

# Accountability Measures

A report to the Minnesota Legislature

February 15, 2003



Board of Trustees  
Minnesota State Colleges & Universities



**ACCOUNTABILITY  
MEASURES**

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## EXECUTIVE SUMMARY

This report responds to language contained in Laws of Minnesota 2001, First Special Session Chapter 1, Article 1, Section 3.

This legislative report is an important component of a broader Minnesota State Colleges and Universities accountability process. Accountability is a prominent theme in *Designing the Future*, the strategic plan adopted by the Minnesota State Colleges and Universities Board of Trustees in June 2002. The focus on accountability is reflected in the Minnesota State Colleges and Universities work plan for 2002-2003. The work plan includes a project to develop a system of performance indicators to measure the effectiveness of the system as a whole and its individual institutions. The performance indicator system is being developed in consultation with the Board of Trustees; the Leadership Council, consisting of the institutional presidents and Office of the Chancellor senior staff; and faculty, student and institutional representatives. The system will be ready for use by the Board of Trustees in fiscal year 2004.

### Five Undergraduate Degree Programs

The first requirement of the legislation calls for the identification of “the five undergraduate degree programs determined to be of highest priority to the system and the revenue necessary to advance each program to be a center of excellence.” The five undergraduate degree program areas and the program clusters included within each are:

- 1) **Business and Information Technology** – Agricultural business and management, business and administrative services, financial services and information technology services.
- 2) **Education** – Education and training services
- 3) **Engineering and Manufacturing Technology** – Engineering, engineering technologies, manufacturing and precision production.
- 4) **Health Care** – Health services
- 5) **Protective Services and Law Enforcement** – Legal and protective services

The liberal arts and sciences are integral to the higher education enterprise and were identified as the foundation for the five undergraduate program areas. The liberal arts and sciences serve an essential role that enables Minnesota State Colleges and Universities to fulfill its mission to educate students to be contributing and empowered citizens; active participants in a democratic society; educated, skilled and adaptable workers; and innovative lifelong learners.

The five program areas include approximately 57 percent of Minnesota State Colleges and Universities instructional programs and 50 percent of the system’s awards, (degrees, diplomas and certificates). Minnesota State Colleges and Universities confer 59 percent of Minnesota’s award (degrees, diplomas and certificates) in these five undergraduate program areas. The Minnesota payroll for occupations that require training in one of the five program areas is projected to grow to \$33 billion, 69 percent of the payroll for occupations that require some post-secondary education or training by 2009.

Though no additional resources were received to advance each program to a center of excellence, the colleges and universities and the Office of the Chancellor have continued to increase and improve programs in these five areas.

**Business and Information Technology** – The colleges and universities continue to have strong and significant programming in this area. The economic downturn has lessened the pressure for increases in the number of programs and graduates however. Five institutions added computer and computer science programs in the past year. New business programs designed for specific needs and niches were added as well. Non-profit and public management, logistics and materials management, electronic commerce web development and electronic commerce business management are a few examples.

**Education** – The Minnesota state universities conferred 53 percent of the bachelor's degrees in teacher education in fiscal year 2001. A Task Force on College and University Collaboration in Teacher Preparation is developing an action plan. The plan will focus on recruitment, retention and seamless transfer of students from state colleges to universities in identified shortage areas. A newly formed state-level Teacher Education Task Force will advise the Office of the Chancellor and campuses on quality teacher preparation and delivery systems.

Many innovative campus programs have been developed to meet the needs in recent years and can serve as models for expansion or replication. These include collaborative programs between universities or with K-12 districts, online and distance programs for place-bound students, programs focusing on students of color and programs designed to increase the number of teachers licensed in areas of shortages.

**Engineering and Manufacturing Technology** – Since the published report of the Manufacturing Targeted Industry Partnership, a declining economy has had a serious negative impact on manufacturing. Enrollments in the system's manufacturing-related programs have suffered a corresponding decline resulting in program closure and faculty layoffs, especially at the two-year colleges. In response, Minnesota State Colleges and Universities have developed initiatives designed to increase enrollments and revitalize the curriculum to meet industry standards. Expansion of high school, college and university articulation agreements to ease credit transfer in manufacturing-related programs began in the fall of 2002.

**Health Care** – In the past two years, Minnesota State Colleges and Universities have taken proactive steps to address the shortage of health care workers, particularly nurses. The system conferred 78 percent of the registered and practical nursing degrees in fiscal year 2001. Enrollments in registered nurse two-year programs increased substantially in each of the last two years. Baccalaureate nursing program enrollments also have grown during the same period.

The system's nursing programs are probably the most accessible programs offered in the state. Registered nursing education is offered by 20 colleges and universities. In addition,

outreach programs from state colleges and universities serve students in at least an additional seven communities. Practical nursing education is offered by 25 technical and community colleges serving students on campus and outreach through online distance education.

The system also offers a tremendous diversity of health care education programs. Education is offered in more than 45 occupations in health care, 17 of which can be completed in one year or less. Six of seven state universities offer baccalaureate and graduate health care education programs ranging from community health to dental hygienist to cytotechnology. In the past year, Minnesota's state universities offered a number of new master's and post-master's certificates, including nurse practitioner (adult and family), clinical nurse specialist and nurse educator.

Through partnerships with the health care industry, Minnesota State Colleges and Universities institutions have found creative and resourceful ways to meet employment needs in the health sector. The system's targeted industry partnership project in health care also has been instrumental in addressing health care worker shortages by focusing on programs to encourage youth and under-represented groups to consider health careers. These programs are designed to strengthen partnerships between the K-12 system, community organizations, and the state colleges and universities to increase access and participation in health care careers.

**Protective Services and Law Enforcement** – Minnesota State Colleges and Universities partnered with the state's fire chief association to create a terrorism symposium on suicide bombers. The Office of the Chancellor's Fire/EMS/Safety Center is working with the colleges and universities to develop the training programs for counties to meet the requirements of the Minnesota terrorism legislation passed in 2002.

As part of the Homeland Security Bill, Minnesota State Colleges and Universities asked Congress for \$10 million to develop an integrated emergency management system that will serve as a national pilot. The project is pending passage of funding for the bill. Congress also passed the 2003 Farm Bill with a provision and money to train rural fire fighters in terrorism. This money will pass through the federally recognized state training agency, the Minnesota State Colleges and Universities.

The Office of the Chancellor's Fire/EMS/Safety Center is working with St. Cloud State University and other colleges to prepare a proposal to the Lockheed-Martin Corporation to develop a Midwest aviation security training center. Lockheed-Martin received federal funding to provide aviation security training nationwide.

### **Reallocation to Advance the System's Priorities**

The second requirement of the legislation calls for reporting on the reallocation of money and curricular and staffing changes, by campus and program, made to advance the system's priorities. Information on reallocation of money and staffing and curricular

changes was collected from the colleges and universities and the Office of the Chancellor in a survey of chief financial officers.

Reallocation of resources is a permanent strategy used by the system to advance its priorities. Minnesota State Colleges and Universities reallocated more than \$20 million during each of the last four fiscal years in response to changing demand for instructional programs and services. In making these reallocations the institutions are taking meaningful steps to align resources with the changing needs of their students.

The total amount reallocated in fiscal year 2003 was \$26.1 million, up from \$22.9 million in fiscal year 2002. This compares to an average of \$21.4 million in fiscal years 2000 and 2001. The average amount reallocated per institution was \$688,091 for fiscal year 2003, compared to \$603,704 in fiscal year 2002.

Instructional programs continue to be both a primary source and a primary recipient of reallocated funds in fiscal year 2003. Elimination and consolidation of instructional programs were a primary source of reallocated funds. A primary use of reallocated funds was for new, expanded and improved instructional programs.

Academic support, student services and other support programs also continue to be an important source and a recipient of reallocated funds in fiscal year 2003. Almost all institutions reported that some reallocated funds came from these areas. Many institutions also reported that reallocated funds were used to expand academic and student services and other support programs.

### **First-Generation College Students**

The third requirement of the legislation calls for reporting on the methodology used to measure the number of first-generation students admitted systemwide and plans to increase retention and graduation of these students. The system defines first-generation students as those whose parents didn't attend college, or whose parents attended college but didn't earn a bachelor's degree. Previously, two-year colleges and universities have not collected consistent data from students on their parents' educational attainment. In order to implement this accountability provision, colleges and universities began collecting data on parental education from students starting in fiscal year 2003.

Preliminary information for fiscal year 2002 indicates that at least 20.7 percent (18,823) of the new undergraduate students who enrolled at Minnesota State Colleges and Universities were first-generation college students. This estimate is based on parental education data for only 29.8 percent of the new students. As more complete parental education level information is available in the future, it is expected that the percentage of first-generation students will be substantially higher. Based on estimates from a national study on first-generation students, the proportion of such students within Minnesota State Colleges and Universities could be as high as two-thirds (Kojaku and Malizio, 1998).

The Minnesota State Colleges and Universities work plan for 2002-2003 includes several action steps that have the goal of improved recruitment, retention and graduation of first-generation and other under-served populations. The work plan also includes action steps to improve student preparation for and transition to college.

### **Graduation and Transfer-Out Rates**

The fourth requirement of the legislation calls for reporting on progress toward increasing graduation and transfer-out rates. Differences in graduation rates are related to several student demographic and academic characteristics, and to institutional characteristics. Studies also suggest several reasons for the lower graduation rates among minority students.

Colleges and universities report graduation and transfer-out rates annually to the U. S. Department of Education on its Integrated Postsecondary Education Data System Graduation Rate Survey. The rates are reported for cohorts of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students. The cohorts of students are tracked for three years at two-year institutions and for six years at four-year institutions.

The graduation and transfer-out rates are reported by gender and by racial and ethnic group. Both state and federal law prohibit the disclosure of personally identifiable information. Minnesota State Colleges and Universities have adopted the standard of not disclosing information for categories containing fewer than three students. The U. S. Department of Education and the National Collegiate Athletic Association use the same standard when reporting graduation rates.

The combined graduation and transfer-out rate for all two-year state colleges increased from 53.5 percent in 1999 (fall 1996 entering students) to 53.8 percent in 2000 (fall 1997 entering students) and to 54.6 percent in 2001 (fall 1998 entering students). The graduation rate for state colleges changed slightly, from 32.3 percent in 1999, to 32.1 percent in 2000 and to 32.2 percent in 2001. The transfer-out rate increased from 21.2 percent in 1999, to 21.7 percent in 2000 and to 22.4 percent in 2001. The graduation and transfer-out rates for state colleges vary by both institutional mission and the location of the college.

The graduation rate for all Minnesota state universities increased from 39.7 percent in 1999 (fall 1993 entering students), to 41.3 percent in 2000 (fall 1994 entering students) and 42.3 percent in 2001 (fall 1995 entering students). The Office of the Chancellor began tracking transfer-outs for all of its state universities for the 2001 IPEDS Graduation Rate Survey. The transfer-out rate for all seven state universities was 25.8 percent in 2001. The combined graduation and transfer-out rate for all the system's state universities in 2001 was 68.1 percent.

Graduation and transfer-out rates at system institutions differed by racial and ethnic group and gender.

- The rates for white students were above the average for all groups.
- The rates for students of color were below the average for all groups.
- Women had higher rates than men at both the two-year colleges and at the state universities.
- These differences by racial and ethnic group and by gender reflect differences reported in the research literature with one exception. The literature reported that Asian students had higher graduation rates than white students at four-year institutions, but within the system, Asian students have lower graduation and transfer-out rates than white students.

The most recent national comparative data on graduation rates for two-year institutions are available for 1997 entering students as reported in the 2000 IPEDS Graduation Rate Survey. The graduation rate for Minnesota two-year state colleges was substantially higher than the rate for U. S. public two-year colleges. The 2000 Minnesota two-year state college graduation rate of 32.1 percent was almost eight points higher than the 2000 weighted average graduation rate of 24.4 percent for U.S. public two-year colleges.

The graduation rate for Minnesota state universities was higher than the rate for similar U.S. public four-year universities. Similar institutions were identified using the Carnegie Classification and the degree of urbanization of the city in which the university was located. The 2000 state university graduation rate of 41.3 percent was two points higher than the 2000 weighted average graduation rate of 38.9 percent for similar institutions for 1994 entering students as reported in the 2000 IPEDS Graduation Rate Survey.

The Minnesota State Colleges and Universities strategic plan for 2002-2005 and work plan for 2002-2003 both call for efforts to increase retention and graduation rates with a particular focus on under-served populations. Goal Two of the strategic plan calls for the system to increase the participation of under-served students. The work plan includes an action step to identify and remove barriers to participation in higher education to improve recruitment, retention and graduation rates for students of color, first-generation students and low-income students, as well as other under-served populations.

### **Customized Training**

The fifth requirement of the legislation calls for reporting on progress toward increasing the revenue generated from contracts with employers for customized training. Customized training includes training and assessment services provided by the system's two-year colleges and universities to employers. The NetWORK for Customized Training, Education & Development is a confederation of service units at each state college and university that provides customized training services.

Customized training revenues consist of two components, employer-paid contract revenue and employer-paid employee tuition revenue. Customized training revenue in

fiscal year 2002 was \$17.4 million. This figure includes both employer-paid contract revenue and employer-paid employee tuition revenue.

Customized training revenue decreased by 8.6 percent between fiscal year 2002 and 2001. Total revenue decreased from \$19.0 million in fiscal year 2001 to \$17.4 million in fiscal year 2002. The decrease in customized training revenue is attributed primarily to the economic downturn, particularly in the manufacturing and transportation industries.





## **ACCOUNTABILITY MEASURES: A REPORT TO THE MINNESOTA LEGISLATURE**

This report responds to the following language contained in Laws of Minnesota 2001, First Special Session Chapter 1, Article 1, Section 3:

### Subd. 3. Accountability

(b) By February 15, 2002, and each odd-numbered year thereafter, the board of trustees of the Minnesota state colleges and universities must submit a report to the commissioner of finance and the chairs of the higher education finance committees delineating:

(1) the five undergraduate degree programs determined to be of highest priority to the system, and the revenue necessary to advance each program to be a center of excellence;

(2) the reallocation of money and curricular and staffing changes, by campus and program, made to advance the system's priorities;

(3) baseline data, and the methodology used to measure the number of first-generation students admitted systemwide, together with a plan to increase both the recruitment and retention through graduation of these students;

(4) progress towards increasing the percentage of students at four-year institutions graduating within four, five, and six years and the percentage of students at two-year institutions completing a program or transferring to a four-year institution, as reported in IPEDS. Data should be provided for each institution by race, ethnicity, and gender. Data provided should include information on successful retention strategies and the money allocated to enhance student retention; and

(5) progress towards increasing the revenue generated from contracts with employers for customized training.

### **Minnesota State Colleges and Universities Accountability**

The legislative report is an important component of the system's broader accountability process. Accountability is a prominent theme in the strategic plan adopted by the Minnesota State Colleges and Universities Board of Trustees in June 2002. The focus on accountability also is reflected in the Minnesota State Colleges and Universities work plan for 2002-2003.

*Designing the Future*, the Minnesota State Colleges and Universities strategic plan for 2002-2005 identified "demonstrate accountability" as one of six foundational processes. It affirms the system's commitment to measurement and accountability as a means to insure the success of the plan. The plan states that "system and institutional activities will

be evaluated and measured to make sure that they are achieving the intended objectives and supporting student and community success.” The plan indicates that the system will work over the next year to develop a balanced set of indicators to monitor progress toward achieving the strategic directions and goals specified in the plan.

The system’s work plan targets measurement as an “across the board priority”. The Plan includes an action step to develop a system of performance indicators to measure the effectiveness of the system as a whole and its individual institutions. The effort will develop a balanced set of performance measures, including input, process, output and outcome measures to monitor progress toward achieving the system's current and future strategic directions and goals. The accountability system will include baselines measures, benchmarks and performance targets. The performance indicator system is being developed in consultation with the system’s Board of Trustees; the Leadership Council, consisting of the institutional presidents and Office of the Chancellor senior staff; faculty, student and institutional representatives and external stakeholders. The system will be ready for use by the Board of Trustees in fiscal year 2004.

## **FIVE UNDERGRADUATE DEGREE PROGRAM AREAS**

The five undergraduate degree program areas determined to be of the highest priority were identified in 2002 through a consultative and analytical process. The process included a survey of the system's college and university chief academic officers, regional consensus by chief academic and chief student affairs officers and analysis of information on program areas.

### **Liberal Arts and Sciences**

The liberal arts and sciences, because they are integral to the higher education enterprise, were identified as the foundation for the five undergraduate program areas. The liberal arts and sciences serve an essential role that enables the colleges and universities to fulfill their mission to educate students to be contributing and empowered citizens, active participants in a democratic society, educated, skilled and adaptable workers and innovative lifelong learners.

### **The Program Areas**

The five undergraduate degree program areas and the program clusters included within each area are:

- 1) **Business and Information Technology** – Agricultural business and management, business and administrative services, financial services and information technology services.
- 2) **Education** – Education and training services
- 3) **Engineering and Manufacturing Technology** – Engineering, engineering technologies, manufacturing and precision production.
- 4) **Health Care** – Health services
- 5) **Protective Services and Law Enforcement** – Legal and protective services

The five program areas include approximately 57 percent of Minnesota State Colleges and Universities instructional programs and 50 percent of the system's awards, (degrees, diplomas and certificates) as shown in Table 1. The percentage of programs and awards in each area include:

- 30 percent of programs and 18 percent of awards in business and information technology;
- Four percent of programs and 6 percent of awards in the education area;
- 13 percent of programs and 7 percent of awards in the engineering and manufacturing technology;
- Nine percent of programs and 14 percent of awards in the health care program area;
- Two percent of programs and 4 percent of awards in the protective services and law enforcement area.

Appendix A contains a detailed listing of instructional programs in the five program areas.

**Table 1**  
**Undergraduate Instructional Programs and Awards in the Five High Priority Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2003 Program and Fiscal Year 2001 Graduate Majors**

Program Area	No. of Programs	Pct. of Programs	No. of Awards	Pct. of Awards	System Awards as % of MN Awards
Business/Information Technology	1,058	29.5%	4,722	17.9%	48.4%
Education	126	3.5%	1,574	6.0%	53.2%
Engineering/Manufacturing Technology	462	12.9%	1,908	7.3%	65.7%
Health Care	325	9.1%	3,774	14.3%	71.0%
Protective Services/Law Enforcement	84	2.3%	1,111	4.2%	92.0%
<b>Subtotal Five Program Areas</b>	<b>2,055</b>	<b>57.2%</b>	<b>13,089</b>	<b>49.8%</b>	<b>59.2%</b>
Program Not in one of the Five Program Areas	1,536	42.8%	13,220	50.2%	34.3%
<b>Total</b>	<b>3,591</b>	<b>100.0%</b>	<b>26,309</b>	<b>100.0%</b>	<b>43.4%</b>

Source: Office of the Chancellor Research and Planning  
R:\FY02-03\Leg Accountability Report\Five Programs\Five Program Areas-Final.xls  
1Program Areas and Programs

Minnesota State Colleges and Universities confer 59 percent of Minnesota's awards (degrees, diplomas and certificates) in these five undergraduate program areas. The system confers 43 percent of all awards in the state.

In fiscal year 2001, the system conferred:

- 48 percent of the state's awards in business and information technology;
- 53 percent of the state's awards in education;
- 66 percent of the state's awards in engineering and manufacturing technology;
- 71 percent of the state's awards in health care; and
- 92 percent of the Minnesota's awards in protective services and law enforcement.

The current Minnesota payroll for occupations that require training in one of the five program areas is \$27 billion, or 67 percent of the payroll for occupations that require some post-secondary education. This figure is projected to grow to \$33 billion, 69 percent of the payroll for occupations that require some post-secondary education or training by 2009.

Though no additional resources were received to advance each program to a center of excellence, the colleges and universities and the Office of the Chancellor have continued to increase and improve programs in these five areas. Examples of program developments in each area are described below.

**Business and Information Technology** – The colleges and universities continue to have strong and significant programming in this area. The economic downturn has lessened the pressure for increases in the number of programs and graduates however. Five institutions added computer and computer science programs in the past year. New business programs designed for specific needs and niches were added as well. Non-profit and public management, logistics and materials management, electronic commerce web development and electronic commerce business management are a few examples.

**Education** – The Minnesota state universities conferred 53 percent of the bachelor’s degrees in teacher education in fiscal year 2001. A Task Force on College and University Collaboration in Teacher Preparation is developing an action plan. The plan will focus on recruitment, retention, and seamless transfer of students from two-year state colleges to universities in identified shortage areas. A newly formed state-level Teacher Education Task Force will advise the Office of the Chancellor and campuses on quality teacher preparation and delivery systems.

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**Engineering and Manufacturing Technology** – Since the published report of the Manufacturing Targeted Industry Partnership, a declining economy has had a serious negative impact on manufacturing. Enrollments in the system’s manufacturing related programs have suffered a corresponding decline resulting in program closure and faculty layoffs, especially at the two-year colleges. In response, Minnesota State Colleges and Universities have developed initiatives designed to increase enrollments and revitalize the curriculum to meet industry standards. Expansion of high school, college, and university articulation agreements to ease credit transfer in manufacturing related programs began in the fall of 2002.

**Health Care** – In the past two years, Minnesota State Colleges and Universities have taken proactive steps to address the shortage of health care workers, particularly nurses. The system conferred 78 percent of the registered and practical nursing degrees in fiscal year 2001. Enrollments in registered nurse two-year programs increased substantially in each of the last two years. Baccalaureate nursing program enrollments also have grown during the same period.

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The colleges and universities also offer a tremendous diversity of health care education programs. Education is offered in over 45 occupations in health care, 17 of which can be completed in one year or less. Six of seven state universities offer baccalaureate and graduate health care education programs ranging from community health to dental hygienist to cytotechnology. In the past year, Minnesota’s state universities offered a

number of new master's and post-master's certificates, including nurse practitioner (adult and family), clinical nurse specialist and nurse educator.

Through partnerships with the health care industry, the system's institutions have found creative and resourceful ways to meet employment needs in the health sector. The targeted industry partnership project in health care has also been instrumental in addressing health care worker shortages by focusing on programs to encourage youth and under-represented groups to consider health careers. These programs are designed to strengthen partnerships between the K-12 system, community organizations and the state colleges and universities to increase access and participation in health care careers.

**Protective Services and Law Enforcement** – Minnesota State Colleges and Universities partnered with the state's fire chief association to create a terrorism symposium on suicide bombers. The Office of the Chancellor's Fire/EMS/Safety Center is working with the colleges and universities to develop the training programs for counties that meet the requirements of the Minnesota terrorism legislation passed in 2002.

As part of the Homeland Security Bill, Minnesota State Colleges and Universities asked Congress for \$10 million to develop an integrated emergency management system that will serve as a national pilot. The project is pending passage of funding for the bill. Federal Congress also passed the 2003 Farm Bill with a provision and money to train rural fire fighters in terrorism. This money will pass through the federally recognized state training agency, the Minnesota State Colleges and Universities.

The Office of the Chancellor's Fire/EMS/Safety Center is working with St. Cloud State University and other colleges to prepare a proposal to the Lockheed-Martin Corporation to develop a Midwest aviation security training center. Lockheed-Martin received federal funding to provide aviation security training nationwide.

### **Revenue Necessary to Advance Programs to Centers of Excellence**

In recognition of the state's fiscal crisis, Minnesota State Colleges and Universities will not be requesting revenues to advance all five program areas to centers of excellence. The system's biennial budget for 2004-2005 includes requests for funds to be used in two of the five program areas:

- \$6 million to expand registered and practical nursing programs, recruit additional faculty, implement an online master's degree program and develop new technologies.
- \$3.5 million to recruit more teachers of color, more special education teachers and more teachers of English as a Second Language and to retain more first year teachers.

## **REALLOCATION TO ADVANCE THE SYSTEM'S PRIORITIES**

Information on reallocations of money and staffing and curricular changes was collected through a survey of the chief finance officer at each college and university and at the Office of the Chancellor. Respondents were asked to report the sources and uses of reallocated funds for fiscal year 2003. A similar survey was conducted last year and provides comparison information for fiscal year 2002 and for the prior biennium.

The information received from the finance officers indicates that reallocation totals have continued to increase, reaching \$26.1 million in fiscal year 2003. As in previous years, the major areas involved in reallocation are instructional programs and academic and student support services.

**Reallocation is a Permanent Strategy** – Reallocation of resources is a permanent strategy used by Minnesota State Colleges and Universities to advance the system's priorities and respond to changing demand for instructional programs and services. In each of the last four fiscal years, state colleges and universities and the Office of the Chancellor reallocated more than \$20 million. In making these reallocations the institutions are taking meaningful steps to align resources with the changing needs of their students and communities.

**Total Reallocation** – The total amount reallocated in fiscal year 2003 was \$26.1 million. This represents a 14 percent increase over the \$22.9 million reallocated in fiscal year 2002 and a 22 percent increase over the \$21.4 million average for fiscal years 2000 and 2001. The average amount reallocated per institution (including the Office of the Chancellor) was \$688,091 in fiscal year 2003 as compared to \$603,704 in fiscal year 2002. As shown in Table 2, reallocation totals vary across institutions. The amount reallocated in fiscal year 2003 ranged from \$90,000 at one institution to \$1,971,500 at the Office of the Chancellor. Table 2 also illustrates that for any individual institution reallocation totals will vary over time as the institution responds to changing needs.

### **Sources and Uses of Reallocated Funds**

Instructional programs continue to be both a primary source and a primary recipient of reallocated funds. Student services and academic support services are also significant sources and recipients of those funds.

Sources of reallocated funds in fiscal year 2003 included:

- Eliminating or consolidating programs (with resulting savings in salaries, equipment and supplies)
- Salary savings from other staff reductions and leaving vacant positions open
- General cuts in equipment and supply budgets
- Reserve funds
- Technology, academic support and student services budgets (e.g., counseling, library services and academic computing)

**Table 2**  
**Reallocations**  
**Minnesota State Colleges and Universities**  
**FY2003, FY2002 and FY2000-2001**

	Funds Committed to FY2003 Reallocations	Funds Committed to FY2002 Reallocations	Funds Committed to FY2000-2001 Prior Reallocations	
			Average	Total
Alexandria Technical College	\$720,770	\$408,150	\$325,000	\$650,000
Anoka-Hennepin Technical College	\$1,145,708	\$637,666	\$330,000	\$660,000
Anoka-Ramsey Community College	\$421,619	\$540,000	\$295,000	\$590,000
Central Lakes College	\$1,030,664	\$700,000	\$550,000	\$1,100,000
Century College	\$709,167	\$428,319	\$233,740	\$467,479
Dakota County Technical College	\$777,309	\$714,666	\$1,194,811	\$2,389,622
Fergus Falls Community College	\$261,110	\$186,659	\$149,244	\$298,488
Fond du Lac Tribal and Community College	\$145,890	\$267,000	\$133,500	\$267,000
Hennepin Technical College	\$935,657	\$813,239	\$1,350,540	\$2,701,080
Hibbing Community College	\$630,767	\$303,000	\$216,693	\$433,386
Inver Hills Community College	\$515,125	\$367,797	\$288,949	\$577,897
Lake Superior College	\$782,000	\$549,000	\$570,785	\$1,141,570
Minneapolis Community and Technical College	\$225,000	\$250,000	\$737,500	\$1,475,000
Minnesota State College Southeast Technical	\$410,500	\$997,500	\$344,500	\$689,000
Minnesota West Community and Technical College	\$395,800	\$160,000	\$160,000	\$320,000
Normandale Community College	\$911,641	\$903,000	\$48,674	\$97,347
North Hennepin Community College	\$1,264,400	\$301,757	\$1,214,200	\$2,428,400
Northeast Higher Education District	\$1,511,639	\$1,349,915	\$881,500	\$1,763,000
Mesabi Range Community and Technical College and Vermilion Community College			\$465,000	\$930,000
Mesabi Range Community and Technical College	\$837,840	\$432,000		
Vermilion Community College	\$307,676	\$167,000		
Itasca Community College	\$90,000	\$485,000	\$345,000	\$691,000
Rainy River Community College	\$276,123	\$265,915	\$71,000	\$142,000
Northland Community and Technical College	\$245,164	\$196,570	\$123,758	\$247,516
Northwest Technical College	\$871,871	\$451,000	\$567,712	\$1,135,423
Pine Technical College	\$262,000	\$103,500	\$210,000	\$420,000
Ridgewater College	\$1,004,537	\$640,000	\$312,643	\$625,285
Riverland Community College	\$290,997	\$340,000	\$259,000	\$518,000
Rochester Community and Technical College	\$465,270	\$243,000	\$275,000	\$550,000
St. Cloud Technical College	\$1,038,087	\$380,000	\$160,000	\$320,000
Saint Paul College	\$371,014	\$450,000	\$206,000	\$412,000
South Central Technical College	\$304,600	\$300,000	\$150,000	\$300,000
<b>COLLEGE TOTAL</b>	<b>\$17,648,306</b>	<b>\$12,981,738</b>	<b>\$11,288,747</b>	<b>\$22,577,493</b>
<b>UNIVERSITIES</b>				
Bemidji State University	\$629,000	\$798,200	\$819,000	\$1,638,000
Metropolitan State University	\$438,000	\$293,500	\$717,500	\$1,435,000
Minnesota State University, Mankato	\$709,025	\$1,491,000	\$1,671,000	\$3,342,000
Minnesota State University Moorhead	\$900,109	\$2,000,000	\$1,035,000	\$2,070,000
St. Cloud State University	\$1,520,000	\$1,525,000	\$2,605,545	\$5,211,090
Southwest State University	\$845,000	\$685,000	\$262,500	\$525,000
Winona State University	\$1,486,506	\$1,000,000	\$1,722,500	\$3,445,000
<b>UNIVERSITY TOTAL</b>	<b>\$6,527,640</b>	<b>\$7,792,700</b>	<b>\$8,833,045</b>	<b>\$17,666,090</b>
Office of the Chancellor	1,971,500	2,166,300	\$1,293,400	2,586,800
<b>TOTAL</b>	<b>\$26,147,446</b>	<b>\$22,940,738</b>	<b>\$21,415,192</b>	<b>\$42,830,383</b>
<b>Average</b>	\$688,091	\$603,704	\$563,558	
<b>Minimum</b>	\$90,000	\$103,500	\$48,674	
<b>Maximum</b>	\$1,971,500	\$2,166,300	\$2,605,545	

Source: Office of the Chancellor Research and Planning  
R:\FY02-03\Leg Accountability Report\Reallocation\Final Reallocation Dollars Summary.xls



Common uses for reallocated funds in fiscal year 2003 included:

- New and expanded instructional programs
- Equipment
- Improvements and upkeep of facilities
- Inflation costs and general balancing of the budget
- Building reserves to address anticipated future budget shortfalls
- Academic computing and library services

### **Reallocation in Instruction**

In fiscal year 2003, as in previous years, the savings in salaries, equipment and supplies resulting from the consolidation, reduction or elimination of instructional programs was a primary source of reallocated funds. Instructional programs also continue to be a primary recipient of reallocated funds.

#### **Instruction — Sources of Reallocated Funds**

Sixteen institutions reported closing, reducing or consolidating instructional programs in fiscal year 2003. Twenty-six institutions noted a reduction in faculty positions and four reported that salary savings from faculty retirements were a source of reallocated funds. Three institutions reduced non-faculty instructional staff, and five made cuts to instructional equipment and supply budgets. It should be noted that these figures likely underestimate the role of instructional staff reductions and equipment budget cuts as sources of reallocated funds because information on the specific source of salary and other savings was not always available from the surveys.

The emphasis on instructional programs as a source of funds in fiscal year 2003 is similar to the patterns observed in previous years. In fiscal year 2002, 21 institutions indicated that instructional programs had been closed or reduced, and four institutions indicated they had combined programs or reallocated resources within programs. Eighteen institutions reported a reduction in faculty positions in fiscal year 2002, three delayed hiring, and four combined or reallocated faculty positions.

#### **Instruction — Recipients of Reallocated Funds**

Twenty-nine institutions indicated that reallocated funds were directed specifically to instructional programs in fiscal year 2003. Eight institutions used reallocated funds to add new programs, and 13 expanded or enhanced existing instructional programs. Seventeen institutions used reallocated funds to add faculty positions, and four added non-faculty instructional staff. Six institutions also specifically noted that reallocated funds were used for instructional equipment and supplies.

Instructional programs also were a major recipient of reallocated funds in previous years. For example, 16 institutions reported adding new programs in fiscal year 2002, and 17 reported that reallocated funds were used to enhance or redesign instructional programs.

## **Reallocation in Academic and Student Support Programs**

Academic support, student services and other support programs also continue to be an important source and recipient of reallocated funds. Almost all institutions reported that in fiscal year 2003 some reallocated funds came from these areas. Reductions were reported in both services and staff levels. As in earlier years, however, many institutions also reported that reallocated funds were used to expand academic and student services and other support programs.

### **Support Programs — Sources of Reallocated Funds**

In fiscal year 2003, 21 institutions indicated that student services were a source of funds for reallocation. Sixteen identified academic support services as an additional source. Specific savings resulted from cuts to technology and academic computing budgets, reductions in administrative staff (including support staff, vice presidents and deans), and reductions in student services such as admissions and counseling. Five institutions reported that equipment budgets for support services were also a source of reallocated funds.

Similarly, a number of institutions reported reductions in services and administration as sources of reallocated funds in fiscal year 2002. In that year, six institutions reported that they reduced service programs, and most reported reductions or consolidations of staff positions. Thirteen institutions noted reductions in equipment budgets.

### **Support Programs — Recipients of Reallocated Funds**

As in previous years, student services and academic support programs were also significant recipients of reallocated funds in fiscal year 2003. Twenty-three institutions directed reallocated funds to student services, and 10 directed funds to academic support services. Specific uses of the funds included computer upgrades, counseling and recruitment and retention. Reallocated funds were also used to cover increased salary costs due to inflation and for facility upgrades and maintenance.

In fiscal year 2002, eight institutions reported new service programs or increased funding for existing programs. Other uses for the reallocated funds in that year included equipment purchases, computer upgrades and improvements to facilities.

## **FIRST-GENERATION COLLEGE STUDENTS**

### **Characteristics of First-Generation Students**

The research literature identifies several demographic, parental, educational and academic characteristics of first-generation college students. Many of these factors impact students' post-secondary decisions. Humphrey (2000) reported that first-generation students are more likely to be female, older, have dependents, have a job and have lower incomes. They also are less likely to be Caucasian. In addition to these demographic and socioeconomic factors, Humphrey reported that the parents of first-generation students tend to be less supportive, less likely to offer financial support and also tend to be less involved in campus visits and activities than the parents of those who are not first-generation students.

Once enrolled in a college or university, first-generation students' educational background and lack of integration into the college make them less likely to persist and graduate. First-generation students tend to have lower test scores on entrance exams, receive less support from teachers and have less challenging preparatory courses. They are also less likely to be involved with advisors and student groups, have lower self esteem, are more likely to face racial and ethnic bias and are more likely to work full-time and have less time for campus activities (Nunez and Cuccaro-Alamin, 1998 and Humphrey, 2000). Finally, the literature indicates the post-secondary education attainment rates of first-generation students are significantly below those of their counterparts whose parents have graduated from college (Nunez and Cuccaro-Alamin, 1998).

### **Definition of First-Generation Students**

Minnesota State Colleges and Universities define first-generation students as those whose parents didn't attend college or whose parents attended college but didn't earn a bachelor's degree. Research on student preparation, enrollment and persistence in post-secondary education suggests that students whose parents didn't attend college are less well prepared for college, less likely to enroll and less likely to persist than students with at least one parent who earned a bachelor's degree. The literature also indicates that in many respects, students whose parents attended college but didn't earn a bachelor's degree are more like students whose parents didn't attend college than like those whose parents earned a bachelor's degree. These students also are less well-prepared for college, less likely to enroll and less likely to persist.

### **Sources of Information on First-Generation Students**

Previously, the state colleges and universities have not collected consistent data from students on their parents' educational attainment. Some institutions, as part of their assessment of college readiness and placement testing process, have collected data from students on parental educational attainment. However, not all institutions include these

types of questions as part of the assessment instrument and not all students are required to go through the assessment testing process.

In order to fully implement the first-generation student accountability provision, questions related to parent education were added to the Minnesota State Colleges and Universities universal application form and corresponding data elements were added to the Integrated Statewide Record System used by the colleges and universities. Institutions began collecting this information on a systemwide basis from students for fiscal year 2003.

**Currently Available Data** — Information is presented on undergraduate students whose initial term of enrollment at a Minnesota state college or university was in fiscal year 2002. The data on parental education are limited, however, because these students completed their applications for admission prior to the full implementation of the new data collection system described above. Parental educational attainment information is available for only 29.8 percent of the students (31.5 percent for colleges and 24.5 percent for state universities) as shown in Table 3.

The data are further limited because most of the available information on parental education is from assessment records and the data may not be representative of the entering undergraduate population as a whole. For example, an examination of the data indicates that undergraduate transfer students and students of color may be under-represented and the data may over-represent students who are younger, female and attending school full-time. Caution should, therefore, be used in drawing conclusions from these data.

As noted above, questions regarding parental education have been added to the system's universal application for admission. Follow-up efforts are under way to ensure that all institutions also include parental education questions on their own applications for admission and that this information is entered into the integrated data system. As a result of these efforts, more complete information on parental education and first-generation students should be available in future accountability reports.

### **First-Generation Students in Minnesota State Colleges and Universities**

Information for fiscal year 2002 indicates that at least 20.7 percent (18,823) of the new undergraduate students who enrolled at Minnesota State Colleges and Universities were first-generation students. As noted above, however, this estimate is based on parental education data for only 29.8 percent of the new students. As more complete parental education level information is available in the future, it is expected that the percentage of first-generation students will be substantially higher. Based on estimates from a national study on first-generation students, the proportion of such students within Minnesota State Colleges and Universities could be as high as two-thirds (Kojaku and Malizio, 1998).

**Table 3**  
**New Entering Undergraduate Students by First-Generation Status**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002**

	<b>State Colleges</b>	<b>State Universities</b>	<b>System Total</b>
<b>Number of Entering Undergraduate Students in FY 2002</b>	69,864	20,979	90,843
<b>Number and Percent for whom Parent Education Level is Known</b>	21,976 (31.5%)	5,138 (24.5%)	27,114 (29.8%)
<b>Percent First-Generation Students</b>	22.5%	14.9%	20.7%
<b>Percent Non-First-Generation Students</b>	8.9%	9.6%	9.1%
<b>Percent Parent Education Level Unknown</b>	68.5%	75.5%	70.2%
<b>Total</b>	100.0%	100.0%	100.0%
<b>Percent Female</b>			
First-Generation	53.6%	65.2%	55.5%
All Students	50.0%	57.8%	51.7%
<b>Percent Students of Color</b>			
First-Generation	15.6%	10.1%	14.9%
All Students	16.3%	8.4%	15.0%
<b>Percent Part-Time Enrollment (Fall)</b>			
First-Generation	41.3%	21.8%	37.3%
All Students	56.4%	30.9%	49.2%
<b>Mean Age</b>			
First-Generation	23.9	20.6	23.3
All Students	26.2	21.4	25.0
<b>Percent Receiving Non-Loan Financial Aid</b>			
First-Generation	50.5%	53.8%	51.1%
All Students	35.4%	42.1%	36.9%
<b>Average Amount of Financial Aid</b>			
First- Generation	\$2,753	\$3,038	\$2,802
All Students	\$2,421	\$2,993	\$2,570

A higher proportion of students enrolled at state colleges were identified as first-generation students as compared to those enrolled at state universities (22.5 percent as compared to 14.9 percent). Consistent with the research literature, those identified as first-generation students were more likely to be female. A higher percentage of first-generation students received non-loan financial aid and the average award amounts were higher than for entering undergraduates as a whole. To the extent that this reflects lower incomes and greater financial need for first-generation students, this is also consistent with the characteristics of first-generation students described in the literature.

The data available for fiscal year 2002 do reveal some patterns that are not consistent with previous research findings. For example, while at state universities those identified as first-generation students were more likely to be students of color, this did not hold true at state colleges. Also, those identified as first-generation college students tended to be younger than entering undergraduates as a whole. The extent to which demographic characteristics of first-generation students enrolled in state colleges and universities actually differ from what would be expected is not clear. The observed patterns may simply reflect the fact that data for fiscal year 2002 was acquired primarily from assessment information and may over-represent younger, full-time students. As more complete information becomes available in the future it will be possible to more accurately measure the differences in these types of demographic characteristics.

### **Participation in Federal TRIO Programs**

Federal TRIO programs are designed to assist low-income families in which neither parent graduated from college. Currently, more than 1,900 TRIO programs serve nearly 700,000 students across the United States. Participation by Minnesota State Colleges and Universities is as follows:

- Twenty-one institutions participate in a total of 37 TRIO programs.
- Eighteen institutions participate in Student Support Services, which help students to stay in college until they earn their degree. TRIO funds are used to tutor, counsel and provide instructions to the designated student population.
- Nine institutions participate in Upward Bound, which provides year-round supplemental classes and tutoring to assist participants with preparation for higher education. During the summer, participants attend a six-week summer enrichment program at a college campus to receive intensive instruction in math, English, science and the arts.
- Four institutions participate in Educational Talent Search, which provides workshops, classroom activities, group sessions and counseling for participants in grades six through 12. Along with the other two ETS programs in Minnesota, some 4,000 students are served annually. Of those students, 3,000 enroll in post-secondary education.

### **Improving Recruitment, Retention and Graduation of First-Generation Students**

The Minnesota State Colleges and Universities strategic plan for 2002-2005 calls for efforts that directly impact first-generation students. Goal Two of the plan calls for the system to increase the participation of under-served students. Specifically, the plan states:

*“Prospective students from groups that traditionally have been under-served—students of color, first-generation college students, students for whom English is a second language and low-income students—may need encouragement and more information about the benefits of higher education, financial aid, work-study opportunities and student services that lead to success. Perceived and real*

*barriers to higher education need to be identified and eliminated to support the full participation of students from all backgrounds.”*

The Minnesota State Colleges and Universities work plan for 2002-2003 includes several action steps that have the goal of improved recruitment, retention and graduation of first-generation and other under-served populations. One step, the identification of best practices within the system and nationally for serving under-served students, has been completed. These best practices will be used to develop and begin implementation of institution plans to remove barriers to participation and to improve the recruitment, enrollment and retention of under-served students at each institution. Colleges and universities will also be developing strong recruitment and community outreach programs to improve the recruitment, retention and graduation rates for under-served populations.

The action steps contained in the 2002-2003 work plan build on the recommendations made by the Academic Affairs Committee of the Leadership Council in June 2002. Two task forces presented reports suggested strategies for reducing barriers to participation in higher education and for improving the recruitment of underrepresented students. The committee reports reference information from focus groups that included staff members of TRIO Upward Bound, Talent Search and Gear Up programs that serve low-income and first-generation students. In reporting on the factors affecting students these programs serve, the committee noted that:

*One of the primary factors is that these are generally first-generation students with no role models for college attendance and whose parents often do not know how to go about preparing for college. There is a lack of knowledge about careers and often relatively low aspirations. The perception of college as being too expensive, combined with a lack of knowledge of financial aid programs and how to apply for financial aid, were other factors.*

In an effort to provide easy-to-understand materials on how to begin thinking about college, the system has developed a new publication for first-generation students. The brochure, Making College Part of Your Future, features actual Minnesota State College and Universities students who relate how they over came barriers to attending college. The brochures have been translated into Hmong, Somali and Spanish and have proven to be in demand in all parts of the state.

The current work plan also includes action steps that address the issues and barriers identified in these reports, including: 1) financial barriers; 2) preparation and personal barriers such as academic self-esteem, language, age and external commitments; and 3) program and physical access barriers such as campus location, transportation, housing and curriculum and program issues.

## **GRADUATION AND TRANSFER-OUT RATES**

### **Factors That Affect Graduation Rates**

A variety of demographic, academic and institutional factors affect graduation rates.

**Demographic Characteristics** – Several student demographic characteristics are related to differences in graduation rates.

- Women are more likely than men to graduate from college (American Council on Education, 2000).
- Graduation rates differ by racial and ethnic group and gender.
  - African American, American Indian and Hispanic students have lower graduation rates than their white counterparts.
  - Asian/Pacific Islander students have higher graduation rates than all students at four-year institutions (American Council on Education, 2001b, September).
- Women of color have higher graduation rates than their male counterparts (American Council on Education, 2001b, September).

Several state or systemwide studies report similar findings.

- In Minnesota four-year institutions, students of color have lower graduation rates than white students (Minnesota Minority Education Partnership, 2001).
- Similar differences in retention rates are reported in the University of Wisconsin System (Wisconsin Policy Research Institute, 1997).
- Research in Washington community colleges also shows African American, American Indian and Hispanic students with lower retention rates than Asian/Pacific Islanders and whites (Kerlin, 1993).
- African American, American Indian, Asian/Pacific Islander, and Hispanic students have lower graduation rates than their white counterparts at public two-year colleges (New Jersey Commission on Higher Education, 2000).

**Academic Characteristics and Choices** – Several student academic characteristics and choices have been identified that are related to differences in graduation rates.

- Students who take a rigorous high school curriculum are more likely to graduate from college (American Council on Education, 2001a, September).
- One of the best predictors of college performance is high school grade point average (Maryland Higher Education Commission, 2000).
- Students with higher ACT scores have higher graduation rates (Smith, 1992).
- Student choices about part-time or full-time attendance, initial major selection and subsequent changes in major influence retention and graduation (Illinois State Board of Higher Education, 1999).

**Institutional Characteristics** – Several institutional characteristics help explain differences in graduation rates.

- Institutional selectivity is a predictor of graduation rates, with more selective institutions having higher graduation rates (Cope, 1978; Lenning, 1982; Saupe, 1988, Astin, 1997, Butts, 2001).



- Graduation rates are higher for institutions with higher admission test scores regardless of race (Smith, 1999).
- Student academic ability, the proportion of non-traditional students, the proportion of disadvantaged students, institution sector and institutional mission were reported as the principal predictors of graduation rates (Walsh, 2000).

**Under-Served Populations** – Studies also suggest some reasons for the lower graduation rates among minority students.

- In general, high school performance of students of color was found to be below that of white students (Smith, 1999).
- Average SAT and ACT scores were lower for African American, American Indian and Hispanic students (Smith, 1999).
- A larger proportion of minority students are required to take remedial classes in college (Adelman, 1996).
- Inadequate academic preparation, insufficient financial support, and an unsupportive institutional climate, including a lack of role models and cultural conflicts, were reported as leading to lower graduation rates for American Indian students (Wright, 1991).
- In virtually all school districts of Minnesota, minority students are more likely to qualify for free and reduced price lunches, are more likely to receive special education services and are more likely to be English language learners (Minnesota Minority Education Partnership, 2001).

### **Calculation and Reporting of Graduation and Transfer-Out Rates**

**Reporting to the U. S. Education Department** – Colleges and universities report graduation and transfer-out rates annually to the U. S. Department of Education on its Integrated Postsecondary Education Data System Graduation Rate Survey. This survey is completed during the IPEDS Spring Data Collection. The U. S. Department of Education has developed data definitions and instructions for reporting the rates. The reported rates also are used by the institutions to satisfy the requirement of the Student Right-to-Know Act of 1990. The act requires institutions to make information on graduation rates available to current and prospective students.

**Definitions** – The rates are reported for cohorts of full-time, first-time certificate-seeking, diploma-seeking or degree-seeking undergraduate students. The cohorts of students are tracked for three years at two-year institutions and for six years at four-year institutions. The 2001 IPEDS survey contained three-year graduation and transfer-out rates for fall 1998 entering students at two-year state colleges and six-year graduation rates for fall 1995 entering students at state universities. Students in the entering cohort must graduate or transfer within 150 percent of normal time to be included in the graduation or transfer-out rate. Graduates at two-year colleges include students who earned a certificate, diploma or an associate degree or completed the Minnesota Transfer Curriculum. Graduates at state universities include students who earned an associate or a bachelor's degree. The tracking period for each graduate equals 150 percent of the time it would take a full-time student to complete the award that the graduate earned.

All students in the cohort who graduate within the tracking period at the reporting institution are reported as graduates, even if they transfer to another institution during that time period. Students in the cohort who did not graduate, but enrolled at another college or university, are reported as transfer-outs. Consequently, the transfer-out rate is not a complete measure of transfer. Transfer-outs reported from Minnesota State Colleges and Universities include students who enrolled at another public or private college or university in Minnesota or at a public college or university in North Dakota, South Dakota or Wisconsin. Students who transfer to institutions in other states are not reported.

**Reporting Standard** – Graduation and transfer-out rates are reported by gender and by racial and ethnic group, but not by both characteristics in a single table. When the information is reported for 14 categories (seven racial and ethnic categories by two gender categories), many of the categories have very small numbers of students in them. Both state and federal law prohibit the disclosure of personally identifiable information. Personally identifiable information can include a list of personal characteristics or other information that would make a student’s identity easily traceable. Reporting a graduation rate for a racial and ethnic and gender category with one or two students in it could potentially disclose personally identifiable information. The system has adopted the standard of not disclosing information for categories containing fewer than three students. The U. S. Department of Education and the National Collegiate Athletic Association use the same standard when reporting graduation rates.

### **Two-Year College Graduation and Transfer-Out Rates**

- The combined graduation and transfer-out rate for all two-year state colleges increased from 53.5 percent in 1999 (fall 1996 entering students) to 53.8 percent in 2000 (fall 1997 entering students) and to 54.6 percent in 2001 (fall 1998 entering students). The fall 1998 entering students reported in the survey represent about 17 percent of the total fall 1998 headcount enrollment at the colleges.
- The graduation rate for two-year state colleges changed slightly, from 32.3 percent in 1999, to 32.1 percent in 2000, and to 32.2 percent in 2001 as shown in Table 4.
- The transfer-out rate increased from 21.2 percent in 1999 to 21.7 percent in 2000 and to 22.4 percent in 2001.
- The 2001 transfer-out rate from Minnesota state two-year colleges to four-year colleges and universities was 8.6 percent, or 38.4 percent of all transfer-outs for the 1998 cohort.

**Table 4**  
**1999, 2000 and 2001 IPEDS Graduation and Transfer-out Rates**  
**Fall 1996, Fall 1997 and Fall 1998 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges**

COLLEGE	Cohort			Graduation Rate			Transfer Rate			Combined Grad/Trans Rate				Fall 98 % of HC	Transfer- Out to 4 Year
	Fall 96	Fall 97	Fall 98	Fall 96	Fall 97	Fall 98	Fall 96	Fall 97	Fall 98	Fall 96	Fall 97	Fall 98	Change 97 to 98		
Alexandria Technical College	749	770	784	59.4%	57.8%	59.1%	9.6%	9.6%	8.8%	69.0%	67.4%	67.9%	0.5%	39%	1.4%
Anoka-Hennepin Technical College	363	293	267	40.2%	44.4%	45.7%	15.4%	14.0%	18.7%	55.6%	58.4%	64.4%	6.1%	14%	1.5%
Anoka-Ramsey Community College	778	796	870	12.1%	10.8%	10.2%	38.9%	40.6%	43.4%	51.0%	51.4%	53.7%	2.3%	15%	17.9%
Central Lakes College	634	621	605	48.7%	44.8%	47.8%	17.0%		17.5%	65.8%	64.3%	65.3%	1.0%	18%	8.3%
Century College	967	970	943	15.3%	13.5%	14.6%	27.9%	29.7%	27.4%	43.2%	43.2%	42.0%	-1.2%	15%	12.3%
Dakota County Technical College	608	574	506	44.9%	47.9%	51.0%	15.0%	11.5%	12.8%	59.9%	59.4%	63.8%	4.4%	20%	0.8%
Fergus Falls Community College	236	239	282	31.4%	37.7%	24.5%	28.4%	39.7%	37.2%	59.7%	77.4%	61.7%	-15.7%	15%	18.4%
Fond Du Lac Tribal and Community College	75	78	88	12.0%	20.5%	18.2%	42.7%	20.5%	21.6%	54.7%	41.0%	39.8%	-1.3%	11%	2.3%
Hennepin Technical College	587	596	531	30.8%	28.5%	30.5%	16.9%	15.4%	17.5%	47.7%	44.0%	48.0%	4.1%	10%	1.3%
Hibbing Community College	397	442	462	34.5%	38.9%	33.1%	22.9%	26.0%	22.7%	57.4%	64.9%	55.8%	-9.1%	16%	6.1%
Inver Hills Community College	616	627	559	7.5%	9.7%	8.2%	37.7%	39.6%	38.3%	45.1%	49.3%	46.5%	-2.8%	13%	12.3%
Lake Superior College	422	506	509	23.0%	25.7%	20.8%	19.2%	17.8%	19.6%	42.2%	43.5%	40.5%	-3.0%	17%	5.3%
Minneapolis Community and Technical College	750	771	577	12.0%	14.3%	8.3%	19.7%	20.1%	28.8%	31.7%	34.4%	37.1%	2.7%	10%	11.3%
Minnesota State College Southeast Technical	440	387	296	50.5%	45.0%	43.6%	13.6%	11.6%	9.8%	64.1%	56.6%	53.4%	-3.2%	22%	5.7%
Minnesota West Community and Technical College	580	583	526	52.9%	53.5%	56.7%	7.9%	7.9%	9.5%	60.9%	61.4%	66.2%	4.8%	18%	3.6%
Normandale Community College	1,097	1,148	1,013	9.9%	8.0%	9.2%	37.6%	36.1%	36.4%	47.6%	44.2%	45.6%	1.4%	15%	15.3%
North Hennepin Community College	618	661	659	13.9%	10.6%	14.4%	33.2%	35.7%	36.9%	47.1%	46.3%	51.3%	5.0%	14%	15.6%
Northeast Higher Education District															
Itasca Community College	290	290	255	25.9%	27.6%	28.6%	31.7%	32.4%	28.2%	57.6%	60.0%	56.9%	-3.1%	21%	12.2%
Mesabi Range Community and Technical College and Vermilion Community College *	615	653	615	30.6%	36.4%	37.4%	24.0%	22.8%	22.1%	54.6%	59.3%	59.5%	0.2%	27%	6.2%
Mesabi Range Community and Technical College		358	373		47.8%	44.8%		19.6%	17.4%		67.3%	62.2%	-5.1%	27%	5.1%
Vermilion Community College		295	242		22.7%	26.0%		26.8%	29.3%		49.5%	55.4%	5.9%	26%	7.9%
Rainy River Community College	111	103	112	36.0%	46.6%	32.1%	21.6%	9.7%	18.8%	57.7%	56.3%	50.9%	-5.4%	16%	6.3%
Northland Community and Technical College	279	291	329	47.0%	45.4%	50.2%	14.0%	13.1%	12.5%	60.9%	58.4%	62.6%	4.2%	18%	2.7%
Northwest Technical College	1,156	1,243	1,182	42.2%	41.0%	43.1%	15.9%	19.1%	20.1%	58.1%	60.1%	63.3%	3.2%	28%	13.3%
Pine Technical College	92	95	100	31.5%	31.6%	30.0%	14.1%	30.5%	21.0%	45.7%	62.1%	51.0%	-11.1%	12%	1.0%
Ridgewater College	760	822	872	50.4%	51.7%	45.9%	12.2%	13.9%	16.4%	62.6%	65.6%	62.3%	-3.3%	23%	7.0%
Riverland Community College	437	414	378	35.5%	41.5%	39.7%	13.0%	16.4%	15.1%	48.5%	58.0%	54.8%	-3.2%	13%	4.0%
Rochester Community and Technical College	796	856	859	25.8%	24.9%	23.3%	20.1%	21.0%	19.3%	45.9%	45.9%	42.6%	-3.3%	21%	9.2%
St. Cloud Technical College	601	585	581	46.1%	42.2%	50.1%	14.8%	15.2%	11.4%	60.9%	57.4%	61.4%	4.0%	23%	5.0%
Saint Paul College	570	506	395	41.9%	49.4%	42.3%	18.2%	12.3%	17.7%	60.2%	61.7%	60.0%	-1.7%	9%	2.0%
South Central Technical College	633	639	566	41.9%	36.6%	42.4%	10.3%	8.5%	11.3%	52.1%	45.1%	53.7%	8.6%	18%	4.8%
<b>TOTAL COLLEGES</b>	<b>16,257</b>	<b>16,559</b>	<b>15,721</b>	<b>32.3%</b>	<b>32.1%</b>	<b>32.2%</b>	<b>21.2%</b>	<b>21.7%</b>	<b>22.4%</b>	<b>53.5%</b>	<b>53.8%</b>	<b>54.6%</b>	<b>0.8%</b>	<b>17%</b>	<b>8.6%</b>

\* Mesabi Range Community and Technical College and Vermilion Community College were treated as a single college in 1999 IPEDS Graduation Rate survey.

Source: Office of the Chancellor Research and Planning

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The graduation and transfer-out rates for Minnesota state two-year colleges vary by institutional mission and location.

- Community colleges have a mission that includes preparing students for transfer. They have the lowest graduation rates and the highest transfer rates, as shown in Table 5.
- Technical colleges primarily have a mission to offer education for employment. They have the highest graduation rates and the lowest transfer rates.
- Consolidated community and technical colleges have a mix of technical college and community college courses and programs. They have graduation rates that are higher than community colleges and lower than technical colleges.
- Similarly, the consolidated colleges have transfer-out rates that are between those of the community colleges and technical colleges.
- Rates also vary by the location of the college. Colleges in the Twin Cities metropolitan area have lower graduation rates and higher transfer-out rates than colleges in Greater Minnesota.

**Table 5**  
**2001 IPEDS Graduation and Transfer-out Rates**  
**Fall 1998 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges**

<b>COLLEGE GROUP</b>	<b>Cohort</b>	<b>Grad Rate</b>	<b>Trans Rate</b>	<b>Grad/Trans Rate</b>
Greater Minnesota Community & Technical Colleges	4,913	39.2%	17.0%	56.2%
Greater Minnesota Community Colleges	979	26.3%	29.4%	55.7%
Greater Minnesota Technical Colleges	3,509	47.4%	13.9%	61.3%
Metro Area Community & Technical Colleges	1,520	12.2%	27.9%	40.1%
Metro Area Community Colleges	3,101	10.4%	38.8%	49.2%
Metro Area Technical Colleges	1,699	41.7%	16.4%	58.1%
<b>TOTAL COLLEGES</b>	<b>15,721</b>	<b>32.2%</b>	<b>22.4%</b>	<b>54.6%</b>

Source: Office of the Chancellor Research and Planning  
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### **State Universities Graduation and Transfer-Out Rates**

- The graduation rate for all Minnesota state universities increased from 39.7 percent in 1999 (fall 1993 entering students), to 41.3 percent in 2000 (fall 1994 entering students) and 42.3 percent in 2001 (fall 1995 entering students) as shown in Table 6.
- The system began tracking transfer-outs for all of its state universities for the 2001 IPEDS Graduation Rate Survey. The combined graduation and transfer-out rate for all state universities in 2001 was 68.1 percent.

**Table 6**  
**2001 IPEDS Graduation and Transfer-out Rates**  
**Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Universities**

<b>UNIVERSITY *</b>	<b>Fall 95 Cohort</b>	<b>Completers</b>	<b>Transfers-out</b>	<b>Grad Rate</b>	<b>Transfer-out Rate</b>	<b>Combined Rate</b>
Bemidji State University	526	247	152	47.0%	28.9%	75.9%
Minnesota State University, Mankato	1,674	738	428	44.1%	25.6%	69.7%
Minnesota State University Moorhead	1,068	403	287	37.7%	26.9%	64.6%
St. Cloud State University	1,882	741	490	39.4%	26.0%	65.4%
Southwest State University	347	137	121	39.5%	34.9%	74.4%
Winona State University	1,200	565	250	47.1%	20.8%	67.9%
<b>TOTAL UNIVERSITIES</b>	<b>6,697</b>	<b>2,831</b>	<b>1,728</b>	<b>42.3%</b>	<b>25.8%</b>	<b>68.1%</b>

**1999, 2000, and 2001 IPEDS Graduation Rates**  
**Fall 1993, 1994, and 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Universities**

<b>UNIVERSITY *</b>	<b>Cohort</b>			<b>Completers</b>			<b>Graduation Rate</b>		
	<b>1993 Cohort</b>	<b>1994 Cohort</b>	<b>1995 Cohort</b>	<b>1993 Compl</b>	<b>1994 Compl</b>	<b>1995 Compl</b>	<b>1993 Grad Rate</b>	<b>1994 Grad Rate</b>	<b>1995 Grad Rate</b>
Bemidji State University	543	563	526	198	250	247	36.5%	44.4%	47.0%
Minnesota State University, Mankato	1,526	1,524	1,674	634	657	738	41.5%	43.1%	44.1%
Minnesota State University Moorhead	1,164	1,089	1,068	400	387	403	34.4%	35.5%	37.7%
St. Cloud State University	1,917	1,884	1,882	789	807	741	41.2%	42.8%	39.4%
Southwest State University	481	469	347	168	160	137	34.9%	34.1%	39.5%
Winona State University	1,273	1,149	1,200	554	496	565	43.5%	43.2%	47.1%
<b>TOTAL UNIVERSITIES</b>	<b>6,904</b>	<b>6,678</b>	<b>6,697</b>	<b>2,743</b>	<b>2,757</b>	<b>2,831</b>	<b>39.7%</b>	<b>41.3%</b>	<b>42.3%</b>

\* Metropolitan State University is not included because it enrolled no first-time, full-time students in fall 1993, 12 in fall 1994, and eight in fall 1995.

Source: Office of the Chancellor Research and Planning

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The cumulative four-year, five-year and six-year graduation rates for bachelor's degree completers at the state universities are reported in Table 7. The state universities had a 14.8 percent four-year graduation rate, a 33.8 percent five-year graduation rate and a 38.8 percent six-year graduation rate for bachelor's degree graduates in the 1999 IPEDS Graduation Rate Survey. These rates increased in the 2001 IPEDS Graduation Rate Survey to a 18.5 percent four-year graduation rate, a 36.4 percent five-year graduation rate and a 41 percent six-year graduation rate. The 2001 overall six-year graduation rate of 42.3 percent reported in Table 6 includes students in the cohort that earned an associate degree within three years in addition to students receiving a bachelor's degree. The four-year and five-year graduation rates for 2000 are not available because they were dropped from the IPEDS Graduation Rate Survey that year

**Table 7**  
**1999 and 2001 IPEDS Cumulative Four, Five, and Six Year Graduation Rates**  
**for Bachelors Degree Completers**  
**Fall 1993 and 1995 First-time, Full-time, Degree Seeking Students**

University	Bachelor's Degree Graduation Rates					
	1993 Cohort			1995 Cohort		
	Four-Year	Five-Year	Six-Year	Four-Year	Five-Year	Six-Year
Bemidji State University	9.2%	28.0%	34.1%	22.6%	38.4%	41.6%
Minnesota State University, Mankato	13.0%	35.6%	41.2%	18.2%	38.5%	43.6%
Minnesota State University Moorhead	13.8%	28.2%	32.6%	13.9%	31.0%	36.1%
St. Cloud State University	13.0%	35.8%	41.2%	16.7%	34.2%	39.4%
Southwest State University	15.0%	29.3%	34.5%	17.3%	36.6%	39.5%
Winona State University	22.7%	38.0%	41.7%	24.3%	40.8%	44.7%
<b>TOTAL UNIVERSITIES</b>	<b>14.8%</b>	<b>33.8%</b>	<b>38.8%</b>	<b>18.5%</b>	<b>36.4%</b>	<b>41.0%</b>

Source: Office of the Chancellor Research and Planning  
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### Differences in Rates by Racial and Ethnic Group and Gender

Graduation and transfer-out rates at Minnesota State Colleges and Universities differed by racial and ethnic group and gender. The rates for white students were above the average for all groups, and the rates for students of color were below the average for all groups, as shown in Table 8.

- At the colleges, American Indian students had rates that were about 19 points below the average for all groups. Asian and Pacific Islander, African-American and Hispanic students had rates that were 15 to 16 points below the average.
- At the universities, African-American students had rates that were almost 24 points below the average, while American Indian students were almost 13 points below the average. Asian and Pacific Islander and Hispanic students were similar with rates that were five to six points below the rate for all students.
- Women had higher rates than men, at the colleges and at the state universities. The differences between the two groups were larger at the state universities, 10 points, compared to almost three points at the colleges.

**Table 8**  
**2001 IPEDS Graduation and Transfer-out Rates by Racial-Ethnic Group and by Gender**  
**College Fall 1998 and University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Racial-Ethnic Group	Colleges		State Universities	
	Combined Grad/Trans Rate	Difference from Total	Combined Grad/Trans Rate	Difference from Total
African American	39.1%	-15.5%	44.3%	-23.8%
American Indian	35.2%	-19.4%	55.3%	-12.8%
Asian/Pacific Islander	39.2%	-15.4%	63.2%	-4.9%
Hispanic	38.8%	-15.8%	62.3%	-5.8%
Nonresident Alien	55.6%	1.0%	57.0%	-11.1%
White	57.4%	2.8%	69.8%	1.7%
Unknown	49.9%	-4.7%	56.1%	-12.0%
<b>TOTAL</b>	<b>54.6%</b>	<b>0.0%</b>	<b>68.1%</b>	<b>0.0%</b>

Gender	Colleges		State Universities	
	Combined Grad/Trans Rate	Difference from Total	Combined Grad/Trans Rate	Difference from Total
Female	56.0%	1.4%	72.4%	4.3%
Male	53.5%	-1.1%	62.4%	-5.7%
<b>TOTAL</b>	<b>54.6%</b>	<b>0.0%</b>	<b>68.1%</b>	<b>0.0%</b>

Source: Office of the Chancellor Research and Planning  
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These differences by racial and ethnic group and gender within the system reflect differences reported in the literature with one exception. The literature reported that Asian students had higher graduation rates than white students at four-year institutions, but within the system, Asian students have lower graduation and transfer-out rates than white students. Appendix C contains a report on graduation and transfer-out rates for racial and ethnic group and gender by institution.

### **Graduation Rates Compared to Those at Similar Institutions**

**Two-Year Colleges** – The graduation rate for two-year state colleges was substantially higher than the rate for U. S. public two-year colleges. The 2000 Minnesota two-year college graduation rate of 32.1 percent was 8 points higher than the 2000 weighted average graduation rate of 24.4 percent for U.S. public two-year colleges, as shown in Table 9. The comparison is based on graduation rate only, because national data on IPEDS transfer-out rates are not available. Table 9 reports graduation rates for 1,057 public two-year colleges and for Minnesota two-year state colleges by location of the college. Location is defined on the basis of degree of urbanization as defined by the U.S. Census Bureau. Graduation rates for U. S. and for Minnesota public two-year colleges vary by location. Minnesota two-year colleges had substantially higher graduation rates in four of the five location categories.

**Table 9**  
**2000 IPEDS Graduation Rates by Degree of Urbanization**  
**of the City in Which the College is Located**  
**Fall 1997 First-time, Full-time, Degree Seeking Students**

Degree of Urbanization	Public Two-Year Colleges			Minnesota State Colleges*		
	Cohort	Graduation Rate	No. of Colleges	Cohort	Graduation Rate	No. of Colleges
Large City	83,155	17.3%	110	1,277	28.2%	2
Mid-size City	126,954	25.2%	253	1,947	30.3%	3
Urban Fringe of Large City	102,345	19.9%	177	5,665	17.9%	8
Urban Fringe of Mid-size City	25,711	30.0%	68	1,095	37.4%	3
Large Town	16,048	27.8%	47			
Small Town	92,004	30.9%	308	6,575	44.8%	14
Rural	22,749	27.6%	79			
Not Assigned	3,382	33.9%	10			
Missing	975	68.8%	5			
<b>Total</b>	<b>473,323</b>	<b>24.4%</b>	<b>1,057</b>	<b>16,559</b>	<b>32.1%</b>	<b>30</b>

Large City: Population greater than or equal to 250,000

Mid-size City: Population less than 250,000

Urban Fringe of Large City: Within a Large City and defined as urban by the Census Bureau

Urban Fringe of a Mid-size City: Within a Mid-size City and defined as urban by the Census Bureau

Large Town: Population greater than or equal to 25,000

Small Town: Population less than 25,000 and greater than or equal to 2,500

Rural: Designated as rural by the Census Bureau

IPEDS Peer Analysis System 2000 Graduation Rate Survey Early Release Files

\*2000 Graduation Rate Survey

Source: Office of the Chancellor Research and Planning

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**State Universities** – The graduation rate for the Minnesota state universities was higher than the rate for similar U.S. public four-year universities. Similar institutions were identified in the IPEDS Peer Analysis System using the Carnegie Classification and the degree of urbanization of the city in which the university was located, as shown in Table 10. The Carnegie Classification was developed by the Carnegie Foundation to classify institutions according to their academic mission. The Carnegie Classifications for Minnesota state universities are masters’ comprehensive I, masters’ comprehensive II, and baccalaureate colleges II. There were 102 U.S. public universities in these categories that completed the 2000 Graduation Rate Survey. The average graduation rate for this comparison group was 38.9 percent as compared to the Minnesota state university average of 41.3 percent.



**Table 10**  
**2000 IPEDS Graduation Rates by Degree of Urbanization**  
**of the City in Which the University is Located and Carnegie Classification**  
**Fall 1994 First-time, Full-time, Degree Seeking Students**  
**Public Masters Comprehensive I, II and Baccalaureate Colleges II**  
**and Minnesota State Universities**

Universities	Degree of Urbanization	Carnegie Classification	Public Four-Year Universities			Minnesota State Universities	
			Cohort	Rate	Number	Cohort	Rate
Bemidji State University	Small Town	Masters' Comprehensive II	6,477	37.2	10	563	44.4
Minnesota State University Moorhead	Mid-size City	Masters' Comprehensive I	66,518	38.4	69	1,089	35.5
St. Cloud State University	Mid-size City	Masters' Comprehensive I				1,884	42.8
Minnesota State University, Mankato	Large Town	Masters' Comprehensive I	14,986	44.5	12	1,524	43.1
Winona State University	Large Town	Masters' Comprehensive I				1,149	43.2
Southwest State University	Small Town	Baccalaureate Colleges II	5,320	31.9	11	469	34.1
<b>**SUBTOTAL</b>			<b>93,301</b>	<b>38.9</b>	<b>102</b>	<b>6,678</b>	<b>41.3</b>
<b>OTHERS</b>			<b>163,657</b>	<b>37.7</b>	<b>185</b>		
<b>*TOTAL</b>			<b>256,958</b>	<b>38.2</b>	<b>287</b>		

Source: IPEDS Peer Analysis System 2000 Graduation Rate Survey

\* Includes all public four-year Masters' Comprehensive I, Masters' Comprehensive II and Baccalaureate II

\*\* Includes public four-year Masters' Comprehensive I, Masters' Comprehensive II and Baccalaureate II in small town, mid-size city and large town degree of urbanization

Source: Office of the Chancellor Research and Planning

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### Improving Retention and Graduation Rates

The Minnesota State Colleges and Universities strategic plan for 2002-2005 and work plan for 2002-2003 both call for efforts to increase retention and graduation rates with a particular focus on under-served populations. Goal Two of the plan calls for the system to increase the participation of under-served students. Specifically, the plan states:

*The Minnesota State Colleges and Universities will increase the recruitment, enrollment, retention and success of students from groups that have been under-served by higher education.*

The system's work plan for 2002-2003 includes an action step to identify and remove barriers to participation in higher education to improve recruitment, retention and graduation rates for students of color, first-generation students and low-income students, as well as other under-served populations.

## **CUSTOMIZED TRAINING**

Customized training is the designated term for instruction and related services provided by Minnesota State Colleges and Universities to employers. Instruction includes both credit and non-credit coursework focused on skill development or advancement, degree completion and continuing professional education. Related services include employee skill assessment, productivity analysis, planning and other performance improvement services. Coordination and delivery of customized training is funded by a combination of employer fees, equipment donations, grant awards and state appropriations.

**The NetWORK** – The NetWORK for Customized Training, Education and Development is a confederation of service units at each state college and university that provides customized training services. Each local service unit is staffed by program coordinators who work directly with employers to assess needs, identify education and training resources, coordinate the delivery of services and ensure client satisfaction. These coordinators depend on qualified college and university faculty members and business and industry experts to deliver exactly what the employer needs — at the organization, team or individual level.

Minnesota State Colleges and Universities began using a systemwide data management module in fiscal year 2002 to provide administrative support for customized training. The module is part of the system's Integrated Statewide Record System and was designed to support the accounting, student records, employer records and accountability needs of the customized training function.

The legislative accountability language on customized training requests that the system report on "progress toward increasing the revenue generated from contracts with employers for customized training." The term "revenue generated from contracts with employers," i.e., customized training revenue, is defined as all tuition and fees for services paid by employers via contract or agreement for delivery of credit and non-credit instruction and related services.

Customized training revenues consist of two components, employer-paid contract revenue and employer-paid employee tuition revenue. Employer-paid contract revenue includes revenues for services provided via a customized employer-specific agreement. Employer-paid employee tuition revenue includes tuition paid by employers for occupational and professional non-credit courses taken by their incumbent workers.

**Customized Training Revenue** – Customized training revenue decreased by 8.6 percent between fiscal year 2002 and 2001. Total revenue decreased from \$19.0 million in fiscal year 2001 to \$17.4 million in fiscal year 2002, as shown in Table 11. The decrease in customized training revenue is attributed primarily to the economic downturn, particularly in the manufacturing and transportation industries.

**Table 11**  
**Customized Training Revenue**  
**Minnesota State Colleges and Universities**  
**Fiscal Years 2000, 2001 and 2002**

<b>Colleges</b>	<b>Fiscal Year 2002 *</b>	<b>Fiscal Year 2001</b>	<b>Fiscal Year 2000</b>	<b>Change FY 2001 to 2002</b>
Alexandria Technical College	\$466,866	\$574,034	\$602,488	(\$107,168)
Anoka-Hennepin Technical College	\$808,493	\$889,606	\$879,456	(\$81,113)
Anoka-Ramsey Community College	\$484,233	\$135,406	\$135,541	\$348,827
Central Lakes College	\$521,871	\$690,130	\$442,764	(\$168,259)
Century College	\$670,358	\$666,714	\$788,484	\$3,644
Dakota County Technical College	\$1,416,576	\$2,411,502	\$1,258,869	(\$994,926)
Fergus Falls Community College	\$19,577	\$68,009	\$23,110	(\$48,432)
Fond du Lac Tribal and Community College	\$106,814	\$91,234	\$98,900	\$15,580
Hennepin Technical College	\$1,401,201	\$2,190,259	\$1,807,044	(\$789,058)
Hibbing Community College	\$660,485	\$411,940	\$576,907	\$248,545
Inver Hills Community College	\$426,826	\$445,249	\$298,706	(\$18,423)
Lake Superior College	\$458,485	\$278,808	\$430,054	\$179,677
Minneapolis Community and Technical College	\$253,052	\$1,558,822	\$838,343	(\$1,305,770)
Minnesota State College Southeast Technical	\$518,997	\$450,143	\$738,469	\$68,854
Minnesota West Community and Technical College	\$661,739	\$829,558	\$950,496	(\$167,819)
Normandale Community College	\$1,592,609	\$1,097,975	\$556,159	\$494,634
North Hennepin Community College	\$647,437	\$896,076	\$710,330	(\$248,639)
Northeast Higher Education District	\$421,334	\$748,120	\$630,250	(\$326,786)
Itasca Community College	\$196,003	\$200,052	\$144,143	(\$4,049)
Mesabi Range Community and Technical College	\$178,679	\$292,623	\$213,990	(\$113,944)
Rainy River Community College	\$22,315	\$31,215	\$47,987	(\$8,900)
Vermilion Community College	\$24,337	\$224,230	\$224,130	(\$199,893)
Northland Community and Technical College	\$328,347	\$323,819	\$229,461	\$4,528
Northwest Technical College	\$1,179,656	\$1,193,899	\$1,296,680	(\$14,243)
Pine Technical College	\$129,903	\$209,141	\$136,313	(\$79,238)
Ridgewater College	\$735,267	\$640,082	\$625,818	\$95,185
Riverland Community College	\$660,177	\$542,457	\$546,937	\$117,720
Rochester Community and Technical College	\$496,700	\$395,333	\$385,076	\$101,367
St. Cloud Technical College	\$400,565	\$322,853	\$484,698	\$77,712
Saint Paul College	\$601,065	\$670,466	\$745,407	(\$69,401)
South Central Technical College	\$766,903	\$312,568	\$405,439	\$454,335
<b>Total Colleges</b>	<b>\$16,835,533</b>	<b>\$19,044,203</b>	<b>\$16,622,198</b>	<b>(\$2,208,669)</b>

<b>Universities</b>	<b>Fiscal Year 2002</b>	<b>Fiscal Year 2001 **</b>	<b>Fiscal Year 2000</b>	<b>Change FY 2001 to 2002</b>
Bemidji State University	\$102,028			
Metropolitan State University	\$106,552			
Minnesota State University, Mankato	\$360			
Minnesota State University Moorhead	\$41,678			
St. Cloud State University	\$134,327			
Southwest State University	\$18,070			
Winona State University	\$177,123			
<b>Total Universities</b>	<b>\$580,137</b>			
<b>Total</b>	<b>\$17,415,671</b>	<b>\$19,044,203</b>	<b>\$16,622,198</b>	<b>(\$1,628,532)</b>
<b>Percent Change</b>	<b>-8.6%</b>			

\* Employer paid employee tuition is not yet included, but was included in fiscal year 2001 and 2000.

\*\* State universities were not required to report customized training revenue before fiscal year 2002.

Source: Office of the Chancellor Research and Planning

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**Appendix A**  
**Defining the Five High Priority Program Areas**





**Appendix A**  
**Defining the Five High Priority Undergraduate Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Business/Information Technology</b>				
	Agricultural Business and Management	01.0102	AGRICULTURAL BUSINESS/AGRIBUSINESS OPERATIONS	12
		01.0104	FARM AND RANCH MANAGEMENT	61
	Business and Administrative Services	52.0301	ACCOUNTING	77
		52.0302	ACCOUNTING TECHNICIAN	57
		52.0399	ACCOUNTING, OTHER	1
		52.0401	ADMINISTRATIVE ASSISTANT/SECRETARIAL SCIENCE, GENERAL	69
		52.0201	BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL	48
		52.9999	BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES, OTHER	1
		52.1399	BUSINESS QUANTITATIVE METHODS AND MANAGEMENT SCIENCE, OTHER	1
		52.0101	BUSINESS, GENERAL	13
		52.0701	ENTERPRISE MANAGEMENT AND OPERATION, GENERAL	25
		52.0402	EXECUTIVE ASSISTANT/SECRETARY	7
		52.0408	GENERAL OFFICE/CLERICAL AND TYPING SERVICES	11
		52.1001	HUMAN RESOURCES MANAGEMENT	13
		52.1099	HUMAN RESOURCES MANAGEMENT, OTHER	70
		52.0407	INFORMATION PROCESSING/DATA ENTRY TECHNICIAN	45
		52.1101	INTERNATIONAL BUSINESS	5
		52.1403	INTERNATIONAL BUSINESS MARKETING	3
		52.0403	LEGAL ADMINISTRATIVE ASSISTANT/SECRETARY	41
		52.0404	MEDICAL ADMINISTRATIVE ASSISTANT/SECRETARY	78
		52.0206	NON-PROFIT AND PUBLIC MANAGEMENT	2
		52.0204	OFFICE SUPERVISION AND MANAGEMENT	6
52.0205	OPERATIONS MANAGEMENT AND SUPERVISION	10		
52.1501	REAL ESTATE	9		
52.0406	RECEPTIONIST	15		
	Financial Services	52.0802	ACTUARIAL SCIENCE	1
		52.0803	BANKING AND FINANCIAL SUPPORT SERVICES	5
		52.0801	FINANCE, GENERAL	8
		52.0899	FINANCIAL MANAGEMENT AND SERVICES, OTHER	1
		52.0805	INSURANCE AND RISK MANAGEMENT	3
	Information Technology Services	52.1205	BUSINESS COMPUTER FACILITIES OPERATOR	1
		52.1202	BUSINESS COMPUTER PROGRAMMING/PROGRAMMER	77
		52.1203	BUSINESS SYSTEMS ANALYSIS AND DESIGN	7

**Appendix A**  
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**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Business/Information Technology</b>				
	Information Technology Services	52.1204	BUSINESS SYSTEMS NETWORKING AND TELECOMMUNICATIONS	132
		11.0101	COMPUTER AND INFORMATION SCIENCES, GENERAL	14
		11.9999	COMPUTER AND INFORMATION SCIENCES, OTHER	1
		15.0301	COMPUTER ENGINEERING TECHNOLOGY/TECHNICIAN	9
		47.0104	COMPUTER INSTALLER AND REPAIRER	4
		15.0402	COMPUTER MAINTENANCE TECHNOLOGY/TECHNICIAN	1
		11.0201	COMPUTER PROGRAMMING	13
		11.0701	COMPUTER SCIENCE	13
		11.0501	COMPUTER SYSTEMS ANALYSIS	1
		11.0301	DATA PROCESSING TECHNOLOGY/TECHNICIAN	1
		11.0401	INFORMATION SCIENCES AND SYSTEMS	2
		52.1201	MANAGEMENT INFO. SYSTEMS & BUSINESS DATA PROCESSING, GENERAL	84
<b>Education</b>				
	Education and Training Services	13.1302	ART TEACHER EDUCATION	6
		13.1322	BIOLOGY TEACHER EDUCATION	6
		13.1303	BUSINESS TEACHER EDUCATION (VOCATIONAL)	1
		13.1323	CHEMISTRY TEACHER EDUCATION	4
		13.1324	DRAMA AND DANCE TEACHER EDUCATION	2
		13.1012	EDUCATION OF THE SPEECH IMPAIRED	1
		13.0501	EDUCATIONAL/INSTRUCTIONAL MEDIA DESIGN	2
		13.1202	ELEMENTARY TEACHER EDUCATION	7
		13.1305	ENGLISH TEACHER EDUCATION	5
		13.1325	FRENCH LANGUAGE TEACHER EDUCATION	4
		13.1326	GERMAN LANGUAGE TEACHER EDUCATION	3
		13.1307	HEALTH TEACHER EDUCATION	6
		13.1308	HOME ECONOMICS TEACHER EDUCATION (VOCATIONAL)	1
		25.0301	LIBRARY ASSISTANT	1
		13.1311	MATHEMATICS TEACHER EDUCATION	6
		13.1312	MUSIC TEACHER EDUCATION	6
		13.1314	PHYSICAL EDUCATION TEACHING AND COACHING	9
		13.1329	PHYSICS TEACHER EDUCATION	3
		13.1204	PRE-ELEMENTARY/EARLY CHILDHOOD/KINDERGARTEN TEACHER ED.	8
		13.1315	READING TEACHER EDUCATION	3

**Appendix A**  
**Defining the Five High Priority Undergraduate Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Education</b>				
	Education and Training Services	13.1316	SCIENCE TEACHER EDUCATION, GENERAL	10
		13.1317	SOCIAL SCIENCE TEACHER EDUCATION	3
		13.1318	SOCIAL STUDIES TEACHER EDUCATION	4
		13.1330	SPANISH LANGUAGE TEACHER EDUCATION	6
		13.1001	SPECIAL EDUCATION, GENERAL	4
		13.1331	SPEECH TEACHER EDUCATION	4
		13.1501	TEACHER ASSISTANT/AIDE	5
		13.1399	TEACHER ED., SPECIFIC ACADEMIC & VOCATIONAL PROGRAMS, OTHER	1
		13.1401	TEACHING ENGLISH AS A SECOND LANGUAGE/FOREIGN LANGUAGE	1
		13.1319	TECHNICAL TEACHER EDUCATION (VOCATIONAL)	2
		13.1309	TECHNOLOGY TEACHER ED./INDUSTRIAL ARTS TEACHER ED.	2
<b>Engineering/Manufacturing Technology</b>				
	Manufacturing	48.0102	ARCHITECTURAL DRAFTING	19
		48.0703	CABINET MAKER AND MILLWORKER	16
		48.0211	COMPUTER TYPOGRAPHY AND COMPOSITION EQUIPMENT OPERATOR	8
		48.0212	DESKTOP PUBLISHING EQUIPMENT OPERATOR	12
		48.0101	DRAFTING, GENERAL	16
		15.0403	ELECTROMECHANICAL TECHNOLOGY/TECHNICIAN	4
		48.0201	GRAPHIC AND PRINTING EQUIPMENT OPERATOR, GENERAL	9
		47.0105	INDUSTRIAL ELECTRONICS INSTALLERS AND REPAIRER	1
		47.0303	INDUSTRIAL MACHINERY MAINTENANCE AND REPAIRER	12
		48.0503	MACHINE SHOP ASSISTANT	12
		48.0501	MACHINIST/MACHINE TECHNOLOGIST	49
		48.0105	MECHANICAL DRAFTING	41
		15.0607	PLASTICS TECHNOLOGY/TECHNICIAN	6
		48.0208	PRINTING PRESS OPERATOR	1
		48.0506	SHEET METAL WORKER	3
		48.0507	TOOL AND DIE MAKER/TECHNOLOGIST	26
		48.0303	UPHOLSTERERS	2
		48.0508	WELDER/WELDING TECHNOLOGIST	53
		48.0701	WOODWORKER, GENERAL	3
	Scientific, Engineering and Technical Services	41.0101	BIOLOGICAL TECHNOLOGY/TECHNICIAN	6
		45.0702	CARTOGRAPHY	8

**Appendix A**  
**Defining the Five High Priority Undergraduate Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Engineering/Manufacturing Technology</b>				
	Scientific, Engineering and Technical Services	41.0301	CHEMICAL TECHNOLOGY/TECHNICIAN	1
		14.0801	CIVIL ENGINEERING, GENERAL	1
		14.0901	COMPUTER ENGINEERING	2
		15.1001	CONSTRUCTION/BUILDING TECHNOLOGY/TECHNICIAN	1
		14.1001	ELECTRICAL, ELECTRONICS AND COMMUNICATIONS ENGINEERING	2
		15.0303	ELECTRICAL/ELECTRONIC/COMMUNICATIONS ENGINEERING TECH.	47
		14.0101	ENGINEERING, GENERAL	8
		15.1103	HYDRAULICS TECHNOLOGY/TECHNICIAN	10
		14.1701	INDUSTRIAL/MANUFACTURING ENGINEERING	2
		15.0603	INDUSTRIAL/MANUFACTURING TECHNOLOGY/TECHNICIAN	27
		15.0404	INSTRUMENTATION TECHNOLOGY/TECHNICIAN	13
		14.1801	MATERIALS ENGINEERING	1
		14.1901	MECHANICAL ENGINEERING	2
		15.0805	MECHANICAL ENGINEERING/MECHANICAL TECHNOLOGY/TECHNICIAN	3
		15.0611	METALLURGICAL TECHNOLOGY/TECHNICIAN	2
		15.0701	OCCUPATIONAL SAFETY AND HEALTH TECHNOLOGY/TECHNICIAN	4
		15.0799	QUALITY CONTROL AND SAFETY TECHNOLOGIES/TECHNICIANS, OTHER	5
		15.0702	QUALITY CONTROL TECHNOLOGY/TECHNICIAN	12
		15.0405	ROBOTICS TECHNOLOGY/TECHNICIAN	5
		15.0506	WATER QUALITY AND WASTEWATER TREATMENT TECHNOLOGY/TECHNICIAN	7
<b>Health Care</b>				
	Health Services	31.0502	ADAPTED PHYSICAL EDUCATION/THERAPEUTIC RECREATION	2
		31.0503	ATHLETIC TRAINING AND SPORTS MEDICINE	2
		51.0901	CARDIOVASCULAR TECHNOLOGY/TECHNICIAN	5
		51.0201	COMMUNICATION DISORDERS, GENERAL	3
		51.0301	COMMUNITY HEALTH LIAISON	5
		51.1002	CYTOTECHNOLOGIST	1
		51.0601	DENTAL ASSISTANT	25
		51.0602	DENTAL HYGIENIST	8
		51.0910	DIAGNOSTIC MEDICAL SONOGRAPHY TECHNICIAN	2
		51.0904	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN	30
		51.0899	HEALTH AND MEDICAL ASSISTANTS, OTHER	6
		51.0999	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES, OTHER	1

**Appendix A**  
**Defining the Five High Priority Undergraduate Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Health Care</b>				
	Health Services	51.0701	HEALTH SYSTEMS/HEALTH SERVICES ADMINISTRATION	1
		51.0703	HEALTH UNIT COORDINATOR/WARD CLERK	8
		51.1099	HEALTH/MEDICAL LABORATORY TECH., OTHER	1
		51.1615	HOME HEALTH AIDE	10
		51.0702	HOSPITAL/HEALTH FACILITIES ADMINISTRATION	1
		51.0801	MEDICAL ASSISTANT	12
		51.1004	MEDICAL LABORATORY TECHNICIAN	17
		51.0907	MEDICAL RADIOLOGIC TECHNOLOGY/TECHNICIAN	9
		51.0707	MEDICAL RECORDS TECHNOLOGY/TECHNICIAN	26
		51.1005	MEDICAL TECHNOLOGY	6
		51.0708	MEDICAL TRANSCRIPTION	13
		51.0905	NUCLEAR MEDICAL TECHNOLOGY/TECHNICIAN	1
		51.1601	NURSING (R.N. TRAINING)	38
		51.1614	NURSING ASSISTANT/AIDE	2
		51.1605	NURSING, FAMILY PRACTICE (POST-R.N.)	1
		51.1699	NURSING, OTHER	1
		51.0803	OCCUPATIONAL THERAPY ASSISTANT	3
		51.1802	OPTICAL TECHNICIAN/ASSISTANT	2
		51.2307	ORTHOTICS/PROSTHETICS	10
		51.0805	PHARMACY TECHNICIAN/ASSISTANT	7
		51.0806	PHYSICAL THERAPY ASSISTANT	2
		51.0807	PHYSICIAN ASSISTANT	1
		51.1613	PRACTICAL NURSE (L.P.N. TRAINING)	40
		51.1102	PRE-MEDICINE STUDIES	1
		51.2207	PUBLIC HEALTH EDUCATION AND PROMOTION	1
		51.0908	RESPIRATORY THERAPY TECHNICIAN	5
		51.0205	SIGN LANGUAGE INTERPRETER	5
		51.0204	SPEECH PATHOLOGY AND AUDIOLOGY	1
		51.0203	SPEECH-LANGUAGE PATHOLOGY	1
		51.0909	SURGICAL/OPERATING ROOM TECHNICIAN	8
		51.0808	VETERINARIAN ASSISTANT/ANIMAL HEALTH TECHNICIAN	1
<b>Protective Services/Law Enforcement</b>				
	Legal and Protective Services	43.0102	CORRECTIONS/CORRECTIONAL ADMINISTRATION	6

**Appendix A**  
**Defining the Five High Priority Undergraduate Program Areas**  
**Minnesota State Colleges and Universities**  
**Fiscal Year 2002 Program Inventory**

Program Area	Cluster Name	CIP Code	CIP TITLE	No. of Programs
<b>Protective Services/Law Enforcement</b>				
	Legal and Protective Services	43.0104	CRIMINAL JUSTICE STUDIES	19
		43.0103	CRIMINAL JUSTICE/LAW ENFORCEMENT ADMINISTRATION	2
		43.0201	FIRE PROTECTION AND SAFETY TECHNOLOGY/TECHNICIAN	5
		43.0203	FIRE SCIENCE/FIREFIGHTING	10
		43.0202	FIRE SERVICES ADMINISTRATION	1
		43.0106	FORENSIC TECHNOLOGY/TECHNICIAN	1
		22.0199	LAW AND LEGAL STUDIES, OTHER	1
		43.0107	LAW ENFORCEMENT/POLICE SCIENCE	27
		22.0103	PARALEGAL/LEGAL ASSISTANT	10
		22.0102	PRE-LAW STUDIES	1
		43.9999	PROTECTIVE SERVICES, OTHER	1
<b>Total Programs in Five Areas</b>				<b>2,055</b>
<b>Total Programs Not in one of Five Areas</b>				<b>1,536</b>
<b>Total Programs</b>				<b>3,591</b>

Source: Office of the Chancellor Research and Planning  
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**Appendix B**  
**Reallocation of Funds**





**Appendix B**  
**REALLOCATION OF FUNDS**  
**MINNESOTA STATE COLLEGES AND UNIVERSITIES**  
**FISCAL YEAR 2003**  
**December 23, 2002**

**Alexandria Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Four faculty retirements in Communication Art, Marine Small Engine, Law Enforcement, and Marketing & Sales Mgmt. resulted in savings by hiring faculty at lower salaries	\$52,220
● Faculty overload and adjunct reductions	\$125,000
● Equipment budget cuts in Transportation and Manufacturing Depts., and money set aside to leverage equipment funds was not funded.	\$200,000
● Farm Business Mgmt faculty layoffs	\$145,150
● Machine Tool Technology retirement not replaced	\$73,200
● Counselor retirement (mid-year) not replaced	\$52,900
● Administrator position reduced 20%	\$17,300
● Redesign of Institutional Services	\$11,500
● Library position reassigned and not replaced	\$43,500
<b>Total Dollars Reallocated:</b>	<b>\$720,770</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Invested in CAMC Program (research & support) to enhance business & industry partnerships	\$52,220
● New Concrete/Mason Program - salary, supplies, and equipment investments (25 first year students enrolled)	\$125,000
● Inflationary costs for personnel	\$243,500
● Add additional section in Marine & Small Engines	\$145,150
● Wireless Communications Program expansion - added one faculty	\$73,200
● Enrollment Management position funded & strategies created for attracting, enrolling, and retaining students	\$81,700
<b>Total Dollars Reallocated:</b>	<b>\$720,770</b>

**Anoka-Hennepin Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Two program suspensions, & personnel layoffs in MSCF - 5.8 positions, and probationary non-renewal - 6 positions	\$679,481
● Excluded Administrator - 1 position; AFSCME - 3.4 positions; MAPE - .20 voluntary reduction; Child Care - 5.3 positions; and Commissioner's Plan - 1 position	\$466,227
<b>Total Dollars Reduced:</b>	<b>\$1,145,708</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Expanded Nursing Program	\$128,186
● New Plumbing Program	\$60,000
● Construction Electrician Lab	\$18,694
● Salary contract increases	\$472,601
● Academic and Student Support Center	\$15,500
● Increase instructional equipment/repair budget	\$150,000
● Refurbish and revitalization of instructional space	\$85,000
● Salary contract increases	\$215,727
<b>Total Dollars Reallocated:</b>	<b>\$1,145,708</b>

**Anoka-Ramsey Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Two Occupational Program Directors resigned-Coon Rapids campus	\$80,000
● Continued Ed/CT funds reassigned - Coon Rapids campus	\$80,000
● Non-personnel funds reassigned - Coon Rapids campus	\$111,000
● Vice President position eliminated - Cambridge campus	\$105,000
● Non-personnel funds reassigned - College wide	\$45,619
<b>Total Dollars Reduced:</b>	<b>\$421,619</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Two administrative support positions - Coon Rapids Campus	\$80,000
● Wireless network and laptop computers - Coon Rapids Campus	\$80,000
● Hired a web publishing coordinator - Coon Rapids Campus	\$45,000
● Hired contractor to expand online student services - Coon Rapids	\$8,000
● Ergonomic accessories for faculty & staff - Coon Rapids Campus	\$6,000
● Funds to support a new copier/printer plan - Coon Rapids Campus	\$17,000
● College services network switch - Coon Rapids Campus	\$35,000
● Hire a groundskeeper & Director of Instruction - Cambridge Campus	\$105,000
● Supporting the development of online courses & online student services college wide	\$45,619
<b>Total Dollars Reallocated:</b>	<b>\$421,619</b>

**Bemidji State University**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Seven service positions held vacant	\$275,000
● Administrative position remains vacant	\$80,000
● Other personnel savings	\$274,000
<b>Total Dollars Reduced:</b>	<b>\$629,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● New position Title IX three-quarter time hockey coach	
● New position Title IX full-time soccer coach	
● First year Student Experience program	
● Marketing for student recruitment	
● Advertising for the filling of positions	
● Instructional Equipment	
● Library Acquisitions	
● Diversity program	
● All Categories	\$629,000
<b>Total Dollars Reallocated:</b>	<b>\$629,000</b>

**Central Lakes College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced faculty and non-personnel in Small Business Mgmt Program - Brainerd Campus	\$45,260
● Salary savings from Counseling resignation & replacement - Brainerd	\$19,098
● Reduced faculty and suspended Golf Course Mgmt Program - Brainerd	\$62,757
● Suspended Travel Planner Program - Brainerd Campus	\$18,980
● Voluntary reduction in AFSCME position - Brainerd Campus	\$19,250
● Replaced Computer Technology faculty position with adjunct faculty - Brainerd Campus	\$28,304

**Central Lakes College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced instructional equipment budget - collegewide	\$100,000
● Shifted a % of Student Life personnel costs to Student Life fund	\$157,000
● Utility/maintenance savings (one-time savings)	\$63,347
● International Travel Studies program placed on hiatus - Brainerd	\$15,000
● Did not replace AFSCME Theater Box Office position - Brainerd	\$27,530
● Reduced part-time staffing funds in Admissions	\$8,342
● Reduced faculty and non-personnel in Computerizing Small Business - Brainerd Campus	\$21,725
● Voluntary reductions in MSCF faculty	\$31,772
● Extra day reductions (summer hours) for MSCF faculty	\$12,350
● Did not replace AFSCME position in mailroom - Staples Campus	\$26,760
● Reduced 3 faculty in Machine Trades program - Staples Campus	\$193,935
● Did not replace retirement in Farm Business Management - Staples Campus	\$68,362
● Reduced faculty contracts, supplies, & equipment in Farm Bus. Mgmt. - Staples Campus	\$54,034
● Salary savings from vacancies - Staples Campus	\$56,858
<b>Total Dollars Reduced:</b>	<b>\$1,030,664</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balanced budgets; inflationary costs of personnel expenditures; maintain current service and activity levels; allowed us to increase tuition at a rate less than the system average; funded some work-study not received through HESO through General Fund; additional science courses at Staples campus.	\$1,030,664
<b>Total Dollars Reallocated:</b>	<b>\$1,030,664</b>

**Century College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Truck/Diesel Program Closing	\$54,667
● Eliminated Academic Affairs Admin. Position	\$65,000
● Reduced new Program Development Budget	\$103,000
● Delay the hire of Institution Effectiveness position	\$63,000
● 0% inflationary cost to non-personnel budgets	\$80,000
● FY2002 budget cuts to fund FY2003	\$343,500
<b>Total Dollars Reduced:</b>	<b>\$709,167</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Reassigned faculty to Welding and Auto Program	\$54,667
● Started Sports Management program	\$46,446
● Started Kitchen & Bath program	\$121,217
● Started Horticulture program	\$106,535
● Started Education program	\$150,310
● Implemented Teaching Circles & Curriculum Forums	\$107,128
● College Readiness discussion with local high schools	\$20,152
● Employee development and Best Practice	\$80,000
● Innovation Grants	\$22,712
<b>Total Dollars Reallocated:</b>	<b>\$709,167</b>

**Dakota County Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Streamlined Body Service program & eliminated faculty position	\$71,758
● Body Service program supplies budget reduced	\$2,829
● Cancel warehouse lease	\$33,058
● Cancel lease of roads for truck driving program	\$34,598
● Utilities reduction in expense/loan paid off	\$78,000
● Vice President position to be partially funded from fundraising	\$54,344
● Appliance Repair Program eliminated & faculty position	\$70,527
● Appliance Repair Program supplies budget eliminated	\$2,494
● Reduced reserve	\$100,000
● Marketing position left vacant for six months	\$22,014
● Reduced equipment budget	\$73,931
● Reduced program supply budgets	\$116,866
● Reduced administrative supply budgets	\$116,890
<b>Total Dollars Reduced:</b>	<b>\$777,309</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● New Electrical Construction Program & Faculty	\$93,375
● New Exercise Science Program & Faculty	\$79,260
● New Concrete Masonry Program & Faculty (1/2 year)	\$45,161
● Wellness Center supplies	\$27,112
● Exercise Sport Science supplies	\$12,250
● Graphic Design program lab assistant	\$12,240
● New Marketing Design program, faculty & supplies	\$81,260
● New Business Entrepreneur program, faculty & supplies	\$69,837
● New Electrical Construction program & space	\$51,000
● New Medical Coding program and supplies budget	\$3,000
● New Auto Restoration program, faculty & supplies	\$45,000
● Domestic hot water system	\$135,000
● Interior design program/remodel space	\$8,627
● Architectural lab remodel	\$14,187
● Apple Valley expansion	\$100,000
<b>Total Dollars Reallocated:</b>	<b>\$777,309</b>

**Fergus Falls Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Unfilled Vice President of Student Services	\$104,000
● Unfilled two full-time faculty positions in Biology & Speech	\$87,980
● Reorganized Auxiliary Enterprise Funds assigned to O&M	\$25,000
● Reallocated Minority Services Funds	\$25,000
● Reduced Instructional Dept. Budgets	\$19,130
<b>Total Dollars Reduced:</b>	<b>\$261,110</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Upgraded two director positions to Assoc. Deans & divided up VP of Student Services duties, added one Customer Services Specialist position to Student Services, increased Financial Aid position time, and balance to inflationary cost of personnel expenditures.	\$104,000
● Inflationary cost of personnel expenditures	\$87,980
● 0.5 time Multi-Cultural Affairs position	\$25,000
● Gateway Program- Expanded Student Services	\$25,000
● Inflationary cost of personnel expenditures	\$19,130
<b>Total Dollars Reallocated:</b>	<b>\$261,110</b>

**Fond du Lac Tribal and Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Delayed Computer Lab Updates	\$80,000
● Teacher Education Director Grant Funded	\$65,890
<b>Total Dollars Reduced:</b>	<b>\$145,890</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Non-personnel expenses	\$98,043
● Contractual UFT Hire	\$47,847
<b>Total Dollars Reallocated:</b>	<b>\$145,890</b>

**Hennepin Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced one FTE of English as a Second Language	\$49,107
● Reduced non-personnel budget of Career Assessment	\$33,000
● Reduced non-personnel of Student Services Administration	\$11,600
● Salary savings college wide	\$75,000
● Reassigned 1.0 FTE clerical to open position in Office Services	\$47,999
● Eliminated one faculty position in Mechanical Drafting (retirement)	\$75,927
● Discontinued Painting & Dec. Program at Shakopee	\$52,248
● Reassigned Carpenter position to R&R funds	\$58,735
● Reassigned .70 FTE Groundskeepers to parking fund	\$29,439
● Reassigned 3.0 FTE of ITS Support to technology fees	\$150,577
● Eliminated one counselor position	\$71,254
● Reduced two positions in Electronic Publishing	\$94,841
● Reallocated 1.58 FTE faculty from Office Careers to Computer	\$130,557
● Reduced .33 FTE faculty and all adjunct in Machine Tool	\$37,163
● Reduced .25 FTE of adjunct in Electronics	\$5,975
● Reduced .29 FTE in Media Services	\$12,235
<b>Total Dollars Reduced:</b>	<b>\$935,657</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Earmarked towards match funds for FIPSE grant	\$49,107
● Increased interpreter services	\$33,000
● Computers for online registration	\$11,600
● Established student worker budget	\$75,000
● Balance Customized Training budget	\$47,999
● Added 0.5 FTE position in Dental	\$23,661
● Added position for evening Automotive Tech program	\$52,616
● Classroom upgrading	\$72,200
● Extra summer custodial help	\$17,524
● Established college leveraged equipment budget	\$163,473
● Balance budget including inflationary costs	\$389,477
<b>Total Dollars Reallocated:</b>	<b>\$935,657</b>

**Hibbing Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Suspended Computer Aided Drafting Program - 0.44 FTE	\$24,634
● Suspended Mining/Heavy Equipment Program - 1.0 FTE	\$61,865
● Eliminated 1.0 FTE faculty in Automotive Program	\$52,948
● Suspended Small Business Manag. Program - 1.0 FTE	\$71,046
● Reduction of Faculty Overload - 0.30 FTE	\$14,900
● Reduced Public Information Director - 0.17 FTE	\$7,377
● Eliminated College Newspaper - 0.27 FTE	\$6,591

### Hibbing Community College

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated Computer Technology Position - 1.0 FTE	\$61,218
● Eliminated Part-time Computer Support - .51 FTE	\$12,828
● Reduced Service Learning Director - 0.19 FTE	\$6,840
● Eliminated Part-time Maintenance Position - 0.75	\$20,865
● Phased Retirement - Perkins Director - 0.50 FTE	\$33,657
● Reduced Placement/Harassment Director - 0.25 FTE	\$14,072
● Reduction of Recruitment Overload - 0.20 FTE	\$7,426
● Student Life assumes balance of Activities Budget	\$45,000
● Reduced Marketing Budget	\$63,350
● Reduced Equipment Budget	\$45,000
● Reduced Institutional Work Study	\$55,000
● Misc. Budget Reductions	\$26,150
<b>Total Dollars Reduced:</b>	<b>\$630,767</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Severance Pay	\$47,700
● Insurance	\$13,185
● Unemployment compensation	\$67,780
● Online Course Development	\$25,000
● Accreditation-Online Degree	\$20,000
● 2004 Off-Campus Nursing Program - 2 Sites	\$52,000
● New Program Development in Paramedics & Cyber Security	\$60,000
● Balance 2002-2003 Budget	\$345,102
<b>Total Dollars Reallocated:</b>	<b>\$630,767</b>

### Inver Hills Community College

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Savings from retirement replacements	\$55,185
● Savings from sabbatical replacements	\$94,852
● Reduction of 0.7 FTE in Computer Science allocation	\$48,401
● Instructional Dean position left vacant for the fiscal year	\$101,600
● President's assistant left vacant for the fiscal year	\$53,035
● Customized Training Rep left vacant for 6 months	\$31,250
● Faculty support position eliminated	\$24,918
● 0.5 FTE support position left vacant for the fiscal year	\$16,992
● Full-time support position left vacant for 5 months	\$14,160
● Groundskeeper position left vacant for the fiscal year	\$33,184
● 2 Physical Plant Services positions left vacant for 5 months	\$41,548
<b>Total Dollars Reduced:</b>	<b>\$515,125</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● 3 additional instructional positions to support Nursing, Science & Math	\$121,172
● Support instructional supply budget to meet expanded enrollments	\$64,526
● 0.73 FTE increase in instructional lab assistants	\$26,907
● Establish Innovation Fund to support online learning	\$10,000
● 1.1 FTE to support Development Office	\$44,597
● 0.5 FTE addition to the Business Office	\$16,205
● Academic Quality Improvement Program initiative	\$8,000
● Increase cost of property insurance	\$20,000

**Inver Hills Community College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● 0.12 FTE increase in evening faculty support	\$6,134
● Expand Recruitment effort	\$8,000
● Expand Marketing/Communications effort	\$29,000
● Provide additional space/remodeling for recruiters, foundation, business office, admissions, and information center	\$47,380
● Supplement design fees for central chiller plant	\$13,204
● Schematic design for College Center Addition & Remodeling project	\$100,000
<b>Total Dollars Reallocated:</b>	<b>\$515,125</b>

**Lake Superior College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Laid off three Occupational Therapy Assistant Instructors	\$225,000
● Laid off one Diesel Mechanic Instructor	\$75,000
● Closed the Diesel Mechanics Program and recaptured funds for the leasing of program space in Hermantown	\$25,000
● Canceled the lease for the Diesel program facility and moved the Truck Driving program to the college's ERTC building thereby saving additional maintenance staffing	\$95,000
● With lease cancellation of Diesel/Truck building, moved General Maintenance Workers to the Main campus	\$45,000
● Froze non-personnel costs at previous years budget	\$105,000
● Allowed college to roll-over any non-personnel budget balances to FY03	\$135,000
● Eliminated the Director of Enrollment Management's MMA position	\$40,000
● Leveraged HEAPR funds with MN Power/Allete to take advantage of an energy-focused rebate program	\$22,000
● Converted to dual fuel and saved on heating costs	\$15,000
<b>Total Dollars Reduced:</b>	<b>\$782,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Completed paying a 5-year equipment loan mid-year and reinvested the 2nd half of the years budgeted payment	
● Reinvested revenue from enrollment increases (17.6%) unanticipated in the annual budgeting process (6% budgeted)	
● Provided maintenance staffing for the new leased site	
● Provided additional administrative leadership in the college's Academic Affairs office	
● Increased administrative support for members of the presidential suite (President, VP of Finance & Admin., Director of Human Resources, Director of Public Info. & Govt. Affairs, Dean of Planning & Institutional Effectiveness)	
● Invested in instructional and operational equipment	
● Increased administration support for the college's technology initiatives and general academic affairs	
● Increased technology support staffing	
● All Categories	\$782,000
<b>Total Dollars Reallocated:</b>	<b>\$782,000</b>

**Metropolitan State University**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated 3 vacant faculty lines in COM	\$225,000
● Reduced number of Dept. Chairs	\$25,000
● Froze IT Supervisory position	\$70,000
● Reduced Counseling Director to 50%	\$30,000
● Reduced International Student Services Director to 50%	\$30,000
● Added teaching to first college dean's position description	\$8,000
● Froze 50% administrative position (in Academic Affairs)	\$50,000
<b>Total Dollars Reduced:</b>	<b>\$438,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Covered additional course sections with carry forward	\$73,000
● New faculty in Community Psychology (graduate program)	\$65,000
● New faculty in Information & Computer Science	\$65,000
● New faculty in Communications	\$60,000
● New faculty in Mathematics	\$55,000
● Covered contract cost increases in security	\$20,000
● Covered increased leasing expense	\$100,000
<b>Total Dollars Reallocated:</b>	<b>\$438,000</b>

**Minneapolis Community and Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated Customer Service positions in both Admissions and Student Records	
● Postponed a hire and reduced staffing levels in Counseling & Advising	
● Reduced spending on non-payroll related expenses in an effort to absorb the impact of inflation	
● All Categories	\$225,000
<b>Total Dollars Reduced:</b>	<b>\$225,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balance the Budget	\$225,000
<b>Total Dollars Reallocated:</b>	<b>\$225,000</b>

**Minnesota State College - Southeast Technical**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Did not fill vacant IT position	\$55,000
● Did not fill vacant Plant Operations position	\$28,000
● Did not fill vacated administrative position	\$43,000
● Eliminated one foundation position	\$20,500
● Reduce three full-time position to two 1.5 positions	\$45,000
● Eliminate five support positions	\$99,000
● Reduce equipment/supplies allocation	\$70,000
● Reduce faculty overloads	\$50,000
<b>Total Dollars Reduced:</b>	<b>\$410,500</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Transfer curriculum implementation	\$70,000
● Two-year RN implementation	\$80,000



**Minnesota State College - Southeast Technical**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Institutional work-study dollars	\$25,000
● Inflationary cost of personnel expenditures	\$150,500
● New Library position	\$55,000
● Fund additional enrollment growth	\$30,000
<b>Total Dollars Reallocated:</b>	<b>\$410,500</b>

**Minnesota State University, Mankato**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Some administrative support costs were reduced in time of growing enrollment, for example, Student Financial Services position was not filled	\$709,025
<b>Total Dollars Reduced:</b>	<b>\$709,025</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Funding was allocated for additional lower division course offerings in General Education Classes; increase in lower division gen ed faculty to comply with Board of Teaching Teacher Certification requirements in the College of Education	\$709,025
<b>Total Dollars Reallocated:</b>	<b>\$709,025</b>

**Minnesota State University Moorhead**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Strategic Grant Initiatives	\$175,151
● R&R	\$310,000
● Associate Vice President for Student Development Position	\$83,000
● Athletics	\$25,000
● Non-Personnel services	\$206,958
● Equipment	\$100,000
<b>Total Dollars Reduced:</b>	<b>\$900,109</b>

**Minnesota State University Moorhead**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Reallocated funds to balance the budget, offset inflationary costs of personnel expenditures, and to increase tuition at a rate less than the system average.	\$900,109
<b>Total Dollars Reallocated:</b>	<b>\$900,109</b>

**Minnesota West Community and Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced faculty in Soil & Water Technology at Canby Campus	\$24,000
● Reduced faculty in Machine Tool at Granite Falls Campus	\$15,000
● Eliminated Pharmacy Tech at Worthington Campus	\$60,000
● Reduced faculty in Diesel Technology at Canby Campus	\$20,000
● Reduced faculty in Accounting at Pipestone Campus	\$60,000
● Net Reduction in Farm Management college wide	\$160,800
● Realized savings in phone system at Worthington Campus	\$36,000
● Fully realized staff savings college wide	\$20,000
<b>Total Dollars Reduced:</b>	<b>\$395,800</b>

**Minnesota West Community and Technical College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Implemented Massage Therapy program at the Pipestone Campus	\$60,000
● Increased faculty in Powerline at Jackson Campus	\$45,000
● Increased faculty in Nursing	\$45,000
● Increased program operating budgets	\$50,000
● Increased equipment budgets	\$50,000
● Increased R&R budgets	\$145,800
<b>Total Dollars Reallocated:</b>	<b>\$395,800</b>

**Normandale Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Auxiliary enterprise	\$350,000
● FY02 used computer sales	\$20,000
● Student Life funds	\$114,641
● Admin position - 4 month personnel savings	\$27,000
● No increase for non-personnel inflation cost	\$100,000
● Retirement cost savings	\$250,000
● Reduced telecommunications budget by installing a new telephone system	\$50,000
<b>Total Dollars Reduced:</b>	<b>\$911,641</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Paid for student workers and other student related upgrades, i.e., classroom furniture	\$350,000
● Paid for computers to be used for registration	\$20,000
● Subsidize faculty supported student activities such as band, choir, and theater productions	\$114,641
● To reserve & maintain a reasonable tuition increase and in anticipation of a state budget shortfall	\$427,000
<b>Total Dollars Reallocated:</b>	<b>\$911,641</b>

**North Hennepin Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Cut MMA position - Clerk 4 Supervisor	\$44,100
● Cut MAPE position - part-time Program Director 2	\$40,900
● Reclassify Admin position - MnSCU Admin 1 to MAPE	\$49,400
● Reclassify Financial Aid Director after faculty retirement	\$75,600
● Voluntary reduction in work hours - salary savings	\$15,000
● Completed closure of St. Cloud Nursing Program	\$137,000
● Eliminate contract graphic design services - do in-house	\$60,000
● Indirect costs charged to auxiliary areas (no subsidies)	\$117,000
● Move security costs to parking fund	\$100,000
● Use 1% reserve to offset tuition increase	\$86,500
● Use a portion of FY02 fund balance to balance FY03	\$300,000
● Increased student to instructor ratio 29:1	\$238,900
<b>Total Dollars Reduced:</b>	<b>\$1,264,400</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balance budget - duties covered by self-directed work team	\$44,100
● Balance budget - duties reassigned to others	\$40,900

**North Hennepin Community College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● New MAPE position - Director of Adult Learning	\$37,400
● Reclassified to a MMA position	\$50,600
● Balance budget	\$15,000
● Weekend and evening Nursing program at Brooklyn Park Campus	\$137,000
● Graphic Design Specialist (Credit/Non-Credit/Foundation)	\$58,903
● Balance budget	\$117,000
● Balance budget	\$100,000
● Offset a small percentage of tuition increase	\$86,500
● Balance budget	\$300,000
● Balance budget	\$238,900
● Balance budget	\$38,097
<b>Total Dollars Reallocated:</b>	<b>\$1,264,400</b>

**Northeast Higher Education District**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Northeast Higher Education District Total Dollars Reduced	\$1,511,639
<b>Total Dollars Reduced:</b>	<b>\$1,511,639</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Northeast Higher Education District Total Dollars Reallocated	\$1,511,639
<b>Total Dollars Reallocated:</b>	<b>\$1,511,639</b>

**Itasca Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated Support position in library	\$45,000
● Left 0.4 FTE vacant in Video Services due to a phased retirement	\$30,000
● Completed phasing out of Legal Asst. program closure	\$15,000
<b>Total Dollars Reduced:</b>	<b>\$90,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Increased operating costs for new engineering building. Utilities and additional maintenance position	\$45,000
● Inflationary costs of personnel expenditures	\$30,000
● Increased enrollment in Engineering program	\$15,000
<b>Total Dollars Reallocated:</b>	<b>\$90,000</b>

**Mesabi Range Community and Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated two Maintenance Mechanics Instructors - Eveleth Campus	\$114,000
● Eliminated One Masonry Instructor - Eveleth Campus	\$58,357
● Eliminated One CNET Instructor - Eveleth Campus	\$55,483
● Decreased Non-Personnel Budgets - Eveleth Campus	\$35,000
● Minority Director to Carl Perkins Funding - Eveleth Campus	\$40,000
● Eliminated One Provost - Virginia Campus	\$115,000
● Reduced Adjunct Faculty - Virginia Campus	\$250,000
● Reduced Non-Personnel Budgets - Virginia Campus	\$85,000
● Reallocated 66% of salary for CT Rep to Grants - Virginia Campus	\$45,000
● Delayed replacing retired maintenance employee - Virginia Campus	\$40,000
<b>Total Dollars Reduced:</b>	<b>\$837,840</b>

**Mesabi Range Community and Technical College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Overloads for Online Courses - Eveleth Campus	\$25,000
● Carryforward for anticipated appropriation reduction - Eveleth Campus	\$277,840
● Fire Suppression Program - Virginia Campus	\$35,000
● Hire a Dean of Instruction - Virginia Campus	\$95,000
● Carryforward for anticipated appropriation reduction - Virginia Campus	\$405,000
<b>Total Dollars Reallocated:</b>	<b>\$837,840</b>

**Vermilion Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced non-personnel for Library	\$13,000
● Reduced non-personnel for Technology	\$20,000
● Reduced non-personnel for supplies & other admin. Expenses	\$18,250
● Faculty retirement-position combined	\$63,930
● Consolidated Student Life position with Housing/reduced CT position by .25 FTE	\$33,217
● Reduced Dean level position to MMA and will not fill MMA position	\$47,691
● Managed faculty over/under loads & maximized class size and cancelled under-filled classes	\$64,088
● Reorganized CT position to 0.5 FTE	\$17,500
● Reduced tutoring center staff	\$19,700
● Reduced Financial Aid Assistant to .75 FTE	\$10,300
<b>Total Dollars Reduced:</b>	<b>\$307,676</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Inflationary cost of personnel expenses, preserve 5% reserve level, improve recruiting and retention efforts, fund strategic and academic plan initiatives, offset costs of sabbatical replacements, and prepare for FY2004	\$307,676
<b>Total Dollars Reallocated:</b>	<b>\$307,676</b>

**Rainy River Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Administrative restructuring: Elimination of 2 Deans, & Permanent Provost hired	\$206,123
● Elimination of Business manager Position	\$45,000
● Reduction in Faculty Counselors	\$25,000
<b>Total Dollars Reduced:</b>	<b>\$276,123</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Increased personnel costs/inflation and cover enrollment loss	\$276,123
<b>Total Dollars Reallocated:</b>	<b>\$276,123</b>

**Northland Community and Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Did not fill a clerical position at airport campus	\$21,186
● Did not replace a faculty position vacated due to retirement	\$56,155
● Released two probationary faculty	\$94,760
● Reduced equipment budget	\$25,277
● Did not fill a vacated clerical position in Human Resources	\$43,719
● Held a vacant clerical position open for 4 months	\$4,067
<b>Total Dollars Reduced:</b>	<b>\$245,164</b>

### Northland Community and Technical College

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Two Half-time Nursing position	\$39,900
● Full-time Nursing position	\$66,022
● Expand Nursing program off campus	\$88,719
● Hired one faculty due to enrollment increase	\$50,523
<b>Total Dollars Reallocated:</b>	<b>\$245,164</b>

### Northwest Technical College

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminate Academic Dean position - collegewide	\$85,738
● Eliminate President's Administrative position - collegewide	\$52,903
● Eliminate Compliance Officer position - collegewide	\$38,281
● Combine VP of Academics and VP Student Affairs - collegewide	\$100,661
● Eliminate Academic Associate release time - collegewide	\$82,191
● Eliminate Counselor position - East Grand Forks Campus	\$48,006
● Reduce Bookstore Manager by 25% - Bemidji Campus	\$12,297
● Eliminate Reprographics Clerk - Bemidji Campus	\$44,050
● Eliminate Help Desk position - East Grand Forks Campus	\$42,464
● Reduce Accounting program faculty by .25 FTE-Detroit Lakes Campus	\$10,175
● Eliminate Chiropractic Tech Program - East Grand Forks Campus	\$33,486
● Eliminate Health Unit Coordinator program - Bemidji Campus	\$15,549
● Eliminate Occupational Therapy program - Bemidji	\$19,818
● Suspend Truck Driving program fall term - East Grand Forks Campus	\$67,297
● Eliminate Welding program - Moorhead Campus	\$23,619
● Suspend first year Sign Lettering program - Detroit Lakes Campus	\$43,700
● Reduce campus supplies, travel, etc. - Wadena Campus	\$100,000
● Eliminate .5 FTE Registration Technician - Detroit Lakes Campus	\$27,120
● Reduce Business Office Clerk by 25% - Bemidji Campus	\$12,220
● Reduce Business Office Clerk by 25% - Moorhead Campus	\$12,296
<b>Total Dollars Reduced:</b>	<b>\$871,871</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Fund Child Care Cohort at Wadena Campus	\$19,000
● Fund Human Resources employee recognition plan and Process Management software for AQIP - collegewide	\$39,775
● Remodel PLC lab - Moorhead Campus	\$60,450
● Fund Minnesota Work-study - collegewide	\$71,750
● Fund inflationary increases - collegewide	\$237,545
● Begin Database Technician evening program - East Grand Forks	\$23,000
● Fund inflationary increases - collegewide	\$12,297
● Begin Evening/Weekend programming - Bemidji Campus	\$51,000
● Begin Supervisory Leadership program - East Grand Forks	\$41,000
● Program redesign for Neon Sign and Graphic Sign Programs - EGF	\$5,000
● Begin Evening Practical Nursing program - East Grand Forks	\$31,425
● Begin Nursing Assistant Evening program - Bemidji Campus	\$15,270
● Purchase equipment for new Model Making program - Bemidji	\$10,000
● Remodel HVAC labs - East Grand Forks	\$67,000
● Fund inflationary increases - collegewide	\$23,619
● Begin Evening Child Care Cohort and Expand Microcomputer and Networking program - Detroit Lakes Campus	\$10,000
● Replace carpeting in traffic areas - Wadena Campus	\$100,000
● Internet delivery support - collegewide	\$27,120

**Northwest Technical College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Fund inflationary increases - collegewide	\$12,220
● Begin offering accelerated advanced function courses to Dental Assisting program - Moorhead Campus	\$14,400
<b>Total Dollars Reallocated:</b>	<b>\$871,871</b>

**Pine Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced faculty in Manufacturing/Machining program	\$75,000
● Reduced and reassigned faculty in Gunsmithing program	\$12,000
● Reduced college lab assistants' time	\$6,000
● Reduced clerical support in student services	\$35,000
● Reduced contracts of all administrators equivalent to 2% reduction in hours	\$9,000
● Reduced contract of librarian	\$28,000
● Reduced adjunct faculty	\$28,000
● Decreased ITV contracts	\$35,000
● Voluntary reduction in faculty in Admin. Support program	\$34,000
<b>Total Dollars Reduced:</b>	<b>\$262,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Budget cuts and rebuilding reserve	\$75,000
● Budget cuts and assisting in Machining/Manufacturing program	\$12,000
● Budget cuts and rebuilding reserve	\$6,000
● Budget cuts and rebuilding reserve	\$35,000
● Budget cuts and rebuilding reserve	\$9,000
● Budget cuts and rebuilding reserve	\$28,000
● Increased on-campus ASL program	\$28,000
● Increased on-campus Nursing faculty	\$35,000
● Budget cuts and rebuilding reserve	\$34,000
<b>Total Dollars Reallocated:</b>	<b>\$262,000</b>

**Ridgewater College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated one counselor position at Willmar Campus, replaced with non-faculty position	\$26,433
● Not replacing Minority Advisory position after retirement (half-time net for FY2003)	\$28,445
● Reduced 20 extended days for 2 counselors - Hutchinson Campus	\$10,132
● Reduced one Counseling position to half-time - Willmar Campus	\$34,726
● Probationary FBM Instructor terminated	\$83,360
● Did not fill admin. position (VP of CTE) upon retirement. 50% position hired at MAPE level & 50% position reassigned to remaining administrators	\$79,282
● Did not replace Dairy Management instructor who retired. Transferred Dairy Management program to the Willmar Campus with no additional staffing	\$74,504
● Defer portion of Student Life salaries/activities expense to the Student Life budget	\$50,000
● Reduced instructional and non-instructional equipment budgets	\$412,055

**Ridgewater College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Looking at further mid-year reductions of expenditures in anticipation of reduced revenues in FY2004	\$200,000
● Reduced general studies adjunct faculty assignments (4 credits)	\$2,600
● Reduced 2 credits in Administrative Support program	\$3,000
<b>Total Dollars Reduced:</b>	<b>\$1,004,537</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balance the budget and restore reserve to 5% minimum balance	\$646,673
● Reallocated to start Massage Therapy program and balance budget	\$83,360
● Reallocated to hire Carpentry program lab asst' & balance budget	\$74,504
● Increase reserve in anticipation of reduced state approp in FY04-05	\$200,000
<b>Total Dollars Reallocated:</b>	<b>\$1,004,537</b>

**Riverland Community College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced Plant Maintenance Engineer to Plant Maintenance Engineer Helper - Austin Campus	\$9,114
● Suspended Radio/Broadcasting Program - Austin Campus	\$56,743
● Reduced Faculty Division Leaders - Austin Campus	\$10,000
● Eliminate MnSCU Program Director 2 (PTA) - Albert Lea Campus	\$37,178
● Eliminated Bldg Maintenance Coordinator Position - Albert Lea	\$65,627
● Suspended Physical Therapy Assistant Program - Albert Lea Campus	\$112,335
<b>Total Dollars Reduced:</b>	<b>\$290,997</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Helped fund IT and counselor position in Owatonna and clerical staff in Admissions in Austin	\$111,919
● Used dollars to restore funds in academic areas	\$169,078
● Balancing overall budget	\$10,000
<b>Total Dollars Reallocated:</b>	<b>\$290,997</b>

**Rochester Community and Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Suspended Machine Tool program	\$200,000
● Reduced fund balance	\$265,270
<b>Total Dollars Reduced:</b>	<b>\$465,270</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balance budget	\$465,270
<b>Total Dollars Reallocated:</b>	<b>\$465,270</b>

**Saint Paul College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced staff custodial position	\$33,500
● Left staff IT position vacant	\$41,000
● Reduced air condition support equipment	\$101,514

**Saint Paul College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Reduced salaries in Railway Technician, Automated Mfg Technician, Civil Technology, Medical Instruments, Graphic Arts, and Architectural Engineer programs	\$133,500
● Reduce contract position in Admin. Support Careers through retirement	\$61,500
<b>Total Dollars Reduced:</b>	<b>\$371,014</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Help fund new program offerings in Geometrics, Esthetician, Liberal Arts, Energy Process Tech., & computer program offerings	\$371,014
<b>Total Dollars Reallocated:</b>	<b>\$371,014</b>

**South Central Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Eliminated program/faculty position in Civil Engineering at Mankato Campus	\$70,000
● Eliminated program/faculty position in Mechanical Drafting at Mankato Campus	\$72,600
● Eliminated program/faculty position in Appliance Repair at Mankato Campus	\$70,000
● Eliminated program/faculty position in Welding at Faribault Campus	\$92,000
<b>Total Dollars Reduced:</b>	<b>\$304,600</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Implemented RN Program (faculty position)	\$70,000
● Implemented RN Program (faculty position)	\$72,600
● Added additional General Education faculty position	\$70,000
● Implemented RN Program (faculty position)	\$92,000
<b>Total Dollars Reallocated:</b>	<b>\$304,600</b>

**Southwest State University**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Faculty in Agribusiness, Wellness, & Humanities	\$145,000
● Faculty in Off-Campus Graduate Education	\$350,000
● Vice President for Advancement Frozen	\$130,000
● Web Page Enhancement Position	\$40,000
● Repairs & Betterments	\$85,000
● Equipment	\$20,000
● Partnerships & New Programs Reserve	\$75,000
<b>Total Dollars Reduced:</b>	<b>\$845,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Library Books	\$25,000
● Distance Learning Instructional Personnel	\$90,000
● Severance Estimate Increase	\$200,000
● Telephone Line Charges	\$25,000
● Utilities	\$20,000
● Property/Liability Insurance	\$120,000
● Grad Asst, Financial Aid, Phys Plant Operating Inc	\$65,000



**Southwest State University**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Librarian	\$45,000
● Faculty in Education, Math, Art & Biology	\$255,000
<b>Total Dollars Reallocated:</b>	<b>\$845,000</b>

**St. Cloud State University**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Minimized faculty extra duty days/overload	\$800,000
● Reduced special supply allocation to Engineering	\$100,000
● Contracted institutional research services with MnSCU	\$85,000
● Consolidated Enrollment Management/Admissions positions	\$100,000
● Holding all vacancies open for six weeks	\$50,000
● Eliminated three faculty positions university wide	\$185,000
● Reduced budget for legal settlements	\$200,000
<b>Total Dollars Reduced:</b>	<b>\$1,520,000</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Reallocated savings to the university reserve	\$1,085,000
● Reallocated savings to State Work Study Program	\$150,000
● Reallocated the three eliminated positions to Nursing program	\$185,000
● Added additional core section offerings	\$100,000
<b>Total Dollars Reallocated:</b>	<b>\$1,520,000</b>

**St. Cloud Technical College**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Suspended Optometric Technology Program	\$72,000
● Eliminated Library Technician position	\$40,872
● Eliminated one Graphic Arts faculty position	\$69,120
● Did not fill Machine Tool faculty position vacancy	\$23,000
● Eliminated one Credit & Finance faculty position	\$69,120
● Eliminated Network Manager position	\$54,500
● Eliminated funding to enhance office support services for international students	\$9,690
● Eliminated one counseling position	\$49,000
● Non-tenured faculty member not renewed teaching Gen Ed Courses	\$54,945
● 2 non-tenured faculty members not renewed teaching Sales & Management Courses	\$105,840
● Dropped one section of Electronics	\$40,000
● Reduced equipment budget from prior years	\$450,000
<b>Total Dollars Reduced:</b>	<b>\$1,038,087</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Reassigned faculty member to teach Health Core Classes & increased number of sections offered	\$72,000
● Reassigned faculty member to teach Computer Sciences	\$69,120
● Individual reassigned to teach General Education courses	\$49,000
● Part-time faculty and balancing the budget	\$105,840

**St. Cloud Technical College**

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Balance the budget and fund the following programs: Anatomy & Physiology instructor was hired and several sections were added, Invasive Cardiovascular Tech. instructor was hired and program was started;	
● an additional section of Electrical Construction was added, a new lab constructed, and 1 faculty member hired;	
● added the Assoc. Dean of Continuing Education position to expand evening & weekend scheduling and to meet the needs of incumbent workers and re-entry adults; hired a lab assistant for Carpentry program; funded AQIP (Academic Quality Improvement Project);	
● covered the cost of inflationary personnel expenditures and increases for operating costs such as insurance, utilities, unemployment, etc	
● All Remaining Categories	\$742,127
<b>Total Dollars Reallocated:</b>	<b>\$1,038,087</b>

**Winona State University**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● IT Classified position shifted to Unclassified (Salary & Fringe)	\$47,449
● IT Classified position charged to Laptop (Salary & Fringe)	\$20,160
● ITV MSUAASF position eliminated (Salary & Fringe)	\$63,305
● ERI IFO funded at CUPA rate (Salary & Fringe)	\$228,107
● Cultural Diversity position not filled (Salary & Fringe)	\$51,200
● Faculty Technology Fellow (Salary & Fringe)	\$56,700
● Laptop liaison reduction (Salary & Fringe)	\$19,585
● Expenditures were not increased to offset enrollment growth, but instead applied funds to "pressure points" of the University	\$1,000,000
<b>Total Dollars Reduced:</b>	<b>\$1,486,506</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● .50% funding for E-Learning position	\$47,449
● One Classified position for IT	\$63,305
● .50% funding for E-Learning position	\$56,700
● Funding of E-Learning Euler position	\$19,585
● Science Building Debt	\$280,802
● Two English positions	\$63,356
● Adjunct/overload Education	\$25,000
● One Biology position	\$43,098
● One HHP position	\$31,678
● Two Nursing positions	\$98,248
● Equipment enhancement publications/Phonation	\$56,000
● R&B projects	\$401,818
● Salary & fringe for fix-term faculty for general education classes	\$299,467
<b>Total Dollars Reallocated:</b>	<b>\$1,486,506</b>

**Office of the Chancellor**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● IT Initiatives (from Academic Excellence)	\$900,000
● Reduced Marketing Effort	\$600,000
● Held three staff vacancies open	\$175,000
● Software negotiations savings	\$125,000

**Office of the Chancellor**

<b>Reduction/Cut:</b>	<b>Dollar Amount</b>
● Discontinued Technology Research Service	\$70,000
● Discontinued Maintenance Support for Institutional Hardware	\$70,000
● Discontinued Operations/Support for 1 VAX	\$15,000
● Peripherals Consolidation	\$16,500
<b>Total Dollars Reduced:</b>	<b>\$1,971,500</b>

<b>Use of Funds:</b>	<b>Dollar Amount</b>
● Development Consulting	\$50,000
● Reserve	\$270,000
● Health Care Initiative	\$350,000
● Teacher Ed. Linkages	\$320,000
● Chancellor's Work Plan	\$300,000
● Federal Liaison	\$100,000
● Safety/Security	\$110,000
● Increased MAPS/SEMA4 Cost	\$186,275
● Regional Hardware Maintenance	\$116,000
● Security Office	\$100,000
● University Research License	\$23,000
● WAN: Increased bandwidth to Central Region	\$20,000
● Installed Probes and Network Analyzers	\$26,225
<b>Total Dollars Reallocated:</b>	<b>\$1,971,500</b>



**Appendix C**  
**IPEDS Graduation Rates and Transfer-Outs Rates by Race and Gender**



**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>COLLEGES TOTAL</b>											
	GRADUATION RATE	22.2%	14.8%	18.0%	17.8%	19.2%	35.4%	25.6%	33.1%	31.1%	32.2%
	TRANSFER OUT RATE	33.3%	24.2%	17.2%	21.4%	19.6%	22.0%	24.3%	20.4%	24.9%	22.4%
	COMBINED RATE	55.6%	39.1%	35.2%	39.2%	38.8%	57.4%	49.9%	53.5%	56.0%	54.6%
<b>METRO AREA COMMUNITY COLLEGES TOTAL</b>											
	GRADUATION RATE	NA	7.8%		11.2%	7.8%	11.2%	7.4%	8.7%	12.0%	10.4%
	TRANSFER OUT RATE	NA	29.1%	35.3%	31.8%	41.2%	39.7%	37.9%	38.8%	38.9%	38.8%
	COMBINED RATE	NA	36.9%	35.3%	43.0%	49.0%	50.9%	45.3%	47.5%	50.9%	49.2%
<b>Anoka-Ramsey Community College</b>											
	INITIAL COHORT		19	8	13	10	688	132	424	446	870
	TOTAL COMPLETERS		3		1	1	78	6	33	56	89
	TRANSFERS OUT		5	3	3	6	304	57	188	190	378
	GRADUATION RATE	NA	15.8%		7.7%	10.0%	11.3%	4.5%	7.8%	12.6%	10.2%
	TRANSFER OUT RATE	NA	26.3%	37.5%	23.1%	60.0%	44.2%	43.2%	44.3%	42.6%	43.4%
	COMBINED RATE	NA	42.1%	37.5%	30.8%	70.0%	55.5%	47.7%	52.1%	55.2%	53.7%
<b>Inver Hills Community College</b>											
	INITIAL COHORT		12	4	19	17	432	75	266	293	559
	TOTAL COMPLETERS		2		1	1	37	5	16	30	46
	TRANSFERS OUT		4	2	9	5	164	30	103	111	214
	GRADUATION RATE	NA	16.7%		5.3%	5.9%	8.6%	6.7%	6.0%	10.2%	8.2%
	TRANSFER OUT RATE	NA	33.3%	50.0%	47.4%	29.4%	38.0%	40.0%	38.7%	37.9%	38.3%
	COMBINED RATE	NA	50.0%	50.0%	52.6%	35.3%	46.5%	46.7%	44.7%	48.1%	46.5%
<b>Normandale Community College</b>											
	INITIAL COHORT		48	**	55	**	788	102	485	528	1,013
	TOTAL COMPLETERS		1	**	8	**	77	6	36	57	93
	TRANSFERS OUT		15	**	13	**	298	36	166	203	369
	GRADUATION RATE	NA	2.1%	**	14.5%	**	9.8%	5.9%	7.4%	10.8%	9.2%
	TRANSFER OUT RATE	NA	31.3%	**	23.6%	**	37.8%	35.3%	34.2%	38.4%	36.4%
	COMBINED RATE	NA	33.3%	**	38.2%	**	47.6%	41.2%	41.6%	49.2%	45.6%
<b>North Hennepin Community College</b>											
	INITIAL COHORT		24	**	20	**	485	121	321	338	659
	TOTAL COMPLETERS		2	**	2	**	75	15	45	50	95
	TRANSFERS OUT		6	**	9	**	184	40	123	120	243
	GRADUATION RATE	NA	8.3%	**	10.0%	**	15.5%	12.4%	14.0%	14.8%	14.4%
	TRANSFER OUT RATE	NA	25.0%	**	45.0%	**	37.9%	33.1%	38.3%	35.5%	36.9%
	COMBINED RATE	NA	33.3%	**	55.0%	**	53.4%	45.5%	52.3%	50.3%	51.3%

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**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>METRO AREA COMMUNITY &amp; TECHNICAL COLLEGES TOTAL</b>											
	<b>GRADUATION RATE</b>	NA	9.3%	18.6%	12.2%	9.1%	13.0%	8.3%	11.0%	13.7%	12.2%
	<b>TRANSFER OUT RATE</b>	NA	28.6%	16.3%	21.1%	13.6%	29.0%	31.7%	27.8%	28.0%	27.9%
	<b>COMBINED RATE</b>	NA	37.9%	34.9%	33.3%	22.7%	42.0%	40.0%	38.8%	41.8%	40.1%
<b>Century College</b>											
	INITIAL COHORT		39	20	53	28	779	24	521	422	943
	TOTAL COMPLETERS		10	5	4	3	108	8	69	69	138
	TRANSFERS OUT		11	3	11	5	224	4	135	123	258
	GRADUATION RATE	NA	25.6%	25.0%	7.5%	10.7%	13.9%	33.3%	13.2%	16.4%	14.6%
	TRANSFER OUT RATE	NA	28.2%	15.0%	20.8%	17.9%	28.8%	16.7%	25.9%	29.1%	27.4%
	COMBINED RATE	NA	53.8%	40.0%	28.3%	28.6%	42.6%	50.0%	39.2%	45.5%	42.0%
<b>Minneapolis Community and Technical College</b>											
	INITIAL COHORT		122	23	37	16	283	96	307	270	577
	TOTAL COMPLETERS		5	3	7	1	30	2	22	26	48
	TRANSFERS OUT		35	4	8	1	84	34	95	71	166
	GRADUATION RATE	NA	4.1%	13.0%	18.9%	6.3%	10.6%	2.1%	7.2%	9.6%	8.3%
	TRANSFER OUT RATE	NA	28.7%	17.4%	21.6%	6.3%	29.7%	35.4%	30.9%	26.3%	28.8%
	COMBINED RATE	NA	32.8%	30.4%	40.5%	12.5%	40.3%	37.5%	38.1%	35.9%	37.1%
<b>METRO AREA TECHNICAL COLLEGES TOTAL</b>											
	<b>GRADUATION RATE</b>	25.0%	25.3%	22.2%	26.4%	43.5%	39.2%	50.0%	40.6%	43.8%	41.7%
	<b>TRANSFER OUT RATE</b>	37.5%	22.7%	11.1%	17.0%	8.7%	17.1%	14.3%	15.7%	17.7%	16.4%
	<b>COMBINED RATE</b>	62.5%	48.0%	33.3%	43.4%	52.2%	56.3%	64.3%	56.3%	61.5%	58.1%
<b>Anoka-Hennepin Technical College</b>											
	INITIAL COHORT						167	**	188	79	267
	TOTAL COMPLETERS		**	**	**	**	85	**	83	39	122
	TRANSFERS OUT		**	**	**	**	26	**	36	14	50
	GRADUATION RATE	NA	**	**	**	**	50.9%	**	44.1%	49.4%	45.7%
	TRANSFER OUT RATE	NA	**	**	**	**	15.6%	**	19.1%	17.7%	18.7%
	COMBINED RATE	NA	**	**	**	**	66.5%	**	63.3%	67.1%	64.4%
<b>Dakota County Technical College</b>											
	INITIAL COHORT		**	**	**		27	475	295	211	506
	TOTAL COMPLETERS		**	**	**		9	248	149	109	258
	TRANSFERS OUT		**	**	**		5	60	34	31	65
	GRADUATION RATE	NA	**	**	**	NA	33.3%	52.2%	50.5%	51.7%	51.0%
	TRANSFER OUT RATE	NA	**	**	**	NA	18.5%	12.6%	11.5%	14.7%	12.8%
	COMBINED RATE	NA	**	**	**	NA	51.9%	64.8%	62.0%	66.4%	63.8%



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**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Hennepin Technical College</b>											
	INITIAL COHORT		14	**	16	**	492		364	167	531
	TOTAL COMPLETERS		3	**	2	**	153		96	66	162
	TRANSFERS OUT		2	**	1	**	90		63	30	93
	GRADUATION RATE	NA	21.4%	**	12.5%	**	31.1%	NA	26.4%	39.5%	30.5%
	TRANSFER OUT RATE	NA	14.3%	**	6.3%	**	18.3%	NA	17.3%	18.0%	17.5%
	COMBINED RATE	NA	35.7%	**	18.8%	**	49.4%	NA	43.7%	57.5%	48.0%
<b>Saint Paul College</b>											
	INITIAL COHORT	8	59	4	33	16	273	**	263	132	395
	TOTAL COMPLETERS	2	16	2	11	6	129	**	123	44	167
	TRANSFERS OUT	3	14	1	7	2	43	**	41	29	70
	GRADUATION RATE	25.0%	27.1%	50.0%	33.3%	37.5%	47.3%	**	46.8%	33.3%	42.3%
	TRANSFER OUT RATE	37.5%	23.7%	25.0%	21.2%	12.5%	15.8%	**	15.6%	22.0%	17.7%
	COMBINED RATE	62.5%	50.8%	75.0%	54.5%	50.0%	63.0%	**	62.4%	55.3%	60.0%
<b>GREATER MN COMMUNITY COLLEGES TOTAL</b>											
	GRADUATION RATE		11.8%	15.8%	16.7%		32.7%	7.5%	21.0%	34.5%	26.3%
	TRANSFER OUT RATE		8.8%	13.2%	33.3%	40.0%	27.6%	42.8%	30.6%	27.6%	29.4%
	COMBINED RATE		20.6%	28.9%	50.0%	40.0%	60.4%	50.3%	51.6%	62.1%	55.7%
<b>Fergus Falls Community College</b>											
	INITIAL COHORT		**			**	199	68	136	146	282
	TOTAL COMPLETERS		**			**	61	8	26	43	69
	TRANSFERS OUT		**			**	71	32	54	51	105
	GRADUATION RATE	NA	**	NA	NA	**	30.7%	11.8%	19.1%	29.5%	24.5%
	TRANSFER OUT RATE	NA	**	NA	NA	**	35.7%	47.1%	39.7%	34.9%	37.2%
	COMBINED RATE	NA	**	NA	NA	**	66.3%	58.8%	58.8%	64.4%	61.7%
<b>Fond du Lac Tribal and Community College</b>											
	INITIAL COHORT		**	17		**	57	**	48	40	88
	TOTAL COMPLETERS		**	4		**	9	**	6	10	16
	TRANSFERS OUT		**	2		**	14	**	11	8	19
	GRADUATION RATE	NA	**	23.5%	NA	**	15.8%	**	12.5%	25.0%	18.2%
	TRANSFER OUT RATE	NA	**	11.8%	NA	**	24.6%	**	22.9%	20.0%	21.6%
	COMBINED RATE	NA	**	35.3%	NA	**	40.4%	**	35.4%	45.0%	39.8%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Itasca Community College</b>											
	INITIAL COHORT		**	8	**	**	215	27	171	84	255
	TOTAL COMPLETERS		**	2	**	**	65	3	41	32	73
	TRANSFERS OUT		**	3	**	**	55	14	50	22	72
	GRADUATION RATE	NA	**	25.0%	**	**	30.2%	11.1%	24.0%	38.1%	28.6%
	TRANSFER OUT RATE	NA	**	37.5%	**	**	25.6%	51.9%	29.2%	26.2%	28.2%
	COMBINED RATE	NA	**	62.5%	**	**	55.8%	63.0%	53.2%	64.3%	56.9%
<b>Rainy River Community College</b>											
	INITIAL COHORT		5	13		**	89	**	64	48	112
	TOTAL COMPLETERS		1			**	35	**	16	20	36
	TRANSFERS OUT					**	21	**	14	7	21
	GRADUATION RATE	NA	20.0%		NA	**	39.3%	**	25.0%	41.7%	32.1%
	TRANSFER OUT RATE	NA			NA	**	23.6%	**	21.9%	14.6%	18.8%
	COMBINED RATE	NA	20.0%		NA	**	62.9%	**	46.9%	56.3%	50.9%
<b>Vermilion Community College</b>											
	INITIAL COHORT		11		**	**	149	77	180	62	242
	TOTAL COMPLETERS				**	**	62	1	37	26	63
	TRANSFERS OUT		2		**	**	35	31	54	17	71
	GRADUATION RATE	NA		NA	**	**	41.6%	1.3%	20.6%	41.9%	26.0%
	TRANSFER OUT RATE	NA	18.2%	NA	**	**	23.5%	40.3%	30.0%	27.4%	29.3%
	COMBINED RATE	NA	18.2%	NA	**	**	65.1%	41.6%	50.6%	69.4%	55.4%
<b>GREATER MN COMMUNITY &amp; TECHNICAL COLLEGES TOTAL</b>											
	GRADUATION RATE		26.3%	27.3%	23.3%	25.9%	44.1%	17.0%	39.8%	38.4%	39.2%
	TRANSFER OUT RATE		14.5%	19.7%	8.3%	5.6%	15.7%	25.4%	15.8%	18.6%	17.0%
	COMBINED RATE		40.8%	47.0%	31.7%	31.5%	59.9%	42.4%	55.6%	57.1%	56.2%
<b>Central Lakes College</b>											
	INITIAL COHORT		**	**	**	**	588	11	359	246	605
	TOTAL COMPLETERS		**	**	**	**	281	6	190	99	289
	TRANSFERS OUT		**	**	**	**	104	2	61	45	106
	GRADUATION RATE	NA	**	**	**	**	47.8%	54.5%	52.9%	40.2%	47.8%
	TRANSFER OUT RATE	NA	**	**	**	**	17.7%	18.2%	17.0%	18.3%	17.5%
	COMBINED RATE	NA	**	**	**	**	65.5%	72.7%	69.9%	58.5%	65.3%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Hibbing Community College</b>											
	INITIAL COHORT		**	5	**		414	39	282	180	462
	TOTAL COMPLETERS		**	3	**		140	7	93	60	153
	TRANSFERS OUT		**		**		95	10	65	40	105
	GRADUATION RATE	NA	**	60.0%	**	NA	33.8%	17.9%	33.0%	33.3%	33.1%
	TRANSFER OUT RATE	NA	**		**	NA	22.9%	25.6%	23.0%	22.2%	22.7%
	COMBINED RATE	NA	**	60.0%	**	NA	56.8%	43.6%	56.0%	55.6%	55.8%
<b>Lake Superior College</b>											
	INITIAL COHORT		11	18	**	**	395	77	299	210	509
	TOTAL COMPLETERS		4	2	**	**	90	9	60	46	106
	TRANSFERS OUT		1	5	**	**	75	18	47	53	100
	GRADUATION RATE	NA	36.4%	11.1%	**	**	22.8%	11.7%	20.1%	21.9%	20.8%
	TRANSFER OUT RATE	NA	9.1%	27.8%	**	**	19.0%	23.4%	15.7%	25.2%	19.6%
	COMBINED RATE	NA	45.5%	38.9%	**	**	41.8%	35.1%	35.8%	47.1%	40.5%
<b>Mesabi Range Community and Technical College</b>											
	INITIAL COHORT		4	7	**	**	280	78	237	136	373
	TOTAL COMPLETERS			2	**	**	154	8	112	55	167
	TRANSFERS OUT		2	2	**	**	42	19	34	31	65
	GRADUATION RATE	NA		28.6%	**	**	55.0%	10.3%	47.3%	40.4%	44.8%
	TRANSFER OUT RATE	NA	50.0%	28.6%	**	**	15.0%	24.4%	14.3%	22.8%	17.4%
	COMBINED RATE	NA	50.0%	57.1%	**	**	70.0%	34.6%	61.6%	63.2%	62.2%
<b>Minnesota West Community and Technical College</b>											
	INITIAL COHORT		7	6	5	3	448	57	338	188	526
	TOTAL COMPLETERS		3	4	3		254	34	188	110	298
	TRANSFERS OUT		2				44	4	29	21	50
	GRADUATION RATE	NA	42.9%	66.7%	60.0%		56.7%	59.6%	55.6%	58.5%	56.7%
	TRANSFER OUT RATE	NA	28.6%				9.8%	7.0%	8.6%	11.2%	9.5%
	COMBINED RATE	NA	71.4%	66.7%	60.0%		66.5%	66.7%	64.2%	69.7%	66.2%
<b>Northland Community and Technical College</b>											
	INITIAL COHORT		10	25	**	**	271	17	216	113	329
	TOTAL COMPLETERS		5	6	**	**	150	3	111	54	165
	TRANSFERS OUT			5	**	**	30	6	27	14	41
	GRADUATION RATE	NA	50.0%	24.0%	**	**	55.4%	17.6%	51.4%	47.8%	50.2%
	TRANSFER OUT RATE	NA		20.0%	**	**	11.1%	35.3%	12.5%	12.4%	12.5%
	COMBINED RATE	NA	50.0%	44.0%	**	**	66.4%	52.9%	63.9%	60.2%	62.6%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Ridgewater College</b>											
	INITIAL COHORT		**	**	5	18	538	309	496	376	872
	TOTAL COMPLETERS		**	**	3	7	353	36	226	174	400
	TRANSFERS OUT		**	**			46	96	76	67	143
	GRADUATION RATE	NA	**	**	60.0%	38.9%	65.6%	11.7%	45.6%	46.3%	45.9%
	TRANSFER OUT RATE	NA	**	**			8.6%	31.1%	15.3%	17.8%	16.4%
	COMBINED RATE	NA	**	**	60.0%	38.9%	74.2%	42.7%	60.9%	64.1%	62.3%
<b>Riverland Community College</b>											
	INITIAL COHORT		**	**	16	14	343		230	148	378
	TOTAL COMPLETERS		**	**		3	145		93	57	150
	TRANSFERS OUT		**	**	2	1	53		28	29	57
	GRADUATION RATE	NA	**	**		21.4%	42.3%	NA	40.4%	38.5%	39.7%
	TRANSFER OUT RATE	NA	**	**	12.5%	7.1%	15.5%	NA	12.2%	19.6%	15.1%
	COMBINED RATE	NA	**	**	12.5%	28.6%	57.7%	NA	52.6%	58.1%	54.8%
<b>Rochester Community and Technical College</b>											
	INITIAL COHORT	**	34	**	22	9	669	122	469	390	859
	TOTAL COMPLETERS	**	3	**	3	2	174	18	91	109	200
	TRANSFERS OUT	**	4	**	3	1	132	25	96	70	166
	GRADUATION RATE	**	8.8%	**	13.6%	22.2%	26.0%	14.8%	19.4%	27.9%	23.3%
	TRANSFER OUT RATE	**	11.8%	**	13.6%	11.1%	19.7%	20.5%	20.5%	17.9%	19.3%
	COMBINED RATE	**	20.6%	**	27.3%	33.3%	45.7%	35.2%	39.9%	45.9%	42.6%
<b>GREATER MN TECHNICAL COLLEGES TOTAL</b>											
	GRADUATION RATE	NA	17.6%	13.3%	38.1%	24.3%	52.1%	33.8%	49.4%	44.5%	47.4%
	TRANSFER OUT RATE	NA	35.3%	13.3%	14.3%	21.6%	13.0%	16.4%	10.5%	18.8%	13.9%
	COMBINED RATE	NA	52.9%	26.7%	52.4%	45.9%	65.1%	50.2%	59.9%	63.3%	61.3%
<b>Alexandria Technical College</b>											
	INITIAL COHORT		**	**	3	**	420	357	493	291	784
	TOTAL COMPLETERS		**	**	1	**	302	158	307	156	463
	TRANSFERS OUT		**	**		**	23	45	37	32	69
	GRADUATION RATE	NA	**	**	33.3%	**	71.9%	44.3%	62.3%	53.6%	59.1%
	TRANSFER OUT RATE	NA	**	**		**	5.5%	12.6%	7.5%	11.0%	8.8%
	COMBINED RATE	NA	**	**	33.3%	**	77.4%	56.9%	69.8%	64.6%	67.9%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Minnesota State College Southeast Technical</b>											
	INITIAL COHORT		**	**	4		285	**	182	114	296
	TOTAL COMPLETERS		**	**	1		125	**	81	48	129
	TRANSFERS OUT		**	**			28	**	9	20	29
	GRADUATION RATE	NA	**	**	25.0%	NA	43.9%	**	44.5%	42.1%	43.6%
	TRANSFER OUT RATE	NA	**	**		NA	9.8%	**	4.9%	17.5%	9.8%
	COMBINED RATE	NA	**	**	25.0%	NA	53.7%	**	49.5%	59.6%	53.4%
<b>Northwest Technical College</b>											
	INITIAL COHORT		8	51	5	16	1,010	92	661	521	1,182
	TOTAL COMPLETERS		1	8	3	1	467	30	315	195	510
	TRANSFERS OUT		5	7		7	205	14	90	148	238
	GRADUATION RATE	NA	12.5%	15.7%	60.0%	6.3%	46.2%	32.6%	47.7%	37.4%	43.1%
	TRANSFER OUT RATE	NA	62.5%	13.7%		43.8%	20.3%	15.2%	13.6%	28.4%	20.1%
	COMBINED RATE	NA	75.0%	29.4%	60.0%	50.0%	66.5%	47.8%	61.3%	65.8%	63.3%
<b>Pine Technical College</b>											
	INITIAL COHORT						14	86	49	51	100
	TOTAL COMPLETERS						4	26	11	19	30
	TRANSFERS OUT						2	19	5	16	21
	GRADUATION RATE	NA	NA	NA	NA	NA	28.6%	30.2%	22.4%	37.3%	30.0%
	TRANSFER OUT RATE	NA	NA	NA	NA	NA	14.3%	22.1%	10.2%	31.4%	21.0%
	COMBINED RATE	NA	NA	NA	NA	NA	42.9%	52.3%	32.7%	68.6%	51.0%
<b>South Central Technical College</b>											
	INITIAL COHORT		**	**	5	15	426	118	344	222	566
	TOTAL COMPLETERS		**	**	2	4	228	6	146	94	240
	TRANSFERS OUT		**	**	2	1	33	28	40	24	64
	GRADUATION RATE	NA	**	**	40.0%	26.7%	53.5%	5.1%	42.4%	42.3%	42.4%
	TRANSFER OUT RATE	NA	**	**	40.0%	6.7%	7.7%	23.7%	11.6%	10.8%	11.3%
	COMBINED RATE	NA	**	**	80.0%	33.3%	61.3%	28.8%	54.1%	53.2%	53.7%
<b>St. Cloud Technical College</b>											
	INITIAL COHORT		**	5	**	**	544	**	357	224	581
	TOTAL COMPLETERS		**		**	**	281	**	170	121	291
	TRANSFERS OUT		**		**	**	60	**	38	28	66
	GRADUATION RATE	NA	**		**	**	51.7%	**	47.6%	54.0%	50.1%
	TRANSFER OUT RATE	NA	**		**	**	11.0%	**	10.6%	12.5%	11.4%
	COMBINED RATE	NA	**		**	**	62.7%	**	58.3%	66.5%	61.4%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>STATE UNIVERSITIES TOTAL</b>											
	GRADUATION RATE	51.2%	27.9%	19.1%	37.7%	36.1%	44.1%	27.5%	38.6%	45.1%	42.3%
	TRANSFER OUT RATE	5.8%	16.4%	36.2%	25.4%	26.2%	25.7%	28.6%	23.8%	27.3%	25.8%
	COMBINED RATE	57.0%	44.3%	55.3%	63.2%	62.3%	69.8%	56.1%	62.4%	72.4%	68.1%
<b>Bemidji State University</b>											
	INITIAL COHORT	21	**	13	**	**	438	42	281	245	526
	TOTAL COMPLETERS	9	**	3	**	**	215	18	124	123	247
	TRANSFER-OUT		**	6	**	**	125	17	77	75	152
	GRADUATION RATE	42.9%	**	23.1%	**	**	49.1%	42.9%	44.1%	50.2%	47.0%
	TRANSFER OUT RATE		**	46.2%	**	**	28.5%	40.5%	27.4%	30.6%	28.9%
	COMBINED RATE	42.9%	**	69.2%	**	**	77.6%	83.3%	71.5%	80.8%	75.9%
<b>Minnesota State University, Mankato</b>											
	INITIAL COHORT	21	**	**	34	19	1,527	53	789	885	1,674
	TOTAL COMPLETERS	11	**	**	13	7	690	11	338	400	738
	TRANSFER-OUT	5	**	**	7	5	386	20	180	248	428
	GRADUATION RATE	52.4%	**	**	38.2%	36.8%	45.2%	20.8%	42.8%	45.2%	44.1%
	TRANSFER OUT RATE	23.8%	**	**	20.6%	26.3%	25.3%	37.7%	22.8%	28.0%	25.6%
	COMBINED RATE	76.2%	**	**	58.8%	63.2%	70.5%	58.5%	65.7%	73.2%	69.7%
<b>Minnesota State University Moorhead</b>											
	INITIAL COHORT	4	5	13	16	12	981	37	386	682	1,068
	TOTAL COMPLETERS	1	2	2	7	2	385	4	120	283	403
	TRANSFER-OUT			4	5		261	11	100	187	287
	GRADUATION RATE	25.0%	40.0%	15.4%	43.8%	16.7%	39.2%	10.8%	31.1%	41.5%	37.7%
	TRANSFER OUT RATE			30.8%	31.3%		26.6%	29.7%	25.9%	27.4%	26.9%
	COMBINED RATE	25.0%	40.0%	46.2%	75.0%	16.7%	65.9%	40.5%	57.0%	68.9%	64.6%
<b>St. Cloud State University</b>											
	INITIAL COHORT	32	21	10	29	16	1,447	327	867	1,015	1,882
	TOTAL COMPLETERS	17	5	1	8	8	604	98	304	437	741
	TRANSFER-OUT		5	6	12	6	385	76	208	282	490
	GRADUATION RATE	53.1%	23.8%	10.0%	27.6%	50.0%	41.7%	30.0%	35.1%	43.1%	39.4%
	TRANSFER OUT RATE		23.8%	60.0%	41.4%	37.5%	26.6%	23.2%	24.0%	27.8%	26.0%
	COMBINED RATE	53.1%	47.6%	70.0%	69.0%	87.5%	68.3%	53.2%	59.1%	70.8%	65.4%

**Appendix C**  
**IPEDS Graduation Rates and Transfer-Out Rates by Racial/Ethnic and Gender**  
**Two-Year College Fall 1998 and Four-Year University Fall 1995 First-time, Full-time, Degree Seeking Students**  
**Minnesota State Colleges and Universities**

Area	Institution	Non-Resident Alien	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	Total Male	Total Female	Grand Total
<b>Southwest State University</b>											
	INITIAL COHORT		**	**	**	**	276	52	163	184	347
	TOTAL COMPLETERS		**	**	**	**	123	8	63	74	137
	TRANSFER-OUT		**	**	**	**	90	26	56	65	121
	GRADUATION RATE	NA	**	**	**	**	44.6%	15.4%	38.7%	40.2%	39.5%
	TRANSFER OUT RATE	NA	**	**	**	**	32.6%	50.0%	34.4%	35.3%	34.9%
	COMBINED RATE	NA	**	**	**	**	77.2%	65.4%	73.0%	75.5%	74.4%
<b>Winona State University</b>											
	INITIAL COHORT	8	10	**	23	**	1,078	70	419	781	1,200
	TOTAL COMPLETERS	6	4	**	10	**	519	21	173	392	565
	TRANSFER-OUT		1	**	3	**	228	16	70	180	250
	GRADUATION RATE	75.0%	40.0%	**	43.5%	**	48.1%	30.0%	41.3%	50.2%	47.1%
	TRANSFER OUT RATE		10.0%	**	13.0%	**	21.2%	22.9%	16.7%	23.0%	20.8%
	COMBINED RATE	75.0%	50.0%	**	56.5%	**	69.3%	52.9%	58.0%	73.2%	67.9%

\*\* Indicates that information was suppressed to prevent disclosure of personally identifiable informaton.

Source: Office of the Chancellor Research and Planning  
R:\FY02-03\LegAccountabilityReport\Graduation Rates\final tables 1.xls Appendix C with suppression