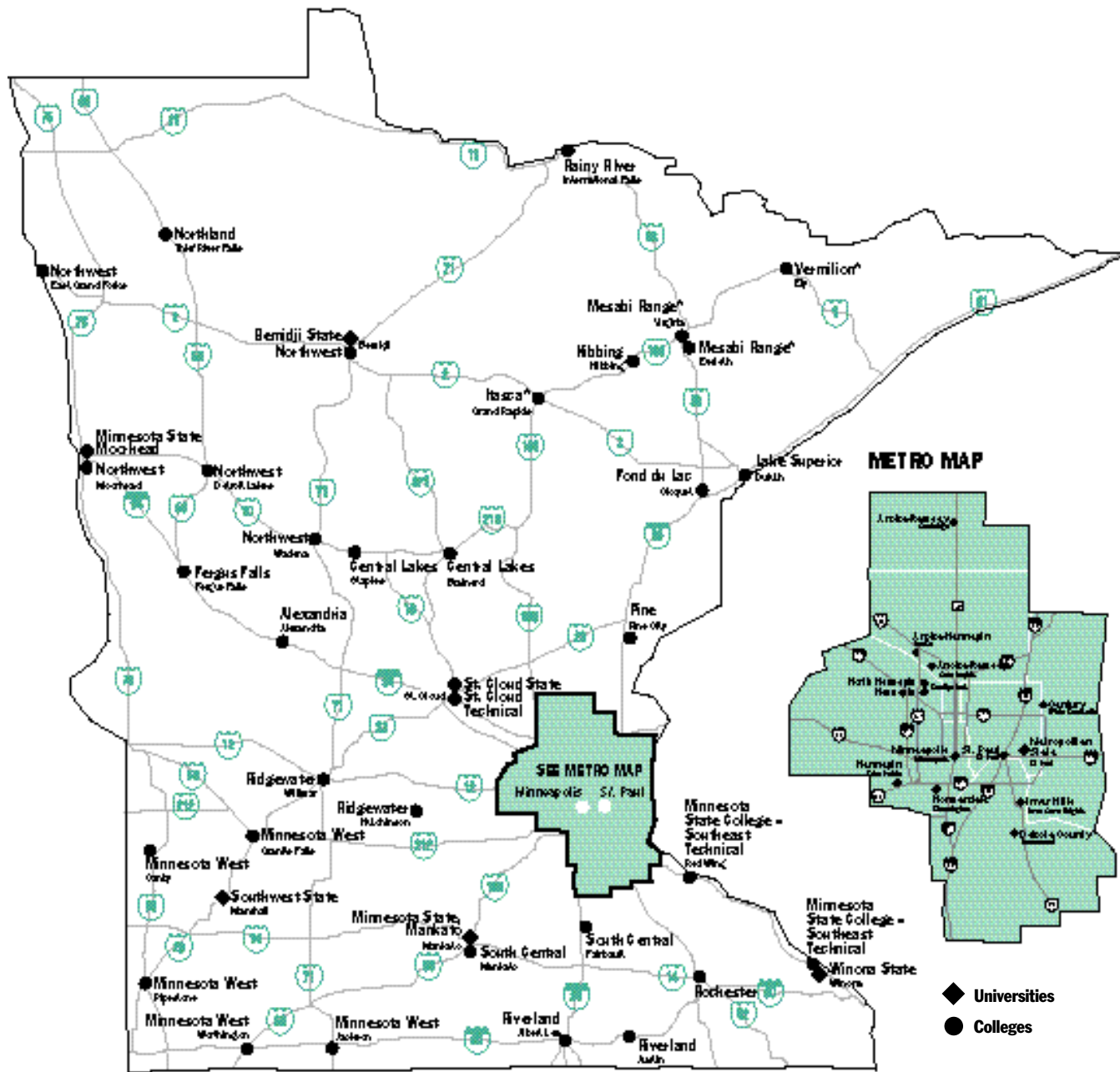
# CAMPUSES AT THE CROSSROADS

## THE COST TO COMPETE



2002-2003  
BUDGET REQUEST  
MINNESOTA STATE  
COLLEGES  
& UNIVERSITIES

# Minnesota State Colleges & Universities



## Minnesota State Colleges & Universities

Alexandria Technical College  
 Anoka-Hennepin Technical College  
 Anoka-Ramsey Community College  
 Bemidji State University  
 Central Lakes College  
 Century College  
 Dakota County Technical College  
 Fergus Falls Community College  
 Fond du Lac Tribal & Community College

Hennepin Technical College  
 Hibbing Community College  
 Inver Hills Community College  
 Itasca Community College\*  
 Lake Superior College  
 Mesabi Range Community & Technical College\*  
 Metropolitan State University  
 Minneapolis Community & Technical College  
 Minnesota State College-Southeast Technical  
 Minnesota State University, Mankato

Minnesota State University Moorhead  
 Minnesota West Community & Technical College  
 Normandale Community College  
 North Hennepin Community College  
 Northland Community & Technical College  
 Northwest Technical College  
 Pine Technical College  
 Rainy River Community College  
 Ridgewater College  
 Riverland Community College

Rochester Community and Technical College  
 St. Cloud State University  
 St. Cloud Technical College  
 St. Paul Technical College  
 South Central Technical College  
 Southwest State University  
 Vermilion Community College\*  
 Winona State University

\*Itasca, Mesabi Range and Vermilion make up the Northeast Higher Education District, a consortium of three state colleges. Rainy River will join the district in summer 2001.

## INTRODUCTION



The cover of *Campuses at the Crossroads: The Cost to Compete* was printed by the students and staff of South Central Technical College's graphics production program, North Mankato/Mankato campus.

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January 2001



# Campuses at the Crossroads: The Cost to Compete

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January 2001

## To the Legislature, the Governor and the People of Minnesota:

Minnesota State Colleges and Universities are at a crossroads. This budget request strives to improve the quality and competitiveness of Minnesota's higher education system. We are asking you to affirm the state's historical commitment to high-quality, accessible education with support for new initiatives under way at Minnesota State Colleges and Universities.

The initiatives described in this document are just a sampling of the thousands of exciting projects now in progress across the state on behalf of Minnesota's citizens, labor force and communities. Each college and university president has developed focused, measurable strategies for improving the academic experience, strengthening workforce development efforts, acquiring high-cost, high-demand instructional equipment and investing in instructional technology.

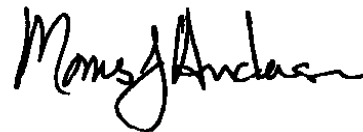
For the 2002-2003 biennium, Minnesota State Colleges and Universities have identified \$311 million in initiatives to make the 35 colleges and universities competitive. Of that, \$55.4 million of the top priorities will be funded internally, by reallocating resources from low-priority activities to high-priority activities and through tuition increases at the rate of inflation. The resulting request to the Legislature is for a budget increase of \$255.6 million.

Of the \$255.6 million total request, \$157.7 million represents the cost of providing quality academic programs, competitive course offerings and assurance of access to higher education for all Minnesotans. The remainder is to cover the cost of inflation.

Minnesota State Colleges and Universities are committed to providing a high-quality, competitive and accessible education to all Minnesotans. We are working hard to adapt our programs to changing workforce needs and changing technology. The state's investment in quality, competitive higher education will help Minnesota succeed.



**MICHAEL M. VEKICH**  
Chair, MnSCU Board of Trustees



**MORRIS J. ANDERSON**  
Chancellor

## The Cost to Compete: Budget Request Summary

This budget request is an investment in Minnesota's economic future. Education and economic well-being are closely linked in today's knowledge-based economy. Minnesota will not sustain its high standard of living without a competitive higher education system.

Minnesota State Colleges and Universities are requesting a \$255.6 million budget increase to build the capacity of its 35 institutions to provide students with high-quality education and competitive skills.

This investment aims to move all Minnesota State Colleges and Universities from the 50th percentile nationally in per-student state funding to the 75th percentile. The goal is to regain Minnesota's reputation for educational leadership and to be competitive with the top one-fourth of all similar institutions and systems nationally.

This investment would enable Minnesota State Colleges and Universities to do the following:

- Enhance academic excellence throughout the system by expanding Internet course delivery, expanding services to help students stay in school, creating new programs, increasing quality in existing programs and upgrading labs and classrooms.
- Develop new, innovative programs in areas critical to the state's economy and workforce needs, and recruit students into these programs.
- Teach to national standards in career areas where national industry skill standards exist.
- Acquire leading-edge equipment and technology for instruction.
- Implement a strategic tuition policy to recruit students from other states to attend college in Minnesota and stay in Minnesota to work after graduation.

## 2002-2003 Budget Request Summary

**2002-2003 base general fund state appropriation** **\$1.142 billion**

### Quality and competitive investment

	CAMPUS-BASED INITIATIVES	SYSTEM-WIDE INITIATIVES	TOTAL
Academic excellence	\$41.4 million	\$9.7 million	\$51.1 million
Workforce development	\$22.4 million	\$3.9 million	\$26.3 million
Equipment	\$13.5 million		\$13.5 million
Instructional technology	\$20.2 million	\$16.8 million	\$37.0 million
Repair and replacement	\$29.8 million		\$29.8 million
<b>Total</b>	<b>\$127.3 million</b>	<b>\$30.4 million</b>	<b>\$157.7 million</b>

**Inflation** **\$153.3 million**

**Tuition impact** **(\$25.4 million)**

**Reallocation** **(\$30.0 million)**

**Total budget increase request** **\$255.6 million**



### Campus-based budget request summary

Most of MnSCU's requested new funding for 2002-2003 would be distributed to the colleges and universities within the system. Approximate breakdowns for new funding by institution are as follows. Numbers have been rounded. For more information about campus budget requests, see pages 10-77.

Alexandria.....	\$4.1 million
Anoka-Hennepin.....	\$2.7 million
Anoka-Ramsey.....	\$6.0 million
Bemidji State.....	\$8.6 million
Central Lakes.....	\$5.1 million
Century.....	\$7.4 million
Dakota County.....	\$5.1 million
Fergus Falls.....	\$2.0 million
Fond du Lac.....	\$1.1 million
Hennepin.....	\$6.7 million
Hibbing.....	\$4.0 million
Inver Hills.....	\$4.5 million
Lake Superior.....	\$6.0 million
Metropolitan State.....	\$9.0 million
Minneapolis.....	\$7.7 million
MSC - Southeast Technical.....	\$2.6 million
MSU, Mankato.....	\$19.8 million
MSU Moorhead.....	\$10.0 million
Minnesota West.....	\$5.1 million
Normandale.....	\$8.3 million
North Hennepin.....	\$5.9 million
Northeast Higher Education District*.....	\$7.0 million
Northland.....	\$3.8 million
Northwest.....	\$8.0 million
Pine.....	\$0.8 million
Ridgewater.....	\$4.8 million
Riverland.....	\$4.0 million
Rochester.....	\$5.5 million
St. Cloud State.....	\$23.3 million
St. Cloud Technical.....	\$3.7 million
St. Paul.....	\$4.8 million
South Central.....	\$4.9 million
Southwest State.....	\$8.2 million
Winona State.....	\$12.8 million
System-wide.....	\$32.3 million

\*The Northeast Higher Education District comprises three member colleges: Itasca Community College, Mesabi Range Community and Technical College and Vermilion Community College. A fourth, Rainy River Community College, will join in summer 2001.

### Keeping Minnesota Competitive

Minnesota State Colleges and Universities are at a crossroads. Lawmakers must determine whether they want the state's largest system of higher education to struggle to maintain programs and services or to be a major force in building Minnesota's economy and quality of life.

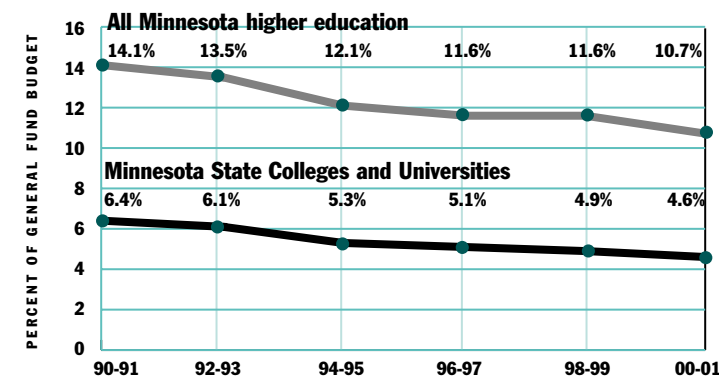
The campus presidents continue to reallocate and streamline their operations through consolidation and collaboration with sister institutions and employers. But today they cannot compete without a significant new commitment from the state.

A recent report by the Office of the Legislative Auditor found that Minnesota's spending on higher education has not kept pace with other state spending.

"As a percentage of the state's general fund, current funding levels for higher education in general, and MnSCU in particular, are at a 20-year low," the report found. (*The MnSCU Merger, August 2000, p. 10*)

Over the past three years, MnSCU's enrollment has grown and is now at a six-year high. The system serves 52 percent of all students attending college in Minnesota, a market share that has remained steady.

#### State's commitment to higher education has slipped



In 1990-91, Minnesota State Colleges and Universities received 6.4 percent of the state's general fund budget. By 2000-01, MnSCU's share had dropped to 4.6 percent.

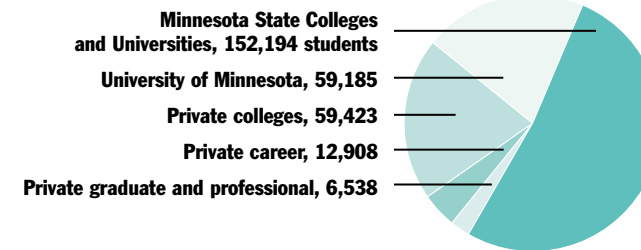
Source: MnSCU Finance and Minnesota Department of Finance

This budget request represents an investment in Minnesota's economic future. Education and economic well-being are linked in today's knowledge-based economy. Minnesota will not sustain its high standard of living without a competitive higher education system.

MnSCU institutions now rank at or near the 50th percentile in state funding when compared with similar institutions nationally. In order to maintain its current standing and cover inflation, the system and its institutions need \$98.0 million in new funding to meet core financial obligations over the next two years. At this level, campuses are limited in their capacity to adopt new technology, develop high-quality curriculum and respond to emerging local and regional needs.

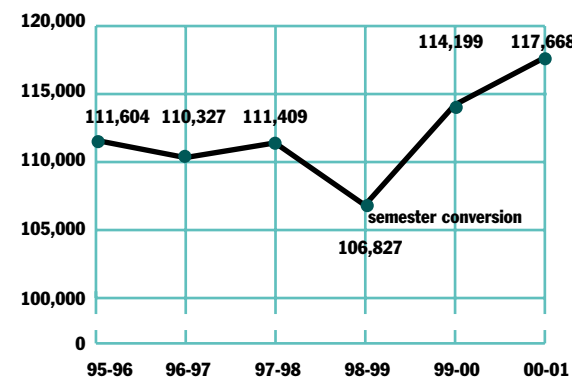
#### One of every 2 students attending college in Minnesota attends a MnSCU institution

MnSCU serves 52% of the state's higher education market



Source: Minnesota Higher Education Services Office, preliminary fall 2000 headcount

#### MnSCU enrollment is at a 6-year high

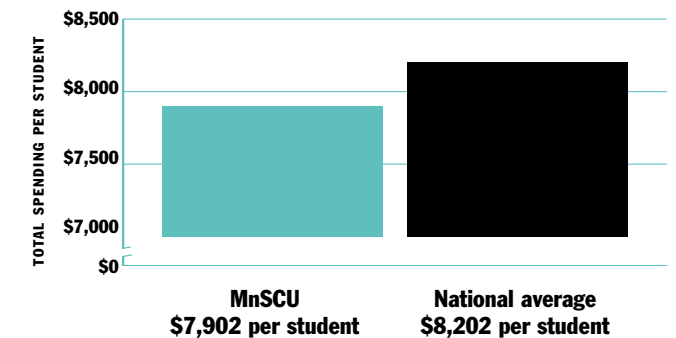


Source: MnSCU Finance, full-year-equivalent enrollment. Data for 2000-2001 is a projection based on fall semester 2000 enrollment.

This budget request aims to move all Minnesota State Colleges and Universities beyond the basic maintenance level to a competitive level of funding. The goal is to regain Minnesota's reputation for educational leadership and to be at least as innovative and dynamic as the top one-fourth of all similar institutions and systems nationally. This request would begin to move the institutions over a four-year period to about the 75th percentile nationally in state funding per student.

With this investment, the campuses will continue to produce graduates who are competitive with their peers nationally.

#### Minnesota State Colleges and Universities rank below average on spending per student



A study of similar public institutions nationally shows that Minnesota State Colleges and Universities spend less per student than most peer institutions across the country. Peer institutions were identified using specific criteria including the type and level of programs offered, nationally recognized classifications, enrollment and faculty complement.

Source: MnSCU Research and Planning, 2000 Peer Funding Study, 1998 data

## Budget request is campus-based

For the first time, the Minnesota State Colleges and Universities are presenting a campus-based budget request. This request reflects what it will take to meet the changing needs of Minnesota's students and communities.

- New investments in critical areas over the next two years will have a far-reaching impact on Minnesota's quality of life and the capacity of the campuses to enhance the intellectual power and skills of Minnesota's workforce.
- Students of all ages will benefit from greater access to high-demand academic and workforce training programs using cutting-edge instructional technology and equipment. More courses will be conveniently delivered online and closer to work and home. Necessary campus repairs and replacement projects will be undertaken.
- MnSCU will implement a strategic tuition policy to recruit students from other states to attend college in Minnesota and stay in Minnesota to work after graduation. More than 9,000 students now attend MnSCU institutions from states that do not have tuition reciprocity with Minnesota. These students pay tuition at twice the rate paid by Minnesota residents. By eliminating the non-resident tuition surcharge, Minnesota will attract ambitious college-minded people to the state. Many of them are likely to stay in Minnesota to work after they graduate.

- New strategies will create seamless transfer policies so students can easily transfer from two-year colleges to four-year universities. These strategies include creating new Bachelor of Applied Science degrees, aligning curricula across campuses to ease credit transfer, building career paths from high school and technical colleges through four-year degrees and establishing new procedures to assess prior learning for academic credit.

## Presidents, faculty, students had budget input

MnSCU's 2002-2003 budget request was developed with the full participation of institution presidents, as well as representation from faculty, students and other stakeholders. The overall request was based on national competitive standards and the system's commitment to four goal areas: academic excellence, workforce development, equipment and instructional technology.

Public hearings in St. Paul and Brainerd were conducted by the MnSCU Board of Trustees on the budget request. Once approved by the Board of Trustees, the request was broken down into an allotment for each college and university. Each president has developed a budget request for new funding, based on institution and system priorities.

## Accountability is key

Accountability tied to educational goals is a key component of this campus-based request.

Each college and university drew up specific indicators for measuring progress over two years. Indicators also have been developed for system-wide initiatives.

The accountability indicators focus on such measurable factors as increases in online courses, instructional technology, program enrollment, outside partnerships and student satisfaction as measured by student surveys. Both campus and system-wide indicators are listed in this document.

In addition, the chancellor has convened a task force on institutional accountability. Using the Malcolm Baldrige Quality Award criteria as a foundation, the system office is engaged in an assessment of its functions and services using a Baldrige-based process developed by the Minnesota Council for Quality. Information gathered will serve as the foundation for continuous improvement, accountability indicators and strategies.

The individual colleges and universities also are developing and pursuing continuous quality improvement programs through North Central Association's Academic Quality Improvement Project.

## Campuses, system reallocate resources

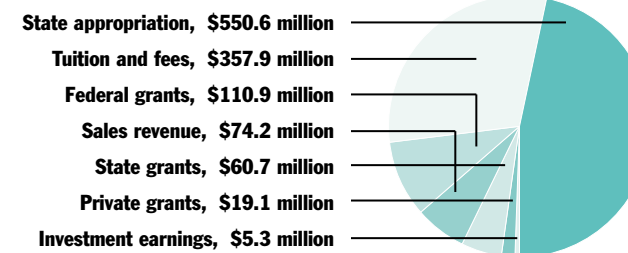
Internal budget reallocations over the past six years have enabled the Minnesota State Colleges and Universities to provide high-quality education and career training.

The 35 institutions have reallocated more than \$100 million to cover basic inflationary costs and provide critical resources for high-demand programs, student services and facility repairs. The campuses suspended or closed nearly 400 programs with low enrollment in the past two-and-one-half years to free up funding for more pressing needs.

This budget request includes an expectation that the colleges and universities will reallocate another \$30 million over the biennium. The campus-based portion of this document contains summaries of internal reallocations by the individual institutions and the system.

## State funding is largest revenue source

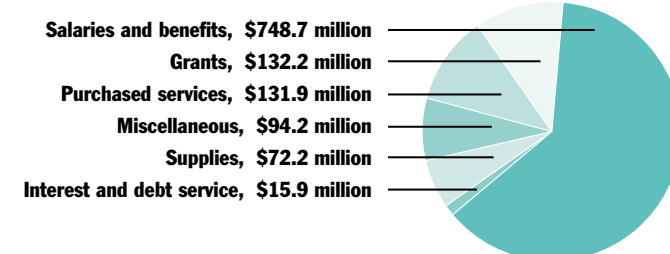
State appropriations make up the largest share of the annual budget for Minnesota State Colleges and Universities



Source: MnSCU Finance Division, fiscal year 2000

## Salaries make up most of MnSCU expenditures

The largest share of spending is for salaries and employee benefits



Source: MnSCU Finance Division, fiscal year 2000

## Past Investments at Work

Of the \$107 million in new funding granted to MnSCU in the 1999 and 2000 legislative sessions, \$67.2 million was used to meet basic campus obligations caused by inflation and enrollment increases. The remaining \$39.8 million in new money was strategically invested to respond to emerging student needs, to help campuses produce a more competitive workforce and to encourage multi-campus collaboration.

Examples of new investments:

- All 35 colleges and universities received new instructional equipment. A \$5 million state allocation leveraged more than \$17 million in equipment donations from private employers. New equipment includes digitized technology for precision manufacturing, science lab equipment, an ambulance simulator, robotics equipment, a geographic plotter and a DC-9 jet.
- Thirty-two institutions expanded existing programs or added new ones to accommodate student demand. In the past two-and-one-half years, 1,681 programs were redesigned and 528 new programs were created, including graphics technology, education, multi-media, manufacturing engineering, property management, geographic information systems, computer network administration, health care technology, executive leadership and master's degree programs. At the same time, nearly 400 programs were closed in order to reallocate resources to higher-priority programs.

- Twenty-six institutions invested in classroom technology including Web servers, computer labs, laptops for students and faculty, Internet courses, faculty training and campus network expansion. State colleges and universities have developed or launched 347 new courses offered entirely on the Internet.

- Twenty-two campuses engaged 56 sign language interpreters for deaf students to comply with federal and state law.



- All 35 institutions expanded access to library resources by such measures as increasing the number of library workstations, expanding online services and subscriptions, updating holdings to support emerging academic programs, purchasing reference books and buying CD-ROM training programs.
- All 35 colleges and universities addressed essential facilities needs including structural and mechanical repairs, remodeling to meet health and safety codes, renovating existing space for new programs and replacing bleachers.
- All schools adopted plans to improve recruitment and retention of students. Schools improved their admissions and enrollment processes with more efficient enrollment systems, more student advising and creation of one-stop student answer centers.
- Three institutions in the Twin Cities created a unique joint program to prepare teachers to work in urban schools.
- The system office worked with campuses to create two regional instructional technology support centers in southeastern and central Minnesota to enable campuses and facilities to share technology resources, support, expertise and equipment.
- The system office took a leadership role in expanding and redesigning the state's career and education Web site, ISEEK, where jobs and educational opportunities are represented in one comprehensive resource.

## How to Use This Campus-based Budget Guide

The following pages provide information about individual MnSCU institutions. The institutional budget pages appear in alphabetical order. Each two-page presentation gives a breakdown of how the college or university would use the requested budget increase and demonstrate success. A two-page presentation on the system office and system-wide initiatives begins on page 78.

Here is a point-by-point guide to the campus and system-wide presentations:

- Request summary: Three key dollar figures are shown at the top of the page for each campus — the amount needed to implement its quality and competitive investment proposals, the amount needed to cover inflation and its 2000-2001 biennial base appropriation.
- Quality/competitiveness investment summary: This chart shows how the campus would use the requested funding increase for improvements in the following categories: academic excellence, workforce development, equipment, instructional technology and repair and replacement projects.
- Budget detail: More about the proposals is outlined here, along with plans for using repair and replacement money.
- Internal reallocation: This gives a brief overview of how the institution improves its efficiency in using resources, sets priorities and shifts money internally to meet pressing needs.
- Accountability indicators: Each college and university lists how it will measure its success over the next two years in improving academic programs and student services, enhancing workforce development and achieving other goals in its funding request.

## Colleges and Universities Play a Leading Role in Regional Vitality

With 53 campuses located in 46 Minnesota communities, Minnesota State Colleges and Universities play a major role in stimulating the economic development and cultural vitality of cities, suburbs, towns and rural areas throughout Minnesota.

A 1998 study by Anton & Associates, Inc., of Minneapolis estimated the economic impact resulting from the state's investment in MnSCU. The report found:

- Every dollar of net state spending on Minnesota State Colleges and Universities generates a return of \$5.75 to the state's economy.

By far the largest factor in that investment return is the increased productivity of graduates who earn higher wages (and pay more in taxes) because of their college and university education. Other factors generating economic activity are direct spending by MnSCU on salaries, supplies and services, and the indirect or induced economic activity that results from that direct spending.

These charts illustrate how MnSCU's requested budget increase would be distributed by region.

### MnSCU TOTALS:

**Number of institutions:**.....35  
**Number of campuses:** .....53  
**Number of students (headcount):** .....216,498  
**Number of students (full-year-equivalent):** 114,199  
**New funding per student:** .....\$925

*For additional explanation of this data, see page 80.*

### NORTHWEST REGION:



Alexandria Technical College  
 Bemidji State University  
 Central Lakes College  
 Fergus Falls Community College

Minnesota State University Moorhead  
 Northland Community & Technical College  
 Northwest Technical College

**Number of institutions:** ..... 7  
**Number of campuses:** .....12  
**Number of students (headcount):** .....33,802  
**Number of students (full-year-equivalent):** ...21,351  
**Percent of MnSCU FYE enrollment:** .....18.7  
**2002-2003 budget request (increase):** .....\$41.5 million  
**Percent share of total new request:** .....18.6  
**New funding per student:** ..... \$924

### NORTHEAST REGION:



Fond du Lac Tribal & Community College  
 Hibbing Community College  
 Lake Superior College

Northeast Higher Education District:  
 Itasca Community College  
 Mesabi Range Community & Technical College  
 Rainy River Community College  
 Vermilion Community College

**Number of institutions:** .....4  
**Number of campuses:** .....8  
**Number of students (headcount):** .....17,507  
**Number of students (full-year-equivalent):** ....7,377  
**Percent of MnSCU FYE enrollment:** .....6.5  
**2002-2003 budget request (increase):** .....\$18.2 million  
**Percent share of total new request:** .....8.1  
**New funding per student:** ..... \$1,155

### CENTRAL REGION:



Pine Technical College  
 Ridgewater College  
 St. Cloud State University  
 St. Cloud Technical College

**Number of institutions:** .....4  
**Number of campuses:** .....5  
**Number of students (headcount):** .....29,573  
**Number of students (full-year-equivalent):** ..18,132  
**Percent of MnSCU FYE enrollment:** .....15.9  
**2002-2003 budget request (increase):** ..... \$32.6 million  
**Percent share of total new request:** .....14.6  
**New funding per student:** ..... \$878

### SOUTHWEST REGION:



Minnesota West Community & Technical College  
 Southwest State University

**Number of institutions:**.....2  
**Number of campuses:** .....6  
**Number of students (headcount):** .....10,304  
**Number of students (full-year-equivalent):** .....5,142  
**Percent of MnSCU FYE enrollment:**.....4.5  
**2002-2003 budget request (increase):** .....\$13.3 million  
**Percent share of total new request:**.....6.0  
**New funding per student:** ..... \$1,198

### SOUTHEAST REGION:



Minnesota State College - Southeast Technical  
 Minnesota State University, Mankato

Riverland Community College  
 Rochester Community and Technical College  
 South Central Technical College  
 Winona State University

**Number of institutions:** .....6  
**Number of campuses:** .....9  
**Number of students (headcount):** .....41,599  
**Number of students (full-year-equivalent):** ..27,119  
**Percent of MnSCU FYE enrollment:** .....23.8  
**2002-2003 budget request (increase):** \$50.0 million  
**Percent share of total new request:** .....22.2  
**New funding per student:** .....\$857

### METRO REGION:



Anoka-Hennepin Technical College  
 Anoka-Ramsey Community College  
 Century College  
 Dakota County Technical College  
 Hennepin Technical College

Inver Hills Community College  
 Metropolitan State University  
 Minneapolis Community & Technical College  
 Normandale Community College  
 North Hennepin Community College  
 St. Paul Technical College

**Number of institutions:**.....11  
**Number of campuses:** .....13  
**Number of students (headcount):** .....83,713  
**Number of students (full-year-equivalent):** ...35,039  
**Percent of MnSCU FYE enrollment:**.....30.7  
**2002-2003 budget request (increase):** .....\$68.2 million  
**Percent share of total new request:**.....30.5  
**New funding per student:** ..... \$894



## Alexandria Technical College

**PRESIDENT:**  
LARRY SHELLITO

**WEB SITE:**  
www.alextech.org

- Alexandria Technical College ranked 22nd nationally in Yahoo's "100 most wired two-year colleges in the nation."
- The college is among eight selected for the initial North Central Association's Academic Quality Improvement Project.
- Scores on the Medical Laboratory Technician national registry exams are among the nation's top 10.
- The college was selected to participate in the Society of Manufacturing Engineers Science, Technology and Engineering Preview Summer Camp for Girls.

### PROFILE

Located in west central Minnesota, Alexandria Technical College serves as the college for the Alexandria community and surrounding region. Founded in 1961, it has established a solid reputation for quality instruction and service to its students. The college provides more than 40 program areas, has coordinated instructional programs with area high schools and has an extensive workforce development program. Since the merger of Minnesota State Colleges and Universities, the college has achieved enrollment growth of more than 15 percent.

Alexandria Technical College is unique among Minnesota's two-year colleges in that more than 85 percent of the students attend full time. The college's student population is young, with 76 percent of the students under age 25. Students come from all across Minnesota as well as surrounding states and several foreign countries.

The college's largest programs are law enforcement, carpentry, communication art and design, practical nursing, diesel mechanics and computer technical support specialist. New programs include technical communications, e-commerce business management, e-commerce technical specialist and wireless communications. The college's focus on technology has made it a leader not only in Minnesota but nationally. The college has training partnerships with business and industry, including 3M and Caterpillar.

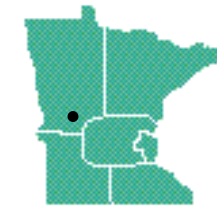
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$350,000
■ Implement academic assessment of student learning	
■ Expand professional development activities	
■ Design, deliver and assess curricula	
Workforce development .....	\$250,000
■ Expand service to business and industry partners	
Equipment .....	\$455,000
■ Upgrade instructional programs with equipment replicating business and industry standards	
Instructional technology .....	\$400,000
■ Upgrade technology infrastructure	
Repair and replacement.....	\$545,000

### BUDGET REQUEST

**Quality/competitive investment: \$2.0 million**  
**Inflation: \$2.1 million**  
 FY 2000-2001 state appropriation: \$21 million

### MAP



### CAMPUS LOCATION

**Alexandria**

### BUDGET DETAIL

To keep pace with the demands of external stakeholders, the college will use additional funds primarily to upgrade existing infrastructure and achieve strategic objectives.

- Equipment and instructional technology upgrades will enable the college to provide appropriate training on the types of equipment used in the workforce. This will enable graduates to quickly adapt to the needs of business and industry, which, in turn, provides economic value to employers.
- Student assessment and workforce development services are needed to achieve expectations of external stakeholders, including business and industry and accrediting agencies.
- Repair and replacement priorities include roof repair, heating, ventilation and air conditioning work to resolve air quality issues, mechanical repairs including replacement of motors and seals, and upgrading of plumbing with emphasis on replacement of aged, rusted pipes and valves.

#### Internal reallocation

The additional funds will sustain the college, providing that internal budget cuts are made, such as reductions in programs. The college will eliminate two programs, automotive diagnostic technician and aviation electronics.

### ACCOUNTABILITY INDICATORS

- Ensure that 100 percent of courses comply with North Central Association standards.
- Increase non-traditional student enrollment by 25 percent.
- Increase headcount of the incumbent workforce trained through the college's customized training unit by 20 percent, from 7,026 to 8,500.
- Increase student access to equipment.
- Sustain student access by offering programs that match the economic needs of the college's service area.
- Increase technology use, with emphasis on instruction via a college intranet system.

**Annual headcount enrollment, credit: 3,232**

**Annual non-credit course registrations: 7,026**

**Full-year-equivalent enrollment: 2,047**

**Average age: 26.5**

**Median age: 21.0**

**Average undergraduate credit load: 12.9**

**Average class size: 19**

**Percent students of color: 1.7**

**Percent of graduates who stay in Minnesota: 89.5**

*For additional explanation of this data, see page 80.*



## Anoka-Hennepin Technical College

**PRESIDENT:**  
ANNE WEYANDT

**WEB SITE:**  
www.ank.tec.mn.us

■ Anoka-Hennepin School District 11 is partnering with Anoka County and Anoka-Hennepin Technical College to create the state's first secondary technical education program on the campus.

■ Anoka-Hennepin Technical College has forged numerous partnerships with area industry and other colleges.

■ Job placement for graduates consistently exceeds 95 percent.

### PROFILE

Anoka-Hennepin Technical College has served students and employers in Anoka and surrounding communities since 1967. In 1999-2000, more than 3,200 students were served in the college's 36 credit programs and more than 20,000 in customized training programs. Approximately 60 percent of students enroll part time; about 40 percent are older than age 25; and most come from Anoka County, other metro-area counties and eight counties outside the metro area.

The 36 credit programs are in nine centers of excellence: business and office, transportation, design and manufacturing, electrical/electronics, health, horticulture/golf, information technology, service and general education. For fall 2000, the largest enrollments were in the construction electrician, information technology, surgical technology, practical nursing and horticulture/golf programs.

Establishing partnerships with communities, business and industry and K-12 districts is a key part of the college's mission. Its customized training division serves more than 300 employers. Collaborative partnerships with the college include:

- Minneapolis Community and Technical College for enhancement of health and technical education opportunities in the Phillips neighborhood.
- MediaOne and Dakota County Technical College for technician training.
- Caterpillar and North Hennepin Community College in an incumbent workforce training grant.
- AC Delco for a technician service education program.

Anoka-Hennepin Technical College employs about 225 faculty and staff. A \$12.5 million renovation is under way to repair the college's roof and heating and ventilating systems, address code and safety issues, and remodel key classroom and lab areas.

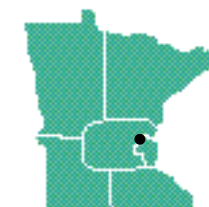
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Workforce development .....	\$300,000
■ Develop new courses and programs, and add faculty, equipment and supplies for start-up; remodel space and enhance instructional quality	
Equipment .....	\$198,000
■ Assure state-of-the-art equipment for all programs	
Instructional technology .....	\$227,000
■ Develop Web-based courses; replace and enhance computing infrastructure	
■ Purchase classroom and lab technology	
Repair and replacement.....	\$604,000

### BUDGET REQUEST

**Quality/competitive investment: \$1.3 million**  
**Inflation: \$1.4 million**  
**FY 2000-2001 state appropriation: \$13.9 million**

### MAP



### CAMPUS LOCATION

**Anoka**

### BUDGET DETAIL

If Anoka-Hennepin Technical College received the requested funding, the college would be in a position to invest significantly in the following initiatives:

- Hire an instructional designer to help faculty and workforce programs develop Web-enhanced and Web-based courses.
- Restore equipment budget dollars for all programs to replace out-of-date equipment, which is crucial to recruiting and retaining students and gaining support from business and industry for retraining employees and hiring graduates. Community resources also will be needed to acquire state-of-the-art equipment for existing programs and new initiatives.
- Hire a staff member to research and develop new courses and at least three new programs to enhance the college's ability to serve business and industry needs for new employees and retraining of existing employees.

With additional repair and replacement funding, the college's first priorities would be life safety or failed-equipment issues such as retrofitting air conditioning chillers to an approved refrigerant and tuckpointing. Secondary priorities include painting, carpeting and remodeling classrooms, offices and hallways.

#### Internal reallocation

During the past two years, all instructional program budgets at Anoka-Hennepin Technical College have been reduced by 50 percent. The college also has shifted the cost of routine technology maintenance and upgrades to student fee revenues. Development of new programs has been significantly limited.

### ACCOUNTABILITY INDICATORS

- Increase opportunities for retraining through the customized training division by adding up-to-date equipment in several programs, including robotic welding, laser technology and information technology.
- Increase retention rate of students in programs enhanced by additional funding for up-to-date equipment.
- Increase opportunities through the customized training division for retraining workers in program areas enhanced by additional funding for up-to-date equipment.
- Increase by 10 percent, or five, the number of faculty using Web-enhanced courses by the end of 2001-2002.
- Increase by 10 percent, or five, the number of faculty developing Web-based courses by the end of 2001-2002.
- Increase by an additional 20 percent, or 10, the number of faculty developing Web-based courses by the end of 2002-2003.
- Develop three new programs for specialty areas by the end of 2002-2003.

**Annual headcount enrollment, credit: 3,398**

**Annual non-credit course registrations: 20,243**

**Full-year-equivalent enrollment: 1,331**

**Average age: 25.9**

**Median age: 22.0**

**Average undergraduate credit load: 8.8**

**Average class size: 13**

**Percent students of color: 5.7**

**Percent of graduates who stay in Minnesota: 93.9**

*For additional explanation of this data, see page 80.*





## Anoka-Ramsey Community College

**PRESIDENT:**  
PATRICK M. JOHNS

**WEB SITE:**  
www.anokaramsey.mnscu.edu

- Anoka-Ramsey is a leader in developing online opportunities for students, with 348 students enrolled in 14 online courses for fall 2000.
- Anoka-Ramsey has developed new programs in geographic information systems, biomedical technology, computer networking and Cisco Certified Network Professional.
- Recent Minnesota Job Skills Partnership grants include \$384,804 to train 1,800 Mercy Hospital staff in electronic charting and \$266,000 for supervisory training of health care workers in east central Minnesota.

### PROFILE

Anoka-Ramsey Community College, with campuses in Coon Rapids and Cambridge, is a leading provider of higher education and training in the north suburban area of Minneapolis and St. Paul. Annually, the college serves more than 8,000 learners of all ages as they pursue associate degrees, general education transfer courses, certificates or degree programs that lead directly to rewarding careers.

The college also provides customized training and continuing education programs. Nearly 9,000 adults enroll in these courses each year. More than 2,000 children explore subjects from American Sign Language to zoology in the college's summer programs. Students learn in a variety of settings. Some attend small classes where instructors challenge students to examine issues and participate in group activities. Others take courses that blend the Internet with individual attention from instructors.

The college is known for strong and innovative academic programs supported by updated facilities, including a state-of-the-art science center and newly remodeled technology center on the Coon Rapids campus and a new campus center building in Cambridge. The college also emphasizes global education through its language and study-abroad programs with sister colleges in China and Sweden.

Anoka-Ramsey offers a variety of student services, including tutoring for more than 25 subject areas, accessible services for students with disabilities and Project START, a federally funded support program for first-generation college students.

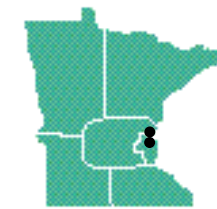
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	<b>\$1.1 million</b>
■ Develop online Center for Teaching and Learning	
■ Continue development of online general education courses	
■ Enhance international programs	
<b>Workforce development</b> .....	<b>\$900,000</b>
■ Create a new licensed practical nursing program	
■ Create an online LPN to RN mobility nursing program	
■ Launch an online associate degree in business	
<b>Instructional technology</b> .....	<b>\$930,000</b>
■ Equip classrooms and labs for emerging technology and ergonomic needs	
<b>Repair and replacement</b> .....	<b>\$670,000</b>

### BUDGET REQUEST

**Quality/competitive investment: \$3.6 million**  
**Inflation: \$2.4 million**  
**FY 2000-2001 state appropriation: \$23.4 million**

### MAP



### CAMPUS LOCATION

**Cambridge**  
**Coon Rapids**

### BUDGET DETAIL

If Anoka-Ramsey Community College receives the requested funding, the college would pursue the following initiatives:

- Implement Baldrige-based, AQIP assessment process for continuous academic improvement.
- Develop online Center for Teaching and Learning to provide training and instruction for faculty development of online or Web-enhanced courses.
- Continue to develop online learning opportunities for students.
- Develop service learning initiatives and continue to create learning communities for students.
- Strengthen the college's commitment to international programs.
- Create a licensed practical nursing program on the Cambridge campus, graduating 20 nurses per year.
- Develop an online LPN to RN mobility program for 20 nurses per year.
- Develop an online associate degree in business.
- Develop a career placement center.
- Equip Cisco certification program classrooms.
- Renovate and equip current classrooms and offices to create smart classrooms and to meet ergonomic guidelines.

With additional repair and replacement funding, Anoka-Ramsey Community College will replace burner controls and air handling units and complete additional ADA compliance and storm sewer work on the Coon Rapids campus. The Cambridge campus will replace fixed seating and complete additional ADA compliance.

#### Internal reallocation

Anoka-Ramsey will redirect internal strategic initiative funds to develop and support the efforts in this plan. In addition, the college will continue to evaluate and eliminate low-enrollment offerings.

### ACCOUNTABILITY INDICATORS

- Increase students in two new nursing options by 40 per year.
- Expand enrollment in Internet courses from 350 students to 1,300 students annually.
- Enhance classroom equipment for an additional 50 students in geographic information systems and Cisco Professional Network Certification classes annually.
- Enable 25 new students to gain certification in Cisco network proficiency.
- Place 100 students per year in academic program-related jobs.
- Increase participation in international programs to 25 students per year.

**Annual headcount enrollment, credit: 8,067**  
**Annual non-credit course registrations: 8,992**  
**Full-year-equivalent enrollment: 3,619**  
**Average age: 24.4**  
**Median age: 20.0**  
**Average undergraduate credit load: 8.9**  
**Average class size: 25**  
**Percent students of color: 3.9**  
**Percent of graduates who stay in Minnesota: 96.3**

*For additional explanation of this data, see page 80.*



## Bemidji State University

**PRESIDENT:**  
M. JAMES BENSEN

**WEB SITE:**  
www.bemidji.msus.edu

■ Bemidji State University graduates have an annual placement rate greater than 95 percent in professional jobs, higher education and government service.

■ In 2000, the university received full accreditation from the North Central Association of Colleges and Schools.

■ In the 1999-2000 academic year, Bemidji State University faculty received 33 grants and contracts totaling \$2.3 million.

■ The university's Center for Research and Innovation attracted more than \$300,000 in grants and training contracts in its first two years.

### PROFILE

Bemidji State University serves a large area of northern Minnesota and is the only accessible baccalaureate institution for many of the region's residents. The university is committed to providing educational access to a variety of students, as depicted by these enrollment patterns:

- Seventy-five percent of its students are from northern Minnesota.
- Four percent are American Indians, the highest proportion in MnSCU baccalaureate institutions.
- Forty-two percent are more than 23 years old, and more than half of all students are first-generation college students.
- Fifty percent transfer from other colleges and universities.
- More than 90 percent receive some form of financial assistance.

Bemidji State University's distinctions:

- Day, evening and distance-education courses are provided to 4,613 students in 23 locations, with more than 900 students off-site.
- Transfer agreements have been reached with all Minnesota technical colleges and community colleges.
- Numerous students study abroad.
- A \$2 million American Indian Resource Center, including a technology hub, will reach all American Indian communities in Minnesota.
- The Center for Research and Innovation provides incubation facilities, expertise and applied research support for businesses and industries statewide. Annual activity involves more than 50 businesses and 3,000 clients through non-credit instruction.

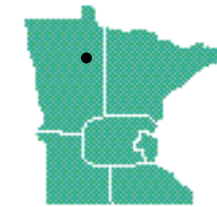
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$255,000
■ Create a multidisciplinary liberal education capstone experience	
Workforce development .....	\$315,000
■ Purchase technology certification training software	
■ Develop a "train the trainer" program	
Equipment .....	\$589,000
■ Purchase equipment for campus wide needs, including to support distance education and meet outreach educational goals of the American Indian Resource Center	
Instructional technology .....	\$2.3 million
■ Create a Center for Instructional Development and four distance education degree programs	
Repair and replacement .....	\$1.4 million

### BUDGET REQUEST

**Quality/competitive investment: \$4.9 million**  
**Inflation: \$3.6 million**  
**FY 2000-2001 state appropriation: \$39.1 million**

### MAP



### CAMPUS LOCATION

**Bemidji**

### BUDGET DETAIL

If Bemidji State University receives the requested funding, it will invest in these initiatives:

- The liberal education curriculum will have a culminating experience or capstone. Students will work in teams to solve a contemporary or future problem. The capstone experience will focus on applying knowledge, skills and values required during the liberal education core curriculum.
- College-level technology certification training will be provided to the workforce. A "train the trainer" concept will be used to develop training capacity. The need for technology certificate training is particularly acute on area American Indian reservations.
- Equipment for a digital/video/Web teaching laboratory will support the development and upgrading of distance-education course materials and culturally appropriate Web materials to meet American Indian community educational needs through the American Indian Resource Center.
- The university will hire a specialist for creating state-of-the-art curriculum materials and provide necessary hardware and software. The resulting distance education and digital video instruction laboratory will enable the university to create four degree programs using interactive television, Internet and other technologies, each with 50 learners.
- Repair and replacement money will be used to upgrade classrooms and halls, and for fire alarms and elevators, ADA compliance, roofs and heating and air conditioning systems.

#### Internal reallocation

Resources in the Center for Research and Innovation will be used to enhance the technology certification training project. The center will redirect resources toward creating and marketing Internet-based instructional programs.

### ACCOUNTABILITY INDICATORS

- The multidisciplinary student capstone experience will demonstrate its success through changes in knowledge and communications skills and in student retention, faculty support and changes in student credit and faculty load. About 400 students per year will participate.
- Technology certification training will show success with more than 200 participants annually, fulfillment of American Indian needs, student and employer evaluations, in-house sustainability from tuition revenues and attraction of outside funds.
- Distance education and digital/video instructional laboratory success will be measured by 25 to 35 students enrolled in each of four new online degree programs, student completion rates, external evaluations and employer feedback, improvements in existing online courses and materials, and faculty use of the digital laboratory.

**Annual headcount enrollment, credit: 6,122**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 4,148**

**Average age: 27.0**

**Median age: 22.0**

**Average undergraduate credit load: 12.9**

**Average class size: 19**

**Percent students of color: 6.6**

**Percent of graduates who stay in Minnesota: 81.1**

*For additional explanation of this data, see page 80.*



# Central Lakes College

**PRESIDENT:**  
SALLY IHNE

**WEB SITE:**  
www.clc.mnscu.edu

- Central Lakes College received \$1 million in the last two years in Minnesota Job Skills Partnership grants to train 900 employees of area firms.
- The college recently completed a new classroom and lab for the heavy equipment trades.
- Major accomplishments include addition of four degrees in the computer science area, completion of credit transfer agreements with nine four-year colleges and foundation growth of more than \$1 million.

## PROFILE

Central Lakes College, a two-year community and technical college with campuses in Brainerd and Staples, is rooted in a heritage built by its predecessors, Brainerd Community College and the Brainerd Staples Technical College. Central Lakes College was one of the first merged two-year colleges in the Minnesota State Colleges and University system.

The college confers Associate in Arts degrees as part of its liberal arts transfer education mission and awards Associate in Applied Science degrees, diplomas and certificates in occupational fields not requiring baccalaureate degrees.

Central Lakes College's customized training and continuing education, Small Business Development Center and management programs offer education, training and consulting services on and off the campuses.

The college has identified seven Signature Learning Clusters that offer unique strengths for community service in the 21st century: computer science technology, construction trades, external studies, health and public safety, liberal education, manufacturing, theater and fine arts. The college also offers priority programs in heavy equipment operations, criminal justice, nursing and computer network administration.

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$140,000
■ Expand nursing and criminal justice programs	
Workforce development .....	\$450,000
■ Enhance management and agribusiness programs	
■ Introduce golf course management, corrections, dispatcher and criminalistics programs	
■ Expand computer operations and technology	
Equipment .....	\$1.3 million
■ Update and replace current equipment in technical programs	
Instructional technology .....	\$135,000
■ Expand mechanical drafting program	
■ Enhance heavy equipment program	
Repair and replacement.....	\$922,000

## BUDGET REQUEST

**Quality/competitive investment: \$3.0 million**  
**Inflation: \$2.2 million**  
**FY 2000-2001 state appropriation: \$23.4 million**

## MAP



## CAMPUS LOCATION

**Brainerd**  
**Staples**

## BUDGET DETAIL

If Central Lakes College receives the requested funding, the college would be in a position to invest in the following initiatives:

- Hire a full-time-equivalent instructor for the golf course facilities management program.
- Hire a full-time-equivalent instructor for the pro-engineering program.
- Hire 1.5 full-time-equivalent instructors for the licensed practical nursing program.
- Hire 3.5 full-time-equivalent instructors for the criminal justice department.
- Hire three full-time-equivalent instructors for the computer operations and technology department.

Funding also would be used to prevent further staff reductions; to cover basic operating costs, including contractual salary and benefit increases; and to preserve instruction and student services.

Repair and replacement funds will be invested in window and door replacements to improve energy efficiency at the Staples campus and the old community college wing of the Brainerd campus. In addition, repairs would be made on the two campuses.

### Internal reallocation

Central Lakes College annually reallocates resources from staff and faculty reductions, non-personnel reductions, increased tuition and fees, and reduced services and course offerings to cover contract settlements, insurance increases and new program development and start-up.

## ACCOUNTABILITY INDICATORS

- Enroll 27 students in the golf course facilities management program.
- Enroll an additional 27 students in the pro-engineering program.
- Enroll an additional 27 students in the licensed practical nursing program.
- Enroll an additional 72 students in the criminal justice department.
- Enroll an additional 60 students in the computer operations and technology department.

**Annual headcount enrollment, credit: 4,221**  
**Annual non-credit course registrations: 5,659**  
**Full-year-equivalent enrollment: 2,422**  
**Average age: 26.4**  
**Median age: 20.0**  
**Average undergraduate credit load: 11.0**  
**Average class size: 14**  
**Percent students of color: 1.7**  
**Percent of graduates who stay in Minnesota: 90.7**

*For additional explanation of this data, see page 80.*





# Century College

**PRESIDENT:**  
LARRY LITECKY

**WEB SITE:**  
www.century.cc.mn.us

Over the past two years, Century College's growth has been nearly 20 percent, making it among the fastest-growing institutions in the state.

Century's new pedestrian bridge, funded in the 1998 bonding bill, will increase campus safety and symbolize the successful consolidation of the two campuses.

In August 2000, Century Foundation received the largest gift in its history when the Lee Kopp Family Foundation gave a \$500,000 endowment.

## PROFILE

Century College is a learning-centered two-year institution that offers associate degrees, diplomas and certificates. In the most recent survey, 73 percent of the students declared a major for a degree program, while 11 percent declared a major for a diploma program. Only 3 percent specified a major for a certificate. Thirteen percent of students did not declare a major or were undecided.

Century College has strong programs in general education, computer science/technology applications, business, transportation, service-related programs and allied health. The visual communications technology program is an example of recent program development in computer science/technology applications. New program development is under way in telephony (telecommunications), Microsoft specialist certified engineering and supervisory management.

External accrediting groups have certified the quality of the following allied health programs: nursing, paramedic, pharmacy technician, radiologic technology, medical assistant, chemical dependency, dental assistant, orthotic and prosthetic technician and practitioner.

In addition to these credit-bearing programs and offerings, Century College's continuing education/customized training unit provides a wide array of workforce development and continuing education opportunities. More than 25,000 students are served each year, making Century College a major provider of continuing education and customized training in the state of Minnesota.

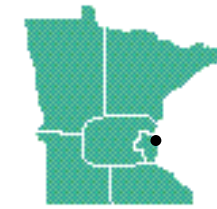
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	<b>\$2.2 million</b>
<ul style="list-style-type: none"> <li>■ Create a minimum of two new applied science programs</li> <li>■ Renovate biology and chemistry labs</li> <li>■ Develop new technology-based programs and upgrade current technology</li> <li>■ Expand Internet course delivery</li> <li>■ Enhance counseling and advising services</li> <li>■ Increase measurement of student academic success</li> </ul>	
<b>Workforce development</b> .....	<b>\$900,000</b>
<ul style="list-style-type: none"> <li>■ Create manufacturing lab and clinical mobile lab</li> <li>■ Improve instructional technology</li> <li>■ Develop Microsoft high-tech lab</li> </ul>	
<b>Repair and replacement</b> .....	<b>\$968,000</b>

## BUDGET REQUEST

**Quality/competitive investment: \$4.1 million**  
**Inflation: \$3.4 million**  
**FY 2000-2001 state appropriation: \$32.5 million**

## MAP



## CAMPUS LOCATION

**White Bear Lake**

## BUDGET DETAIL

If Century College receives the requested funding, the college would be in a position to invest in the following initiatives:

- Renovate and expand the existing biology and chemistry labs so that 1,170 students per year (an additional 300 students annually) can study science in up-to-date facilities.
- Increase courses that blend Internet use with classroom delivery to teach a minimum of 1,000 students per semester.
- Expand counseling and advising to work with an additional 150 students annually, and remodel service area to include computer kiosks for students' on-campus use.
- Expand service learning opportunities for students.
- Create on-campus manufacturing labs and a mobile radiology clinical lab to serve a minimum of 450 students per year.
- Upgrade computer science labs and purchase 200 new personal computers to serve 1,000 students.
- With additional repair and replacement funding, Century College would replace the boiler and chiller equipment on both campuses.

## Internal reallocation

Century College has positioned itself with a solid academic program review that will allow \$200,000 from program closings to support these initiatives. While the non-personnel area has not received inflationary increases in the past three years, the college nonetheless will contribute \$100,000 from the non-personnel budget. Finally, the Continuing Education and Customized Training unit will contribute \$100,000 of its profits. This will bring the total internal reallocation to \$400,000.

## ACCOUNTABILITY INDICATORS

- Increase overall full-year enrollment by more than 10 percent.
- Increase students in two new applied science programs by 50.
- Expand Internet use in course delivery to serve 1,000 students per semester.
- Enhance student services for 150 additional students annually.
- Enable 1,170 students to use more up-to-date labs and lab equipment in biology and chemistry.
- Enable 45 new students to gain certification in a renovated Microsoft high-tech lab.
- Enable 450 students to enroll in courses in the new manufacturing labs and clinical mobile lab.

**Annual headcount enrollment, credit: 9,742**

**Annual non-credit course registrations: 30,000**

**Full-year-equivalent enrollment: 4,478**

**Average age: 26.5**

**Median age: 22.0**

**Average undergraduate credit load: 9.2**

**Average class size: 19**

**Percent students of color: 13.8**

**Percent of graduates who stay in Minnesota: 88.1**

*For additional explanation of this data, see page 80.*



## Dakota County Technical College

**PRESIDENT:**  
RONALD THOMAS

**WEB SITE:**  
www.dctc.mnscu.edu

■ A recent start-up of the regional General Motors Training Center resulted from the college's successful partnership with General Motors.

■ Through a Minnesota Job Skills Partnership grant, the college has formed partnerships with 3M Co., North Star Steel, Power/Mation, Northern Natural Gas and MediaOne.

■ A Minnegasco partnership resulted in a new appliance repair technician program.

■ The college was awarded a \$700,000 Department of Labor and Industry incumbent worker demonstration grant.

### PROFILE

Dakota County Technical College is a 500,000-square-foot facility on 200 acres in the state's fourth-largest county. The college is located in one of the state's faster-growing areas, both in population and industry. The main campus is in Rosemount, and off-site campuses are in South St. Paul, Burnsville, Eagan and Bloomington. The main campus also is the site of the 40-acre Minnesota Vehicle Safety Training and Research Center. Dakota County Technical College serves an area including Dakota County and southern portions of Ramsey, Hennepin and Washington counties, extending into southern Minnesota.

Career majors are offered in a variety of occupational fields, and associate degrees, diplomas and certificates are available for the one- and two-year technical program majors. Customized training assesses needs and delivers technologically advanced training to businesses.

The Employment and Training Center provides a range of jobs and training program services through contract agreements with the county and state and federal agencies. The center has developed and operated pilot projects and innovative demonstration programs while serving welfare-to-work clients, dislocated and incumbent workers, and other special populations making the transition to employment.

In 1999-2000, the college served more than 14,000 students in credit-based diploma and degree majors and in non-credit courses. Full-year-equivalent enrollment increased 16 percent from 1998-1999 to 1999-2000.

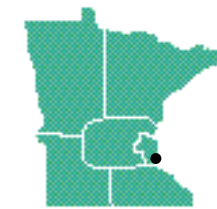
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.6 million
■ Increase quality in existing programs and expand offerings in information technology, graphic design technology, wood technology and general education	
■ Create applied natural science labs; expand student services staff	
Workforce development .....	\$397,000
■ Establish a target industry program in carpentry, construction electrician and limited energy technician	
Equipment .....	\$347,000
■ Replace truck driver training and machine tool equipment	
Instructional technology .....	\$52,000
■ Establish multi-media technology rooms	
Repair and replacement.....	\$854,000

### BUDGET REQUEST

**Quality/competitive investment: \$3.3 million**  
**Inflation: \$1.9 million**  
**FY 2000-2001 state appropriation: \$20.5 million**

### MAP



### CAMPUS LOCATION

**Rosemount**

### BUDGET DETAIL

If Dakota County Technical College receives the requested funding, the college will be in a position to invest in the following initiatives:

- Expand curricular offerings to meet the educational needs of a trained workforce and local industry.
- Ensure adequate student services staffing to deliver good service to prospective students and maintain rates of enrollment and retention.
- Supply trained workers in construction trades and contribute to economic development in the Dakota County service area through additional workforce development.
- Ensure equipment is current with industry standards to meet student needs and help maintain enrollment levels.
- Integrate instructional technology into teaching to contribute to improved educational effectiveness.
- Update the electronic security system, repair the hot water system, replace two non-repairable chillers and complete other repair projects.

### Internal reallocation

Dakota County Technical College will make reallocations from general funds for these initiatives: \$50,000 for remodeling, \$25,000 to acquire integrated video/voice/data equipment for the limited energy technician program and \$5,000 for marketing of the new construction trades programs.

The college will contribute the use of existing equipment, infrastructure and space required to expand existing occupational programs.

### ACCOUNTABILITY INDICATORS

- Forty students will have graduated from the new carpentry program and 20 from the new electrician and limited energy program.
- One hundred students will have enrolled in new applied natural science courses.
- College enrollment will increase overall by 5 percent in 2002 and another 5 percent in 2003, for a total of 2,102 students.
- Equipment purchases will result in 80 students trained on updated general machining equipment compliant with industry standards, 80 students trained on updated machining center compliant with industry standards and 100 students trained on updated truck tractors compliant with industry standards.
- Instructional technology improvements will result in 480 students served within "smart room" environments on a daily basis.

**Annual headcount enrollment, credit: 4,924**

**Annual non-credit course registrations: 7,686**

**Full-year-equivalent enrollment: 1,856**

**Average age: 29.0**

**Median age: 25.0**

**Average undergraduate credit load: 8.8**

**Average class size: 16**

**Percent students of color: 6.4**

**Percent of graduates who stay in Minnesota: 89.9**

*For additional explanation of this data, see page 80.*



## Fergus Falls Community College

**PRESIDENT:**  
KEN PEEDERS

**WEB SITE:**  
www.ff.cc.mn.us

■ Students donated more than 5,000 hours of service to the community through the college's service learning curriculum.

■ The Center for Students with Learning and Physical Disabilities serves students with special needs.

■ When the college's students transfer to another institution, 75 percent perform as well or better academically than they did at Fergus Falls.

■ Fergus Area College Foundation's \$1.4 million endowment provides \$85,000 in scholarships.

### PROFILE

Fergus Falls Community College is a two-year teaching institution enrolling approximately 2,000 students and generating 1,150 full-year-equivalent enrollment. Half of these students attend classes on campus and half are served via distance learning or partnerships with area high schools and colleges. Forty-three percent of the student body attends full time. Eighty percent come from within a 50-mile radius of Fergus Falls.

The college provides associate degrees, diplomas and certificates. Fergus Falls Community College also serves 2,000 students in the wider community through continuing education opportunities for all ages in areas such as computer training, leadership development, College for Kids and an expanding customized training program.

The college has strong programs in general education for students transferring to majors in education, business, pre-professional health, social work and computer science. It offers one- and two-year programs in registered nursing, practical nursing, medical lab technician, histology technician, phlebotomy technician, criminal justice studies, accounting, management, management information systems and legal, administrative and medical assistants.

External accrediting groups have certified the quality of the college's nursing programs, medical lab and histology technician programs, and general education programs.

### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....\$360,000

- Add 1.5 positions to recruit/retain students of color and international students
- Enhance community outreach for multicultural relations
- Develop 15 online courses in the transfer curriculum

Workforce development .....\$120,000

- Establish an off-campus Center for Lifelong Learning

Equipment .....\$155,000

- Upgrade dated phone system
- Upgrade assistive technology equipment for the Center for Students with Learning and Physical Disabilities

Instructional technology .....\$355,000

- Equip two electronic classrooms
- Purchase portable cart units and ceiling-mounted projectors
- Initiate laptop computer lease program for faculty

Repair and replacement.....\$210,000

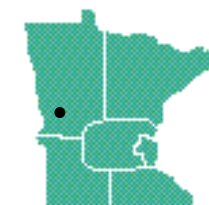
### BUDGET REQUEST

**Quality/competitive investment: \$1.2 million**

**Inflation: \$820,000**

**FY 2000-2001 state appropriation: \$8.3 million**

### MAP



### CAMPUS LOCATION

**Fergus Falls**

### BUDGET DETAIL

If Fergus Falls Community College receives the requested funding, the college would be in a position to invest significantly in these areas:

- The college would further incorporate technology in instruction through its laptop program and in upgraded classrooms.
- The college would enhance recruitment and retention of international students, contributing to its commitment to global education and recruiting potential workers for Minnesota's workforce needs. It would enhance recruitment, advising and retention of students of color, diversifying its student body and providing the necessary college and pre-college experiences to increase student success.
- The college, through the online course development program, would maintain its position as the general education provider of choice in the area. It would develop an online curriculum in general education and selected occupational programs and would provide high-quality delivery and access for rural students.
- The college would enhance its service to business and industry in workforce training by locating its Center for Lifelong Learning in the community and by providing additional instructional space at that site.
- The college would create a new football practice field and convert the old one to parking, and it would add storage and working space to an existing maintenance shed.

### Internal reallocation

Fergus Falls Community College will support these initiatives by reallocating money from its personnel and non-personnel budgets and will dedicate funds from its continuing education and customized training budget.

### ACCOUNTABILITY INDICATORS

- Increase students enrolled in courses that incorporate the latest in computer delivery possibilities from 30 percent of the present on-campus student body to 60 percent by fall 2003.
- Provide 15 new general education courses online by fall 2003 with an enrollment goal of 250 students.
- Four new electronic teaching stations will be operational by fall 2003.
- Enroll 50 additional students of color by fall 2003 and 100 by fall 2004, as compared with 60 students enrolled in fall 2000.
- Improve campus-wide retention by 3 percent to 5 percent over the biennium.
- Hold a series of diversity training seminars and forums for facilitated dialogue including campus and community participants.

**Annual headcount enrollment, credit: 2,663**

**Annual non-credit course registrations: 730**

**Full-year-equivalent enrollment: 1,151**

**Average age: 22.3**

**Median age: 19.0**

**Average undergraduate credit load: 8.9**

**Average class size: 21**

**Percent students of color: 12.2**

**Percent of graduates who stay in Minnesota: 86.6**

*For additional explanation of this data, see page 80.*





## Fond du Lac Tribal & Community College

**PRESIDENT:**

**L. JACK BRIGGS**

**WEB SITE:**

[www.fdl.cc.mn.us](http://www.fdl.cc.mn.us)

■ Over the past two years, Fond du Lac Tribal and Community College's enrollment has grown 23 percent, making it among the fastest-growing in the state.

■ The college received a commitment this year of \$3 million to help construct additional academic space.

■ The U.S. Department of Agriculture has designated the college as a "center of excellence" that focuses on environmental studies, particularly soil science and related fields.

**PROFILE**

Fond du Lac Tribal and Community College has the unique characteristic of being co-governed by the Minnesota State Colleges and Universities and the Fond du Lac Reservation, the only such post-secondary institution in the United States. Fond du Lac also has federal land grant institution status.

As one of the newest and most technologically advanced campuses in Minnesota, Fond du Lac Tribal and Community College provides about 180 computers for student, staff and faculty use. New on-campus housing facilities opened in fall 1999. All units are apartment-style with a full-size kitchen and a private bathroom in each unit.

The college grants associate degrees and professional certificates in a wide range of career fields. Popular areas of study include law enforcement, liberal arts, human services, business and finance, computer science, environmental studies and American Indian studies. Fond du Lac Tribal and Community College is accredited by the Commission on Institutions of Higher Education of the North Central Association. The Minnesota Peace Officers Standards and Training Board certifies the law enforcement program.

Fond du Lac Tribal and Community College was named one of nine "Choices for Merit in Academics and Culture" in *Winds of Change*, a publication of the American Indian Science and Engineering Society. This selection recognizes Fond du Lac's ability to combine academic opportunities and American Indian culture.

**QUALITY/COMPETITIVE INVESTMENT SUMMARY**

Academic excellence .....	\$180,000
■ Develop new environmental science and law enforcement skills programs	
■ Increase electronic student counseling	
Workforce development .....	\$175,000
■ Implement tribal law-enforcement skills instructional program	
Equipment .....	\$206,000
■ Equip environmental science lab	
■ Purchase GIS/GPS environmental mapping tools	
■ Purchase counseling hardware and software	
Instructional technology .....	\$120,000
■ Develop Web registration	
Repair and replacement.....	\$81,000

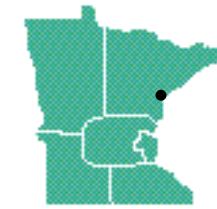
**BUDGET REQUEST**

**Quality/competitive investment: \$762,000**

**Inflation: \$373,000**

**FY 2000-2001 state appropriation: \$4.4 million**

**MAP**



**CAMPUS LOCATION**

**Cloquet**

**BUDGET DETAIL**

If Fond du Lac Tribal and Community College receives the requested funding, the college would be in a position to invest significantly in the following initiatives:

- Furnish its new environmental science lab to attract 25 new students in 2001 and 50 new students in 2002.
- Provide the skills component of the law enforcement degree for 80 students annually.
- Create a degree in environmental mapping GIS/GPS, initially educating 15 to 20 students.
- Enhance student services to meet the needs of an additional 100 students and provide greater assistance for students in the "Placement for Success" program.
- Create a certificate program in museum management to meet the needs of reservations being held accountable for preserving Indian cultures.

Additional repair and replacement funding would enable the college to replace worn carpet throughout the campus and install an enhanced security and surveillance system to further ensure the safety of students and staff.

**Internal reallocation**

Fond du Lac Tribal and Community College has produced a plan accepted by the North Central Association of Colleges and Schools to reduce annual non-personnel costs. Total annual savings should be about \$30,000.

**ACCOUNTABILITY INDICATORS**

- Increase overall full-time enrollment by 25 students annually.
- Increase student headcount annually by 80.
- Enhance services to adequately serve 1,100 students.
- Increase security and safety of student and staff by developing a more detailed disaster and critical incident plan.
- Enroll 15 to 20 students in new environmental mapping GIS/GPS program.

**Annual headcount enrollment, credit: 1,227**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 543**

**Average age: 25.1**

**Median age: 21.0**

**Average undergraduate credit load: 9.0**

**Average class size: 20**

**Percent students of color: 26.2**

**Percent of graduates who stay in Minnesota: N/A**

*For additional explanation of this data, see page 80.*



# Hennepin Technical College

**PRESIDENT:**  
SHARON GROSSBACH

**WEB SITE:**  
www.htc.mnscu.edu

■ Hennepin Technical College has achieved regional or national certification in culinary arts, health careers and transportation. The college's goal is to increase the number of programs with this distinction.

■ The American Culinary Federation recently named one of the college's culinary arts instructors "Chef of the Year."

■ Last year, 24 students competed in the state Skills USA contests, with three progressing to the national competition.

## PROFILE

Hennepin Technical College's primary activity within a mission of education for employment is workforce development. With campuses in Brooklyn Park and Eden Prairie and sites in Plymouth, Hopkins and Bloomington, the college delivers technical education to a wide array of learners.

Learners range from high school students to employed workers seeking to upgrade their skills. Seventy-four percent of students are part-time, and 32 percent of all learning occurs after 2 p.m. and on weekends. In 1992, students of color made up 2.8 percent of headcount enrollment; in 2000, that percentage has risen to 14.3 percent. Learners have a choice of more than 154 certificate, diploma or degree options.

The institution's services are strengthened through strong partnerships with business and industry. The partnerships take on many forms including advisory committees, internships, joint recruiting and donations of materials and equipment. The customized training division provides training to 27,500 workers annually with specific contracts for more than 200 businesses.

Twenty-four percent of student enrollment is in computer career courses with 11.5 percent in media communications, 11.3 percent in health and 10.4 percent in manufacturing.

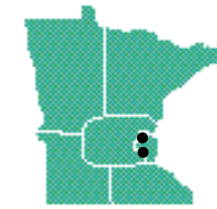
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$319,000
■ Add new industry-defined skills to printing curriculum	
■ Increase student services staffing	
Workforce development .....	\$443,000
■ Expand the occupational English program	
■ Implement a corporate alliance initiative	
Equipment .....	\$599,000
■ Upgrade existing equipment and add new boiler to deliver additional certificate option	
Instructional technology .....	\$551,000
■ Implement classroom and network technology enhancements	
■ Increase professional development and training options	
Repair and replacement .....	\$1.3 million

## BUDGET REQUEST

**Quality/competitive investment: \$3.2 million**  
**Inflation: \$3.5 million**  
**FY 2000-2001 state appropriation: \$36.5 million**

## MAP



## CAMPUS LOCATION

**Brooklyn Park**  
**Eden Prairie**

## BUDGET DETAIL

Additional funding would allow Hennepin Technical College to pursue the following initiatives:

- Upgrade the printing program including training on digital web press, through partnerships with Japs Olson and Xeikon Corporation.
- Expand services for a growing number of international students, English-as-a-Second-Language students and students of color.
- Expand opportunities to work with entering students in summer to better prepare them for college.
- Expand a successful pilot program in occupational English. The program approaches English as a skill needed for successful job performance by narrowing the vocabulary to workplace terminology.
- Provide coordination of the college's corporate alliance initiative, which strengthens partnerships with specific businesses affecting the economic vitality of the region. The initiative focuses on an assessment of a business' need for skilled workers and the college's capacity to respond.
- Provide equipment for academic programs including the heating, ventilation and air conditioning program. Funding would enable this program to add an option for high-pressure boiler training.
- Add data projectors with upgraded computers to all lecture rooms, equip and furnish a computer lab at each campus for transportation programs, move from campus networks to a college network, and upgrade and expand the technology training capacity of the college's staff.

### Internal reallocation

Hennepin Technical College has a history of reallocating resources, including closure of 11 low-enrollment programs over the last three years. Additional reallocations would occur from absorbing duties of vacant positions, prioritizing equipment funding, directing tuition revenue from increased enrollment and, if necessary, from non-obligated reserves.

## ACCOUNTABILITY INDICATORS

- Enrollment in printing will increase by 10 percent.
- Partnerships with five businesses will be developed to promote occupational English.
- Rates of retention and successful completion of learning objectives for students involved in the summer readiness programs will increase by 5 percent.
- A high-pressure boiler training option will be delivered in spring semester 2002.
- The number of technology training options for college employees will increase by 20 percent and participation will increase by 25 percent.
- Ten percent of full-time faculty will be trained in online course development.

**Annual headcount enrollment, credit: 9,114**  
**Annual non-credit course registrations: 24,595**  
**Full-year-equivalent enrollment: 3,467**  
**Average age: 31.7**  
**Median age: 30.0**  
**Average undergraduate credit load: 7.9**  
**Average class size: 14**  
**Percent students of color: 14.4**  
**Percent of graduates who stay in Minnesota: 98.7**  
*For additional explanation of this data, see page 80.*



# Hibbing Community College

**PRESIDENT:**  
ANTHONY KUZNIK

**WEB SITE:**  
www.hcc.mnscu.edu

■ Hibbing Community College's mining heavy equipment program is the only one in the United States. The college is developing a simulated open pit mine to train operators. About 12,000 taconite workers receive customized training annually.

■ Hibbing Community College's law enforcement program has a partnership with Arrowhead Law Enforcement. Nearly 800 northeast Minnesota officers receive training through the college annually.

## PROFILE

Hibbing Community College was established July 1, 1996, through the consolidation of Hibbing Community College and Range Technical College-Hibbing.

Hibbing was one of the first U.S. towns to expand educational opportunities by opening a two-year college in 1916. Hibbing Community College is one of the oldest two-year colleges in Minnesota and the nation.

Today, Hibbing Community College serves more than 3,000 students in credit courses each semester, in addition to 24,000 students in customized training. The college offers a wide variety of liberal arts courses, transfer programs, occupational and technical programs, customized training, continuing education, cultural activities, recreational and athletic programs and fine arts programs.

Among its many exceptional programs, the college boasts a one-of-a-kind mining heavy equipment operator program, a vibrant and growing electrical maintenance program, a nationally recognized law enforcement program and a multi-media specialist program.

Adding to the vitality of the college is a new facility scheduled for completion in May 2001 that will house programs now located on the college's central and south campuses.

External accrediting groups have certified automotive service technician, dental assistant, law enforcement, medical laboratory technician, nursing and nursing assistant programs.

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

**Academic excellence .....\$599,000**

- Expand the fine arts program
- Upgrade equipment for diesel mechanics program and other technical programs

**Workforce development .....\$1.1 million**

- Purchase equipment for use in training students in the mining heavy equipment program
- Develop a driving center for law enforcement and emergency vehicle operator program

**Instructional technology .....\$400,000**

- Maintain current computer labs for students through the purchase of upgraded equipment
- Develop online courses

**Repair and replacement.....\$486,000**

## BUDGET REQUEST

**Quality/competitive investment: \$2.6 million**  
**Inflation: \$1.4 million**  
**FY 2000-2001 state appropriation: \$15.0 million**

## MAP



## CAMPUS LOCATION

**Hibbing**

## BUDGET DETAIL

If Hibbing Community College receives the requested funding, the college would be in a position to invest in these initiatives:

- The college has been leasing pieces of heavy equipment for training students. With the additional funds, the college would purchase some of the smaller pieces.
- Buying upgraded equipment for computer labs will allow business and industry partnerships to expand and more students to receive training on up-to-date equipment.
- The college proposes to increase the number of online courses offered, improve quality and provide access to more students.
- A regional need has been identified for training for current law enforcement officers and drivers of emergency vehicles. The college proposes to develop a driving center to expand services in this area.
- New curriculum and services for students in theater and art programs will allow the college to offer a two-year degree in fine arts.
- Existing older buildings will be remodeled to better use space. The fine arts facility also requires renovation due to increase student numbers.

### Internal reallocation

Current program reductions are expected to allow for \$130,000 of reallocation. Through the non-personnel budget, the college will reallocate an additional \$100,000 for these initiatives.

Past reallocation efforts have included delayed purchases, such as routers for faster computing services and instructional equipment for programs, not filling positions when retirements occurred and not filling staffing requests.

## ACCOUNTABILITY INDICATORS

- Maintain overall enrollment, in spite of declining numbers in area high schools.
- Increase usage of computer offerings and laboratory use by business and industry partners by 50 students.
- Increase enrollment in computer programs by 10 percent.
- Develop a fiber optics certificate program.
- Ensure that all graduates are computer literate.
- Expand schedule to weekends and summer session for mining heavy equipment program.
- Increase number of part-time students in mining heavy equipment program by 100.
- Increase number of online courses by 200 percent.
- Increase the number of curriculum offerings in fine arts by six.

**Annual headcount enrollment, credit: 4,594**

**Annual non-credit course registrations: 11,274**

**Full-year-equivalent enrollment: 1,413**

**Average age: 34.6**

**Median age: 33.0**

**Average undergraduate credit load: 6.0**

**Average class size: 19**

**Percent students of color: 1.7**

**Percent of graduates who stay in Minnesota: 89.0**

*For additional explanation of this data, see page 80.*





## Inver Hills Community College

**PRESIDENT:**  
CHERYL FRANK

**WEB SITE:**  
www.inverhills.mnscu.edu

- The college's urban teacher education program educates teachers to meet urgent needs in urban schools.
- The liberal studies/professional skills program helps students integrate professional skills within liberal arts courses. Inver Hills was selected as one of 16 U.S. colleges for the League for Innovation's Outcomes Project.
- Inver Hills serves as the Central United States Regional Center for Cisco Certified Network Professional training, one of five in the United States and the first in Minnesota.

### PROFILE

Since 1970, Inver Hills Community College has helped students in St. Paul and the southeast metropolitan area achieve a wide range of educational and career goals by offering two-year degrees, shorter-term certificates and continuing professional education opportunities. The college has experienced an 8 percent enrollment increase since conversion to semesters in 1998.

Students can complete the first two years of a bachelor's degree by earning an Associate in Arts degree or fulfill distribution requirements by finishing the Minnesota Transfer Curriculum. Inver Hills has developed transfer agreements and guides with many regional four-year institutions.

Inver Hills students can pursue immediate career goals by completing an Associate in Science or Associate in Applied Science degree. Program areas include business, accounting, aviation, emergency health services, nursing, paralegal, law enforcement, criminal justice, human services, building inspection, construction management, computer science, computer data communications and networking, and microcomputer software support specialist. All of the Associate in Science programs have transfer agreements with four-year schools.

Inver Hills Community College also offers a wide variety of workforce development options.

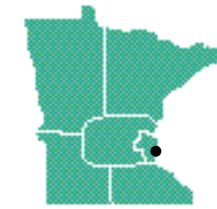
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.1 million
■ Develop new program options and increase online instruction	
■ Expand student services career development opportunities	
■ Improve classroom teaching environment	
Workforce development .....	\$350,000
■ Increase accessibility of programs for workers	
Equipment .....	\$250,000
■ Replace outdated laboratory equipment	
Instructional technology .....	\$710,000
■ Increase the number of technology-equipped classrooms and faculty support	
Repair and replacement.....	\$353,000

### BUDGET REQUEST

**Quality/competitive investment: \$2.8 million**  
**Inflation: \$1.7 million**  
**FY 2000-2001 state appropriation: \$16.5 million**

### MAP



### CAMPUS LOCATION

**Inver Grove Heights**

### BUDGET DETAIL

If Inver Hills Community College receives the requested funding, the college would be in a position to invest in the following initiatives:

- Provide training and support for faculty to develop new program options and online learning. This will significantly enhance accessibility and facilitate timely degree completion.
- Enhance student services through early career-goal identification strategies.
- Provide state-of-the-art technology to enhance the learning environment.
- Establish a leadership and innovation fund that will enable faculty to develop industry relationships, such as on-site classes, and enhance career program relevance and quality to increase student proficiency and enrollment.
- Expand technology training for business and industry.
- Replace outdated equipment in laboratories.
- Extend Internet access to classrooms and increase faculty support to expand technology-based learning opportunities.

Additional repair and replacement money would enable the college to improve lighting and replace the air-handling unit and ductwork in the business building, and replace library building electrical equipment. Many classrooms also must be updated to accommodate technology improvements.

### Internal reallocation

Balancing the college budget has required staff and faculty reductions through layoffs and attrition, spending limits on needed equipment, reductions in marketing-related expenditures, and minimal funding for supplies and development time for new initiatives. Additional reallocations will be needed to bring the new science and classroom building on line next year.

### ACCOUNTABILITY INDICATORS

- Increase overall student enrollment, including credit and non-credit, by 5 percent each year.
- Increase the number of students enrolled in online or in predominantly online courses from 60 per year to 300.
- Increase the number of courses provided to businesses on their sites from 40 to 80.
- Increase the number of corporate sites to which the college provides instruction to 16.
- Improve student skills by establishing a foreign language laboratory.
- Expand local area network connections from six to 18 classrooms.
- Increase the number of technology-equipped classrooms from six to 12.
- Support 20 faculty in developing new program options and online courses.

**Annual headcount enrollment, credit: 6,438**

**Annual non-credit course registrations: 1,768**

**Full-year-equivalent enrollment: 2,444**

**Average age: 26.9**

**Median age: 23.0**

**Average undergraduate credit load: 8.1**

**Average class size: 28**

**Percent students of color: 11.5**

**Percent of graduates who stay in Minnesota: 95.4**

*For additional explanation of this data, see page 80.*



# Lake Superior College

**PRESIDENT:**  
KATHLEEN NELSON

**WEB SITE:**  
www.lsc.mnscu.edu

■ The college organized one of MnSCU's most successful online instructional programs with 29 courses offered in 1999-2000 and more than 800 students enrolled.

■ "Honors Online" provides college courses to high school students via the Internet. Students pursue advanced coursework without leaving their high schools.

■ A new physical therapy clinic offers services to uninsured clients, while students learn and practice clinical skills.

## PROFILE

Lake Superior College offers a wide range of educational opportunities, including programs and courses for transfer, career-oriented technical programs, continuing education and custom training. Lake Superior College was established in 1995 when Duluth Technical College and Duluth Community College Center merged to form the first comprehensive community and technical college in northeastern Minnesota.

Offering courses from 27 academic disciplines and more than 75 technical majors, Lake Superior College has a record of consistent growth. In fall 2000, it was among the fastest growing MnSCU college, posting a 12.1 percent increase in headcount. This follows an 11 percent headcount gain in 1999-2000.

The college's Emergency Response Training Center provides state-of-the-art training for emergency response professionals, including firefighters and emergency medical technicians. Featuring one of the world's most advanced firefighting simulators, the center attracts students from around the world.

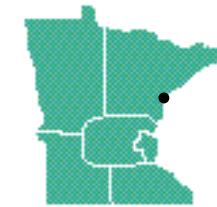
Truck driving and diesel mechanics programs, two of the college's programs in the transportation core, are located at a site just outside the Duluth city limits in Hermantown.

Lake Superior College's Technology Center, recently established in Duluth's Technology Village, provides computer courses, technology internships and custom training opportunities. The center is a key element to attracting technology-based businesses to the region.

## QUALITY / COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$2.5 million
■ Develop a pre-education transfer program	
■ Develop a new professional pilot program	
■ Develop an international education initiative	
Workforce development .....	\$175,000
■ Expand "workforce.com" project	
Equipment .....	\$392,000
■ Expand multi-media classrooms	
■ Enhance technical program equipment	
Instructional technology .....	\$600,000
■ Develop ACT/Student Assessment Center	
■ Provide online program coordination	
Repair and replacement.....	\$488,000

**Quality/competitive investment: \$4.2 million**  
**Inflation: \$1.9 million**  
**FY 2000-2001 state appropriation: \$20.9 million**



**Duluth**

## BUDGET DETAIL

Lake Superior College intends to be a leader in undergraduate education in Duluth. In order to do so, the college believes it must invest in new program development (professional piloting) and expanded workforce development efforts to support the city's major economic development initiatives. The college also believes it must support international education and develop students' skills to allow them to compete in a global economy.

Lake Superior College also will strengthen its technology infrastructures and upgrade equipment. The college has aggressively moved into online instruction and must continue to support the needs of students to engage in education unbound by place or time.

Lake Superior College would use repair and replacement funds to make restrooms accessible to people with disabilities, upgrade an old central lecture hall and renew surgical technology and nursing assistant labs.

### Internal reallocation

Lake Superior College continually evaluates programs and services and reallocates personnel and non-personnel dollars in keeping with measures of efficiency and effectiveness. To support new initiatives, the college has closed two inefficient programs, not replaced two faculty positions when the incumbents retired, eliminated positions supported by decreasing Perkins grant funds, internally shifted support staff between instruction and student services to avoid additional hiring and improved instructional course efficiencies.

The college will continue to effectively and efficiently manage the state's resources through reallocation by not replacing an additional two faculty members upon their retirements, by reducing staff through partial position layoffs and through continued instructional efficiencies.

## ACCOUNTABILITY INDICATORS

- Enroll and graduate 20 additional students in the pre-education transfer program.
- Enroll 25 students in the professional pilot program.
- Expand the international education program to include a student or faculty exchange with at least one additional international country.
- Increase the number of students enrolled in online courses from 800 to 1,000.
- Sponsor and open an American College Testing/Student Assessment Center to accommodate the needs of regional constituents.
- Increase by eight the number of new businesses served through "workforce.com," the college's online workforce development program.

**Annual headcount enrollment, credit: 5,786**

**Annual non-credit course registrations: 5,260**

**Full-year-equivalent enrollment: 2,230**

**Average age: 27.1**

**Median age: 23.0**

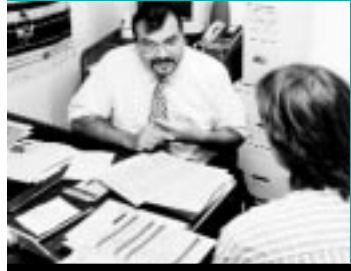
**Average undergraduate credit load: 9.5**

**Average class size: 15**

**Percent students of color: 8.0**

**Percent of graduates who stay in Minnesota: 78.8**

*For additional explanation of this data, see page 80.*



# Metropolitan State University

**PRESIDENT:**  
WILSON G. BRADSHAW

**WEB SITE:**  
www.metrostate.edu

Metropolitan State University's managerial accounting program is nationally ranked in the top 20 by the *Strategic Finance Journal* and regularly graduates students who achieve top 10 status on CPA exams.

Metropolitan State is an academic leader in community violence prevention.

The university is a key player in the MnSCU Metro Alliance, a network of the 10 metropolitan colleges and Metropolitan State University.

## PROFILE

Metropolitan State University is a comprehensive urban baccalaureate and graduate institution serving a diverse student population. In fall 2000, the university enrolled 5,623 students. The average student age is 33, and 20 percent are students of color. Most attend part time, and 90 percent work full time.

The faculty and staff have unique expertise in urban education and in educating adults and students from diverse backgrounds. Classes are small and held on evenings and weekends as well as during the day, accommodating students who must balance education with family and work responsibilities.

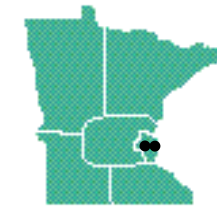
The university offers a range of programs, including graduate programs in management, technical communication, management information systems and nursing. Undergraduate majors are offered in professional areas such as computer science, management, accounting, social work and professional communication, along with traditional liberal arts majors and an individualized degree program. In collaboration with the Minneapolis and Inver Hills state colleges, the university is developing an urban educator program to prepare students, particularly students of color, to teach in urban schools. Another new program is designed for registered nurses, moving them directly from the associate degree to the master's degree in nursing.

Through the MnSCU Metro Alliance, the institution works closely with the 10 Twin Cities community and technical colleges to provide seamless education to students in the metropolitan area. Students in more than 35 two-year programs, ranging from hospitality management to screenwriting to law enforcement, can transfer into four-year programs at Metropolitan State University.

## QUALITY / COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$4.7 million
■ Sustain current academic programs and add faculty in high-demand areas	
Workforce development .....	\$140,000
■ Add staff to support customized education programs	
Equipment .....	\$230,000
■ Add biology lab to meet enrollment demand	
■ Add digital projection systems in classrooms	
Instructional technology .....	\$651,000
■ Install wireless computer labs	
■ Develop integrated online student services	
Repair and replacement.....	\$402,000

**Quality/competitive investment: \$6.1 million**  
**Inflation: \$2.9 million**  
**FY 2000-2001 state appropriation: \$32.9 million**



**Minneapolis**  
**St. Paul**

## BUDGET DETAIL

If Metropolitan State University receives the requested funding, the university would be in a position to invest significantly in the following initiatives:

- Increase instructional quality and add seven or eight new resident faculty each year in high-demand majors such as computer and information systems, management information systems, urban teacher education, psychology, finance, accounting and mathematics.
- Increase staffing to support undergraduate and graduate programs to meet the needs of the incumbent workforce in business, nursing, education and law enforcement.
- Add another biology lab to support the increasing number of biology majors and teacher licensure needs in biology.
- Develop wireless computer laboratories, especially in leased space, to improve access to computing at lower cost.
- Integrate online student services to support students throughout their career at Metropolitan State, from admissions through graduation.
- Build a loading dock for the St. Paul campus and improve campus lighting and signage.

### Internal reallocation

Resource reallocation occurs continuously at Metropolitan State in response to changes in funding and shifts in institutional priority. In the past two years, the university has frozen positions, reduced lease space, realigned positions and entered into collaborative management agreements in order to reinvest funds wisely. The 1999-2000 budget reflected about \$1.5 million in reallocations and cuts. The university expects to reallocate about \$500,000 in its 2001-2002 budget toward critical initiatives.

## ACCOUNTABILITY INDICATORS

- Decrease by at least 5 percent the university's reliance on part-time faculty currently providing the majority of the instruction.
- Provide faculty advising for up to 10 percent more students.
- Increase the university's ability to develop new programs to respond to emerging curricular needs.
- Double the number of customized education programs designed to meet the needs of the incumbent workforce.
- Add eight sections of classes using biology laboratories.
- Enable 15 instructors to incorporate technology into their classroom teaching each year, affecting 600 students.
- Realize cost savings resulting from not wiring leased space.
- Increase by 20 percent the number of students using online advising.
- Enable student services professionals to serve 10 percent more students without adding staff.
- Increase student satisfaction, measured by student surveys, with student services.

**Annual headcount enrollment, credit: 7,951**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 3,443**

**Average age: 33.0**

**Median age: 32.0**

**Average undergraduate credit load: 7.6**

**Average class size: 20**

**Percent students of color: 20.2**

**Percent of graduates who stay in Minnesota: 95.7**

*For additional explanation of this data, see page 80.*





# Minneapolis Community & Technical College

**PRESIDENT:**  
PHILLIP DAVIS

**WEB SITE:**  
www.mctc.mnscu.edu

■ Minneapolis Community and Technical College and the Phillips Partnership established the Health Careers Institute to train economically disadvantaged residents of the Phillips neighborhood for employment in the health care industry.

■ An Information Technology Center/Library will open on the campus in 2003, designed to meet expanding technology training needs in the Twin Cities.

■ The college established an Urban Teacher Education Program to improve teacher preparation and attract more people of color to teaching.

## PROFILE

Minneapolis Community and Technical College is the most diverse college in Minnesota, reflected in both the educational opportunities offered and the students served. The college is among a handful of comprehensive colleges that offer both liberal arts and occupational programs. Workforce development partnerships between the college, employers and non-profit agencies are flourishing in fields such as aviation, information technology, education, health care, business, and manufacturing and applied technology; more than \$7 million in grant funds were secured in the last 12 months. The college's largest programs are in liberal arts, computer support and network administration, nursing, law enforcement, graphic design and computer programming.

A leader in health care education, the college has one of the oldest practical nursing programs in the nation. Minneapolis Community and Technical College also offers Minnesota's only two-year programs in film production, video and digital arts, sound arts, jewelry manufacturing and repair, and public safety communicator-911.

Students of color make up nearly 40 percent of the student body, and the college operates one of the largest English-as-a-Second-Language programs at a Minnesota two-year college. More than 80 languages and unique dialects are spoken on campus.

In 1998-1999, 97 percent of occupational program graduates who were available for placement were placed in related positions. Close to 86 percent of liberal arts graduates met their requirements for transfer and decided to continue their education.

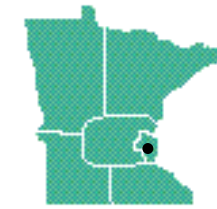
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$300,000
■ Integrate avionics curriculum into aviation programs	
■ Develop digital delivery infrastructure for media production programs	
Workforce development .....	\$1.7 million
■ Establish a Collaborative English Language Institute	
■ Create a telephony technician program	
■ Deliver community-based health care training	
Equipment .....	\$500,000
■ Purchase state-of-the-art instructional equipment	
Instructional technology .....	\$300,000
■ Develop interactive student service kiosks	
Repair and replacement.....	\$1.4 million

## BUDGET REQUEST

**Quality/competitive investment: \$4.2 million**  
**Inflation: \$3.5 million**  
**FY 2000-2001 state appropriation: \$33.9 million**

## MAP



## CAMPUS LOCATION

**Minneapolis**

## BUDGET DETAIL

If Minneapolis Community and Technical College were to get quality and competitive investment funding, it would invest in the following:

- Create two new certificate programs in avionics.
- Acquire infrastructure for digital file management, media compression and streaming technology.
- Collaborate with Minneapolis Public Schools, community groups and businesses to serve a wider range of English-as-a-Second-Language skill levels in preparation for high-demand careers.
- Develop a program in the emerging field of telephony to train workers to manufacture components and install, maintain and repair networks that integrate voice, data and video.
- Deliver training in the Phillips neighborhood for high-demand health care jobs.
- Purchase state-of-the-art instructional equipment.
- Improve student services by expanding availability of information and services through an interactive kiosk system.
- Reduce deferred maintenance.
- Improve utilization of classroom space and integrate student service space to support collaboration with Metropolitan State University.

### Internal reallocation

The college reallocated nearly \$1 million over the current biennium through lay-offs, retirements and shifts to other sources of revenue. Minneapolis Community and Technical College will continue to realign resources toward emerging instructional needs.

## ACCOUNTABILITY INDICATORS

- Increase the number of students enrolled in the aviation technician program from 90 to 140 per year.
- Increase the number of students placed in aviation technician jobs from 85 to 123 per year.
- Increase the percentage of students placed in positions related to Internet media by 25 percent.
- Increase the number of non-native speakers completing programs and entering the workforce by 30 percent over the next two years.
- Increase the number of business partners providing employment guarantees to non-native speaker graduates by 30 percent over the next two years.
- Create a telephony technician program with the goal of enrolling 75 individuals by spring 2002.
- Train and place 125 students in high-demand health-related jobs during the next 18 months.
- Increase employer satisfaction with program equipment and technology.
- Install seven interactive student service kiosks.
- Reduce deferred maintenance by \$500,000.
- Remodel 15,000 square feet of classroom and instructional space.

**Annual headcount enrollment, credit: 9,291**

**Annual non-credit course registrations: 10,224**

**Full-year-equivalent enrollment: 4,160**

**Average age: 28.0**

**Median age: 25.0**

**Average undergraduate credit load: 9.2**

**Average class size: 17**

**Percent students of color: 37.9**

**Percent of graduates who stay in Minnesota: 87.7**

*For additional explanation of this data, see page 80.*



# Minnesota State College-Southeast Technical

**PRESIDENT:**  
JIM JOHNSON

**WEB SITE:**  
www.southeasttech.mnscu.edu

■ By the end of the 2000-2001 academic year, the college will have three consecutive years of growth, sustained by the Custom Services Division's focus on new program and certificate development and credit program delivery.

■ A new truck driving building with a state-of-the-art driving simulator will be completed by January 2001 to house one of the college's larger programs.

■ The college has been designated as a regional Cisco Academy.

■ The college has a unique musical instrument repair program.

## PROFILE

Minnesota State College-Southeast Technical is a nationally accredited two-year technical college offering 31 certificate, 28 diploma and 21 associate degree programs. Two campuses are located in Winona, with a third in Red Wing and a site in Rushford.

By the end of the 2000-2001 academic year, the college will experience its third consecutive year of enrollment increases.

The largest programs at Minnesota State College-Southeast Technical are licensed practical nursing, musical instrument repair, aviation maintenance technician, accounting, general education, truck driving and cosmetology, plus career programs in network administration, computer programming and electronic technician. Programs proposed for the near future include industrial automation technician, massage therapist, health unit coordinator and two-year registered nurse.

Another major division of Minnesota State College-Southeast Technical is Custom Services, which is primarily responsible for quick turnaround of training for regional workforce partners and filling gaps not provided for by regular programming. Custom Services is a key cog in the college's research and development of new programming and certificate development. It is one of the leading programs in the state system, working with Minnesota Job Skills Partnership, which has granted more than \$1.5 million to the college for improving the region's workforce training needs.

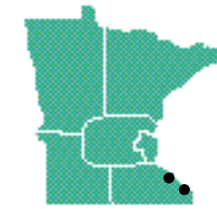
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$340,000
■ Establish two science labs in support of general education programs, such as health care coursework in anatomy, physiology, chemistry and physics	
■ Expand nursing and network administration program staff	
■ Institute alternative delivery of programming	
Workforce development .....	\$258,000
■ Redesign welding program to better serve industry demands	
■ Develop IT Super Highway Training Academy model	
■ Align curriculum to address critical state needs	
Equipment .....	\$126,000
■ Supportive equipment for science labs	
Instructional technology .....	\$150,000
■ Smart classrooms	
Repair and replacement.....	\$526,000

## BUDGET REQUEST

**Quality/competitive investment: \$1.4 million**  
**Inflation: \$1.2 million**  
**FY 2000-2001 state appropriation: \$11.9 million**

## MAP



## CAMPUS LOCATION

**Red Wing**  
**Winona**

## BUDGET DETAIL

If Minnesota State College-Southeast Technical receives the requested funding, the college would be in a position to invest in the following initiatives:

- Expand the network administration program by 1.5 staff positions.
- Expand the nursing program staff by one position.
- Provide support to expand evening and alternative programming by 25 percent.
- Redesign the welding program for an alternative delivery model for trade program replication.
- Develop a model for an instructional technology Super Highway Academy using four existing programs and two proposed new offerings, e-commerce specialist and telecommunications technician.
- Reduce the deferred maintenance backlog by 2.5 percent in fiscal year 2002 and 5.5 percent in fiscal year 2003.

The additional funding would enable the college to maintain its efforts to deliver high-quality training in specific areas of need to the region and keep tuition increases to a minimum.

### Internal reallocation

Significant internal reallocation will be required to maintain the current support structure. To address increasing demands for new services and training, internal reallocation has occurred.

The following areas will make up about \$500,000 in reallocations: Program and staffing reductions, reduction in equipment and supply allocations, reduction in technology support, custom training resource reallocation and marketing expenditure reductions.

## ACCOUNTABILITY INDICATORS

- Increase college enrollment by 5 percent.
- Grow full-year-equivalent enrollment in network program to 150 students.
- Grow evening college course offerings by 20 courses.
- Propose and implement two new programs: two-year registered nursing with 30 students and telecommunications technician with 24 new students.
- Secure three new Minnesota Job Skills partnership regional grants.
- Add seven general education courses.
- Increase nursing program full-year-equivalent students to 190.
- Achieve an 85 percent "above satisfactory" level in student satisfaction survey responses.
- Build and equip two science laboratories to serve 50 students in two classrooms.
- Hold tuition increases at inflation.

**Annual headcount enrollment, credit: 2,058**

**Annual non-credit course registrations: 5,042**

**Full-year-equivalent enrollment: 1,146**

**Average age: 28.0**

**Median age: 23.0**

**Average undergraduate credit load: 11.9**

**Average class size: 15**

**Percent students of color: 8.0**

**Percent of graduates who stay in Minnesota: 68.1**

*For additional explanation of this data, see page 80.*



## Minnesota State University, Mankato

**PRESIDENT:**  
RICHARD RUSH

**WEB SITE:**  
www.mnsu.edu

■ The university's enrollment is projected to be 12,743 full-year-equivalent students by 2002-2003, an increase in four years of 1,797 or 16.4 percent. Retention initiatives have increased student retention from 70 percent in 1992 to 78.5 percent for the entering class of 1999.

■ The university's \$35 million capital campaign is nearing completion.

■ The university is a national leader in wireless technology.

### PROFILE

Minnesota State University, Mankato is a comprehensive university whose mission and goals focus on student learning.

- MSU's largest undergraduate programs are elementary education, computer and information sciences, pre-nursing/nursing, general business administration and law enforcement.
- MSU's largest graduate programs are educational leadership and administration, special education, counseling and student personnel, physical education and English.

Minnesota State University offers a number of unique programs. Several baccalaureate programs are not offered elsewhere in Minnesota or can be found only at the University of Minnesota: family consumer science education, dental hygiene (bachelor's degree), civil engineering, interior design and construction management. Other programs are unique because of their applied emphasis: astronomy, anthropology (master's degree), corrections, technical writing (bachelor's and master's degrees), and theater (bachelor's and master's degrees). MSU licenses more developmental and adaptive physical education teachers and K-12 school administrators than any other institution in the state. The college's experiential education master's degree is internationally recognized.

The university has been awarded twenty-four major accreditations by national accrediting agencies, attesting to the quality of programs offered.

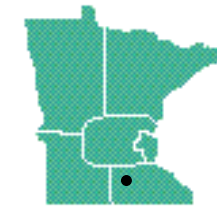
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	<b>\$2.5 million</b>
<ul style="list-style-type: none"> <li>■ Expand enrollment capacity in health care professions</li> <li>■ Develop strategy to address the state's teacher shortage</li> <li>■ Improve hiring and retention of excellent faculty</li> </ul>	
<b>Workforce development</b> .....	<b>\$300,000</b>
<ul style="list-style-type: none"> <li>■ Provide high-technology communication systems</li> </ul>	
<b>Equipment</b> .....	<b>\$1.4 million</b>
<ul style="list-style-type: none"> <li>■ Purchase classroom equipment in the sciences, clinical specialties and arts</li> </ul>	
<b>Instructional technology</b> .....	<b>\$3.7 million</b>
<ul style="list-style-type: none"> <li>■ Purchase wireless devices for all students and faculty</li> <li>■ Develop teaching facilities that allow for dynamic classroom feedback using wireless devices</li> <li>■ Develop wireless research test bed and applied research laboratory</li> </ul>	
<b>Repair and replacement</b> .....	<b>\$2.2 million</b>

### BUDGET REQUEST

**Quality/competitive investment: \$10.1 million**  
**Inflation: \$9.6 million**  
**FY 2000-2001 state appropriation: \$96.5 million**

### MAP



### CAMPUS LOCATION

**Mankato**

### BUDGET DETAIL

If Minnesota State University, Mankato were to receive the requested funding, the university would be able to:

- Graduate more health care professionals.
- Increase student enrollment and opportunities at clinical sites and schools through additional staffing.
- Use high technology monitoring and communication systems for training and teaching on site.
- Offer, in accessible locations, one-year master's degrees in teaching for individuals with a degree who wish to become teachers.
- Expand its leadership position in wireless technology by providing new wireless devices to all students and faculty and enhance teaching facilities to utilize these new wireless devices.
- Create technology-enabled classrooms in Morris Hall for 100 or more students, replace failing heating, ventilating and air conditioning equipment in Wigley and Armstrong halls and the Trafton Science Center, and complete other replacement and repair projects.

#### Internal reallocation

The university has a work group constantly reviewing the budget for efficiencies. Last year, to improve student services and streamline functions, the offices of Student Financial Aid, Student Accounts Receivable and Student Information were consolidated into one unit—Student Financial Services.

A staffing resource allocation model has been developed to reallocate positions to programs where student demand warrants more staffing. In the 2000-2001 academic year, \$500,000 was reallocated to support freshman courses. About \$200,000 has been reallocated to bring programs into compliance with Title IX.

Reallocations have occurred in the past four years to cover negotiated salary increases in excess of appropriation increases.

### ACCOUNTABILITY INDICATORS

- Increase enrollments in nursing from 600 to 700 students.
- Provide a new, rapid response degree for teacher licensure to 80 additional individuals each year.
- Give a growing percentage of elementary education students (939 majors in total) coaching and communication from faculty at a distance through new technology.
- Enable the 2,400 students majoring in the sciences to use more up-to-date labs and equipment in biology, chemistry and physics.
- Increase the number of students utilizing wireless technology on the campus.
- Increase the amount of private investment in the institution from wireless industry leaders due to innovative and leading-edge technology initiatives.
- Improve heating and ventilation in offices and classrooms.
- Maintain deferred maintenance spending per square foot.

**Annual headcount enrollment, credit: 15,171**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 11,600**

**Average age: 24.7**

**Median age: 21.0**

**Average undergraduate credit load: 13.8**

**Average class size: 27**

**Percent students of color: 4.9**

**Percent of graduates who stay in Minnesota: 81.1**

*For additional explanation of this data, see page 80.*





## Minnesota State University Moorhead

**PRESIDENT:**  
ROLAND BARDEN

**WEB SITE:**  
www.mnstate.edu

- The university has a 2000 Fulbright student scholar and a 1999 NCAA Division II College Football Scholar Athlete of the Year, and ranked fourth nationally on the 1998 Certified Public Accountant Examination.
- From 1991 to 2000, professors were named Minnesota Professor of the Year three times, and alumni were North Dakota Teacher of the Year four times.
- At the campus Student Academic Conference the past two years, 298 students presented mentored research and creative works.
- The university is a member of a Tri-College University in the Fargo-Moorhead area.

### PROFILE

Minnesota State University Moorhead is an integral part of the Fargo-Moorhead metropolitan area and serves a regional population of 525,000. The area is the Upper Midwest's education center because of unique opportunities offered by its three institutions: MSU Moorhead, Concordia College and North Dakota State University. They form the Tri-College University, a consortium allowing students from each institution to enroll in classes simultaneously at all three schools at their home institution's tuition rate.

Students come to MSU Moorhead for personalized attention from outstanding faculty. They pursue professional and liberal arts bachelor's degree programs - most popular are elementary education, mass communications, business administration and social work - and non-degree programs such as a special education licensure.

Students receive faculty mentoring to encourage intellectual and creative development. The students' work is showcased at local, regional and national professional conferences, in visual and performing arts productions, and competitive team events.

The university is committed to excellence in teaching and learning. Regional leadership requires that MSU Moorhead address the following:

- New technology must be blended into the teaching and learning experience.
- The increasingly diverse student population needs more intensified mentoring and advising.
- The clamor for undergraduate degree recipients to be professionally competent immediately upon employment must be met.

Meeting these needs advances MSU Moorhead's tradition of academic excellence.

### QUALITY / COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.6 million
■ Strengthen student success through mentoring and advising	
Workforce development .....	\$1.7 million
■ Empower teachers for success with state-of-the-art classrooms	
■ Provide continuous education for working professionals in the region	
Repair and replacement .....	\$1.5 million

### BUDGET REQUEST

**Quality/competitive investment: \$4.8 million**  
**Inflation: \$5.3 million**  
**FY 2000-2001 state appropriation: \$55.5 million**

### MAP



### CAMPUS LOCATION

**Moorhead**

### BUDGET DETAIL

If Minnesota State University Moorhead receives the requested funding, the university would be in a position to invest significantly in the following initiatives:

- Replace and add state-of-the-art equipment for graphic arts and performing arts.
- Invest in a program to support new teacher education graduates and extend education programs to Fergus Falls Community College.
- Support teachers in design and delivery of curriculum using new technology.
- Develop a mathematics learning center and implement information literacy graduation standards.
- Add four faculty for expanding majors, advising, mentoring and directing student research.
- Provide alternative instruction through video and two interactive television classroom replacements.
- Enhance the technology-education blend through scientific equipment, a computer laboratory upgrade program and four electronic classrooms.
- Use repair and replacement funds to bring classrooms, laboratories, studios and work areas up to current codes and standards.

#### Internal reallocation

The university addressed its financial problems in the 1990s by layoffs, increasing class sizes, freezing operating budgets for seven years and emphasizing cooperative relationships and revenue growth. Since 1997, enrollment has increased 14.1 percent. Personnel investments increased more than 5 percent every year since 1996. Recent enrollment growth contributed \$700,000 for new hires and minimal increases in operating budgets, equipment and strategic initiatives.

The university will match legislative funding awards by at least 25 percent through reallocating five faculty positions, work-study dollars, equipment and strategic initiative funds, and repair and replacement dollars.

### ACCOUNTABILITY INDICATORS

- Increase student participation in the university's Student Academic Conference from approximately 150 to 200 students each year.
- Increase the number of adviser training workshops from 10 to 13 to serve 1,500 additional students each year.
- Increase retention of new freshmen who have not declared a major from 140 to 150 students each year.
- Increase the five-year career retention rate of education graduates from 175 to 190 teachers each year.
- Expect all 250 teacher education graduates to demonstrate competence in classroom technology.
- Increase the number of MSU Moorhead distance learners from 150 to 180 each year.
- Increase the number of courses offered through alternative instruction to serve 100 additional students.

**Annual headcount enrollment, credit: 8,619**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 6,184**

**Average age: 24.0**

**Median age: 21.0**

**Average undergraduate credit load: 12.9**

**Average class size: 21**

**Percent students of color: 4.1**

**Percent of graduates who stay in Minnesota: 49.9**

*For additional explanation of this data, see page 80.*



## Minnesota West Community & Technical College

**PRESIDENT:**  
RON WOOD

**WEB SITE:**  
www.mnwest.mnscu.edu

■ Minnesota West was awarded two Minnesota Job Skills Partnership Grants totaling \$644,000. One grant, to upgrade skills of employees at Minnesota Corn Processors and Chippewa Valley Ethanol Co., evolved into the state's only processing plant technology major. The other was designed to assist rural health care.

■ Two Minnesota West students of color received scholarships from the Page Education Foundation, and three students of color were honored by the Gates Millennium Scholars Program.

■ The college's fluid power technology program is recognized nationally.

### PROFILE

Minnesota West Community and Technical College's five campuses are situated on the agriculturally rich plains in the southwest corner of the state. Highlights for Minnesota West include:

- The face of local communities and student population is becoming more culturally diverse. Worthington Independent School District 518 reports that 50 percent of the fall 2000 kindergarten students are students of color. These changes will require the college to strategically adapt its course offerings to meet the needs of these populations.
- The economic vitality of the region is directly related to the accessibility of public higher education. The college is committed to providing low-cost, accessible career and liberal arts education that will prepare a technological workforce that exceeds the needs of area, regional and national employers.
- Minnesota West faces unique geographic challenges that stem from the large 19-county service area. Expanded distance learning, Web-based instruction and interactive television have helped to shrink the geographic barrier.
- The lamb and wool and fluid power technology majors are among the college's nationally and internationally recognized offerings. A new initiative is a Web-based national advisory system designed to keep the curriculum state-of-the-art.
- Minnesota West programs with strong enrollment include liberal arts, electrician, powerline, fluid power technology, computer support technician and networking specialist, collision repair technology, dental assisting, practical nursing and associate degree nursing, graphic arts, telecommunications and administrative assistant.

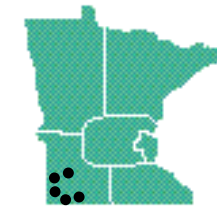
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.3 million
■ Implement a comprehensive student success model	
■ Implement a Baldrige-based quality management and leadership system	
Workforce development .....	\$40,000
■ Create Web-based national program advisory councils	
Equipment .....	\$421,000
■ Purchase equipment for four program areas	
Instructional technology .....	\$125,000
■ Install fixed or cellular-based wireless technology on four campuses	
Repair and replacement.....	\$901,000

### BUDGET REQUEST

**Quality/competitive investment: \$2.8 million**  
**Inflation: \$2.2 million**  
**FY 2000-2001 state appropriation: \$23.8 million**

### MAP



### CAMPUS LOCATION

**Canby**  
**Granite Falls**  
**Jackson**  
**Pipestone**  
**Worthington**

### BUDGET DETAIL

In order to build a college able to compete and lead, Minnesota West must do the following:

- Maintain current enrollment and inventory of programs.
- Build a student retention model that increases retention, learning levels and completion rates through an adequate at-risk student predictor system, faculty-driven student academic advising and an at-risk student tracking system.
- Build a governance structure based on continuous improvement through the use of leadership teams across and within the five campuses based on Baldrige criteria.
- Develop curricula that embody current national business and industry standards by creating national focus groups through a Web system on each program. These would be the basis for Web-based national program advisory councils to complement the regional and local councils.
- Purchase equipment for manufacturing trades, telecommunications, transportation and allied health programs.
- Install fixed or cellular-based wireless technology at the Canby, Jackson, Pipestone and Worthington campuses.
- Replace failed or failing equipment, increase energy efficiency, complete ADA compliance projects, and address building and safety issues.

### Internal reallocation

Minnesota West continually evaluates all instructional programs and college services. Efforts to control costs and re-allocate funds to new initiatives include decreasing class sections, which produces a reduction in adjunct and overload compensation to faculty; closing programs as their efficiency is diminished; centralizing college functions where deemed efficient; combining management positions through attrition and placing a freeze on hiring for open positions.

### ACCOUNTABILITY INDICATORS

- Minnesota West will increase its total enrollment by 3 percent a year for the next two years.
- Minnesota West will increase its fall-to-fall retention rate by 3 percent (1.8 percentage points), beginning with the 2001-2002 freshmen class. This increase will be continued until a fall-to-fall retention rate of 68 percent is attained.
- Minnesota West will increase its student completion rate by 2 percent a year for three years beginning with the 2001-2002 freshmen class as reported through the federal Student Right to Know Report.
- Minnesota West will increase its fall freshmen class grade point average by 3 percent for three years beginning with the 2001-2002 freshmen class.
- Minnesota West will attain a 90 percent satisfaction rating with employers of students graduating from career and technical programs beginning with the 2001-2002 freshmen class.
- Minnesota West will create a wireless student computer environment across all five campuses by 2002-2003.
- Minnesota West will reduce its backlog of deferred maintenance.

**Annual headcount enrollment, credit: 5,003**

**Annual non-credit course registrations: 14,454**

**Full-year-equivalent enrollment: 2,045**

**Average age: 30.2**

**Median age: 25.0**

**Average undergraduate credit load: 9.2**

**Average class size: 14**

**Percent students of color: 3.1**

**Percent of graduates who stay in Minnesota: 74.0**

*For additional explanation of this data, see page 80.*



# Normandale Community College

**PRESIDENT:**  
THOMAS HORAK

**WEB SITE:**  
www.normandale.mnscu.edu

- Normandale Community College has the largest number of transfer students among state two-year colleges to the University of Minnesota; Minnesota State University, Mankato; Metropolitan State University; and the University of St. Thomas.
- The college has a one-of-a-kind high technology laboratory at Seagate Technology, a partner with the college.
- Dental hygiene program graduates are ranked No. 2 on the national board exam.
- Eighty-five percent of career program graduates are employed in their field.

## PROFILE

Normandale Community College is an affordable community college in Bloomington serving primarily the southwest metropolitan region of the Twin Cities. The college prepares students for full participation in its diverse communities, creates pathways to other college programs and builds community connections. Normandale faculty and staff are dedicated to helping students succeed in their classes, careers and lives.

Normandale excels at providing a rigorous two-year liberal arts education, the foundation necessary for transferring to four-year colleges and universities. Courses represent more than 40 academic disciplines. The Associate in Liberal Arts degree is equivalent to the first two years at any Minnesota state university.

High-demand career programs provide students with skills and knowledge required in today's global workplace. Among programs offered are computer and information management, manufacturing, business, hospitality management, health care, law enforcement and criminal justice. Career program students earn the Associate of Science or Associate of Applied Science degree – credentials they can quickly put to work.

Normandale is a responsive, student-centered college. The user-friendly campus includes completely integrated facilities to ensure full accessibility. The student profile indicates 36 percent are older than age 25, 59 percent are female and 41 percent are male, and 12 percent are students of color.

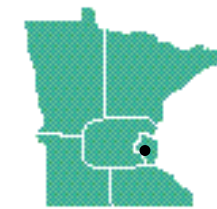
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	<b>\$1.3 million</b>
■ Increase accelerated academic programs	
■ Expand on-site, four-year degree opportunities	
■ Increase Internet-based courses	
<b>Workforce development</b> .....	<b>\$820,000</b>
■ Increase under-prepared students' success	
■ Create new K-12 partnerships	
■ Develop work-study experiences linked to courses	
■ Increase student and faculty internships	
<b>Equipment</b> .....	<b>\$1 million</b>
■ Establish instructional equipment replacement cycle	
<b>Instructional technology</b> .....	<b>\$1.5 million</b>
■ Create high-technology/general use classrooms	
<b>Repair and replacement</b> .....	<b>\$680,000</b>

## BUDGET REQUEST

**Quality/competitive investment: \$5.3 million**  
**Inflation: \$2.9 million**  
**FY 2000-2001 state appropriation: \$27.3 million**

## MAP



## CAMPUS LOCATION

**Bloomington**

## BUDGET DETAIL

If Normandale Community College receives the requested funding, the college would be in a position to invest in the following initiatives:

- Offer three accelerated associate degree options.
- Offer two four-year degree programs through university partners.
- Increase Web-based, Internet courses so 1,000 students can enroll in one of these courses annually.
- Redesign developmental education courses and services in English, reading and English-as-Second-Language so that 900 under-prepared students succeed in college.
- Provide student work experiences related to 10 courses.
- Engage 5 percent of students and staff in community and K-12 partnerships.
- Provide a three-year replacement cycle for instructional equipment.
- Create five classrooms for computer-based instruction or general use.
- Repair and replacement projects include major window replacement, tuckpointing and an ADA-compliant elevator in the Fine Arts Building.

### Internal reallocation

By realigning programs, eliminating low-enrollment programs and closing the college on Friday evenings, internal reallocation of \$225,000 is possible. The only foreseeable way to provide additional reallocation is to use a portion of tuition from future enrollment increases, an amount projected to be less than \$50,000 annually.

## ACCOUNTABILITY INDICATORS

- Increase retention of under-prepared students by 40 percent by the year 2002.
- Accelerate academic programs so that at least 100 additional students can complete an associate degree in a shortened timeframe.
- Offer four-year baccalaureate degree options on site and enroll at least 100 students annually in these programs.
- Fifteen percent of faculty will offer Web-based and online courses.
- Integrate career-related industry internship opportunities for at least eight faculty per year.
- Provide meaningful and progressive work-based learning opportunities for students on campus and in the community so that at least 200 students who leave Normandale annually have relevant work skills experience.
- Expand K-12 partnerships so that at least five school districts are working together with Normandale faculty, staff and administrators annually.

**Annual headcount enrollment, credit: 9,918**

**Annual non-credit course registrations: 2,985**

**Full-year-equivalent enrollment: 4,548**

**Average age: 24.9**

**Median age: 21.0**

**Average undergraduate credit load: 9.5**

**Average class size: 26**

**Percent students of color: 11.9**

**Percent of graduates who stay in Minnesota: 93.3**

*For additional explanation of this data, see page 80.*





## North Hennepin Community College

**PRESIDENT:**  
ANN WYNIA

**WEB SITE:**  
www.nh.cc.mn.us

- North Hennepin Community College is one of two community colleges in Minnesota with an internationally accredited business program.
- The historical pass rate for the college's nursing graduates taking the National Council Licensure examination is 95 percent.
- More than 6,000 individuals received state-of-the-art computer training last year.
- In the past five years, the college foundation has provided more than \$1.5 million in private funds for scholarships, computer equipment and facility improvements.

### PROFILE

North Hennepin Community College serves one of the fastest-growing, most diverse areas of the state. The college's enrollment reflects this, with applications and new entering student enrollment at record highs. Enrollment has increased 11.5 percent over the past two years. Ethnic and minority students make up about 12 percent of the student population. More than 65 percent of the students receive financial aid, and 90 percent are employed full- or part-time. Sixty percent of the students will be the first in their families to graduate from college.

North Hennepin Community College continues to meet the needs of the community. The college maintains an excellent reputation for student success in liberal arts and science course work to complete the first two years of a bachelor's degree, and in associate degrees and certificate programs leading immediately to rewarding careers. The achievements of graduates demonstrate this success. Within 12 months of graduation, more than four out of five are completing a bachelor's degree or working in their chosen field. North Hennepin has developed transfer agreements and joint degree programs with several Minnesota universities.

The college's Center for Training and Development enrolls approximately 10,000 working adults each year in workforce development and continuing education programs in management and computer technology certification.

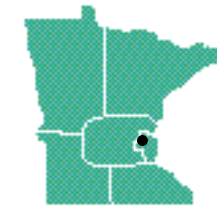
### QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	<b>\$900,000</b>
<ul style="list-style-type: none"> <li>■ Add two information technology programs</li> <li>■ Expand electronic access to student services</li> <li>■ Expand academic support services for under-prepared students</li> <li>■ Integrate technology into instructional programs and support services</li> </ul>	
<b>Workforce development</b> .....	<b>\$1.5 million</b>
<ul style="list-style-type: none"> <li>■ Provide alternative learning solutions to increase student access through Evening/Weekend College and electronic learning</li> </ul>	
<b>Instructional technology</b> .....	<b>\$900,000</b>
<ul style="list-style-type: none"> <li>■ Equip one new computer lab, equip new Science Building and upgrade network</li> </ul>	
<b>Repair and replacement</b> .....	<b>\$548,000</b>

### BUDGET REQUEST

**Quality/competitive investment: \$3.8 million**  
**Inflation: \$2.1 million**  
**FY 2000-2001 state appropriation: \$19.2 million**

### MAP



### CAMPUS LOCATION

**Brooklyn Park**

### BUDGET DETAIL

With additional funding, the college will be able to expand its alternative learning solutions to meet students' differing schedules, learning styles and goals by offering choices on when, where and how to receive instruction and services. The budget strategy will enable the college to prepare students for immediate employment as well as continued study for careers in the technology-driven workplace. Among the initiatives:

- Offer students accelerated business, liberal arts and nursing degrees through weekend and evening classes, in partnership with four-year institutions.
- Expand support services for weekend and evening students.
- Develop additional Web-enhanced and online courses.
- Add electronic and personal academic support for under-prepared students to increase success and retention.
- Develop two new information technology programs to be taught in a new computer lab.
- Integrate new technology into other instructional programs, student services and the new Science Building.

Additional repair and replacement money would be used to accelerate the deferred maintenance program, add a scheduled painting program, replace obsolete and broken equipment, and upgrade electrical wiring to support technology needs.

#### Internal reallocation

North Hennepin Community College is creating opportunities for new and existing programs by evaluating current programs and operating costs. During the last year, faculty and staff positions have been left vacant or individuals have been laid off, and one off-campus program has been moved to campus. The savings in excess of \$230,000 are being reallocated into programs and student services that better serve current needs.

### ACCOUNTABILITY INDICATORS

- Enroll 500 students in evening/weekend degree programs by the end of the second year.
- Increase the number of online and Web-enhanced classes by 100 percent each year.
- Meet or exceed expectations of students enrolled in alternative learning solution programs and courses as measured by student satisfaction surveys.
- Increase the number of students successfully completing developmental classes by 10 percent.
- Serve 350 students each semester in new computer lab.
- Offer at least two new information technology career programs.
- Equip all labs and classrooms in new Science Building with computers and audio-visual equipment.
- Offer at least one additional student service area via the Web in each of the next two years.
- Increase student retention by 10 percent.
- Increase student enrollment in technology-related programs by 20 percent.

**Annual headcount enrollment, credit: 7,245**

**Annual non-credit course registrations: 6,759**

**Full-year-equivalent enrollment: 3,135**

**Average age: 25.9**

**Median age: 22.0**

**Average undergraduate credit load: 8.7**

**Average class size: 28**

**Percent students of color: 11.7**

**Percent of graduates who stay in Minnesota: 92.7**

*For additional explanation of this data, see page 80.*



**Itasca Community College  
Mesabi Range Community & Technical College  
Rainy River Community College  
Vermilion Community College**

**PRESIDENT:**  
**JOSEPH SERTICH**

**WEB SITES:**  
**NHED:**  
[www.truenorth.mnscu.edu](http://www.truenorth.mnscu.edu)  
**Itasca:**  
[www.it.cc.mn.us](http://www.it.cc.mn.us)  
**Mesabi Range:**  
[www.mr.mnscu.edu](http://www.mr.mnscu.edu)  
**Rainy River:**  
[www.rccc.mnscu.edu](http://www.rccc.mnscu.edu)  
**Vermilion:**  
[www.vcc.mnscu.edu](http://www.vcc.mnscu.edu)

■ The Northeast Higher Education District has launched a new investment strategy called True North for its member colleges and communities. The colleges are becoming creative, intellectual, networking, technological and enterprising partners in a bold new venture. This strategy allows each college to individually design its approach to regional problem-solving through its students, faculty, communities and business stakeholders.

**PROFILE**

The Northeast Higher Education District comprises three member colleges located in the towns of Grand Rapids, Eveleth, Virginia and Ely. A fourth college, Rainy River Community College in International Falls, will join the district in summer 2001.

The district's three community colleges and one consolidated college offer a wide variety of programs and services to a diverse population across rural northeastern Minnesota.

Students from throughout the Midwest are drawn to Vermilion Community College because of its natural resources programming. Itasca Community College offers a transfer-oriented associate degree and 12 career programs. Itasca's unique engineering program and Class Act program stand out because the technology-enhanced curriculum and hands-on teaching create learning communities on campus. Mesabi Range Community and Technical College provides affordable access and close partnerships with tribal entities and business and industry. Mesabi Range's transfer curriculum is the single largest program of study. Taconite-related training and information technology programs are emerging because of the great demand in the region. Rainy River Community College is emerging in several niche areas: computing and technology, health care, environmental studies and specific disciplines within liberal arts.

**QUALITY/COMPETITIVE INVESTMENT SUMMARY**

<b>Academic excellence</b> .....	<b>\$1.1 million</b>
■ Hire faculty for centers of excellence	
■ Purchase adaptive equipment for students with developmental needs and learning disabilities	
<b>Workforce development</b> .....	<b>\$582,000</b>
■ Hire faculty for business, industry and technology programs	
<b>Equipment</b> .....	<b>\$691,000</b>
■ Purchase furnishings for classrooms	
■ Expand and upgrade computer laboratories	
<b>Instructional technology</b> .....	<b>\$946,000</b>
■ Add computer labs, Proximas and Smartboards	
■ Wire older classrooms to support computer access	
<b>Repair and replacement</b> .....	<b>\$947,000</b>

**Quality/competitive investment: \$4.3 million**  
**Inflation: \$2.7 million**  
**FY 2000-2001 state appropriation: \$29.3 million**



**Itasca: Grand Rapids**  
**Mesabi Range: Virginia, Eveleth**  
**Rainy River: International Falls**  
**Vermilion: Ely**

**BUDGET DETAIL**

With additional funding, the Northeast Higher Education District would increase the number of learners for work success and transfer, improve customized training to business and industry, expand partnerships with pre-K-12 and four-year institutions and upgrade technology. Specifically, the district would:

- Hire faculty positions for high-demand programs resulting in centers of excellence.
- Expand the graphic arts program.
- Develop and expand the professional forest harvester program at Vermilion Community College.
- Purchase adaptive equipment for students with developmental needs and learning disabilities.
- Develop programs to enhance transfer education.
- Hire faculty for business and technology programs.
- Expand and enhance the natural resources program as a continued center of excellence.
- Purchase classroom furniture, computer network hardware and laptop computers.
- Purchase furnishings to promote collaborative learning activities in classrooms.
- Expand computer laboratories and upgrade taconite programs in the vocational shops.
- Add computer labs, Proximas and Smartboards to enable more instructional technology.
- Complete campus projects such as heating, ventilating and air conditioning, comply with ADA and code requirements, and repair failing equipment.

**Internal reallocation**

Member colleges are taking steps to reduce costs by reducing faculty, administrative and staff positions so resources are available for new program growth. Pairing and sharing services, faculty, equipment and resources are the guiding principles in achieving excellence. Adjunct faculty will be assigned as needed to fill the need in programs where funds have been reallocated, such as physics and chemistry. The colleges also will write grant applications to further new programs and focus recruiting efforts on adult learners.

**ACCOUNTABILITY INDICATORS**

- Increase students enrolled in American Indian studies program from 0 to 30 per year.
- Increase students enrolled in the network administration program from 12 to 25 per year and in the Web administrator program from 0 to 15 per year.
- Increase fall-to-fall retention rates from 51 percent to 56 percent at Itasca Community College.
- Increase Class Act enrollments from 20 to 30 students per year and add two freshman classes of 25 students each to the engineering program.
- Increase the number of students enrolled in computer-related programs by 35 percent per year.
- Increase the number of students enrolled in the professional forest harvester program from 0 to 25.
- Increase the number of students placed in computer-related jobs immediately after graduation from 0 to 10.
- Develop new programs at Rainy River Community College to increase enrollment by 10 percent each year.

**Annual headcount enrollment, credit: 5,990**  
**Annual non-credit course registrations: 11,166**  
**Full-year-equivalent enrollment: 3,191**  
**Average age: 29.5**  
**Median age: 21.0**  
**Average undergraduate credit load: 11.2**  
**Average class size: 19**  
**Percent students of color: 5.2**  
**Percent of graduates who stay in Minnesota: 86.4**

*For additional explanation of this data, see page 80.*





## Northland Community & Technical College

**PRESIDENT:**  
ORLEY D. GUNDERSON

**WEB SITE:**  
www.northland.cc.mn.us

■ Northland boasts more than 30 extracurricular opportunities, including men's and women's athletics, intramurals, fine arts and student organizations.

■ Northland operates two modern, state-of-the-art facilities: a main campus situated on 150 beautiful landscaped acres, and an airport campus nationally recognized as one of the most advanced training facilities in the nation.

■ Northland is acknowledged for having extensive outreach programs. More than one-fourth of the student body is served through off-campus programs.

### PROFILE

Northland Community and Technical College, located in Thief River Falls, is the northwestern-most member of the Minnesota State Colleges and Universities system. Northland is a comprehensive community college offering a quality technical and liberal arts education since 1949. The college serves more than 7,000 students annually – 95 percent of whom are from the local area – and serves an extensive geographical area. One- and two-year degrees, transfer programs and diploma certification are available in 75 majors, as well as workforce training and continuing education programs.

Northland offers majors in a range of fields, the largest of which are liberal arts, farm business management, aviation maintenance technology, practical and registered nursing, and architectural technology and design. Programs that are known as some of the best in the nation include aviation maintenance technology, criminal justice and farm business management.

Northland has a first-class custom training and continuing education department fostering enviable industry partnerships. To date, the department has been awarded approximately \$1 million by the Minnesota Department of Trade and Economic Development.

The college's vision is to be widely recognized as a student-focused, dynamic college with excellent educational opportunities that has strong partnerships with businesses, educational institutions and the communities it serves.

### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$915,000
■ Expand the criminal justice and wellness program	
■ Develop new transfer programs with state universities	
■ Develop two new health programs	
Workforce development .....	\$200,000
■ Establish institute for tele-work	
■ Develop manufacturing technology programs	
Equipment .....	\$477,000
■ Replace equipment in automotive, electronics and radio/television programs	
Instructional technology .....	\$400,000
■ Design and implement computer certification programs	
■ Strengthen online education opportunities	
Repair and replacement.....	\$408,000

### BUDGET REQUEST

**Quality/competitive investment: \$2.4 million**  
**Inflation: \$1.4 million**  
**FY 2000-2001 state appropriation: \$15.3 million**

### MAP



### CAMPUS LOCATION

**Thief River Falls**

### BUDGET DETAIL

With an increase in funding, Northland will invest in the following initiatives:

- Develop a wellness center and lab for skills training in the college's criminal justice program. The need for law enforcement career programs is growing because of the high number of retirements among law enforcement professionals in Minnesota.
- Develop a wider range of transfer agreements with area four-year universities. These programs offer the employment-locked work force the opportunity to study more at the local community college.
- Offer new evening and weekend classes.
- Provide professional development for faculty in distance education, video conferencing and program-specific technology.
- Develop two new health programs: health diagnostic imaging and health care case management.
- Establish a tele-work computer institute for under-employed people from the agriculture sector. Those with farm backgrounds and knowledge would learn communications and computer skills that could be used for employment.
- Hire a custom training specialist to develop new programs meeting the growing needs of manufacturers, and integrate technology-based techniques into the college curriculum.
- Implement computer certification programs, giving students and area residents the opportunity to be trained for jobs in the computer industry.
- Strengthen online education opportunities focusing on its rural service area, offering on-site and electronic teaching.

### Internal reallocation

Northland would reallocate funds from a number of areas in the current college budget. One area would be through the institutional equipment budget, reallocating funds to equipment needed in program expansion, such as criminal justice, and in program development, such as online learning.

### ACCOUNTABILITY INDICATORS

- Increase overall enrollment by 100 full-year-equivalent students, or 8 percent.
- Enroll 40 students in diagnostic imaging and health care case management programs.
- Offer four new transfer programs that enroll 60 students.
- Offer every faculty member the opportunity to enroll in a professional development program.
- Offer an educational program online.
- Create two new computer certification classes.
- Graduate 100 students from certificate-based manufacturing technology programs.
- Offer 50 percent of an associate degree at the Roseau satellite site.

**Annual headcount enrollment, credit: 2,508**

**Annual non-credit course registrations: 5,411**

**Full-year-equivalent enrollment: 1,374**

**Average age: 31.0**

**Median age: 26.0**

**Average undergraduate credit load: 9.9**

**Average class size: 14**

**Percent students of color: 4.4**

**Percent of graduates who stay in Minnesota: 82.5**

*For additional explanation of this data, see page 80.*





# Northwest Technical College

**PRESIDENT:**  
RONALD A. SWANSON

**WEB SITE:**  
www.ntc-online.com

■ Northwest Technical College has achieved a full 10-year accreditation from the North Central Association of Colleges and Schools, including blanket approval for credit-based programs at corporate sites.

■ The college is instituting a continuous quality improvement system.

■ Northwest Technical College has contributed to effective workforce development by serving 7,096 individuals in skill-based offerings and 623 individuals in company-sponsored credit programs in the past academic year.

## PROFILE

Northwest Technical College, an expansive and complex institution that covers a quarter of the state of Minnesota, is one of the state's largest technical colleges. The college serves 15 Minnesota counties and draws from 22 North Dakota counties. This two-year, fully accredited institution has campuses in Bemidji, Detroit Lakes, East Grand Forks, Moorhead and Wadena, and administrative offices in Perham.

Each campus is unique in program mix, organizational culture, student makeup and faculty and staff, but all are committed to the vision of providing quality education and services to individuals and businesses anywhere, anytime.

The college provides distance education courses with online services through its Virtual Campus and provides on-site workforce development training for business and industry through its customized training services. In addition, many courses are offered at various off-campus sites. The college offers associate degree programs, diplomas and certificates in business, health, trades, services and applied technology. The largest programs include practical nursing, microcomputer networking, construction electrician and accounting. Its sign lettering program is the only one of its kind in the Midwest.

## QUALITY / COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	\$855,000
■ Develop curriculum and equip mobile teaching labs	
■ Implement two distance education programs	
■ Increase student services to support distance enrollments	
<b>Workforce development</b> .....	\$750,000
■ Expand workforce training and incorporate technology centers	
<b>Equipment</b> .....	\$790,000
■ Purchase equipment for medical diagnostic, computer applications and computer-assisted manufacturing	
■ Install student record storage system	
■ Implement model building and manufacturing engineering programs	
<b>Instructional technology</b> .....	\$490,000
■ Retrofit mobile labs and modify buildings for compatibility	
■ Incorporate GIS system for planning and trend analysis	
■ Provide wireless access to technology	
<b>Repair and replacement</b> .....	\$1.2 million

## BUDGET REQUEST

**Quality/competitive investment: \$4.1 million**  
**Inflation: \$3.8 million**  
**FY 2000-2001 state appropriation: \$37.2 million**

## MAP



## CAMPUS LOCATION

**Bemidji**  
**Detroit Lakes**  
**East Grand Forks**  
**Moorhead**  
**Wadena**

## BUDGET DETAIL

With increased funding, Northwest Technical College will improve access for students in rural areas by rotating programs among campuses and outreach centers. The college will bring training programs in computer-controlled manufacturing technology, advanced medical diagnostics technology and advanced computer applications to the sites in mobile labs. These would be rotated among the sites so trained personnel from each program would be spread around the region and more students would have access to them.

The Bemidji campus will collaborate with Bemidji State University by integrating the model building and manufacturing engineering technology programs. In the summer, customized training services will use the mobile equipment for workshops and updates for industry.

The college also would:

- Add 3.5 full-time student services positions to support distance education.
- Develop systems for college-wide trend analysis.
- Develop new services to increase worker productivity.
- Identify critical workforce development needs.
- Implement distance work centers at rural locations.
- Improve student access to learning resources through wireless networks.
- Concentrate use of additional repair and replacement money on asset preservation and correcting life safety statutory concerns.

### Internal reallocation

The college has reduced current expenditures to continue strong programs or begin new initiatives. To provide programs requested by industry and individuals in the region, the college has had to discontinue other programs, reduce equipment and supply budgets and building maintenance, and delay filling vacant positions. The college also had to go into the minimal reserves to pay for emergency facility repairs.

## ACCOUNTABILITY INDICATORS

- Enroll students in three new programs: 25 students in computer controlled manufacturing, 20 in advanced medical diagnostics, and 25 in advanced computer applications.
- Test a new shared delivery model that will increase the range of programs available to students in the rural region.
- Offer summer training programs off-campus at up to 10 community and work sites.
- Use distance education to promote skills delivery and development of advanced competencies for the thinly populated northwest Minnesota area by reducing travel time and cost.
- Increase student service staffing to improve the student retention rate for distance program completion by 10 percent.
- Establish four higher education regional alliances to support regional accountability for meeting economic development expectations.
- Develop 128 credits of online courses needed for two degree programs, serving 120 students.
- Serve 600 rural students by delivering five degree programs in a distance learning lab and providing 60 work-sites for on-the-job training in distance work incubation.

**Annual headcount enrollment, credit: 6,437**  
**Annual non-credit course registrations: 7,096**  
**Full-year-equivalent enrollment: 4,025**  
**Average age: 25.8**  
**Median age: 22.0**  
**Average undergraduate credit load: 12.8**  
**Average class size: 17**  
**Percent students of color: 9.2**  
**Percent of graduates who stay in Minnesota: 53**

*For additional explanation of this data, see page 80.*



# Pine Technical College

**PRESIDENT:**  
ROBERT MUSGROVE

**WEB SITE:**  
www.ptc.tec.mn.us

■ Pine Tech is the lead institution in the Northern Technology Initiative and has provided leadership for regional telecommunications planning.

■ The college has a pivotal role in regional distance learning consortia and collaborates with high schools and colleges to offer courses and programs.

■ The college is a major recipient of Minnesota Job Skills Partnership funding for workforce training and has implemented cutting-edge programs in Web development and virtual reality technology.

## PROFILE

Pine Technical College, located in Pine City, serves a five-county area and a large rural population in one of Minnesota's most impoverished regions. The college was founded in 1965 as an area vocational-technical school and in 1994 was accredited by the North Central Association.

The college reflects the region it serves. The student population is 84.3 percent Caucasian; approximately 59 percent are male, 41 percent are female, and 59 percent are younger than age 24.

Students attend Associate of Applied Science degree, diploma and certificate programs within the business, health and human services, technology and industry, and general education divisions. In fall 2000, classes opened in the new computer information sciences division, which contains programs in virtual reality, Web development, computer programming and network technology. The college operates a strong customized training division providing services to industry across the region. Pine Technical College's employment and training center offers training and social services, including the Minnesota Family Investment Program welfare-to-work program.

Pine Technical College has transformed itself in the last decade from a vocational school to a more comprehensive college with the creation of general education offerings and through major strides in technology, as in the creation of such advanced programs as virtual reality. The college partners with local businesses and state agencies to link the region to the Connect Minnesota fiber-optic backbone and become a regional hub for telecommunications.

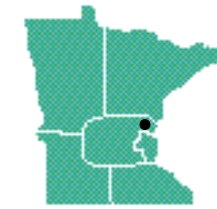
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$88,000
■ Implement new information technology programs	
■ Establish faculty development training toward master teacher status through integration of technology into instruction	
Workforce development .....	\$60,000
■ Retool student services to meet workforce and corporate needs	
■ Implement corporate university credit opportunities	
Equipment .....	\$55,000
■ Equip laboratories for emerging technology programs in information sciences	
Repair and replacement.....	\$143,000

## BUDGET REQUEST

**Quality/competitive investment: \$346,000**  
**Inflation: \$484,000**  
FY 2000-2001 state appropriation: \$4.9 million

## MAP



## CAMPUS LOCATION

**Pine City**

## BUDGET DETAIL

If Pine Technical College receives the requested funding, the college would be in a position to invest in the following initiatives:

- Expand, equip and implement programs in Web development technology and computer science by adding faculty and computer labs.
- Establish faculty development programs in Internet course development and use of instructional technology in the curriculum.
- Develop a faculty recognition program to reward successful use of technology to improve student learning.
- Expand student services by adding specialists to improve college liaison with, and support of, employed adults enrolling to upgrade existing skills or acquire new skills and to work with corporate employers in providing training and student support for enrollees.
- Expand customized training division to improve the corporate university program and to implement more effective employee training initiatives.

Repair and replacement money would be used for deferred maintenance items identified in the Facilities Condition Assessment Study of 1998.

### Internal reallocation

The college has been closing or downsizing low-enrollment programs to redirect resources to more advanced technology programs. Pine Tech also has obtained outside funding to assist with instructional technology development and training.

## ACCOUNTABILITY INDICATORS

- Increase student enrollment in information science programs from 35 to 70 students.
- Increase graduates in information science programs from 15 per year to 30 per year.
- Increase the number of employed students in credit programs by 40 percent, from 120 to 168.
- Increase employed student satisfaction with support services by 15 percent as measured by annual survey.
- Increase the number of companies involved in training partnerships by 40 percent, from 80 to 112.
- Increase student satisfaction with instructional technology in courses by 15 percent as measured by annual survey.

**Annual headcount enrollment, credit: 1,319**

**Annual non-credit course registrations: 2,574**

**Full-year-equivalent enrollment: 384**

**Average age: 26.7**

**Median age: 22.0**

**Average undergraduate credit load: 6.4**

**Average class size: 11**

**Percent students of color: 15.7**

**Percent of graduates who stay in Minnesota: 76.9**

*For additional explanation of this data, see page 80.*



# Ridgewater College

**PRESIDENT:**  
COLLEEN D. THOMPSON

**WEB SITE:**  
www.ridgewater.mnscu.edu

■ Ridgewater College has received eight Minnesota Job Skills Partnerships grants in the last three years in cooperation with more than 20 regional businesses and industries.

■ The college's graduation rate of 50 percent is nearly twice as high as the national graduation rate of 27 percent for similar colleges.

■ The college has a 97 percent placement rate for graduates.

■ The Hutchinson campus houses a vital and productive Workforce Center.

## PROFILE

Ridgewater College is a community and technical college with campuses in Willmar and Hutchinson. Ridgewater is one of the largest two-year colleges in Greater Minnesota, with more than 5,500 students in the past academic year.

Ridgewater College offers more than 100 educational programs in liberal arts and sciences, transfer options and technical and career education. Students may complete the first two years of a four-year degree and transfer to a four-year institution, complete a technical program in one or two years and move quickly into the workforce, or take courses through customized and continuing education to enhance their skills.

Many extracurricular activities are available, including intercollegiate athletics, intramurals, theater, choir, student government, newspaper, student clubs and organizations.

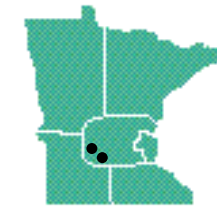
The college's largest programs are liberal arts, health, business, farm business management, agriculture, veterinary technician, machine tool, computer systems technology and nondestructive testing technology.

Unique programs include nondestructive testing technology, multimedia design technology, metallurgy, measurement science, veterinary technology, advanced collision services, computer art and publishing, agronomy technology, insurance claim representative, dairy management, audio technology, business and computer systems management.

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$249,000
■ Develop a liberal arts program in Hutchinson	
■ Develop new programs	
■ Increase international education and technology-infused teaching	
Workforce development .....	\$249,000
■ Increase and diversify workforce training	
Equipment .....	\$249,000
■ Upgrade science labs	
Instructional technology .....	\$249,000
■ Invest in infrastructure and instructional technology	
Repair and replacement .....	\$1.0 million

**Quality/competitive investment: \$2.0 million**  
**Inflation: \$2.8 million**  
**FY 2000-2001 state appropriation: \$28.7 million**



**Hutchinson**  
**Willmar**

## BUDGET DETAIL

If Ridgewater College receives the requested funding, the college would invest in the following initiatives:

- Exhibit academic excellence through the continued development of a full liberal arts and general education program on the Hutchinson campus, developing programs, and increasing international education and technology-infused teaching.
- Increase workforce development projects such as welding and nursing/allied health programs that will strengthen and diversify workforce training.
- Equip science labs with state-of-the-art technology and provide a comprehensive liberal arts curriculum while enhancing the general education options for students in technical programs who desire or need training in the basic sciences.
- Invest in infrastructure and instructional technology to continue enhancing liberal arts and technical programs at a level of excellence consistent with societal and workplace demands.
- Use repair and replacement money to reroof the Hutchinson campus.

With this additional funding, students will graduate with the necessary technological competency to succeed in the new century. Ridgewater College also will be able to more quickly and effectively respond to local business and industry training needs.

### Internal reallocation

Ridgewater College continues to follow its strategic plan of analyzing the financial and educational factors associated with maintaining or consolidating programs on both campuses. In recent years, this has resulted in consolidating auto mechanics to the Willmar campus and closing the human services technician program. The college also combined its placement and recruiting offices, as well as its nursing programs, to meet student and industry demands. The college will continue to assess its consolidation needs.

## ACCOUNTABILITY INDICATORS

- Increase the number of students enrolled in transfer courses on the Hutchinson campus from 640 in 1999-2000 to 850 per year.
- Increase the number of students utilizing enhanced equipment and facilities in welding and nursing/allied health programs from no students in 1999-2000 to 300 per year.
- Increase the number of students enrolled in science courses on the Hutchinson campus from 124 in 1999-2000 to 230 per year.
- Increase the number of students enrolled in courses using technology-infused teaching from 670 full-year-equivalent students per year to 735 full-year-equivalent students per year.
- Increase the number of students enrolled in the associate degree nursing program from 32 per year to 56 per year.
- Increase the number of students enrolled in courses with an international education component from 60 full-year-equivalent students per year to 100 full-year-equivalent students per year.
- Increase the number of students enrolled in science courses with state-of-the-art technology on the Willmar campus from no students in 1999-2000 to 900 per year.

**Annual headcount enrollment, credit: 5,547**  
**Annual non-credit course registrations: 9,520**  
**Full-year-equivalent enrollment: 2,995**  
**Average age: 28.4**  
**Median age: 22.0**  
**Average undergraduate credit load: 11.3**  
**Average class size: 14**  
**Percent students of color: 3.1**  
**Percent of graduates who stay in Minnesota: 91.4**

*For additional explanation of this data, see page 80.*





# Riverland Community College

**PRESIDENT:**  
GARY L. RHODES

**WEB SITE:**  
www.riverland.cc.mn.us

■ For seven consecutive years, 100 percent of Riverland's radiography students passed the nationally recognized registry exam with scores above the national average.

■ Riverland's choir performed, by special invitation, at the National Community College Choral Festival at Carnegie Hall.

■ Riverland's cosmetology program received the prestigious 1999 Partners in Education Award from Great Clips.

■ Riverland's radio broadcasting program launched KERC, a student-run, online Internet radio station.

## PROFILE

Riverland Community College is a comprehensive community college that offers high-quality, lifelong-learning opportunities within a student-centered environment. With campuses in Austin and Albert Lea and an educational center in Owatonna, Riverland provides outstanding options in transfer and career education.

Riverland offers more than 55 career majors for graduates entering directly into the workforce. For students transferring to four-year institutions, 38 transfer degrees are available. The college also serves more than 200 advanced high school students each semester in college courses. The college's customized training services division advances the economic vitality of southern Minnesota by providing dynamic training opportunities to business and industry. From Shakespeare to diesel mechanics, Riverland's wide array of courses and programs are tailored to help students succeed.

The most popular programs include the associate degree, farm business management, construction electrician, cosmetology, nursing and computer technology professions.

The college also offers unique programs in radio broadcasting, truck driving, physical therapist assistant, occupational therapy assistant, radiography, auto industrial machinist and industrial maintenance and mechanics.

Riverland students enjoy personal development opportunities in athletics, theater and arts, and in numerous student activities. Affordable tuition, student housing, flexible class schedules and full- and part-time student options make learning at Riverland a convenient choice.

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

<b>Academic excellence</b> .....	\$63,000
■ Add new lab space for art and music programs	
■ Add new equipment for theater and human services programs	
<b>Workforce development</b> .....	\$330,000
■ Equip labs in three program areas	
■ Upgrade equipment and software in eight program areas	
<b>Equipment</b> .....	\$323,000
■ Upgrade hardware, software and infrastructure	
<b>Instructional technology</b> .....	\$357,000
■ Enhance Web service and distance learning	
■ Develop electronic data storage for student records	
<b>Repair and replacement</b> .....	\$799,000

## BUDGET REQUEST

**Quality/competitive investment: \$1.9 million**  
**Inflation: \$2.1 million**  
**FY 2000-2001 state appropriation: \$21.7 million**

## MAP



## CAMPUS LOCATION

**Albert Lea**  
**Austin**

## BUDGET DETAIL

If Riverland Community College receives the requested funds, the college will do the following:

- Expand art offerings to include photography and computer animation.
- Create a keyboard lab to enhance and broaden training for music students.
- Enhance theater productions and seminars with a new lighting and sound system.
- Expand partnerships with human service agencies; recruit students with video production.
- Use upgraded materials to assist students with college and career planning.
- Improve internal communications with upgraded computers, network switches and voice mail system.
- Expand Web services and enhance distance learning for students through online tutoring and placement tools; increase online courses; improve student services with electronic data storage for student records.
- Provide new labs for construction electrician, cosmetology and nursing programs.
- Purchase and upgrade equipment in machine tool, truck driving, auto service technician, collision repair technology, truck diesel, industrial maintenance, radiography and business and office programs.
- Complete repair and replacement projects including water penetration prevention (flashing and tuckpointing) for the Austin East Building.

### Internal reallocation

In the past two years, Riverland Community College has closed three low-enrollment programs, laid off faculty and sold equipment, reduced the amount of equipment purchased for programs and refrained from spending money on new college program initiatives to balance the budget.

## ACCOUNTABILITY INDICATORS

- Increase enrollment in art programs by 25 percent.
- Increase enrollment in music programs by 10 percent.
- Increase enrollment in nursing programs by 25 percent.
- Increase enrollment in cosmetology by 33 percent.
- Increase enrollment in construction electrician program by 50 percent.
- Increase enrollment in machine tool program by 25 percent.
- Increase enrollment in truck driving program by 25 percent.
- Increase enrollment in auto service program by 30 percent.
- Increase enrollment in collision repair program by 15 percent.
- Increase enrollment in industrial maintenance program by 25 percent.
- Increase enrollment in radiography program by 50 percent.
- Increase use of technology in the classrooms by providing equipment for the faculty and students.

**Annual headcount enrollment, credit: 4,772**

**Annual non-credit course registrations: 6,047**

**Full-year-equivalent enrollment: 2,026**

**Average age: 30.1**

**Median age: 26.0**

**Average undergraduate credit load: 8.8**

**Average class size: 14**

**Percent students of color: 3.9**

**Percent of graduates who stay in Minnesota: 88.6**

*For additional explanation of this data, see page 80.*



# Rochester Community and Technical College

**PRESIDENT:**  
DON SUPALLA

**WEB SITE:**  
www.roch.edu

- Rochester Community and Technical College is one of Minnesota's fastest-growing colleges, with a two-year 16 percent growth in credit-based enrollment and a 23 percent growth in workforce education enrollment.
- The college is a champion in the quality and continuous improvement movement, striving to assure accountability for public investment in higher education.
- A leader in instructional technology use, the college delivers programming to Mayo Rochester/Scottsdale, and is a partner with IBM to deliver AS/400 training globally.

## PROFILE

Rochester Community and Technical College has a rich tradition as the Minnesota's oldest community college, created in 1915. The consolidated college, located in America's 50th fastest-growing metropolitan area, combines the best in liberal arts, technical education and lifelong learning.

The college offers 70 technical and transfer programs and serves nearly 6,500 students in credit-based programs and 10,000 in workforce education offerings. Its students are diverse, with 55 percent attending full-time and 45 percent part-time. The average age of full-time students is 22 and of part-time students, 29.

Rochester Community and Technical College is located at the University Center Rochester, a scenic 400-acre campus nestled in the Mayo Run environmental corridor in southeastern Minnesota. This unique learning environment combines three institutions: Rochester Community and Technical College, Winona State University-Rochester Center and the University of Minnesota Rochester. Minnesota's two public higher education systems (MnSCU and the University of Minnesota) collaborated to create the campus.

Rochester Community and Technical College is a leader in the quality and continuous improvement movement using the Malcom Baldrige Performance Excellence Framework. The college received site visits from the Minnesota Council for Quality in three of the past five years. Currently the college is seeking North Central Association reaccreditation using an alternative Baldrige-based model.

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.3 million
<ul style="list-style-type: none"> <li>■ Strengthen curriculum and institutional performance</li> <li>■ Promote good teaching and learning; recruit, retain and develop quality staff</li> <li>■ Expand opportunities for special student populations and needs</li> </ul>	
Workforce development .....	\$388,000
<ul style="list-style-type: none"> <li>■ Expand workforce training</li> </ul>	
Instructional technology .....	\$500,000
<ul style="list-style-type: none"> <li>■ Use new world-class technologies</li> </ul>	
Repair and replacement.....	\$931,000

## BUDGET REQUEST

**Quality/competitive investment: \$3.1 million**  
**Inflation: \$2.4 million**  
**FY 2000-2001 state appropriation: \$23.2 million**

## MAP



## CAMPUS LOCATION

**Rochester**

## BUDGET DETAIL

If Rochester Community and Technical College receives the requested funding, the college would invest in the following initiatives:

- Employ a curriculum specialist to explore alternative delivery options, develop new programs and redesign program formats.
- Implement assessment strategies to measure learning and enhance technical support for online offerings.
- Align curriculum to Minnesota graduation standards.
- Assess students' college readiness and implement prerequisites.
- Expand pre-entry services and campus-wide tutoring to under-prepared students to ensure success.
- Improve compensation and recognition systems.
- Enhance partnerships, redesign offerings and focus on niche markets to expand workforce training.
- Develop new markets through continued technology support for faculty and staff.
- Employ an institutional researcher to design and deploy data management systems.
- Expand online workforce training in partnership with business, industry and community partners.
- Invest in laptop computers for all full-time faculty supporting integration of technology in courses.

The repair and replacement money would be used to address deferred maintenance and facilities needs, including upgrading carpeting and floors; soundproofing to support more classroom technology; replacing ceiling and lighting systems for classrooms using multimedia; and updating paint, signage and wall coverings.

### Internal reallocation

Rochester Community and Technical College will reallocate \$500,000 gained through instructional efficiencies for the redesign and elimination of outdated academic courses, establishment of leveraged partnerships, development of staff capabilities and implementation of a continuous improvement model.

## ACCOUNTABILITY INDICATORS

- Develop eight new health care and technology programs enrolling 200 students to enable students to meet the needs of a rapidly changing global economy.
- Expand online certificates in program areas including health information technology and medical secretary.
- Survey students and stakeholders to assess satisfaction with a goal of exceeding state and national norms.
- Benchmark learning and retention results against world-class competitors.
- Design and implement an assessment plan to manage performance.
- Implement technologies and services that increase online education enrollments and improve stakeholder satisfaction.
- Ensure continuous improvement of key performance indicators through the design of a balanced scorecard approach to quality management.
- Deliver consistently high-quality incumbent workforce skill training as measured in collaboration with partner organizations including decreased employee turnover, increased operational efficiencies, decreased defects and waste, and enhanced patient care.

**Annual headcount enrollment, credit: 6,048**

**Annual non-credit course registrations: 8,738**

**Full-year-equivalent enrollment: 3,166**

**Average age: 25.3**

**Median age: 21.0**

**Average undergraduate credit load: 10.4**

**Average class size: 21**

**Percent students of color: 9.4**

**Percent of graduates who stay in Minnesota: 90.1**

*For additional explanation of this data, see page 80.*



# St. Cloud State University

**PRESIDENT:**  
ROY H. SAIGO

**WEB SITE:**  
www.stcloudstate.edu

■ **St. Cloud State University is one of just 207 National Merit Scholarship program college sponsors out of 3,500 colleges and universities nationwide.**

■ **The university recently completed the James R. Miller Learning Resource Center, a 230,000-square-foot modern, functional library.**

■ **Professors, rather than graduate assistants, teach the classes; 79 percent possess the highest academic degree for their field.**

■ **The university has cutting-edge technology: 79 smart classrooms and Internet and library access from all residence hall rooms.**

## PROFILE

St. Cloud State University offers 150 majors, minors and pre-professional programs in business, education, fine arts and humanities, science and engineering, and social sciences; it offers targeted professionally oriented graduate degrees, including a cooperative doctoral degree with the University of Minnesota.

St. Cloud State University holds every national accreditation available for its undergraduate programs. The Herberger College of Business is one of three in Minnesota nationally accredited at the undergraduate and graduate levels. The electrical engineering and manufacturing engineering programs consistently do work for NASA. The university is the nation's 10th-largest producer of teachers and the first school in the nation to complete the National Council for Accreditation of Teacher Education 2000 Standards, with all programs to be reaccredited.

Its international program is strong, with 850 international students from 60 countries on campus and 245 students in 17 study-abroad programs in 11 countries.

St. Cloud State University leads in community interactions, with 6 million community user hours at campus facilities or 60 percent of the MnSCU system's total. The university has an extensive summer conference and camp program. The most popular community interactions are with the college's outstanding athletic program featuring WCHA Division I hockey and the NCAA Division II North Central Conference. Hockey attracts 5,500 fans per home game, the sixth-best attendance in the country.

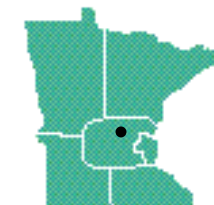
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

**Academic excellence .....\$10.3 million**

- Recruit and retain qualified, well-prepared faculty
- Retain academic program accreditations
- Revise academic advising for students choosing academic majors
- Improve first-year to second-year student retention
- Establish a baccalaureate nursing program
- Introduce three new graduate programs
- Develop and implement an academic and career planning portfolio
- Enhance electronic classrooms, laboratories and studios

**Repair and replacement .....\$2.6 million**

**Quality/competitive investment: \$12.9 million**  
**Inflation: \$10.3 million**  
**FY 2000-2001 state appropriation: \$101.9 million**



**St. Cloud**

## BUDGET DETAIL

If St. Cloud State University receives the requested funding, the university would be in a position to invest significantly in these initiatives to meet the needs of students, the campus community and employers:

- Improve first-year to second-year student retention by assuring the availability of appropriate class sections, incorporating better advising, increasing flexibility in class scheduling and increasing classroom desirability, including technology and laboratory equipment.
- Introduce three graduate programs: business administration, public safety leadership and electrical engineering.
- Deliver a new academic and planning portfolio for incoming freshmen to enhance their ability to make decisions regarding academic and career options.
- Reduce the backlog of replacement needs for furniture and wall, floor and window coverings and address deferred maintenance needs.

### Internal reallocation

The university reallocates on a regular basis. Over the past four years, salaries have increased 22 percent, while total revenue has increased 12 percent. Balancing the budget has required reallocations such as these:

- Faculty and staff are reallocated to ensure that necessary sections of courses are offered to incoming freshmen and transfer students. A workload analysis is used to drive faculty reallocation toward departments with the greatest need.
- Reallocation among equipment and supply needs created 79 electronic classrooms without the need for additional funds.
- The university reallocated nearly \$600,000 to maintenance tasks to keep deferred maintenance at levels among the lowest in the nation.
- The university entered into a partnership to implement a campus card system with nearly 100 percent participation by faculty, staff and students.

## ACCOUNTABILITY INDICATORS

- Enroll 50 new pre-nursing and 24 nursing students.
- Increase retention by 1 percent for fall 2002.
- Enroll 75 students in three new graduate programs.
- Maintain accreditation in academic programs.
- Deliver academic and career planning portfolio for 70 percent of new freshmen in 2001-2002.
- Increase new first-year student enrollment to 2,400.
- Replace 5 percent of aged furniture and wall and window coverings.
- Maintain deferred maintenance spending per square foot.

**Annual headcount enrollment, credit: 18,401**

**Annual non-credit course registrations: N/A**

**Full-year-equivalent enrollment: 12,671**

**Average age: 24.2**

**Median age: 21.0**

**Average undergraduate credit load: 12.5**

**Average class size: 21**

**Percent students of color: 4.5**

**Percent of graduates who stay in Minnesota: 87.0**

*For additional explanation of this data, see page 80.*





## St. Cloud Technical College

**PRESIDENT:**  
JOAN BARRETT

**WEB SITE:**  
sctcweb.tec.mn.us

■ The American Dental Association recently announced that the graduating class of 2000 in dental hygiene ranked first among 213 colleges in the United States for performance on the April 2000 National Board examinations.

■ The college was awarded nearly \$2 million in matching grants from the Minnesota Job Skills Partnership, which allowed the Center for Customized Training and Development to respond to specific education and training needs of local employers and agencies.

### PROFILE

St. Cloud Technical College educates and trains a vast majority of the emerging and incumbent workforce located in a five-county area in central Minnesota. The median age of the student population is 21. Over 75 percent come from the region and, on average, over 65 percent are employed locally after graduation.

The college offers more than 100 career majors that match the engines that power the economic growth of the region. Academic programs award associate degrees, diplomas and certificates that can be completed in two years or less.

Enrollment at the college has grown over 50 percent in the past decade, making it one of the fastest-growing colleges in the state. Some recent highlights include:

- The college scored phenomenal placement rates with 99 percent of the 1999 graduates employed in their career major.
- The college built a stronger learning community with the support of the federally funded Trio Program to help students overcome social, academic and cultural barriers to higher education.
- The college built supportive partnerships with business and industry. Cellular 2000 recently pledged \$250,000 to assist in funding new curriculum development in electronic communication systems.
- The college educated and trained more than 6,000 incumbent workers this past year through its Center for Customized Training and Development.
- The college collaborated with other state agencies. Studies are under way to co-locate the Workforce Center with the college.

### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....\$81,000

- Enhance learning for English composition and English-as-a-Second-Language students

Workforce development .....\$1.2 million

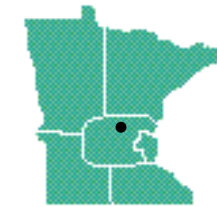
- Develop an e-business program
- Expand the manufacturing careers program
- Develop a new transportation careers program
- Expand the printing technology program
- Develop a flexible education program

Repair and replacement.....\$510,000

### BUDGET REQUEST

**Quality/competitive investment: \$1.8 million**  
**Inflation: \$1.8 million**  
**FY 2000-2001 state appropriation: \$19.0 million**

### MAP



### CAMPUS LOCATION

**St. Cloud**

### BUDGET DETAIL

Funding for these initiatives will enable the college to address mounting employment needs and the demands of student waiting lists, as follows:

- Improve student learning and retention for English composition and English-as-a-Second-Language by adding 24 computer stations, software, furniture and equipment.
- Develop new advanced certificate in e-business for incumbent workers by adding one new instructor.
- Expand instrumentation and electronics curriculum offerings to evening and weekend scheduling and support a new emphasis in electronic communications systems by adding one instructor, supplies and equipment.
- Expand the machine tool program to offer additional evening and weekend scheduling by adding one instructor and supplies.
- Expand the medium and heavy truck program to provide a new certificate in equipment maintenance and truck driving by adding an instructor, equipment and supplies.
- Prepare printing technology workers for advanced job placement and provide basic skills to new employees by adding one instructor.
- Expand credit-based certificate, diploma and associate degree programs to meet the needs of incumbent workers and re-entry adults by adding a director and part-time adviser.
- Clean air handling units and exit-lighting back-up units.
- Repair and replacement funds will address priority deferred maintenance projects.

### Internal reallocation

The college will support initiatives by reallocating staff development and supply budgets and with the use of limited sources of supplemental funds from the St. Cloud Technical College Foundation.

### ACCOUNTABILITY INDICATORS

- Improve student learning and retention rates for students using instructional technology compared to that of students using traditional methods of delivery in English composition and English-as-a-Second-Language classes.
- Increase by 50 the number of students in printing technology courses.
- Increase by 30 the number of full-year-equivalent students in the manufacturing technology program.
- Establish an approved truck driving program with 20 new full-year-equivalent students.
- Increase by 45 the number of new adult students enrolled in the flexible education program, including e-learning, prior learning, accelerated learning, internships and evening and weekend classes.

**Annual headcount enrollment, credit: 4,306**

**Annual non-credit course registrations: 7,026**

**Full-year-equivalent enrollment: 2,082**

**Average age: 24.6**

**Median age: 21.0**

**Average undergraduate credit load: 11.0**

**Average class size: 14**

**Percent students of color: 3.5**

**Percent of graduates who stay in Minnesota: 97.0**

*For additional explanation of this data, see page 80.*



# St. Paul Technical College

**PRESIDENT:**  
DONOVAN  
SCHWICHTENBERG

**WEB SITE:**  
www.sptc.mnscu.edu

- During both good and poor economic times, St. Paul Technical College has consistently placed greater than 90 percent of graduates in jobs for which they have received an education.
- The college is nationally recognized as one of only three colleges in the country providing outreach services for hearing-impaired students in other colleges. The college serves 12 Midwestern states from St. Paul.

## PROFILE

St. Paul Technical College has a long history of serving the residents of St. Paul. Inaugurated in 1919 as a boys' vocational school, St. Paul Technical College has historically adapted its mission and name to reflect the changing needs of the community it serves. Since 1922, more than 35,000 students have graduated from the college.

The college is the only two-year public institution of higher education in St. Paul. Offering more than 50 certificate, diploma and associate degrees, St. Paul Technical College strives to fulfill its mission of "Education for Employment—Education for Life."

The enrollment projection for the 2000-2001 academic year of 2,700 full-year-equivalent students reflects an increase of 11 percent over last year. The racially diverse student body consists of 25 percent students of color. More importantly, those same percentages are mirrored in the college's graduating class. The student body is 54 percent male and 46 percent female.

The highest-enrollment programs include construction electricity, licensed practical nursing, computer careers, machine tool technology, sign language interpreter and cosmetology. The college's Corporate Training and Assessment Center adjacent to the main campus building serves more than 6,000 employees annually from over 260 area businesses. Noted for expertise in employee job profiling and assessment, the center serves companies across Minnesota and western Wisconsin.

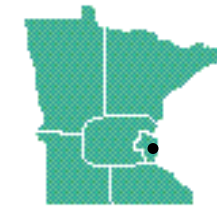
## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Workforce development .....	\$1.2 million
■ Create a new Center for Manufacturing Technology	
■ Establish a telecommunication technology program	
Instructional technology .....	\$365,000
■ Provide a 124-workstation computer classroom	
Repair and replacement.....	\$818,000

## BUDGET REQUEST

**Quality/competitive investment: \$2.4 million**  
**Inflation: \$2.4 million**  
**FY 2000-2001 state appropriation: \$23.6 million**

## MAP



## CAMPUS LOCATION

**St. Paul**

## BUDGET DETAIL

If St. Paul Technical College receives the requested additional funds, it will pursue the following initiatives:

- Develop an applied manufacturing laboratory to encourage student career interest in the field of precision manufacturing.
- Partner with local industry to assist them with product development utilizing the latest in manufacturing processes, equipment and CAD/CAM technology.
- Add three new three-axis CAD/CAM machining centers and a three-axis robot.
- Establish an applied telecommunications technology associate degree program with transfer agreements with MnSCU institutions and other private four-year universities.
- Develop computer lab space by remodeling existing classrooms for use in prior learning assessment and pre- and post-learning assessment.
- Repair and replacement funds will be used to repair the college's roof.

### Internal reallocation

Instructor costs for the prioritized programs will be reallocated out of the college's current budget. Budget savings efforts over the past two years through selective layoffs in poor-performing programs, reduced spending for non-critical equipment and staff reductions through attrition and retirements allow the college to fund new instructional positions. The college continues to closely monitor under-performing programs for closure and replacement.

## ACCOUNTABILITY INDICATORS

- The Center for Manufacturing Technology program will generate 60 to 75 full-year-equivalent students per academic year between day and evening programs.
- The college will produce 36 new associate degree students in telecommunications technology at the end of the second year of the new program.
- The college will add 144 computer careers sections per year.
- The college will expand by 125 full-year-equivalent students its capacity to provide learning in the computer careers program. Students currently are being turned away or placed on long waiting lists.

**Annual headcount enrollment, credit: 7,625**  
**Annual non-credit course registrations: 6,036**  
**Full-year-equivalent enrollment: 2,558**  
**Average age: 30.0**  
**Median age: 28.0**  
**Average undergraduate credit load: 7.2**  
**Average class size: 14**  
**Percent students of color: 27.7**  
**Percent of graduates who stay in Minnesota: 95.5**

*For additional explanation of this data, see page 80.*



## South Central Technical College

**PRESIDENT:**  
KEITH STOVER

**WEB SITE:**  
www.sctc.mnscu.edu

- The college and its industry partners received \$2 million in 12 training grants with the Minnesota Job Skills Partnership.
- South Central is the lead institution and recipient of a \$750,000 MnSCU Targeted Industry Grant to improve and expand printing programs throughout Minnesota.
- The college created Partners in Promoting Computer Careers, a business and education partnership that trains high school faculty in weeklong summer programs.

### PROFILE

Proud to be Minnesota's first technical college, South Central Technical College has had a tradition of academic excellence since 1946. The college has campuses in Faribault and North Mankato/Mankato, a New Ulm Education Center and a college presence at the Minnesota Correctional Facility in Faribault. The college attained the maximum 10-year North Central Association re-accreditation in March 2000.

South Central Technical College offers associate degrees, diplomas and certificates in more than 50 program majors. New and unique program offerings include:

- Wireless communications electronic technician
- Intensive care paramedic
- Medical laboratory technician
- Electronic commerce technician
- Speech language pathology assistant
- Web developer
- Network administrator

Seventy-five percent of the on-campus students are ages 19 to 24. Sixty-six percent of the students are attending college for the first time. The majority of students work 11 to 30 hours per week while attending South Central Technical College.

The two foundations that support South Central Technical College have provided more than \$100,000 in student scholarships during the past fiscal year. In addition, they have provided leveraged equipment dollars and staff development funding to improve instruction. Industry recently donated a working cellular site for wireless communication instruction. The college also recognizes the importance of "friend raising" through an alumni office that has connected with more than 10,000 past graduates.

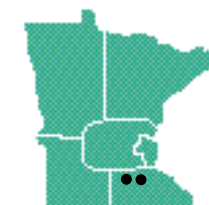
### QUALITY / COMPETITIVE INVESTMENT SUMMARY

Workforce development .....	\$1.3 million
■ Develop and implement a two-year registered nursing program	
■ Expand student services and course offerings to evenings and weekends	
Equipment .....	\$510,000
■ Purchase equipment for centers of excellence as identified by the academic plan	
Repair and replacement.....	\$625,000

### BUDGET REQUEST

**Quality/competitive investment: \$2.4 million**  
**Inflation: \$2.5 million**  
**FY 2000-2001 state appropriation: \$24.7 million**

### MAP



### CAMPUS LOCATION

**Faribault**  
**North Mankato**

### BUDGET DETAIL

If South Central Technical College receives the requested funding, the college would be in a position to invest significantly in the following initiatives:

- Hire three nursing instructors with master's degrees and one director for the proposed registered nursing program.
- Hire the equivalent of one evening support position for admissions and registration. The child care services contract will be expanded to include evening hours.
- The equivalent of three faculty positions will be added to support expanded courses in the computer career, machine tool careers and wireless programs.
- Equipment purchases will include an upgrade of the basic electronics lab to replace 1970 technology with current equipment.

Additional repair and replacement dollars will be used to address deferred maintenance issues noted in a 1998 MnSCU facilities assessment report, which showed approximately \$4 million in deferred maintenance at the North Mankato/Mankato and Faribault campuses.

#### Internal reallocation

South Central Technical College reallocates institutional resources regularly through program review and institutional assessment. The new computer careers program on the Faribault campus was the result of closing a program and reducing faculty in another program. Since 1996, the college has reduced program duplication. In addition, the college has expanded duties of administrative positions instead of creating new positions. The college is working with Minnesota State University, Mankato to jointly provide services such as customized training in a way to efficiently use and reallocate resources.

### ACCOUNTABILITY INDICATORS

- The number of students enrolled in the registered nursing associate degree program will exceed 30 students per year.
- Three evening certificate, degree or diploma options will be available to students beginning in fall 2001.
- Sixty students will be enrolled in the expanded evening and weekend programs.
- Student services hours will be extended to four evenings per week and Saturday mornings.
- The electronics lab will be online for fall 2001 classes for use by 100 students.

**Annual headcount enrollment, credit: 5,093**

**Annual non-credit course registrations: 9,033**

**Full-year-equivalent enrollment: 2,494**

**Average age: 30.8**

**Median age: 28.0**

**Average undergraduate credit load: 10.4**

**Average class size: 14**

**Percent students of color: 15.4**

**Percent of graduates who stay in Minnesota: 96.5**

*For additional explanation of this data, see page 80.*





## Southwest State University

### PRESIDENT:

DENNIS N. NIELSEN

### WEB SITE:

www.southwest.msus.edu

■ Southwest State University has increased its headcount enrollment by 58 percent over the past six years.

■ For the fourth consecutive year, *U.S. News and World Report* listed the university as the No. 1 regional public liberal arts college in the Midwest.

■ Southwest State was the first MnSCU university to hard-wire all of its residence halls for broadband Internet access in the 1999-2000 academic year.

### PROFILE

Southwest State University, the youngest of the four-year MnSCU institutions, was authorized by the 1963 Legislature. Fully handicapped-accessible and interconnected via tunnels, the university opened in 1967 and graduated its charter class in 1971.

Southwest State is in Marshall, 150 miles southwest of Minneapolis-St. Paul. Marshall, a progressive community of 12,500, is the regional center of a predominantly rural area.

Southwest State draws the majority of its students from a 19-county region in southwest Minnesota, but it also draws from throughout the nation and abroad. Last year, for example, students from 27 states and 30 foreign countries attended the university.

Steady growth has led to an all-time high student enrollment, with an estimated full-year-equivalent enrollment of 3,268 for 2000-2001. Over the past four years, the university has achieved 48 percent growth in full-year-equivalent enrollment.

Southwest State's largest programs include business and education. Unique programs include speech communication, radio and TV; four joint programs with the University of Minnesota's College of Agriculture and Environmental Science; the Center for Rural and Regional Studies, which incorporates the history and importance of southwest Minnesota's rural way of life into the curriculum; and the Honors Program, which allows top students to design their own liberal arts curriculum.

### QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....\$1.2 million

- Expand off-campus and Web-based courses through a research Web site

Workforce development .....\$2.1 million

- Establish a training and workforce development program with major regional employers
- Advance workers with two-year degrees to the bachelor's level by expanding off-campus and Web-based degree offerings

Equipment .....\$500,000

- Construct a wireless wing with 10 digital classrooms

Instructional technology .....\$500,000

- Design an electronic-learning enterprise site via expansion of the university's new intranet

Repair and replacement .....\$1.2 million

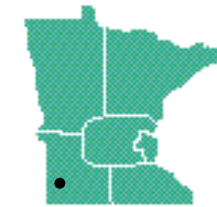
### BUDGET REQUEST

Quality/competitive investment: \$5.5 million

Inflation: \$2.7 million

FY 2000-2001 state appropriation: \$30.3 million

### MAP



### CAMPUS LOCATION

Marshall

### BUDGET DETAIL

If Southwest State University receives the requested funding, the university would be in a position to invest in the following initiatives:

- Add four interdisciplinary faculty positions with primary responsibility for off-campus and Web-based instruction.
- In partnership with a major regional employer, create a model workforce development program using Web-based and off-site course delivery, a customized training database and intranet, and a business incubation center.
- Improve campus technology to prepare students for careers in the Information Age.
- Compete in Web-based course delivery by adding an expert in designing these courses and training.
- Expand off-campus and Web-based courses utilizing an innovative Web site that would integrate Web course delivery with geographic information systems and local research sites housed in the university's Center for Rural and Regional Studies.
- Use repair and replacement funds to address problems with roofs on two buildings, swimming pools, deteriorating roads and lack of lighting and walkways on the campus.

### Internal reallocation

Internal resource reallocation would include training faculty to develop and deliver Web-based courses. The university would reassign one or more faculty to off-campus sites with high enrollment potential. Combining new positions with existing faculty training, the campus could offer five professional undergraduate and graduate programs in distance-learning formats.

Through reallocations, the university has implemented measures to manage resources, including joint programs with other institutions, moving resources from the non-instructional to the instructional side, filling vacant positions more slowly and raising additional money from private sources.

### ACCOUNTABILITY INDICATORS

- Deliver a new fire service administration program to 50 students.
- Deliver a new law enforcement administration program to 50 students.
- Increase the number of students with two-year degrees completing the bachelor's degree in business administration by 20 percent.
- Increase enrollment in geographic information systems courses by 200 students.
- Provide training courses and services to 1,000 registrants per year through the university's workforce development program.
- Provide students with increased access to Web-based instruction by delivering 20 percent of courses online.

Annual headcount enrollment, credit: 5,301

Annual non-credit course registrations: N/A

Full-year-equivalent enrollment: 3,097

Average age: 22.2

Median age: 19.0

Average undergraduate credit load: 10.4

Average class size: 22

Percent students of color: 4.7

Percent of graduates who stay in Minnesota: 81.6

For additional explanation of this data, see page 80.

# Winona State University



**PRESIDENT:**  
DARRELL KRUEGER

**WEB SITE:**  
www.winona.msus.edu

■ For five years in a row, Winona State University has been the only Minnesota school named in *America's 100 Best College Buys* for quality and value.

■ The university is a national leader in continuously assessing institutional quality and effectiveness.

■ Located in Mississippi River valley bluff country, the campus features manicured lawns, fountains and beautiful trees, shrubs and flowers, enhancing the environment for studying and for life.

■ Winona State offers a university-wide four-year graduation guarantee.

## PROFILE

Winona State University has a rich legacy of serving the education needs of the region. Founded in 1858 as the first public teacher-training institution west of the Mississippi River, Winona State continues to provide quality education, now focusing on active learning and emphasizing student collaboration and student-faculty contact.

A national leader in harnessing cutting-edge technology for learning, Winona State is a "laptop university," meaning every new student must have a laptop computer to use in class, at home and in the library, with access to the Internet anytime, anywhere.

Winona State is home to the first public residential college in the state, the only bachelor's degree program in composite materials engineering in the world and one of only a handful of accredited paralegal programs in the nation. Winona State also is one of the first state universities in Minnesota to offer a university-wide four-year graduation guarantee.

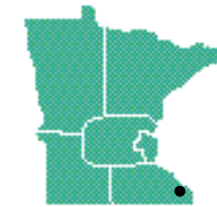
Enrollment at the Winona campus and Winona State University-Rochester Center totals about 7,300 students in more than 80 academic majors and 16 graduate programs.

Winona State University's mission focuses on the social contract between the university and the community to provide excellent educational programs and student services in an all-inclusive learning community to well-prepared students. The mission statement reads, "Winona State University: a community of learners dedicated to improving our world."

## QUALITY/COMPETITIVE INVESTMENT SUMMARY

Academic excellence .....	\$1.5 million
■ Enhance general education, lifelong learning, international programs and Residential College	
■ Expand the post-baccalaureate education program and science/math teacher preparation	
Workforce development .....	\$500,000
■ Expand nursing program	
Equipment .....	\$1.6 million
■ Provide specialized equipment for geographic information systems and graphic design programs	
Instructional technology .....	\$2.2 million
■ Make classrooms laptop-compatible and add electronic classroom equipment	
Repair and replacement .....	\$1.6 million

**Quality/competitive investment: \$7.4 million**  
**Inflation: \$5.4 million**  
**FY 2000-2001 state appropriation: \$55.2 million**



Winona

## BUDGET DETAIL

If Winona State University receives additional funding, it would be in a position to:

- Collaborate with regional colleges and universities and health care providers to increase baccalaureate nursing graduates in southeast Minnesota by adding faculty, recruiting students and expanding clinical sites.
- Expand support for the university's laptop requirement by upgrading 35 classrooms for Internet access by all students and by adding projection hardware and printers to existing classrooms.
- Enhance academic programs by implementing redesigned general education curricula, creating courses in the Rochester area for non-traditional-age students, offering integrated courses in wilderness studies and Latin American/Caribbean studies in residence halls, developing a post-baccalaureate program for K-12 teachers, and restructuring and expanding courses for K-12 teacher preparation in science and mathematics.
- Provide specialized equipment for interdepartmental collaboration in graphic arts.

Repair and replacement funding would be used for bleacher compliance, making restrooms in the Performing Arts Center ADA compliant and replacing the heating and air conditioning system in Maxwell Hall.

### Internal reallocation

The university already has dedicated personnel, space and equipment to each item listed above. The laptop initiative represents a commitment of more than \$750,000 annually for new computer equipment and network infrastructure upgrades. Winona State has redirected \$45,000 to support additional nursing students. Other program changes in general education, K-12 teacher preparation, Latin American/Caribbean studies and wilderness studies will be partly supported by reallocating faculty positions.

## ACCOUNTABILITY INDICATORS

- Increase sophomore exam scores by 2 percent across the five basic academic skills.
- Continue to meet or exceed the national averages in the five basic academic skills on the sophomore exam.
- Increase the percentage of students studying 16 hours or more per week outside of the classroom to greater than 50 percent.
- Increase the number of newly enrolled nursing students in Rochester from 30 to 50 per year.
- Add Internet access for 25 students in each of 35 classrooms.
- Add digital projection equipment to 10 classrooms per year and upgrade one-fourth of all classroom projection systems each year.
- Increase enrollment in continuing education courses from 300 to 350 students per semester.

**Annual headcount enrollment, credit: 8,457**  
**Annual non-credit course registrations: N/A**  
**Full-year-equivalent enrollment: 6,687**  
**Average age: 23.8**  
**Median age: 21.0**  
**Average undergraduate credit load: 14.1**  
**Average class size: 24**  
**Percent students of color: 4.6**  
**Percent of graduates who stay in Minnesota: 70.7**

*For additional explanation of this data, see page 80.*



## Minnesota State Colleges & Universities System Office & System-wide Initiatives

**CHANCELLOR:**  
**MORRIS J. ANDERSON**

**WEB SITE:**  
[www.mnscu.edu](http://www.mnscu.edu)

■ Eleven state colleges and universities in the Twin Cities metro area have formed a regional alliance to provide coordinated programming, faculty training and better services to students and employers.

■ Enrollment has increased 10.1 percent at Minnesota State Colleges and Universities over two years.

■ Statewide partnerships with key Minnesota industries have been formed to align programs with industry needs and create world-class programming in health care, printing, taconite production, precision manufacturing and information technology.

### PROFILE

The Minnesota State Colleges and Universities system was created by the Minnesota Legislature to bring about greater cooperation among the state's colleges and universities and to serve students more effectively. The system office provides leadership and implements statewide initiatives designed to encourage innovation and collaboration.

The system office serves campuses in a variety of ways. Campuses request and receive guidance and support from the system office on legal issues, strategies to enhance diversity within the system, development and foundation activities, and joint marketing strategies to increase student enrollment. The system office also negotiates labor contracts, allocates resources and supports the MnSCU Board of Trustees in developing policy, setting priorities, conducting presidential searches and advocating for the system.

A major service provided by the system office is technology support. The office serves the academic and administrative technology needs of campuses by maintaining the computer network, managing the student records system, maintaining system-wide software license agreements and Web pages, and coordinating training for faculty and staff.

Since 1995, the system office has introduced new tools to faculty for online and electronic learning, created new academic and career pathways for students, and helped campuses offer joint programming to students.

Past statewide initiatives, such as the targeted industry partnerships program and technology grants funded by the Legislature in 1998, have been essential to creating a unifying environment and stepping up progress toward system goals.

### QUALITY / COMPETITIVE INVESTMENT SUMMARY

**Academic excellence .....\$9.7 million**

- Provide emerging curriculum grants to campuses
- Provide faculty development opportunities
- Expand technology training centers for faculty and staff
- Expand classroom satellite broadcasting use

**Workforce development .....\$3.9 million**

- Develop information for students on high-demand career programs
- Create seamless career paths for students
- Develop regional academic and economic plans

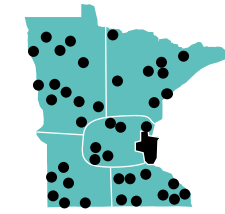
**Instructional technology .....\$16.8 million**

- Increase wide area network capacity
- Add Web features to student services software

### BUDGET REQUEST

**Quality/competitive investment: \$30.4 million**  
**Inflation: \$1.9 million**  
**FY 2000-2001 state appropriation: \$112.6 million**

### MAP



### CAMPUS LOCATION

**Institutions: 35**  
**Campuses: 53**  
**Communities: 46**

### BUDGET DETAIL

Additional funding will allow the system to implement the following statewide initiatives:

- Grants will enable campuses to update curricula, create online delivery and enhance teaching strategies.
- Training and development assistance for faculty and staff will accelerate the integration of technology in the curriculum. The faculty will develop and implement Web-based teaching tools, chat rooms and online curricula that take advantage of the MnSCU wide area network.
- Satellite transmission to and from each campus will add opportunities for MnSCU institutions and other schools to develop joint offerings, develop distance education, share content and provide remote administrative communication transmission.
- Expanding technology-based teaching and communication requires additional wide area network capacity in order to maintain response times and student satisfaction. Communications use and network bandwidth requirements are increasing exponentially; these requirements offer the potential for volume discounts from telecommunications vendors if capacity can be purchased in advance.
- Students are demanding Web-based access to information. Funds will enable addition of a standard Internet browser interface that will improve ease of use, access to appropriate information and expansion of online educational and administrative services.

### Internal reallocation

The system office annually reallocates resources to support new initiatives, respond to emerging needs and advance the goals of the Board of Trustees. Services to the campuses, presidents and staff have been re-aligned annually. In the next biennium, technology development services will increase through reallocations within the technology budget, direct services to campuses will increase and lower priority activities will be eliminated.

### ACCOUNTABILITY INDICATORS

- Create new or re-engineered curricula (including online delivery) in 15 to 25 key programs.
- Align curricula across campuses in 30 to 40 disciplines to assure credit transfer.
- Increase awareness and enrollment of students preparing for careers in six to 13 targeted industries programs.
- Build career paths from high school or technical college through four-year degrees, with curricula aligned to national skill standards in 15 to 25 critical fields.
- Develop regional plans aligning academic program delivery and economic development needs in five to seven regions of the state.
- Provide Web capability to 100 percent of student-accessed screens and 50 percent of faculty- and staff-accessed screens.
- Expand technology training services by 6,000 hours and campus technology training services from 10 to 35 campuses.
- Provide technology training benefits to 1,500 faculty and staff with improvements provided to more than 500 courses and programs.

**Annual headcount enrollment, credit: 216,498**

**Annual non-credit course registrations: 235,344**

**Full-year-equivalent enrollment: 114,100**

**Average age: 26.8**

**Median age: 22.0**

**Average undergraduate credit load: 10.5**

**Average class size: 19**

**Percent students of color: 9.9**

**Percent of graduates who stay in Minnesota: 83.7**

*For additional explanation of this data, see page 80.*



## Technical Notes:

### Page 9:

**Number of students (headcount)** is unduplicated annual headcount enrollment for fiscal year 2000 (the 1999-2000 academic year). Source: MnSCU Research and Planning

**Number of students (full-year-equivalent)** is enrollment based on a full credit load of 30 credits per year for undergraduate students and 20 credits per year for graduate students for fiscal year 2000 (the 1999-2000 academic year). Source: MnSCU Finance

**Percent of MnSCU FYE enrollment** is the percentage of full-year-equivalent enrollment in each region for fiscal year 2000 (the 1999-2000 academic year). Source: MnSCU Finance

**2002-2003 budget request (increase)** is the amount that MnSCU is requesting in new funding for fiscal years 2002 and 2003 for institutions located in each region. Numbers have been rounded to the nearest \$100,000. Source: MnSCU Finance

**Percent share of total new request** is the region's percentage of the campus-based budget portion of MnSCU's requested budget increase. The system office's request of \$30.4 million for system-wide initiatives is not included in these totals. Source: MnSCU Finance

**New funding per student** is the region's requested 2002-2003 budget increase divided by the projected number of FYE students for those fiscal years. Source: MnSCU Finance

### Pages 10-79:

**Quality/competitive investment** is the budget request for new money above the cost of inflation to grow competitive, high-quality programs in safe, accessible and well-equipped facilities. Numbers over \$1 million have been rounded to the nearest \$100,000; numbers under \$1 million have been rounded to the nearest \$1,000. Source: MnSCU Finance

**Inflation** is based on an assumed 5 percent per year rate of inflation for faculty and staff salaries and a 3 percent per year for other operating costs, including fuel and health care expenses. Actual compensation-related inflation has averaged 7 percent per year for the past four years; projections for future years suggest that the actual inflation for retirement and fringe benefits will be 21 percent per year and for health insurance, 20 percent per year. Numbers over \$1 million have been rounded to the nearest \$100,000; numbers under \$1 million have been rounded to the nearest \$1,000. Source: MnSCU Finance

**FY 2000-2001 state appropriation** is MnSCU's allocation of the state appropriation approved by the 1999 and 2000 sessions of the Minnesota Legislature. It includes system-wide funds distributed to campuses through a formula. Numbers have been rounded to the nearest \$100,000. Source: MnSCU Finance

**Annual headcount enrollment, credit** is unduplicated annual headcount enrollment for fiscal year 2000 (the 1999-2000 academic year). Source: MnSCU Research and Planning

**Annual non-credit course registrations** includes registration in non-credit contracted courses (customized training) and non-credit open enrollment courses for fiscal year 2000 (the 1999-2000 academic year). State universities do not report the number of non-credit course registrations. Source: MnSCU Customized Training Annual Report

**Full-year-equivalent enrollment** is enrollment based on a full credit load of 30 credits per year for undergraduate students and 20 credits per year for graduate students for fiscal year 2000 (the 1999-2000 academic year). Source: MnSCU Finance

**Average age** is the mean age of unduplicated headcount enrollment for fiscal year 2000 (the 1999-2000 academic year) for students who reported a date of birth. Source: MnSCU Research and Planning

**Median age** is the median age of unduplicated headcount enrollment for fiscal year 2000 (the 1999-2000 academic year) for students who reported a date of birth. Half of all students are older than the median age, and half are younger. Source: MnSCU Research and Planning

**Average undergraduate credit load** is based on fall semester 1999 data. Source: MnSCU Research and Planning

**Average class size** is based on fall semester 1999 data. Source: MnSCU Information Technology Services, Information Management Web site

**Percent students of color** is based on unduplicated headcount for fiscal year 2000 (the 1999-2000 academic year) for students who reported ethnicity. Source: MnSCU Research and Planning

**Percent of graduates who stay in Minnesota** is the percentage of graduates who stay in Minnesota for employment or continued education. Institutions near state borders tend to have lower percentages, with some graduates finding employment or continuing their education in the nearby state. Data is based on 1997-1998 MnSCU graduates who reported where they were employed or continuing their education. Institutions survey all of their graduates. Source: MnSCU Research and Planning

## Minnesota State Colleges & Universities Board of Trustees

**The Minnesota State Colleges and Universities system is governed by a 15-member Board of Trustees appointed by the Governor. Twelve trustees serve six-year terms, eight representing each of Minnesota's Congressional Districts and four serving at large. Three student trustees — one from a community college, one from a state university and one from a technical college — serve two-year terms.**

**The Board of Trustees selects the MnSCU chancellor and has broad policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.**

### Members, Board of Trustees:

**Michael Vekich, Chair**  
St. Louis Park, Congressional District 5  
Appointed by Governor Arne Carlson, 1996  
Term ends: June 30, 2002

**Will Antell**  
Bayport, Congressional District 6  
Appointed by Governor Jesse Ventura, 2000  
Term ends: June 30, 2006

**Andrew Boss, Vice Chair**  
St. Paul, Congressional District 4  
Appointed by Governor Carlson, 1998  
Term ends: June 30, 2004

**Nancy Brataas**  
Rochester, At Large  
Appointed by Governor Carlson, 1996  
Term ends: June 30, 2002

**Brent Calhoun**  
Little Falls, State University Student  
Appointed by Governor Ventura, 1999  
Term ends: June 30, 2001

**Mary Choate**  
Bloomington, Congressional District 3  
Appointed by Governor Carlson, 1998  
Term ends: June 30, 2004

**Daniel G. Coborn**  
St. Cloud, Congressional District 7  
Appointed by Governor Carlson, 1998  
Term ends: June 30, 2004

**Dennis Dotson**  
Mankato, Congressional District 1  
Appointed by Governor Carlson, 1996  
Term ends: June 30, 2002

**Ivan F. Dusek**  
Willmar, Congressional District 2  
Appointed by Governor Ventura, 2000  
Term ends: June 30, 2006

**Robert Erickson**  
Bloomington, At Large  
Appointed by Governor Carlson, 1996  
Term ends: June 30, 2002

**Robert H. Hoffman**  
Waseca, At Large  
Appointed by Governor Ventura, 2000  
Term ends: June 30, 2006

**Jim Luoma**  
Cohasset, Congressional District 8  
Appointed by Governor Ventura, 1999  
Term ends: June 30, 2004

**Lew Moran**  
Minneapolis, At Large  
Appointed by Governor Ventura, 2000  
Term ends: June 30, 2006

**Joann Splonskowski, Treasurer**  
Rochert, Technical College Student  
Appointed by Governor Ventura, 2000  
Term ends: June 30, 2002

**Joseph Swanson**  
Two Harbors,  
Community College Student  
Appointed by Governor Ventura, 2000  
Term ends: June 30, 2002

**Penny Harris Reynen, Secretary**  
Executive Director

**MnSCU**  
**Minnesota State Colleges & Universities**

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