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MINNESOTA HISTORICAL OVERVIEW

1945 - 1995

50
YEARS

MINNESOTA
TECHNICAL COLLEGE SYSTEM

CELEBRATING
50 YEARS OF QUALITY
VOCATIONAL-TECHNICAL
EDUCATION



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DEDICATION

Fifty years! Fifty years of contribution to Minnesota's economic vitality, fifty years of contribution to the well being of individuals and families. This is the legacy of the Minnesota Technical College System.

So much has changed during those fifty years. Campus facilities were built; career programs were created; program delivery and service to students were tailored to meet changing social and economic needs. Countless other advances and changes were reflected in the evolution of the technical colleges' names themselves: area vocational schools to technical institutes to technical colleges. One fundamental tenet remains however...the commitment to learners. Commitment to learners seeking to gain or advance their technical and employment skills was and is the mainstay of the system's philosophy and mission.

This book is dedicated to the people of the technical college system and its supporters who over the years have striven to strengthen, advance, improve and raise technical education to the peak of excellence it enjoys today...to the students, campus faculty and staff, state and local administrators, local and State board members, legislators, Governors and other elected officials...all who have contributed in ways great and small to the making of this system. These are the true technical heroes, and to them we give our gratitude and sincere thanks.

May Minnesota continue to recognize, to appreciate and to celebrate the people and the work of Minnesota's Technical College System. ❖

Carole M. Johnson

Chancellor State Board of Technical Colleges

ACKNOWLEDGEMENTS

THE HISTORICAL OVERVIEW is divided into two sections. The first section makes an effort to identify and characterize the direction and nature of state-level leadership over the course of its history. Information for this section was gathered from public documents, correspondence, and interviews.

Historic photographs were provided by the Minnesota Historical Society Research Center. Fortunately, a number of individuals important in the development of the system were available for interview and consultation. These individuals also provided documents, letters and tapes of historical significance from their private collections. The editors wish to express their gratitude to the following individuals: Walter F. Rogosheske, Robert P. Van Tries, Howard Rosenwinkel, C. Albert Oster, Arthur Vadnais, James Staloch, John Votca, Joseph P. Graba, Mary Thornton Phillips and Robert M. Madson.

The second section of this document consists of a brief historical overview from each of the colleges. The editors wish to express appreciation to the patient and persevering individuals who collected materials at the colleges during the long process of compiling this document. Materials were collected by current and former campus

presidents, marketing directors, photographers, administrative support staff and many others.

Compiling materials for this document was a task that has been shared by all the staff in the system office. The project was introduced in October of 1994 along with a request for input and assistance. Their contributions have been numerous, spontaneous and thoughtful. Often staff have anonymously contributed historic documents and artifacts from long-forgotten files. In recognition of the staff contributions, a complete list of current personnel is included in Appendix A, Table 7. Without the enthusiastic participation and contributions of these individuals, this document could not have been compiled.

The Technical College System is indebted to the foresight of the Technical College Presidents' Association which consulted with Chancellor Carole Johnson regarding their interest in the project. Dr. Stan Edin, historian for the association, has guided the project through development. Chancellor Carole Johnson has provided energetic support for the project at a time when there were many priorities. Deputy Chancellor Helen Henrie, and Joan A. Davis gave the time and energy necessary to complete the project. ❖



MINNESOTA TECHNICAL COLLEGE SYSTEM

HISTORICAL OVERVIEW

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MINNESOTA HAS A long and distinguished history of responding to its citizens' needs for vocational technical education.

State legislation many years ago put in place far-sighted laws that led to the development of the Technical College System. In 1945, the Minnesota state legislature passed the Area Vocational-Technical School Enabling law (Laws of Minnesota 1945, Ch. 304). This legislation marked the beginning of what was to ultimately be called the Minnesota State Technical College System by 1989. The system had several name changes during the 1980's. In 1987, the area vocational technical institutes were renamed, technical institutes (Laws of Minnesota 1987, Ch. 259, Sec. 11-12); and in 1989, the technical institutes were renamed, technical colleges (Laws of Minnesota 1989, Ch. 246).

Between 1945 and 1995, the system grew from six programs housed in the Kline Garage in Mankato, Minnesota to hundreds of occupational programs across the state. By the mid-1970's, the system consisted of 34 campuses and 33 administrative units. In 1987 the system was configured into 34 campuses and 30 administrative units when schools at Canby, Granite Falls, Jackson and Pipestone were consolidated to form one regional college. Currently, with all recent consolidations, the system consists of 34 campus sites administered by 18 colleges.

In 1995 the Technical College System will become part of the Minnesota State Colleges and Universities (MnSCU) along with the Community Colleges and the State Universities. Over the years, few attempts have been made to collect and document the history of postsecondary vocational education in Minnesota. It seems an appropriate time to map the terrain over which pioneer vocational educators traveled and to celebrate their accomplishments. The following pages present a chronology of major occurrences over the course of the 50 year history of postsecondary vocational education in Minnesota. While a good argument can be made for tracing the history of each segment of vocational education (eg. agriculture, home economics, etc.), this document will examine vocational education as a postsecondary entity from just prior to the 1945 Area Vocational-Technical Schools legislation to 1995. ♦

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FORMATIVE YEARS

1900-1944



1900-1917

At the National level, during this time, the activities of Dr. Charles Allen Prosser, who later became a Minnesotan, were vital to the future of vocational education. He was a key leader in the development and passage of the landmark Smith-Hughes Act. (Federal and state legislation pertinent to vocational education is listed in the Appendix, Tables 1 & 2). The Vocational Education Act of 1917 or Smith-Hughes Act was passed and signed by President Wilson on February 23. In 1915 Dr. Prosser came to Minnesota to become founding director of the Dunwoody Industrial Institute in Minneapolis. Dunwoody is a privately endowed trade school funded from the will of flour mill executive, William Hood Dunwoody. Many of Minnesota's early state leaders in vocational education were students of Prosser's when he taught summer programs at Colorado State College [sic University], Fort Collins, Colorado. Prosser continued to be a state and national leader in vocational education until his retirement from Dunwoody in 1945.

The Smith-Hughes Act of 1917 (Public Law 347, 64th Congress) provided money to the states for the promotion of vocational education and also teacher training. The legislation became necessary when the flow of skilled craftsmen from Europe slowed because of World War I. The Act was aimed at meeting the needs of those students over 14 years of age who were preparing for an occupation. It is important to note that funds allotted to the states under this act did not become state funds but state treasurers were designated as custodians of the funds. When the Minnesota legislature voted to accept the benefits and conditions of the Smith-Hughes Act (Special Session Laws of Minnesota 1916-17. Chapter 491, Senate File 946), the Vocational Education Division of the Department of Education was created. At that time, the State High School Board (in 1919, the State Board of Education) also acted as

the State Board for Vocational Education. Minnesota Educational Directories for 1918-1933 indicate that the Director of Vocational Education during these years was high school inspector, Mr. E. M. Phillips, and supervisors were hired for agriculture, trade and industry and home economics. ♦

1918-1939

In Minnesota, the Vocational Education Division took on more responsibilities during the 1930's when three supplementary acts to the Smith-Hughes Act were passed by Congress. The George-Reed Act (1929), the George-Ellzey Act (1934) and the George-Deen Act (1936) provided additional funding to agriculture, home-economics and, in 1936, trade and industrial education. The Minnesota Commissioner of Education in 1937 was also the Director of Vocational Education. Vocational supervisors, thus, reported directly to the Commissioner. However, by 1939 there was a need for the State Board to establish a separate position for the Director of Vocational Education. ♦

1940-1944 THE WAR YEARS

The effect of war in Europe was beginning to make an impact on the Division of Vocational Education in Minnesota even before the bombing of Pearl Harbor. The United States' lend-lease agreement with our allies required a major commitment of workers and resources to production. There was an urgent demand for trained workers in war related industries, while, simultaneously, many vocational educators were entering the military.

WAR PRODUCTION TRAINING IN MINNESOTA

The 76th Congress, passed Public Law 668, Chapter 437 in the spring of 1940 which "appropriated funds for training skilled and semiskilled workers as aircraft mechanics, machinists, auto mechanics, sheet metal workers, welders, cabinet makers, pattern makers, electricians, and blacksmiths".

According to a 1944 Minnesota Department of Education document, Special Report to Minnesota House of Representatives: Interim Committee on State Administration (p. 441), funds were distributed to the states with no requirement for either state or local matching funds.

A State Plan for defense training in the Division of Vocational Education was approved by the State Board of Vocational Education on July 20, 1940. The "funds were accepted by Executive Order of the Governor of the State of Minnesota on August 12, 1940, under legislative authority granted in Chapter 206, Laws of Minnesota, 1939". The programs were called War Production Training and Food Production War Training. Administrative offices for these programs were located at 2651 University Avenue because of limited space in the State Office Building. Harry C. Schmid was appointed Acting Director of the Division of Vocational Education and Defense Training (Minnesota Educational



Minnesota Historical Society

HARRY C. SCHMID

Director, War Production Training,
1940-1945

Director, Vocational-Technical Education,
1940-1956

Harry Schmid, born in Stearns County, was a professional carpenter as well as an educator. Earning his bachelor of education degree from St. Cloud Teacher's College and a master's from Colorado State College, Fort Collins, Colorado, he began his career as a teacher and coach at Sauk Rapids High School. Later moving to Minneapolis, he taught industrial arts, and eventually, became supervisor of trade extension training for the Minnesota Department of Education.

From 1940-1944, Schmid, as well as being Minnesota's Director of Vocational Education, served as Director of War Production Training. During these years, he also was chair of the State Advisory Commission for the Training of Defense Workers. In 1949, he served as consultant to the U.S. military government in Germany and from 1950-1953, he was federally appointed to the Life Adjustment Commission.

Schmid was the first director of the Detroit Lakes AVTI (Northwest Technical College, Detroit Lakes campus) from 1966-1971. ♦

Directory, 1940-41) by Governor Harold Stassen. All of the legal necessities were met and Minnesota's defense training program was in operation by September, 1940.

Vocational educators in Minnesota were intensely active during the period from 1940 to 1944. Nearly \$4 million in Federal funds was spent to train approximately 70,000 people in various defense programs in the state. The War Production Training programs for adult students were offered in 46 centers and Food Production War Training programs for rural and urban youth and adults in 187 centers across Minnesota by the end of 1943. The courses offered were of two types pre-employment and supplementary courses. Pre-employment courses provided specific instruction in occupations essential to national defense to persons of legally employable age. Supplementary courses were designed to extend the skills and knowledge of those already employed in the defense industry. Over 9,000 defense industry supervisors also received training under these federal programs. ♦

THE BEGINNING

1945-1954



1945-1954 AREA VOCATION-TECHNICAL SCHOOLS

One powerful element that led to the development of the schools as postsecondary institutions was the funding provided through the Servicemen's Readjustment Act of 1944 also known as the G.I. Bill of Rights (Public Law 346). The bill provided military veterans "a year of education for 90 days' service, plus one month for each month of active duty, for a maximum of 48 months". Although experts assumed few veterans would participate in the program, nationally, 2.2 million out of the original 14 million eligible individuals sought education under the bill. Ultimately, 7.8 million veterans received education or training with the assistance of the G.I. Bill. Over night this legislation had an enormous effect on all of postsecondary education.

GEORGE-BARDEN ACT

Also on the national level in 1946, the George-Barden Act (Public Law 586) amended the earlier George-Deen Act and increased funding for vocational education from \$14 million to \$29 million. Items funded under this act that were not authorized under previous legislation included: (1) salary and expenses of state directors of vocational education, (2) vocational counselors, and (3) the purchase or rental of equipment and supplies for vocational instruction. Funding provided by this act for equipment and supplies was limited to only 10% of total funding after June 30, 1951.

The expanded provisions of the George-Barden act were especially important in this post-war period as equipment and supplies for vocational programs were expensive and difficult to obtain.

MINNESOTA PLANS FOR HIGHER EDUCATION

Minnesota census records for 1950 show that the total population in Minnesota increased by 6.8 percent during the decade from 1940 to 1950. Employment, however, over the same period increased by 23 percent. Most important for the future of vocational education in Minnesota were the major changes in employment patterns. The percent of workers employed as clerks, craftsmen or machine operators increased by over 50 percent, while the percent of workers employed as farm labor and household workers decreased by 30 percent. Clearly emerging employment opportunities were developing in occupations that required preparation beyond high school.

In 1945, the University of Minnesota assumed a leadership role in calling for the formation of a committee to study the need for education beyond high school. "The Statewide Committee on Minnesota's Needs for Post-High School Education" was formed by University President, Dr. James L. Morrill and Commissioner of Education, Dean M. Schweickhard. The committee found that the state was not providing adequate post-high school education for students across the state. Committee members believed that a student's location in the state should not determine his/her chance of going to college. Among other recommendations, the committee called for the long-term development of programs that could be completed in two years.

MINNESOTA LEGISLATION

In Minnesota, "many . . . vocational educators and some academic educators backed the 1945 drive for Area Vocational-Technical School legislation" (personal communication Harry Schmid to Walter Rogosheske, 1950). The legislation was first introduced in the House by 45th District Representative Walter Rogosheske, a former student of Harry Schmid's. Rogosheske, who later became an

associate supreme court justice, also promoted the bill to influential senators. The Senate legislation was a committee bill that carried chairman A.L. Almen's name. In addition to A.L. Almen of Balaton, strong supporters of the legislation were Senator Dalquist of Thief River Falls, Senator Imm of Mankato, and Senator Leo Welle of Albany.

The postsecondary vocational technical school system in Minnesota became a legal entity with the passage of the 1945 Area Vocational-Technical School legislation (Laws of Minnesota 1945, Ch. 304; M.S. 120.36 - Senate File 496 and House File 537). The purpose of the legislation as stated in the bill was to "more nearly equalize the educational opportunities in... vocational-technical education to persons of the state who are of the age and maturity to profitably pursue training for a specific occupation." Studies and surveys conducted in Minnesota showed that vocational opportunities in programs other than agriculture and secretarial were limited. It was clear to the vocational leaders that most of the trade and technical training available in the state was concentrated in St. Paul, Minneapolis or Duluth. Leaders realized that distance was a barrier to occupational preparation for young people who lived outside metropolitan areas. Further, it was felt that vocational students would be more



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**THE HONORABLE
WALTER F. ROGOSHESKE**

Associate Justice,
Minnesota Supreme Court,
1962-1980
State Representative, 45th District,
1943-1949

Walter Rogosheske, lawyer, state representative (1953-1945), and Associate Justice of Minnesota's Supreme Court 1962-1980 was a strong supporter of technical education in Minnesota. During his term as State Representative from the 45th District, he sponsored, in 1943, the private trade school bill important to war production training. In 1945, he again championed technical education by sponsoring the Area Vocational School bill, Laws of Minnesota 1945, Ch. 304. This law established the pattern of local control of the AVTIs with state and federal assistance, and ultimately made technical education available to the residents of Greater Minnesota.

During his long professional association with State Director of Vocational-Technical Education, Schmid, and Dunwoody's Dr. Charles A. Prosser, Rogosheske became, and remains so today, a strong advocate of the vocational philosophy and system. He is retired and presently living in St. Paul. ❖

employable if they had finished high school prior to training. Sources vary somewhat, but most leaders at that time anticipated that no more than six to twelve districts in the state would be interested in establishing area vocational-technical schools.

According to an unpublished manuscript of Robert P. Van Tries, the original intent of the legislation was that the AVTIs would serve high school students in a large area around the designated AVTI district. Students would be bussed from the area high schools to the area vocational facility for certain wanted courses. There were still no public postsecondary institutions willing to meet the training needs of the adult population and returning veterans. When a new AVTI was opened, the needs of secondary graduates, drop-outs and adults monopolized the available facilities. Long waiting lists developed for the available training opportunities and the schools immediately became postsecondary in nature.

Students under the age of 21 were allowed to attend the area vocational school with no tuition charges. Funding was to come to the schools via state reimbursement in the same way that the secondary schools were funded. According to Van Tries (personal communication, February 13, 1995),

THE BEGINNING

1945-1954



there was the notion that local districts had a responsibility to provide occupational preparation for the students who did not go on to college.

The legislation authorized the Commissioner of Education, with the approval of the State Board for Vocational Education, to designate an area to be served by a vocational-technical school. Once designated, the area vocational-technical school was under the administrative authority of the local school district.

FIRST AREA SCHOOL ESTABLISHED IN MANKATO

In 1947, the first Minnesota area vocational-technical school was established at Mankato under the direction of Principal Harold M. Ostrem. Ostrem was a natural choice to head the new school as he had been very active in Mankato training workers for the war industry. According to Pat Hennessy, writing in a 1975 Department of Education publication called, *30 Years: Minnesota Vocational-Technical Education*, the Signal Corps training program that Ostrem established during the war years was so busy it ran in three shifts, 24 hours a day.

The Mankato school opened at 218 South Second Street and was intended to serve Blue Earth and surrounding counties. The staff of the new facility consisted of eight instructors in addition to Principal Ostrem. Courses offered included communications, electronics, electrical machinery, machine shop, tool and die, and internal combustion engines.

Other area vocational-technical schools (Appendix A, Table 3.) were soon established in St. Cloud, Winona (1948), Thief River Falls (1949), Duluth (1950), Austin (1951), St. Paul (1952) and Minneapolis (1955). It is important to note that these early area schools were not the facilities we generally associate with the present technical colleges, but rather, rented or shared facilities. The facilities were often a carry-

over from the war production training facilities and equipped with surplus and excess war materials.

During the period immediately after the war, enormous pressure was put on the evening vocational classes. In a March, 1947 article titled, *Adults Flock Back to School*, written for the Minnesota Vocational Association's *Quarterly News Letter*, Milo A. Latterell, Miller Vocational High School, wrote that the number and variety of evening classes in vocational education had increased dramatically. He stated that, in 1945-46 the programs in distributive education were twice as large as in any previous year in the state's history. In Minneapolis alone 67 distributive education classes had been organized with a total enrollment of 1,674 students.

Latterell goes on to review trade extension programs in the state. He describes how the programs enjoyed slow but steady progress from the 1920's up to the time of World War II when they almost vanished. With the return of men from military duty, interest in trade programs experienced a notable rebound. At the time of the article (1947), Latterell states that the number of trainees in trade extension programs had reached 5,000 in thirty communities across the state. He stated that the largest expansion had been in building construction trades with Minneapolis, for example, showing 500 trainees in one program.

This period is unique in terms of the elements that came together to create an environment especially well suited to the development of vocational-technical education. First, the emergency conditions of the war effort provided an all-out push to develop training programs in the state. It was necessary to be creative and innovative to meet the training needs with limited resources. ❖

GATHERING MOMENTUM

1955-1965



Again during this period of time, global pressures were important in shaping the destiny of vocational education. While the Korean War ended in 1953, the "cold war" with Russia was very much a reality in the late 1950's. When Russia launched Sputnik, an unmanned satellite, the race for space began. The American public reacted to the scientific break-through with alarm. The school system was blamed for allowing the U.S. to fall behind Russia in technology. A new era of federal support for higher education was beginning.

The National Defense Education Act of 1958 provided \$15 million annually for four years to train technicians in occupations important to national defense (Leighbody, 1972). Also, the National Science Foundation was established at this time. The Foundation made research money available for education for the next ten years. A high priority was placed on science and math education and on increasing the supply of skilled workers.

The National Defense Education Act and the Health Amendment Act of 1956 marked the expansion of support for technical occupations in the area vocational-technical schools. The Health Amendment Act provided funding specifically for practical nurse education and many new health-related occupations were developed following this legislation.

AREA REDEVELOPMENT ACT OF 1961

This legislation was the first to address the issue of unemployment among those with academic, socioeconomic, or other handicaps (Levitan & Mangum, 1969). The program was targeted for depressed areas with high levels of unemployment and poverty. The aim of the program was to attract new industry and jobs to the depressed areas. The State Employment Service authorized the training which was entirely funded by the U.S. Department of Education. Considering the size of the problem this act was under-funded, but it did lay the foundation for subsequent legislation.

MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA)

Legislation such as the Smith-Hughes Act of 1917 was created to meet employer needs for trained workers. The MDTA legislation of 1962, however, endeavored to deal with worker needs for equal rights and employment opportunities as well as job skills. Individuals participating were paid unemployment compensation during their training. This act was jointly administered and operated by state and federal Departments of Labor and the U. S. Office of Education (Levitan & Magnum, 1969).

The benefits of MDTA legislation to Minnesota were many, according to Arthur E. Vadnais, former State Supervisor of Manpower Development and Training. In his 1972 testimony to the Senate Subcommittee on Employment, Manpower and Poverty, 18,000 persons completed training under MDTA in Minnesota during the 1962-72 period. Training was provided by MDTA in 28 of the state's area vocational-technical schools. MDTA provided start-up programs in many occupations including health related occupations, such as, occupational therapy assistants, medical lab assistants, dental assistants and medical technicians in ophthalmology.

The benefits of MDTA legislation to the technical college system included providing extensive support services to students, training instructors through the University of MN and state colleges, and providing new models for delivery of education. For example, several vocational schools initiated open entry-exit programs as modeled by the Manpower Development and Training Act programs.

VOCATIONAL EDUCATION ACT OF 1963

Along with MDTA legislation, the Vocational Education Act of 1963 was a key ingredient contributing to the rise of the area vocational technical schools that occurred during the late 1960's. Both pieces of legislation were an attempt to deal with the number one domestic priority of the time, unemployment.

GATHERING MOMENTUM

1955-1965



LEADER BIOGRAPHY

This act differed from previous legislation in a number of significant ways (Evans, Mangum & Pragan, May, 1969). One of the major aims of the legislation was to develop an adequate vocational education system to prepare individuals for gainful employment. To achieve this aim the new legislation no longer targeted funds to specific programs such as agriculture or trade and industry. Rather, the Act of 1963 viewed vocational education as a unified program and funds provided by the act could be used to prepare students for any employment requiring less than a four year degree. Money was to be targeted especially to individuals with academic, socioeconomic, or other handicaps that restricted their chance of succeeding. Especially important under the 1963 legislation was authorization for the construction of area vocational-technical facilities.

STATE ACTIVITY

Activity at the state level during this period of time was distinguished by the high level of interest in construction of area vocation education facilities. Any local school district that was designated by the State Board of Vocational Education as an area vocational-technical school could apply for funds allotted to Minnesota under the Vocational Education Act of 1963 or any state funds that might be available for new buildings. This act allotted funds for site acquisition, architect fees, the construction of new buildings as well as



Minnesota Historical Society

SVERRE K. WICK

Director
Vocation-Technical Education
1957-1967

S.D. Wick was born to Norwegian Immigrant parents in Duluth, Minnesota. He graduated from Stout State University in Menomonie, Wisconsin (later to receive their Distinguished Alumnus award in 1970), graduated also from the University of Minnesota and earned his master's degree at Iowa State University. He taught industrial arts in Aurora, Farmington, Cannon Falls and Virginia. During the Depression, he trained workers in programs administered by the National Youth Administration; later he was supervisor of the State's War Defense Training Program for northern Minnesota.

During S.K.'s tenure as Vocational-Technical Education Director, the technical school campuses increased from 5 to 26 with an increase of 7,000 students. He retired in 1967 after 47 years devoted to vocational education.

Wick died at the age of 95 carrying his love of learning well into his retirement years. ❖

remodeling and the alteration of existing area vocational-technical buildings.

Procedures for taking action at that time on school facility projects appeared in the Minnesota State Plan for Vocational-Technical Education (September 28, 1964). The procedures stipulated that the State Board could establish an area vocational-technical school at the request of the local school districts. The State Director had authority to approve programs, courses and preliminary building plans. Facility construction was to be in compliance with federal labor standards and contractors were required to post a performance bond (M.S. 574.26).

The Minnesota State Plan, under Sec. 4.12-1, further described the process of application for local educational agencies. The application to the State Board must include evidence of the community's ability to provide facilities, a survey of the prospective students, and evidence of the school district resources and indebtedness.

The State Plan then described the action necessary by the State Board in Sec. 4.12-2, when responding to applications from local educational agencies.

The State Board shall meet with the local school board and other community leaders to consider the application. When a local school board is designated to have an area vocational-technical school, the State Board will establish a time limit for authorization of bonds for building construction and a time limit within which the school should be open to students.

Finally, the State Plan specified criteria for the State Board to consider when it determined priorities of projects in Sec. 4.2. The criteria specified in the State Plan included such things as adequate number of potential students, area vocational schools at least 35 miles apart, area schools meet local and state-wide needs for vocational education and space and equipment meet program requirements.

AREA VOCATIONAL-TECHNICAL SCHOOLS OF 1955-66

According to a 1965 publication of the Minnesota Vocational Association, the vocational-technical schools, at that time, were Minnesota's newest public schools. Triggered by local citizen recognition of the need for vocational education and encouraged by federal funding in 1963, the new schools sprang up across the state. By 1965, seventeen area schools were in operation and three more were under construction. Vocational leaders writing in a 20th anniversary Minnesota Vocational Association publication from February, 1965, estimated that 80% of the state population had ready access to the new public schools.

The new area vocational-technical schools were operated in accordance with the standards of the State Board of Education. Supervision of the schools was the responsibility of the State Vocational Section. The Director of the Vocational Education section and state staff worked closely with business, industry and labor to design vocational-technical programs. Knowledgeable individuals from these sectors of the community served on advisory committees both at the state and local level to help decide what skills were taught.

Students from any school district in the state could attend an area vocational-technical school. This was a departure from traditional public school policy that restricted students to the local school district in which they resided. Any person 16 years of age or older, in or out of high school, could attend an area vocational-technical school.

Tuition at the new area schools was free to high school graduates under the age of 21 who were Minnesota residents. Tuition was also free to students over 16 years of age who were

not high school graduates but these students were restricted to the area school district of residence. Adults over the age of 21 years were required to pay tuition, however, they were not required to be high school graduates.

The area schools during this decade of construction and growth offered no academic degrees. Vocational educators of the time measured student accomplishment in reference to acquiring the training and skills that made students employable by business and industry.

FINANCING THE AREA VOCATIONAL-TECHNICAL SCHOOLS

Financing for the new schools began on the local level through the action of the local school board (Minnesota Vocational Association, February, 1965). School bonds were issued to build and equip the new facilities. By 1965, local communities in Minnesota had invested \$17 million in buildings and \$8 million in equipment for vocational education.

The area schools also received state and federal aid, according to the Minnesota Vocational Association publication of February, 1965.

From 50 to 75% of instructor's salaries is paid by state and federal aid. Foundation State Aid is paid to the school for each resident student under age 21. The school receives full cost of tuition for non-resident students. All students over age 21 pay their own tuition.

Leaders of the 1955-66 period point out that there were many benefits associated with the new area vocational schools. The individual benefitted by developing their talents and capabilities in a way that led to employment, and...labor training costs of business and industry went down. The quality of goods and services went up. The ability of a state or an area to attract new industry was greatly enhanced by facilities to train workers in new skills. (MVA, February, 1965)

The 1955-66 era in vocational education can be characterized as a period during which many new school facilities were constructed. These activities were possible because of financial incentives from the federal government, visionary leadership at the state level and energetic local support. ❖

EXPLOSIVE GROWTH

1966-1982



1966-1982 Post-secondary vocational technical education during this sixteen year period continued to be provided under the authority of the State Board of Education which was also designated as the State Board for Vocational Education for purposes of administration of federal vocational funds. The commissioner of education as chief executive officer of the State Board for Vocational Education managed the staff of the Department of Education which included units with responsibility for vocational education. The position of State Director of Vocational Education was directly responsible for leadership and management of issues, strategies and staff related to vocational-technical education. The mission and purposes to be served at this time of growth are consistently identified in planning documents from this period. Perspectives on the purposes and individuals to be served included the following:

The Area vocational-technical schools in Minnesota serve a statewide area. The law is written so that any student who is a high school graduate and under 21 years of age may attend any area school in the state...High school students may also attend any school upon receiving permission of their local district. High school dropouts who have been out of high school for one year and who have reached the age of 18 may attend tuition free.

Adult education cuts across many lines to furnish training for any adult in Minnesota who can benefit from further education. The adult vocational program shall consist of...a sequence of skill or related classes that will increase skills required to continue in the present occupation, provide additional skills for advancement, or provide new skills required for a change in occupation, including services to the unemployed.

To meet the needs of youth and adults for education that would lead to gainful employment, efforts at the state level concentrated on approval for districts to begin post-secondary offerings, preparation of plans for new facilities, up-grading of existing facilities and the development of instructional programs to meet existing and emerging employment needs.

The period of the middle 1970's initiated the first change in policies related to funding of post-secondary vocational technical education since its authorization in 1945. As a result of the 1976 legislation, all vocational education (secondary, post-secondary and adult) was changed from funding on a reimbursement basis to current funding basis. The change to current funding required the submission of budget requests by the AVTIs for the succeeding school year, development of processes for the approval of funding levels, establishment of payment schedules and the stipulation of reporting standards for financial transactions through a Uniform Financial Accounting and Report System (UFARS). A planning document from 1975 further indicates,

The greatest change in funding places post-secondary on a current rather than reimbursement basis. Greater accountability in spending is the desired goal. Both the legislature and the local districts will know in advance the level of projected commitment and can budget accordingly... Local districts containing an area vocational-technical institute will levy 1/2 to 1 mill for maintenance.

The second policy area in which change was initiated, addressed who was to pay tuition and tuition rates. The policy change was enacted through the adoption of an amendment which removed key phases from the law which had been effective since 1945.

*M.S. 124.565. POST-SECONDARY VOCATIONAL EDUCATION TUITION. Subdivision 1. Any Minnesota resident who is under 21 years of age may attend a post-secondary vocational-technical school *[without tuition,] provided that the individual meets the entrance requirements for the training course in which enrollment is sought and the school has the room and the facility to receive him.*

*Subd. 3 Tuition at a post-secondary vocational-technical school for a Minnesota resident pupil *[who does not come within the exemptions provided in subdivision 1 and 2] shall be two dollars per day for each school day the pupil is enrolled.*

** These phrases were deleted.*

Tuition charged to adult vocational education students was at the discretion of the school district boards, including a differential rate for residents and non-residents of a district.

The change introduced in funding and tuition policies for post-secondary vocational-technical education in 1977 was the first of several to be made in funding policy and was the precursor of the current shared responsibility policy with regard to



Minnesota Historical Society

ROBERT P. VAN TRIES

Associate/Assistant Commissioner/Director
Division of Vocational-Technical Education
1967-1980

"Bob" Van Tries, born in Garner, Iowa, received his bachelor's degree from the University of North Dakota, and his master's degree from Iowa State University. While teaching secondary vocational education classes in Albert Lea's public schools, he met S.K. Wick who urged him to use his many supervisory talents at the state level. Van Tries applied for a state level position, subsequently became Supervisor of Trade and Industrial Education, then rose to Assistant Director of the Vocational Education Division (1958-1967) until his appointment as Director (Assistant Commissioner) in 1967.

Van Tries was instrumental in the growth of the system both in student enrollment and the number of campuses throughout the state. He was responsible for increased federal, state and local governmental support for vocational education and worked with the then Senator Walter Mondale to provide accreditation of the post-secondary vocational schools through the State Boards for Vocational Education.

Bob Van Tries is retired but continues his active interest in the Technical College System. ♦

tuition. The changes in funding policy which followed the shift to current funding have continued to emphasize cost control and accountability while seeking to provide a predictable level of resources based on programmatic costs and student enrollment.

The tuition policy, which resulted in a charge of \$2.00 per day or \$360.00 per academic year in 1977, was incrementally increased to \$3.20 per day or \$777.00 per academic year by 1983. The 1983 legislature again addressed the basic public policy question of who pays for higher education and how much. The following excerpts from a background paper prepared by the Minnesota Higher Education Coordinating Board outlines the parameters of the legislative policy response.

The Design for Shared Responsibility answers the question by assigning the responsibility for paying the price of undergraduate education to three parties: students, their families, and taxpayers.

Implementation of this policy included establishment of a percent of cost which each system was expected to raise through tuition. In 1984, the tuition expectation for the AVTT's was 25% of the costs of operation. The remaining 75% was to be met through legislative appropriation. During the next decade, the legislative intent for tuition

EXPLOSIVE GROWTH

1966-1982



LEADER BIOGRAPHY

grew to 27% in 1995. The rate of tuition in 1995 was \$38.50 per credit or \$1,733 per academic year.

During the mid-seventies in response to federal legislation, efforts were expanded to serve a broader range of students. The five-year Equity plan was developed and a variety of services were provided to support students, including related remedial reading and math, interpreter services for hearing impaired, job-seeking and job-keeping skills, and English as second language programs. Other support services were developed in counseling, assessment and technical skills tutoring in the classroom.

The establishment of these services provided a foundation for continued progress in serving students with diverse needs through out this period of growth and expansion as well as contributing to the system's success in assisting diverse students to accomplish their goals in the decade of the nineties.

The 15 year period of expansion and growth had seen authorization and development of 15 new campuses, including all of the intermediate districts which would serve the growing suburban population. The full time equivalent (FYE) enrollment had nearly doubled, from 16,000 to 31,000 (see Appendix, Table 9).



MARY THORNTON PHILLIPS

Assistant Commissioner, Director
Division of Vocational-Technical Education
1980-1983

Mary Thornton Phillips was born in Francisville, Louisiana; received her bachelor's degree from Xavier University, New Orleans; her master's from Indiana University, Bloomington, Indiana; and her Ph.D. from the University of Minnesota. Before her appointment to the position of assistant commissioner, she was a teacher in the St. Paul public schools and a principal in the North St. Paul schools.

During the years as Assistant Commissioner, Phillips worked closely with the legislature to create the first Technical College System Board, drafting the concept paper used for its formation. She also championed women's abilities for leadership in high administrative and executive positions not previously held by women.

Presently, Phillips is Vice Chancellor for Development, with the Minnesota Community College System. ❖

A sense of the rapid demographic, technological, economic, and social changes which were occurring and an awareness of the potential effects of change on occupations and vocational technical education provided the context for a long range planning effort at the beginning of the 1980's. The planning approach emphasized the importance of proactive change requiring both a general sense of purpose and a clear and sharp focus on a limited number of significant results. The Long Range Plan and mission statement developed by representatives of varied segments of vocational technical education for the State Board focused on the need for a competent, technologically-modern, numerically adequate workforce for Minnesota. It established the goal of providing equal access to education which would prepare for occupations in all fields and levels other than those requiring a baccalaureate degree.

The Long Range Plan identified four key results as the focus of the next decade:

- 1) provide equal life-long access
- 2) prepare individuals for satisfying work roles
- 3) respond to employment market needs for dynamic, competent workers
- 4) maximize efficiency and return on investment ❖

PREPARING FOR THE 21ST CENTURY

1983-1995



1983-1995 The beginning of a significant period of change and development was initiated by the Minnesota legislature through establishment of a separate state level governing board for post-secondary vocational education. The

Laws of Minnesota for 1983, Chap. 258 creating the State Board established the following parameters regarding membership and powers, and authorized the board to assume full responsibility on January 1, 1984.

An eleven member board with representation from the eight congressional districts, two members from the state at large and a student member was established. The Board was granted all powers necessary to the management, jurisdiction, and governance of post-secondary vocational education, including:

- * Appointment of State Director
- * Approval and coordination of instructional programs
- * Preparation and submission of biennial budget
- * Allocation of state and federal funds
- * Establishment of tuition and fees
- * Facilities planning and oversight
- * Licensure of teaching, support and supervisory personnel
- * Act as sole state agency for administration of federal vocational funds
- * Provide for long-range planning and direction of post-secondary vocational education

The 1983 law further clarified the powers and duties of school district boards operating AVTT's as including, employment of personnel, preparation and submission of budgets to the State Board, approval of operating expenditures, conduct of instructional programs, and the provision of

recommendations to the State Board concerning employment needs, operation and maintenance of facilities and equipment.

In recognition of planning and organizational work which would be required to support the State Board, the authorizing law also specified that the first State Director would be appointed by the Governor with the advice and consent of the senate. Subsequent State Directors were to be appointed by the State Board. The first State Director for the State Board of Vocational Technical Education, Mr. Joseph P. Graba was appointed by Governor Rudy Perpich and assumed the responsibilities of the State Director in July of 1983.

The State Director and members of the first State Board of Vocational Technical Education immediately began to plan with the Commissioner of Education and State Board of Education for the change in leadership and management responsibilities related to post-secondary and adult vocational technical education. A staff of approximately 100 individuals comprised the new organization.

Efforts of the State Board and its first State Director, Joseph P. Graba (1983-1990) and its first Chancellor, Carole M. Johnson (1990-1995) to enhance and expand the services of the institutions to Minnesota students and employers were based on the foundation established by the system mission. As one of the first actions taken by the State Board in July of 1983 a mission statement for post-secondary and adult education was approved. The initial statement was reaffirmed in 1986 and in 1988. The excerpts cited below identify the purposes and the values of the system.

Vocational technical education will facilitate the development of a competent, technologically-modern,

PREPARING FOR THE 21ST CENTURY

1983-1995



LEADER BIOGRAPHY

numerically-adequate work force for Minnesota. It will also make a major contribution to lifelong career satisfaction for its citizens.

Vocational technical education shall be provided in occupations in all fields and levels other than those requiring a baccalaureate degree. All Minnesota people who need, want, and can benefit shall be assured lifelong equal access to vocational technical education.

In the fall of 1990, leadership for the system further refined a system-wide mission, vision and long term goals. The mission of the Technical College System was to:

Provide technical education and skills training for careers requiring other than a baccalaureate for entry and for career enhancement in a changing workplace.

Within the framework of the mission, the vision for the system was:

The technical college system will be recognized as the preferred provider of education for employment essential to the economic vitality of Minnesota.

During the twelve year period from July of 1983 to March of 1995, a number of



JOSEPH P. GRABA

Director

State Board of Vocational-Technical Education 1983-1990

Before coming to the position of State Director of Technical Colleges, Joe Graba served 6 years in the Minnesota legislature. There he chaired the School Aid Committee (1973-1976); was chair of the Midwest Conference of State Governments Council's Education committee (1975-1976); and was a member of the National Conference of State Legislatures' Education Task Force. From 1977-1979, he was Deputy commissioner of Education for Minnesota.

During his tenure as State Director of Vocational - Technical Education, Graba implemented the legislative mandate establishing a separate state-level board governing post-secondary vocational education. In addition, he fostered numerous initiatives including the granting of Associate of Applied Science degrees, the upgrading of campus facilities and the provision for staff development opportunities through business and industry internships. He was instrumental in the establishment of a statewide telecommunications network.

After leaving the Technical College System, Graba was appointed Deputy Executive Director of the Minnesota higher Education Coordinating Board (1990-1994) and is presently its Interim Executive Director. ♦

significant initiatives¹ were undertaken and fostered by the State Board through leadership provided by State Director Graba and Chancellor, Johnson. These initiatives¹ were undertaken in recognition of widespread changes occurring in occupations and in diverse student goals and aspirations.

1. ASSOCIATE OF APPLIED SCIENCE DEGREES

Extensive efforts were undertaken in cooperation with the Minnesota Community College System and the Minnesota State University System so that the State Board's authority to provide Associate of Applied Science Degree (AAS) programs through Technical Colleges could be implemented. As results of these efforts, the Systems addressed issues of mission delineation, and new occupational programs leading to Associate of Applied Science (AAS) degrees were appropriately offered.

Initiatives¹ Several changes in titles for the post-secondary technical education system, its board and chief executive officer have occurred since 1983. The terms Technical College and Technical College Board will be used throughout this section of the document.

2. PROGRAMS AND SERVICES RESTRUCTURED

A constraint which technical colleges faced in providing access to a changing student body was the delivery of programs on a six-hour day, five day a week schedule. This structure and intensive schedule was unable to accommodate those individuals who needed to attend part-time. It was also difficult for individuals whose educational goals would best be served by the completion of a course or set of courses to enroll in segments of a program. The restructuring initiative resulted in the redesign of programs to a course and credit based structure and the redesign of student development services and facilities. The processes of restructuring on the 34 campuses of the system involved extensive effort by faculty, administrators and state staff. A majority of the changes resulting from restructuring were completed over a four-year period. The growth in part-time students and students with diverse goals and life experiences indicated the success of the initiative (Appendix B).

3. CUSTOMIZED TRAINING

Nearly a decade ago, Minnesota's Technical Colleges began to offer courses to meet specific needs of Minnesota businesses and industries. Collectively, these courses are called "Customized Training" and are composed of "Employer-Initiated" and "Employee-Initiated" training. In 1994 Customized Training delivered over 150,000 hours of instruction. These offerings were focused on the training needs of participants who are older, have more formal education and more labor force experience than students enrolled in degree or diploma programs. A 1994 survey of business and industry clients reported a high level of satisfaction with the services provided through Customized Training.

4. CHILD CARE

Throughout this period of time in the development of the Technical Colleges, greater and greater attention has been directed to better serving those students who choose technical education. In "Campaign 2001" the specific goal of increasing the availability and affordability of child care for students by 25% by 1994 was established. This goal recognized the difference that professional care and access to child care had on students who are parents. The 1995 final report of "Campaign 2001" indicates that child care services are available to students at 27 of 34 campuses. Students interviewed reported, "Studying is so much easier when I know my children are safe and receiving good care." "My children are in the same building with me all day. They ride to school with me. It is like we're all beginning something new."

5. TECHNICAL EDUCATION GUARANTEE

The dedication of the Board and leadership to be accountable to technical college customers and to quality standards was the motivation for development of a technical education guarantee policy. This policy, effective in 1994, provides that if any graduate of an approved certificate, diploma, or A.A.S. degree program is judged by his or her employer as lacking in technical skills, he or she will be provided up to 12 credits of tuition-free instruction. This guarantee is career focused and relevant to the demands of the employers of technical college graduates. It assures students that they will have the skills for success in their field.

PREPARING FOR THE 21ST CENTURY

1983-1995



6. TELECOMMUNICATIONS

The utilization of telecommunications technology for purposes of delivering educational programs and conducting administrative functions for the Technical Colleges was launched in December of 1986. In 1987, \$2 million was provided to the system for development and utilization of telecommunications capability. In 1994, seventy percent of the campuses had telecommunications capability and 278 courses had been delivered via this technology.

7. MULTI-MEDIA ENHANCED INSTRUCTION

In the spring of 1993, a series of activities were launched by Chancellor Johnson to enhance instructional delivery through the use of multi-media technology. Study visits to Texas and Arizona campuses using the technology began this initiative. Over several months 60 faculty and 10 college presidents had direct experience with multi-media technology in a variety of instructional settings. This campus and faculty driven process in conjunction with a legislative appropriation, provided multi-media grants to colleges in 1994. Funds have supported the development of faculty expertise in presentations and computer skills and authoring systems which in turn have given students greater access to multi-media based learning.

8. TECHNICAL INSTITUTE INSTRUCTOR UPGRADING

As technology continued to impact ever increasing numbers of occupational diploma and degree programs, the need for a systematic approach to technical knowledge and skill development for faculty became a priority. Funds for an initiative to address faculty development through participation in business and industry internships were sought from the

legislature. Each year since 1988 approximately \$500,000 has been expended to support faculty who return to business and industry settings to learn new skills and subsequently incorporate this learning into courses.

9. PROGRAM ACCOUNTABILITY

In 1982 just prior to the creation of the State Board of Vocational Technical Education the Office of the Legislative Auditor of the State of Minnesota issued findings from a study of Minnesota Area Vocational Technical Institutes which had been commissioned by the legislature. In its recommendations the report indicated the following:

...there has been a serious lack of program accountability within the AVTI system. While the system serves an extremely important function and has many fine programs, the message should be clear. There are significant areas in which resources can be used more efficiently and effectively.

The report directed the State Board of Education/State Board of Vocational Education (the governing board in 1982) to address a number of facets of accountability including: student/teacher ratios, unnecessary duplication of programs, related placement definition and rates, and provision of programs to serve handicapped and disadvantaged students.

The report also recognized that State level management of the AVTIs for establishment of nine criteria which were to be used in a comprehensive review of programs in the FY 84 budgeting process. Among these criteria were, student satisfaction with program, related placement rates for program graduates, student/teacher ratios, completion rates, and costs.

During the period from 1982 to 1985, as the State Board of Vocational Technical Education initiated its management of the institutions and implementation of program accountability, the Board's appropriation was reduced by \$7.3 million. The number of programs offered fell by 3.7 percent and the instructional staff was reduced by 5.7 percent.

In 1985, the Office of the Legislative Auditor, conducted a follow-up study of the AVTIs and indicated agreement with the State Board's request to repeal statutes which set student-teacher ratios and placement rates. It further recommended that the State Board develop a related placement system which did not rely solely on school reported placement data and which provided greater assurances with regard to the accuracy of data. The report did indicate that funds for new programs should be derived from the elimination of programs with poor placement rates and an increase in system-wide average student-teacher ratios.

In 1989 a new placement follow-up system was used for the first time to report placement data. The new system provided for a third party audit of data reported. The State agency also reviewed and improved its management of this accountability system. The State Board's policy for program closure based on related placement was modified and continued to be used to address program management decisions.

Attention to the role of accountability in the operation of the Technical Colleges was again articulated in 1990 through "Campaign 2001" and the initiative to align programs consistent with regional and statewide needs. During 1992 two significant policy directions were established by the State Board, Chancellor and Colleges. One of the efforts took the form of a program of research called, The Technical College Economic

Baseline Study. The second effort was established in State Board policy as, Technical College Program Review. Both efforts have made major contributions to accountability. They are described below:

Technical College Program Review: In 1992 the State Board adopted a multifaceted program review policy through which each of the over 350 programs offered by the colleges is annually reviewed. The results of the program review serve as the basis on which the State Board takes action to retain, modify, or close programs. It also encourages colleges to develop similar program review processes.

The Technical College Economic Baseline Study is a three-year study of more than 8,000 Minnesota technical college students. The study profiles technical college students and their perceptions of technical colleges. During the third year, the impact of technical colleges on attending students and the Minnesota economy will be assessed. Recommendations to enhance service to students and inform public policy concerning workforce development and investment will be made. Key findings from the first two years are reported in Appendix B.

GOVERNANCE AND MANAGEMENT STRUCTURE

Issues and proposals related to the governance and management of Technical Colleges and the relationship between Technical Colleges and other public systems of higher education can be traced to the early 1960's. The documentation of those issues and proposals are beyond the purpose of this publication. Only three efforts which were enacted into law will be identified. It should be noted that all three fell within the 12 year time span following establishment of the State Board of Technical Colleges.

PREPARING FOR THE 21ST CENTURY

1983-1995



JOINT VOCATIONAL TECHNICAL DISTRICT

In 1985 the State Board in cooperation with the school district boards responsible for technical institutes at Canby, Granite Falls, Jackson and Pipestone sought legislation authorizing the formulation of a new type of school district. The new district and its joint board were to have the duty and function to furnish post-secondary and adult vocational education. In 1986, following the passage of the Joint District legislation, the first consolidation was undertaken after careful consideration of the fiscal, demographic and community contexts. Leadership at both state and local levels found that operation as a consolidated college held promise for increased viability of the institutions and for effective use of financial resources.

TECHNICAL COLLEGE DISTRICTS

In 1991 the State Board identified increased administrative efficiencies and decreased administrative costs as one of 8 goals and accountabilities for the 90's. Consolidations were to give careful consideration to the local cultures of the college and communities to be consolidated. A spirit of shared decision making was sought so as to build alliances among effected local communities. During the 1991 legislative session the State Board was authorized to create at least nine but not more than 15 technical college districts. Ultimately, 18 regional colleges were managing 34 campuses under provisions similar to those provided in the Joint Vocational Technical District law (Appendix A, Table 5).

HIGHER EDUCATION BOARD

Approximately eight years after the establishment of the State Board of Technical Colleges the legislature created the Higher Education Board and granted it authority for the management, supervision and control of technical colleges, community colleges and state universities. During the four year period between the initial passage of the law authorizing merger and its implementation on July 1, 1995, the State Board, Chancellor, system office staff, college faculty, staff and administration have participated on transition task forces and assisted in addressing policy issues foundational to the merger.

The State Board, Chancellor Johnson and the College Presidents, in preparation for the transition of stewardship for the technical colleges to the Higher Education Board, have developed nine Standards for Excellence in Technical Education. The Standards, related indicators, and measures depict a view of a realistic, credible and desirable future for technical education. It is the belief of the technical college leadership that these Standards identify conditions toward which human energies should be aligned and articulate preconditions necessary for technical education that will continue to meet and exceed expectations of its student and business customers. ♦

NINE STANDARDS FOR EXCELLENCE IN TECHNICAL EDUCATION

INSTITUTIONAL EFFECTIVENESS:

Leadership Qualities

Standard #1 Highly-effective colleges offering technical education depends upon strong, effective leadership.

Faculty a Critical Resource

Standard #2 Highly-effective colleges offering technical education employ and continuously invest in faculty who know what and how to teach.

EDUCATIONAL ACCOUNTABILITY:

Funding Priorities

Standard #3 Highly-effective colleges offering technical education are funded adequately to fulfill their mission.

RESPONSIVE TO EMPLOYER EXPECTATIONS:

Performance Standards

Standard #4 Highly-effective colleges offering technical education involve industry customers in establishing curriculum content and standards of learner performance.



CAROLE M. JOHNSON

Chancellor
State Board of Technical Colleges
1990-1995

"C.J.", as she is familiarly known, led the Technical College system from 1990 until the higher Education merger in 1995. She earned an undergraduate degree in psychology and English and a master's degree in vocational guidance and special education from the University of Southern Mississippi. She received her Ph.D. in vocational education administration from Ohio State University. Before assuming her leadership of the Minnesota Technical College system, Johnson was Associate Vice-President of the Colorado Community College and Occupational System; Executive Assistant in the U.S. Department of Education; project director for the Council for Exceptional Children; and director of adult competency-based vocational education projects.

During her tenure as System Chancellor, Johnson led the Minnesota system through unparalleled changes. The changes include structuring curriculum coring, reallocation of administrative expenditures, initiation of Tech Prep, implementation of program standards and measures, consolidation of technical colleges, and finally, the merger of the technical college system with the Community College and State University Systems.

Dr. Johnson, a champion of total quality, brought to Minnesota a strong focus on system mission and customer needs. ♦

Customized Training

Standard #5 Highly-effective colleges offering technical education provide employers with customized education and training to meet the changing needs of their workforce and workplace.

RESPONSIVE TO STUDENTS:

Goals and Needs

Standard #6 Highly-effective colleges offering technical education assist individuals in progressing efficiently from where they are to employment and career advancement.

Learning Needs and Styles

Standard #7 Highly-effective colleges offering technical education provide substantial faculty-student interaction.

Values Diversity and Inclusion

Standard #8 Highly-effective colleges offering technical education serve students of diverse abilities, ages, cultural, racial, ethnic and economic backgrounds.

MODELING EFFECTIVE WORKPLACES:

Learning Environment

Standard #9 Highly-effective colleges offering technical education maintain a learning environment reflective of effective workplaces.

ALEXANDRIA CAMPUS

Established 1961



Alexandria Technical College

CAMPUS FACTS

- ✦ **Founded:** 1961
- ✦ **Location:** Alexandria
- ✦ **Student Body:**
1993-1994 FYE: 1,849.48
Head Count: 3,052
- ✦ **Faculty:**
1993-1994 FTE: 97.53
- ✦ **Popular Majors:**
Law Enforcement
Practical Nursing
Aquaculture
Geographic Information Systems
Automotive
Diagnostic Technician
Computer and Voice Networking
Interior Design
Office Information Systems Specialist
Tool, Die and Moldmaking
Dietary Manager
Avionics
Fluid Power Technology

IN 1961, WITH THE SUPPORT and help of the Alexandria community, the Alexandria Board of Education applied for and received designation as an area vocational technical school. Alexandria AVTS offered its first classes in 1961. Vernon R. Maack, the founder of the college, was named Director. Mr. Maack provided the leadership for quality and growth from the initial twenty-three students in three programs of Carpentry, Machine Shop and Farm Equipment Mechanics, to a student enrollment at his retirement in 1985 of 1,600 students in thirty-four programs. As of August 1, 1989, the designation "Technical College" was given. The college continued to grow under the second president, Frank Starke. In February 1995, the college's third president, Larry Shellito, was appointed.

The centralized location of the college with its unique programs and excellent reputation has attracted students from all of Minnesota's counties and nearly every state in the union.

The college has also enrolled people from Japan, Korea, Vietnam, Sweden, Canada, South Africa, Denmark, China, Mexico, Ecuador, Ethiopia, Saudi Arabia, the Philippines, and Panama. During the 1993-95 school years, students and instructors from Denmark trained at the college as part of a partnership agreement between Alexandria Technical College and Svendborg Technical College, Denmark.

The college initially used

rented facilities and had major construction growth in 1963 and 1967. Smaller construction projects in 1975, 1976, 1984, 1987, 1988, 1989, 1990 and 1991 allowed the college to reach its current enrollment head count of over 2,400 students.

In 1991, the college was designated as "Exemplary." This designation was given by the National Center for Research in Vocational Education (NCRVE). Only 10 post-secondary educational institutions in the nation were so designated. The management of the Alexandria Technical College throughout its 34 years has been under the direction of the school board for District #206. ❖

STUDENTS REFLECT

S"My instructors were top notch industry professionals. Everyday I used things I learned at Alex Tech. The staff really does care and they want you to succeed. The instructors were, also helpful with placement and now my opportunities are endless." STEVE MADISON
Hotel-Restaurant Management Graduate

"The quality of education at Alex Tech is top notch. The instructors are knowledgeable and caring. They don't drop you, but follow-up as needed during and after your training. The job market is "tight in some areas of the state, but advancements are very possible according to your abilities. Alexandria Technical College is a great place to start or to start again. They are there to help and to get you to where you are going." BOB HABERER
Dietary Manager Graduate ❖



CAMPUS - 1995

POINTS OF PRIDE

PAlexandria Technical College was selected in 1991, as one of the ten top exemplary post-secondary institutions in the nation. ❖ In 1993, Alexandria Technical College received a ten-year continued accreditation for the North Central Association.

Alexandria Technical College has been accredited by the North Central Association since 1980. ❖ Alexandria Technical College developed the MN Quality Academy. ❖ In 1994, Alexandria Technical received a site visit for the MN Quality Award. ❖ Twenty formal 2 + 2 articulation agreements have been written for delivery of baccalaureate-level programs with the University of MN, Crookston. ❖



P R E S I D E N T S



Vern Maack

VERN MAACK

DIRECTOR: 1961-1984

EDUCATION:

M.S. 1952 University of Minnesota

WORK EXPERIENCE:

1950-61 Alexandria Public Schools,
Director of Adult
Education

ACCOMPLISHMENTS:

Established:

- Alexandria Technical College
- ATC Foundation, Student Center and Booster Club
- North Central Accreditation-Associate Degree programs (1980)
- Transfer/articulation agreements with colleges/universities
- Leg. mainframe computer initiative



Frank Starke

FRANK STARKE

DIRECTOR: 1984 To 1995

EDUCATION:

M.A. 1970 University of Minnesota

WORK EXPERIENCE:

1957-61 Prudential Insurance Company
1961-64 Federated Insurance Company, Minneapolis,
1969-84 Alexandria Technical College, Instructor, Department Head, Vice President

ACCOMPLISHMENTS:

Established:

- Minnesota Quality Academy/Management Center
- Care Connection Campaign, \$1,000,000
- Worked with Danish Exchange between Alexandria Technical College and Svendborg Technical College, Denmark
- Provided a significant amount of budget for staff development and training opportunities
- Established FOCUS Show and Best of the Class marketing efforts
- Received a site visit for the MN Quality award
- Established Phi Theta Kappa honors society

ANOKA CAMPUS

Established 1967



T

THE BEGINNING OF Anoka-Hennepin Technical College in September 1967 was indeed modest: 94 students, along with eight instructors and four administrators. Only career program choices were Agribusiness, Auto Mechanics, Concrete Technology, Optical Technology and Practical Nursing. My how times have changed. Now each year, the college's Credit Division head count is 3,600-plus, while the Customized Services Division serves over 55,000. Full and part-time instructors number 325. Eight comprise the administrative team. Nearly 50 career programs are available to students. Most popular are eight health-related, four drafting-related, and five office occupations-related majors. Other occupational program clusters include electrical/electronic, manufacturing/metal working, trans-



CAMPUS FACTS

- ❖ **Founded:** 1967
- ❖ **Location:** Anoka
- ❖ **Student Body:**
1993-1994 FTE: 1,605
Head Count: 3,680
- ❖ **Faculty:**
1993-1994 FTE: 120
- ❖ **Popular Majors:**
Physical Therapist Assistant
Golf Course & Grounds Management
Dispensing Optician
Architectural & Construction Technology
Practical Nursing
Occupational Therapy Assistant
Surgical Technology
Mechanical Drafting & Design
Production Machinist
Legal Secretary

portation, culinary arts, aviation, horticulture, and specialty. Eight associate of applied science degrees are offered in cooperation with Anoka-Ramsey and North Hennepin community colleges, both located near the AHTC campus.

In addition to its main campus on Anoka's west edge, AHTC has two satellite campuses. The horticulture campus—with six programs—is on the Rum River in north Anoka. The aviation campus—with six programs—is located at the Anoka County Airport in Blaine.

Numerous campus physical plant improvements have been made the past five years. Some

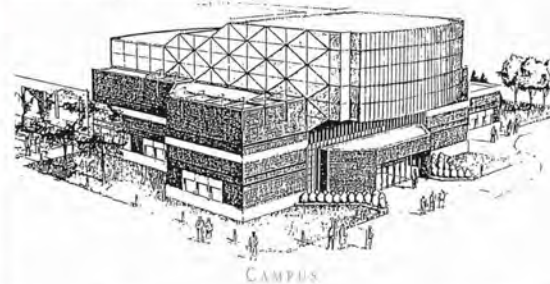
of the highlights include: A new, two level east entry wing provides easy access to student services, 500 plus seat auditorium, and another interactive telecommunications classroom. The aviation campus was relocated to a new 7,765 square foot facility.

Two flexible, large computer-based areas—the Flexible Learning Laboratory and the Technology Laboratory—became realities. A new, full-sized greenhouse was constructed adjacent to the horticulture campus. The library/media center was more than doubled in size with a large remodeled project ❖

STUDENTS REFLECT

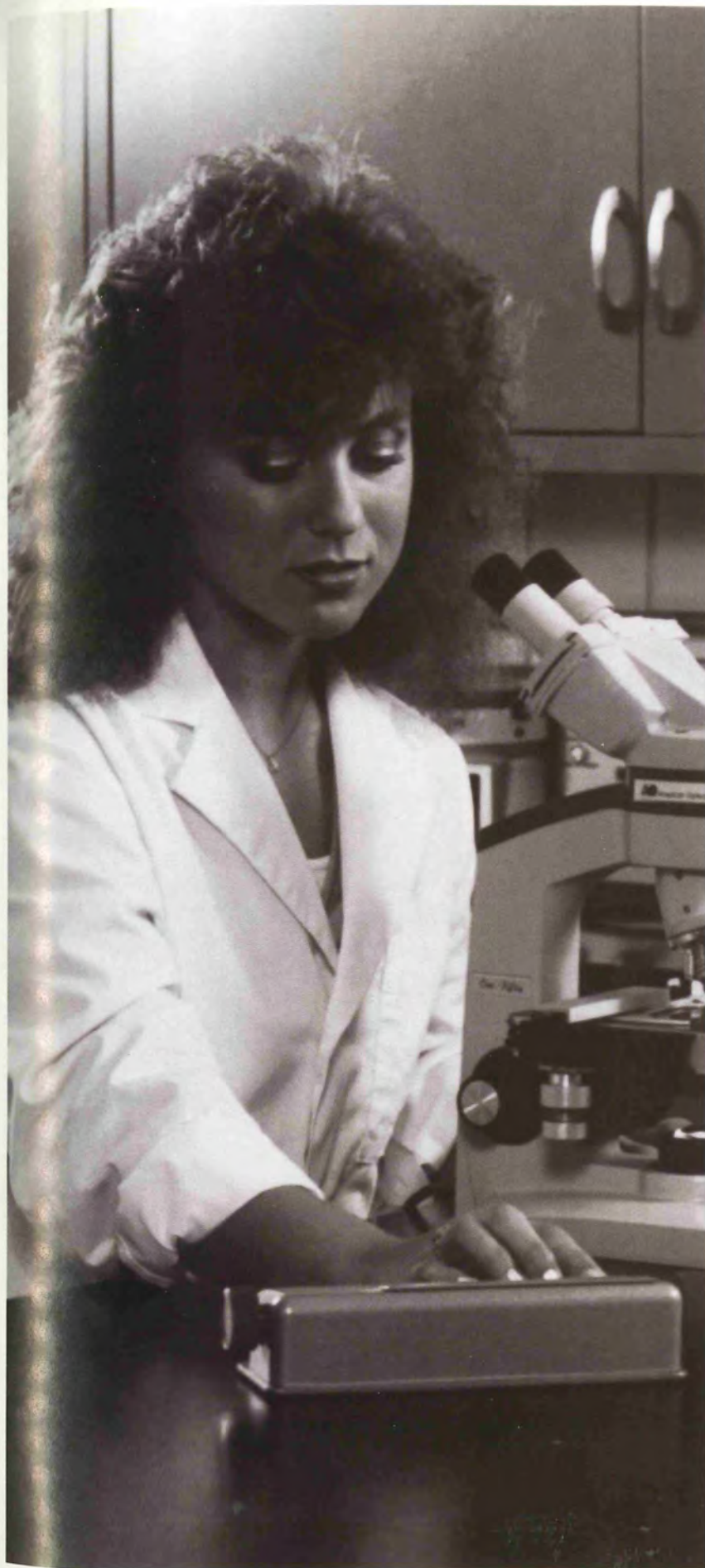
"The instructors and staff at Anoka Tech worked to help me achieve my career goals." MARY JO MATTSON, *Electrical Design Graduate*

"Anoka-Hennepin provides an excellent education—one that makes you more marketable." CRAIG GILES, *Optical Technology Graduate*
"Through my studies at AHTC, I gained confidence that I could go out and actually do it!" BARBARA ROSETH, *Surgical Technology Graduate* ❖



POINTS OF PRIDE Anoka Technical College offers a highly complementary collection of 47 health-related and technical and industrial career programs. ❖ One of the most developed Machine

Tool programs in Minnesota with nearly \$1-million in new state-of-art equipment. ❖ A quality instructional staff with 1,800 years of experience in business/industry and education. ❖ The state's largest Customized Training Service operation with over 235 business and industry partnerships. ❖



P R E S I D E N T S



Howard Rosenwinkel

HOWARD ROSENWINKEL

DIRECTOR: 1967-1985

EDUCATION:

B.A., University of Minnesota,
B.A., Distributive Education,
University of Minnesota,
Masters, University of Minnesota



Nuri Hassumani

NURI HASSUMANI

DIRECTOR: 1985-1989

EDUCATION:

B.S., University of North Dakota,
Grand Forks
Masters, Colorado State University,
Fort Collins
Ph.D., University of Minnesota



David Sayre

DAVID SAYRE

DIRECTOR: 1989 TO PRESENT

EDUCATION:

B.A., Southwest State University,
Marshall MN
Masters, South Dakota State
University, Brookings
Ed.D. Candidate, University of
Minnesota

ACCOMPLISHMENTS:

President of Albert Lea College
prior to assuming the AHTC
presidency



INCLUDES CAMPUSES IN

*Brainerd
Staples*

BRAINERD/STAPLES REGIONAL TECHNICAL COLLEGE

Established 1991



IN 1990, with merger talk on the horizon, the Brainerd and Staples Technical Colleges began to explore the possibilities of merger.

The retirement of the Brainerd president, Harry Nysather, in the spring of 1991, opened a window of opportunity to consolidate the two colleges.

The merger of the two colleges was made easier by a long history of community and institutional cooperation. Over the years the two colleges had engaged in joint marketing, shared staff (both instructional and support), combined customized training and worked together on a number of other joint projects. Additionally, the lack of program duplication between the two colleges removed the fear of program closure due to merger.

After nearly a year of detailed planning, the two colleges merged on July 1, 1991. In the spring of that year, Stanley Edin, who had been President of the Staples Technical College, assumed the presidency of the new merged college. The new college is now totally integrated. All student, instructional, institutional support and administrative services serve both campuses.

The merged college has a very diversified program offering. The Staples campus has programs in the areas of manufacturing, heavy equipment operation/mechanics and media and communications. The Brainerd campus programs are in business and office careers, environmental sciences, health and human services and trades and industry. In addition to campus based programs, the college supports programs on the Indian reservations in northeastern Minnesota. Local business and industry are served by a strong customized training division with centers on both the Staples and Brainerd campuses.

REGIONAL COLLEGE PRESIDENT

DR. STANLEY A. EDIN

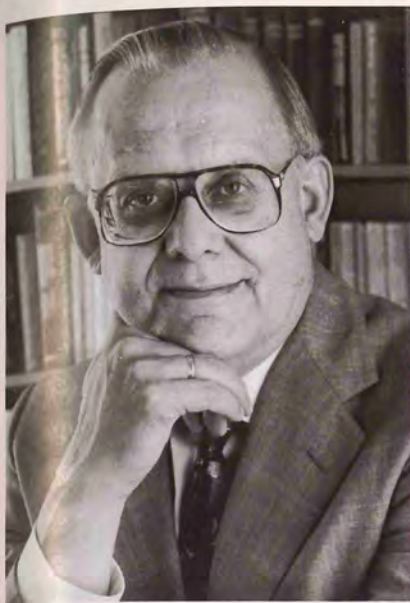
Ph.D., University of Minnesota, 1979
M.Ed., Colorado State University, 1968
BSB., University of Minnesota, 1961

WORK EXPERIENCE

Electrical Engineer, Minneapolis Honeywell, 1961-1963
Related Instructor, Staples Technical College, 1963-1966
Assistant Director, Staples Technical College, 1964-1981
Director/President, Staples Technical College, 1981-1991
President, Brainerd Staples Regional Technical College, 1991-1995
Retiring on July 1, 1995 after 32 years of service to the Technical College System

MAJOR ACCOMPLISHMENTS

\$3.5 million addition to the Staples Technical College in 1981
\$24.9 million new technical college campus for Brainerd in 1994
Leading the merger of the Brainerd and Staples Technical Colleges in 1991
Co-leading the merger of the Brainerd Staples Technical College and Brainerd Community College in 1994-95.



BRAINERD CAMPUS • 1995



STAPLES CAMPUS • 1995



BRAINERD CAMPUS • 1995

Both campuses, their communities and legislators gave strong support to the Brainerd community's effort to obtain legislative funding for a new technical college facility. This effort was successful in the 1994 legislative session. Construction began in the fall of 1994. The new campus is contiguous to the Brainerd Community College and is

designed to function as a fully-integrated community technical college.

In the summer of 1993, the community and technical colleges in Brainerd and Staples made a decision to merge into a comprehensive community technical college. The new Central Lakes College, with over 3000 students, will become a reality on July 1, 1995. ♦

BRAINERD CAMPUS

Established 1964



BRAINERD TECHNICAL COLLEGE, formally known as Brainerd Area Vocational Technical Institute, is currently located on a site next to the Brainerd High School on the east side of the Mississippi River. The college, officially established in 1959, did not open its doors for students until 1964. For the first two years of its existence the school was housed in a portion of the Lincoln Elementary School. The initial governance of the Vocational School was part of the Brainerd Community College under School District #181. In 1964, the State Legislature enacted laws to establish the Brainerd Community College as a separate entity under State governance. Governance of the AVTS/AVTI/ATI/TC remained under the Brainerd K-12 District #181 until 1991 when Brainerd and Staples Technical Colleges merged to form an Independent School District #2190, Brainerd Staples Regional Technical College.



CAMPUS FACTS

- ❖ **Founded:** 1964
- ❖ **Location:** Brainerd
- ❖ **Student Body:**
1993-1994 FTE: 744.6
Head Count: 1,770
- ❖ **Faculty:**
1994 FTE: 56.93
- ❖ **Popular Majors:**
Natural Resources
Vending & Technology.
This program was awarded the U.S. Department of Education Outstanding Vocational Education Program in 1981.

The Brainerd Technical College has had two leaders throughout its thirty year history. Mr. Harry Nysather served as the director between the years 1964 and 1991. At the time of Mr. Nysather's retirement July 1, 1991, Mr. Craig E. Oliver was hired as his replacement. Mr. Oliver continues to serve as the Campus Director of the Brainerd Campus.

The original Technical College, 21,000 square feet, was constructed in 1966 and five building additions were added to the college: 1967, 1969, 1971, 1973 and 1979. To date the college total square footage is 109,000. This square footage represents the smallest space per student within the Technical College System. Currently the Brainerd

Campus is engaged in a 25 million dollar building project attached to the existing Brainerd Community College. This campus building project represents the largest single building project within the Technical College System history and also the first merger of a Community and Technical College under the newly formed Minnesota State Colleges and Universities.

Presently the campus curriculum contains 32 programs in six instructional divisions: Business, Environmental Sciences, Health Occupations, Management and Marketing, Trade and Industry and Supplemental Services. Additionally, the campus has a Customized Training division which supports a Small

Business Development Center, industry on-site programs in Computerizing Small Business and Small Business Management as well as offering a variety of customized training services to the business and industry of the region. The campus cooperates with the Brainerd Community College in jointly offering thirteen Associate of Applied Science Degrees. ❖

STUDENTS REFLECT

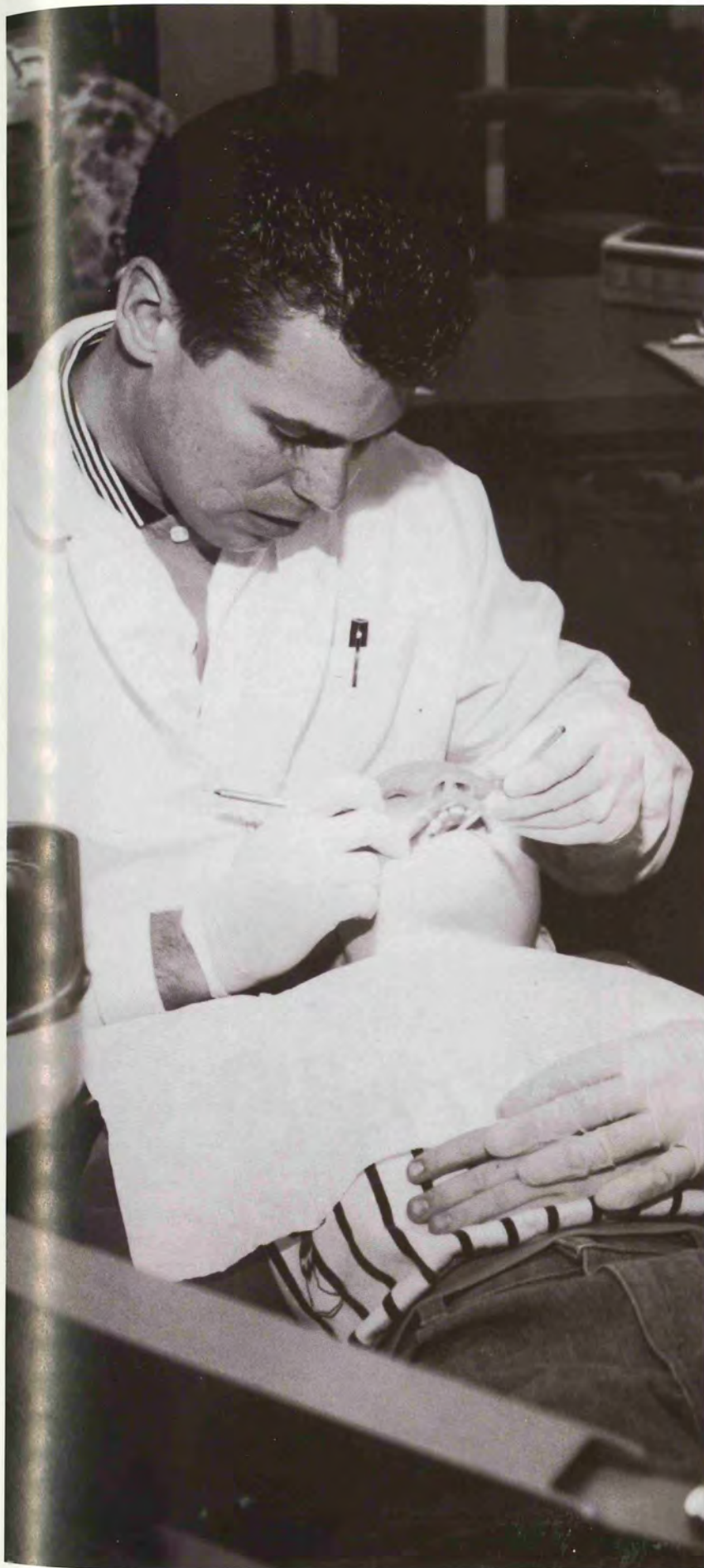
"Thanks again for helping me reach my goal of employment in the environmental field. I am very happy and satisfied with my decision to attend the Natural Resource program at Brainerd." ❖



POINTS OF PRIDE

Brainerd Technical College was the first Technical College in the State of MN to create a Foundation Board to support student tuition. Currently, the Foundation Board has a principal of \$886,000. ❖ The Brainerd

Technical College has in place Tech Prep Agreements with 24 area High Schools. ❖ Brainerd Technical College was the first College within the Technical College System to prepare an Academic Plan for the purpose of building expansion. ❖ Brainerd Technical College was the first Technical College to receive planning dollars from the State Legislature for a new facility. ❖



P R E S I D E N T S



Harry Nysather

HARRY NYSATHER

DIRECTOR: 1964-1991

EDUCATION: M.S. Vocational Education, University of WI-Stout

WORK EXPERIENCE:

Trade & Industry Coordinator,
Machine Tool Instructor,
Janesville, WI



Craig E. Oliver

CRAIG E. OLIVER

DIRECTOR: 1991 TO PRESENT

EDUCATION: M.S. Occupational Education, Chicago State University

WORK EXPERIENCE:

Technology/Engineering
Occupations Manager

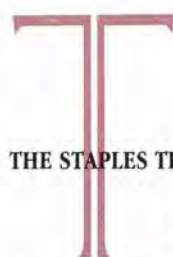
MN State Board of
Technical Colleges

Administrator, Southwest
Wisconsin Technical College,
Fennimore, WI

Supervisor of High School
Exploration Programs/Wood
Technics Instructor, Wisconsin
Indianhead Technical College,
Rice Lake, WI

STAPLES CAMPUS

Established 1959



THE STAPLES TECHNICAL College began in the Staples High School in 1950. In 1959 the State Board of Education approved Staples as an Area Vocational Technical School. In the fall of 1965, 56 students were enrolled in three programs; Farm Mechanics, Machine Shop and Tool Design. In 1961 the Institute became the first in the state to offer a Maintenance and Operation of Heavy Equipment Program. Also added in 1961 was a program in Plastic Technology. During the fall of 1961 a post high school course in Farm Management and Industrial Drafting were added. In 1964 a new course in Diesel Mechanics was added. Graphics Arts and Food Preparation were added in 1966. In 1968 a 320 acre farm was purchased for use as a demonstration-research irrigation arm. This farm has served as a testing ground for new agricultural methods and equipment. In 1969 programs in Irrigation Technology and Tool and Die Making were added. Machine Tool Rebuilding,



CAMPUS FACTS

- ❖ **Founded:** 1959
- ❖ **Location:** Staples
- ❖ **Student Body:**
1993-1994 FTE: 793.65
Head Count: 1,483
- ❖ **Faculty:**
1993-1994 FTE: 50
- ❖ **Popular Majors:**
Robotics
Heavy Equipment
Machine Trades
Natural Resource
Physical Plant Technology

Tool Engineering and Veteran Farm Management were added in 1970.

In 1971 the local school district passed a bond issue that enabled the construction of a new 100,000 square foot facility just north of Staples. This became the site for housing Farm Mechanics, Diesel Mechanics, Heavy Equipment and Machine Tool Rebuilding.

In 1974 the Institute began a role as fiscal agent for a number of training programs located on Indian Reservations. Over the years the total number of programs on reservations reached a high of 12 and responsibility expanded to include program development and overall management. Program

numbers fluctuate from year to year based on identified community needs.

In 1981 the Staples community, by a 2-1 margin, voted to construct a new wing to the north campus facility and in April of 1985, a single unified campus was completed that now houses all programs except Heavy Equipment.

In 1981 Michael J. Matanich, Director of the school since its inception, retired. He was succeeded by Dr. Stanley A. Edin who had been assistant director of the school since 1964. In 1991 the Brainerd and Staples Technical Colleges merged to form a new regional technical college called the Brainerd Staples Regional Technical College. Dr. Stan Edin became

the Regional College President. Sally Rappe became the Staples Campus Director. In 1992 Sally Rappe resigned to accept a position with the State Board of Minnesota Technical Colleges and Ray Gildow was appointed as Campus Director.

The Staples Campus currently offers 15 program or student career paths and an additional seven are offered on the reservation sites. Staples also offers Farm Business Management Programs at three different sites. ❖

STUDENTS REFLECT

S Diane Bingaman, a Machine Trades Student from Wadena, selected the Staples campus after scoring very high on a career assessment test at another college. Diane said, "I really like the program I chose and I know I made the right choice. This school has an excellent reputation and I can see why." ❖



POINTS OF PRIDE

The Campus has the

only Heavy Equipment Operations program in MN and is one of only two programs in the upper Midwest. ❖ **The manufacturing department has been recognized at the state and national level for excellence.** ❖ Major firms are

hailing the restructuring of the media department as uniquely "cutting edge" in concept. ❖ **The two-year program, Manufacturing Engineering Technician, was added in 1994— one of two in the state. Students can transfer credits to Bemidji State University and graduate with a bachelors degree.** ❖ Staples has the only approved Casino Operations & Management program in the state. ❖



P R E S I D E N T S



Michael J. Matanich

MICHAEL J. MATANICH

DIRECTOR: 1959-1981

ACCOMPLISHMENTS: Accomplishments: Mike was the initial director at Staples. Through his leadership these programs and others were developed at the Staples Campus: Farm Mechanics, Machine Shop, Tool Design, Maintenance and Operation of Heavy Equipment, Farm Management, Drafting, Diesel Mechanics, Tool and Die Making, Machine Tool Rebuilding, Tool Engineering, Veteran Farm Management, Graphic Arts, Food Preparation, and the fiscal and curriculum management of training programs on five Indian reservations.



Dr. Stanley A. Edin

DR. STANLEY A. EDIN

DIRECTOR: 1981-1991

EDUCATION: Ph.D University of Minnesota 1979

WORK EXPERIENCE:

1961-63 Electrical Engineer, Minneapolis Honeywell

Staples Area Vocational School

1963-66 Related Instructor

1964-81 Assistant Director

ACCOMPLISHMENTS: Led the effort to obtain \$3.5 million in state and local funding for an addition. Led the successful effort to develop the Central Minnesota Irrigation Center. Led in the development of new programs for the college. Wrote proposals and led in the development of an interactive instructional television network.



Sally Ann Rappe Jahnke

SALLY ANN RAPPE JAHNKE

DIRECTOR: 1991-1992

EDUCATION: M.S. Mankato State University, 1984

WORK EXPERIENCE:

1968-72 Medical Technologist, Waterloo, IA

1972-76 Assistant Instructor,

Hawkeye Institute of Technology

Faribault Area Vocational Tech

1976-87 Medical Laboratory

Technician Program Director

1987-91 Curriculum Specialist

1989-91 Vice President of Instruction

ACCOMPLISHMENTS: Led restructuring effort of Faribault Technical College. Won approval to operate new Level I & II Child Care Certificate programs. Led in planning and writing process to obtain a \$30,000 grant to train child care center personnel. Chosen to prepare 1991 Carl Perkins grants. Six of seven were funded.



Ray W. Gildow

RAY W. GILDOW

DIRECTOR: 1992-Present

EDUCATION: M.S. St. Cloud State University, 1981

WORK EXPERIENCE:

1971-76 Elementary Teacher, Staples

1978-81 Director,

Regional Energy Information Center

1985-89 Extension Director,

Staples Technical Institute

1991-92 Assistant Director,

North Central Technical Colleges

ACCOMPLISHMENTS: MN Conservation Award, 1978. Outstanding Young Men of America, 1978-1980. Staples candidate for Minnesota Teacher of the Year, 1978. Who's Who in American Education, 1989-1990.

DAKOTA COUNTY CAMPUS

Established 1970



IN 1969, THE MINNESOTA State Legislature approved the formation of intermediate School District 917/Dakota County Area Vocational Technical Institute. In 1970, the Institute was organized and began operation. The school board members were appointed from the nine Dakota County school districts and, in 1970, the newly formed board hired David Schroeder as the first director. He is the current president of Dakota County Technical College. In January 1971, the college opened its doors in South St. Paul under the name of Dakota County Area Vocational Technical Institute with 50 students enrolled in three different majors. Construction of the existing school site in Rosemount began in August 1971 with an estimated completion date of September 1973. The new 185,390 square foot building housed nearly 700 students in 30 different vocational programs. During this time, the college experienced a steady



CAMPUS FACTS

- ❖ **Founded:** 1970
- ❖ **Location:** Rosemount
in Dakota County
- ❖ **Student Body:**
1992-1994 FYE: 1,892
- ❖ **Faculty:**
1993-1994 FTE: 92
- ❖ **Popular Majors:**
Automotive Service
Educational Program (ASEP)
Body Service Educational
Program (BSEP)
Truck Driving Training
Telecommunications
Meat Processing
Interior Design
Wood Finishing
Electrical Lineworker
Travel Planner
Heavy Construction Equipment
and Heavy Duty
Truck Technology

growth pattern. In addition to the main campus building, a new Meat Processing Skills Center was completed in South St. Paul in 1974.

During the 1978-79 school year, a 250,000 square foot addition to the main building was completed which more than doubled the size of the facility. A new 6,000 square foot building was constructed for the Truck Driving program in 1985.

In 1987, the college was renamed Dakota County Technical Institute. That same year the college awarded its first Associate in Applied Science degree in the Automotive Service Educational Program (ASEP) in conjunction with Inver Hills Community College. The college underwent another name

change in 1989; Dakota County Technical Institute became Dakota County Technical College. Also in 1989, the college opened a Child Care Center on eight acres of land located across the road from the college.

In 1991, the college began construction on a state-of-the-art training facility for emergency vehicle drivers as well as truck drivers, called the Decision Driving Facility. This facility is located on 100 acres of land adjacent to the campus. This driving range is near completion.

Currently the college enrolls more than 21,000 students per year—approximately 5,100 credit-based students and 16,000 students serviced through the Customized Training division. ❖

STUDENTS REFLECT

"The things I learned at DCTC gave me a jump on the rest of the people in the field. Now I'm teaching people... they're learning from me. I

really like that part of my job."

"Discover is a wonderful program that really helped me focus on what I wanted to do. I was able to pinpoint my interests and focus on them. Discover helped direct me to where I am today and where I'm headed tomorrow." ❖



DAKOTA COUNTY CAMPUS - 1995

POINTS OF PRIDE

A Decision Driving Range, nearing completion, will be the only one of its kind in the Upper Midwest. This range will serve the needs of law enforcement, bus drivers, truck drivers, and emergency medical workers. ❖ The facility serves 34 occupational technical programs. ❖ The college is a candidate for NCA higher education accreditation. In addition, the college already is accredited with the following

organizations: FIDER (Foundation for Interior Design Education Research), ALCA (Associated Landscape Contractors of America), and NLN (National League for Nursing). ❖ The college has a Customized Training Center that serves as the link to business and industry. ❖ The college has 17 joint Associate of Applied Science degrees available. ❖ The college has an Employment and Training Center that serves thousands of unemployed, underemployed, and displaced workers in Dakota County. ❖



P R E S I D E N T S



David Schroeder

DAVID SCHROEDER

DIRECTOR: 1970 TO PRESENT

EDUCATION: Hamline University,
University of Minnesota and
Cardinal Stritch College

WORK EXPERIENCE:

Supervisor of vocational education
for the State of Minnesota

High school teacher in distributive
education

ACCOMPLISHMENTS:

- Directly involved with the planning, design and building of the college facilities
- Implementing new programs and course offerings
- Selecting and hiring a variety of faculty and staff members
- Promoted vocational technical education by becoming involved in numerous state and civic committees and organizations

"IN 1994, A \$15 MILLION AIRCRAFT RESCUE AND FIRE FIGHTING CENTER WAS COMPLETED."

DULUTH CAMPUS

Established 1950



IN 1945, AT THE CONCLUSION of World War II, the Duluth Public Schools started manual arts programs in Auto Mechanics, Auto Body Repair, and Electronics at two Duluth High Schools. Established primarily to serve returning servicemen, these programs would evolve into the Duluth Technical College. Over the next few years many programs would be added. By September of 1946 many of the adult vocational programs were relocated to the Salter School, near Lake Superior on London Road. In 1948 the school expanded its offerings again. A growing relationship with trade unions in the early 1950s resulted in the advent of apprentice training programs. With the addition of industrial technology disciplines in 1962, it became apparent that Duluth's growing adult vocational programs needed more modern facilities. Funding was obtained, a site was selected and ground was broken in September of 1966.



CAMPUS FACTS

- ❖ **Founded:** 1950
- ❖ **Location:** Duluth
- ❖ **Student Body:**
1993-1994 FTE: 3,482
Head Count: 4,816
- ❖ **Faculty:**
1993-1994 FTE: 86
- ❖ **Popular Majors:**
Accounting A.A.S.,
Aircraft Rescue
and Fire Fighting
Civil Engineering
Technology A.A.S.
Dental Hygiene A.A.S.
Fire Technology and
Administration A.A.S.
Medical Administrative
Secretary A.A.S.,
Practical Nursing

In September of 1968 instruction began at the new facility, which was called the Duluth Area Institute of Technology (DAIT). The new campus was located on a scenic 95 acre site overlooking the western portion of Duluth's famous harbor and the St. Louis River Valley. DAIT offered 20 program majors in a variety of business, health, and trade and industry careers, as well as related general education courses. The staff included 48 certified instructors.

By 1986 demand for training programs in Business and Health resulted in a major expansion at the campus to house new and expanded programs. Another expansion was undertaken in 1988-89.

In 1987 the campus began offering Associate of Applied

Science Degrees jointly with the Hibbing Community College (later Duluth Community College Center), including several new fields such as Physical Therapist Assistant, Respiratory Care Practitioner, and Fire Technology and Administration. The college also established a Dental Hygiene program (1992) to replace a program that was being discontinued at the University of Minnesota, Duluth.

By 1989 the institution had established a growing customized training component, offered throughout the state. The college also developed one of the state's largest and most successful Sectional Fire Schools.

In 1994 DTC completed a \$15 million Aircraft Rescue and Fire Fighting Training Center (ARFF) on a site located

in Gary/New Duluth. The Center has gained world-wide recognition.

On July 1, 1995 the Duluth Technical College and Duluth Community College Center will merge into a single institution to be called Lake Superior College. The newly established Community Technical College expects to have yet another building expansion completed for the 1996 academic year. ❖

STUDENTS REFLECT

S"They (the Duluth Technical College faculty) never gave up on me. There's constant reinforcement and moral support. They treat me like a success story." CATHERINE NEUMANN OTA Student ❖



P**POINTS OF PRIDE** In 1945 the first adult vocational education programs were established. In February 1950 the Duluth facility was established as an Area Vocational Technical Institute by the State Board of Education. ❖ In 1973, programs began offering

courses in a self-paced, open-entry, open-exit, competency-based format. ❖ The school adopted a collegiate model and the A.A.S. degree was first offered in 1987. ❖ Aircraft Rescue and Fire Fighting Center opened July 1994. ❖ Groundbreaking for the new campus expansion was held April 1995. ❖ July 1995, the DTC and the Duluth Community College are scheduled to merge. ❖



L E A D E R S H I P



GEORGE GREGORY
DIRECTOR: 1945-1948

GEORGE CAMPAIGNE
DIRECTOR: 1948-1962

HAROLD HILL
DIRECTOR: 1962-1968

ROBERT BERGSTROM
DIRECTOR: 1968-1970



Robert Bergstrom

EDWIN HILL
DIRECTOR: 1971-1972

ROBERT MCGOUGH
DIRECTOR: 1972-1973

CLIFF WIKLUND
DIRECTOR/PRESIDENT: 1974-1989



Cliff Wiklund

ELDON JOHNS
AVTI DIRECTOR: 1973-1987

DR. HAROLD ERICKSON
PRESIDENT: 1990 TO PRESENT

EDUCATION: Ph.D. Education Administration, University of Wisconsin, Madison

WORK EXPERIENCE:
20 years as an administrator at Western Wisconsin Technical College, Lacrosse, Wisconsin
Three years as vice-president of Brainerd Technical College

ACCOMPLISHMENTS:
Completion of a \$15 million dollar Aircraft Rescue and Fire Fighting Facility

Funding of \$12.5 million campus expansion

Planning and implementation of a new merged college that will be established in July of 1995

Selected first President (1995) Lake Superior College, a Community and Technical College at Duluth



Eldon Johns

Dr. Harold Erickson

HENNEPIN CAMPUSES

Established 1971



CAMPUS FACTS

- ❖ **Founded:** 1971
- ❖ **Location:** Brooklyn Park and Eden Prairie
- ❖ **Student Body:**
1993-1994 FTE: 4,351
Head Count:
6,632 Males and 5,883 Females
- ❖ **Faculty:**
1993-1994 FTE: 287.05
- ❖ **Popular Majors:**
Automated Machinery
Systems Packaging
Banking Careers
Bio-Medical Equipment
Technician
Computer Careers
Culinary Arts
Electronic Publishing
Environmental
Chemical Technology
Fire Protection
Ford ASSET
Laser/Electro-Optics
Technology
Industrial Energy
Systems Technician
Plastics Technology

IN 1968 THE MINNESOTA legislature passed enabling legislation which allowed the formation of Joint Independent School District 287 (now commonly referred to as Intermediate District 287). This legislation allowed 13 west suburban school districts to jointly provide educational programs for high school, post high school, and adult vocational students to be offered in an integrated manner utilizing the same building facilities. Post secondary programs are referred to Hennepin Technical College offerings. The first organizational meetings for the new Joint Independent School District 287 began in 1968. The first class for technical education was graphics, which started off-site, at a cooperating member district high school in 1971 with forty students. The two college campuses, located in Brooklyn Park and Eden Prairie, were officially opened in the fall of 1972. Over 1,900 students in 45 different programs attended that first year.

The campuses experienced remodeling and additions in 1978, 1984 and 1988. Each campus has 9 1/2 acres under one roof and state-of-the-art equipment in program areas.

The college has an excellent working relationship with 13 cooperating member districts. Over its 23 years of operation Intermediate District 287, Hennepin Technical College has been acknowledged by many organizations and industries for exemplifying leadership in education. This includes recognition by the Commissioner of Education as "Outstanding Vocational Center in the County".

The College has a working relationship with thousands of businesses. This includes an on-line system with First Banks, the Ford ASSET

program and the Chrysler Technical Training program.

In addition to being an authorized training center for CAD Drafting, the college features an Authorized Small Business Development Center in cooperation with the University of St. Thomas.

Hennepin Technical College offers a comprehensive program of Fire Training and Emergency Medical Training Services including a campus training tower.

Both Hennepin Technical College campuses pride themselves on programs that integrate students at all levels of capability, from special needs students to mature workers, under one roof with established curriculum to meet their varying needs. The District 287 Foundation also provides scholarships and equipment resources. ❖

STUDENTS REFLECT "If you're looking for a school, I think Hennepin Tech has all the aspects that meet your needs." CHARLES BRADFORD '94 graduate of accounting program

"The education I got at Hennepin gave me all the hands-on experience that I use in my job. It gave me the skills that I needed to get the job."

ROSEMARIE MERYER, *Computer Programmer, G.D. Wagenen Associates.*

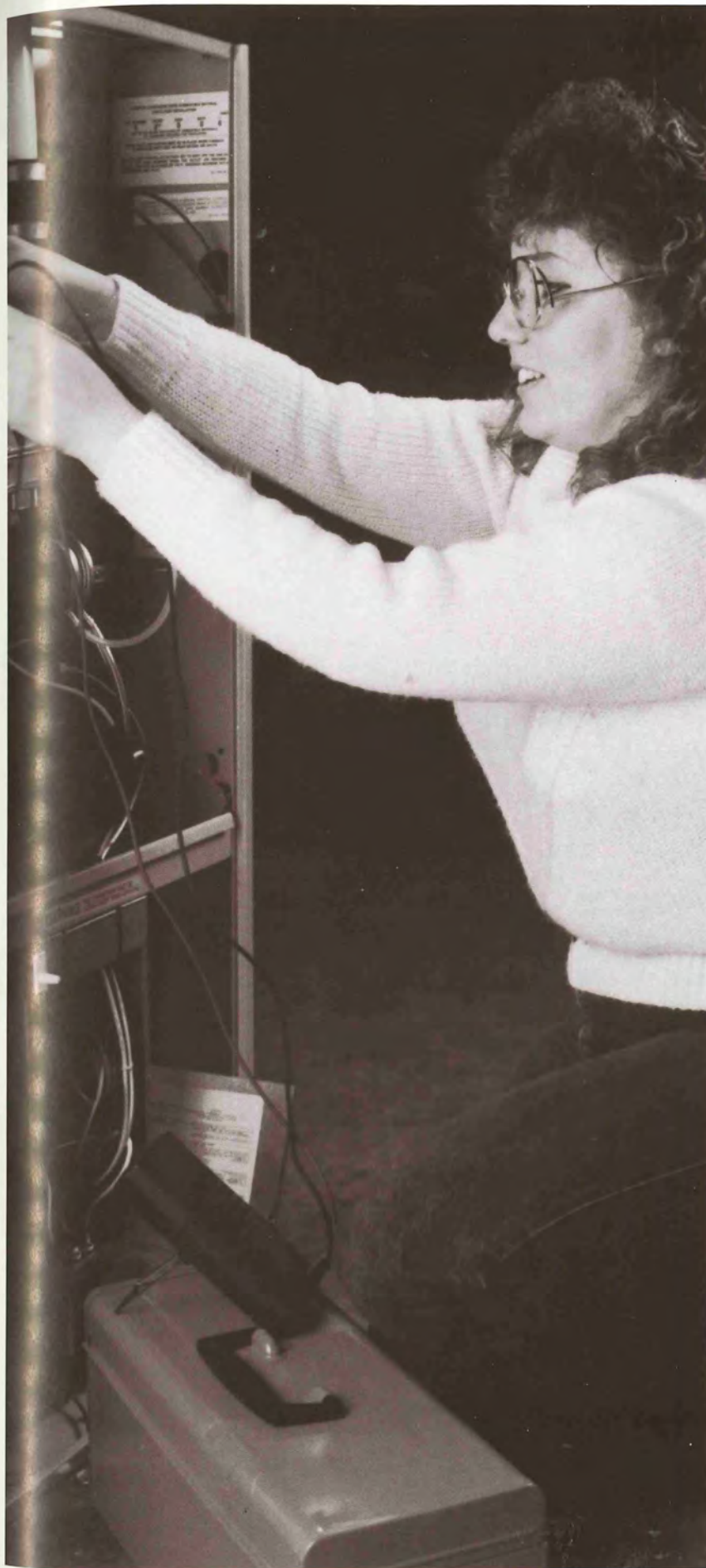
"If you go to Hennepin Tech, they're going to do everything in their power to teach you everything you need to open your own business." KRISTI HEALY-HELLING, *Owner, Blossoms of Champlin*

"The program was laid out very well. The facility was excellent. The level of equipment—I'm still amazed at it." MIKE THIELEN, *President, Southtown Refrigeration* ❖



POINTS OF PRIDE Long-term association with labor unions such as the Painters group. ❖ The Automotive Department at Hennepin Technical College was chosen the top Automotive Program in the United States in 1985 by the National Motor Vehicles

Manufactures. ❖ A large number of Advisory Committee and business relationships have resulted in numerous awards: these include Color Separation (VIP award), Type House and Duragraph (MATC outstanding employer). ❖ Equipment donations valued into the millions of dollars to be used by students and staff such as the Pagination system from Hell Graphics. ❖



P R E S I D E N T S



Dr. Richard Emery

DR. RICHARD EMERY
SUPERINTENDENT: 1969-1980

EDUCATION: M.A. Butler University



Dr. Ronald Carter

DR. RONALD CARTER
SUPERINTENDENT/
PRESIDENT: 1982 TO PRESENT

EDUCATION: A.B., M.S., ED.D,
Indiana University



INCLUDES CAMPUSES IN

Hutchinson

Willmar

HUTCHINSON-WILLMAR REGIONAL TECHNICAL COLLEGE

Established 1992



On July 1, 1992, Hutchinson-Willmar Regional Technical College was formed through the legislatively mandated

merger of the technical colleges in Hutchinson and Willmar. The new college identified its vision as being a leader in providing technical education that is quality driven, student-centered, and customer responsive. Providing access to knowledge and the development of skills and attitudes for career entry and enhancement through post-secondary technical education became the mission of the new college.

The college's organizational structure was designed with a single president and campus vice presidents. Following the retirement of Hutchinson Technical College President Dick Lennes in June of 1992, Ron Erpelding assumed the presidency of the new merged college.

The merger brought together two sets of diverse and unique programs which greatly enhanced the offerings of the merged college. The competency-based, personalized instructional delivery system of the Hutchinson Campus and the more traditional delivery system of the Willmar Campus were both retained in the merger. The merger process was facilitated through the extensive involvement of faculty and staff through a merger planning team. The college is governed by a regional board consisting of two representatives from both the Hutchinson and Willmar K-12 Boards of Education and a fifth member representing business and industry from the service area. In the spring of 1993, the new college was accredited by the North Central Association of Colleges and Schools. ❖



RONALD A. ERPELDING

BS and Graduate Studies, University of Minnesota

WORK EXPERIENCE

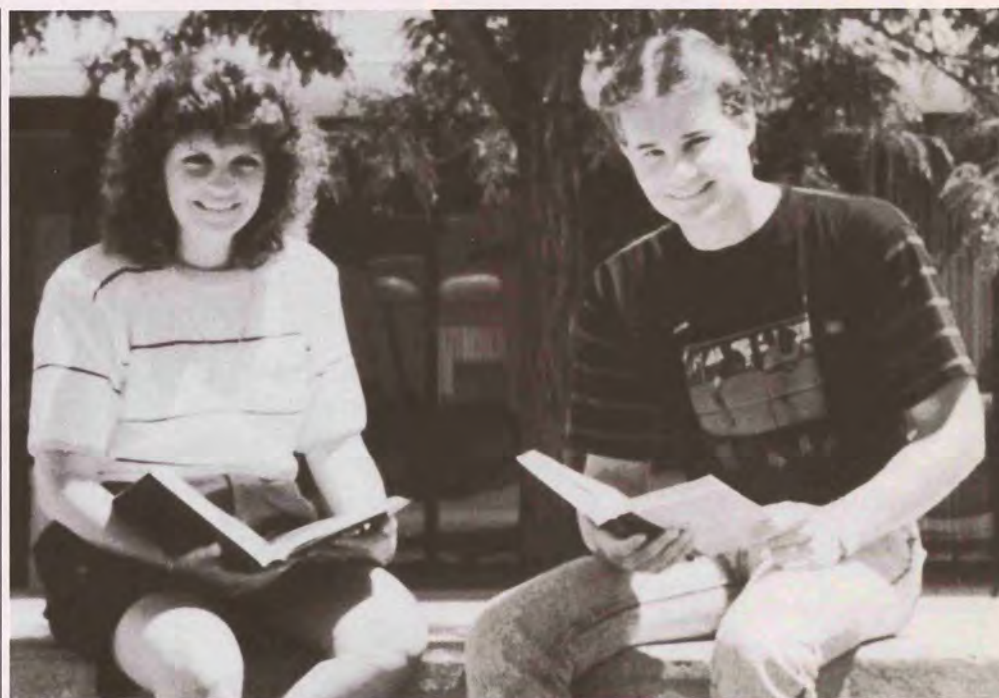
1968-1973 Instructor, FFA Advisor, & Local Program Director, Montevideo, MN
 1973-1982 Director, Glacial Ridge Cooperative Center, Willmar, MN
 1982-1983 Agriculture Instructor, Willmar Technical College
 1983-1992 President, Willmar Technical College

MAJOR ACCOMPLISHMENTS

Leading the development of Hutchinson-Willmar Regional Technical College
 Instituting a college-wide continuous improvement model
 Accessing planning dollars for a Hutchinson Campus major addition
 Co-leading the planned merger of Hutchinson-Willmar Regional Technical College and Willmar Community College.

POINTS OF PRIDE

A continuous quality improvement process has been developed and utilized around eight quality/enrollment management councils and a student outcomes assessment framework. ❖ An organizational structure has been established that expands specialized expertise to both campuses. ❖ Comprehensive strategic, enrollment management, and marketing communication plans have been developed and implemented. ❖ Hutchinson-Willmar Regional Technical College offers 23 programs which are unique to the region and/or state. ❖ Hutchinson-Willmar Regional Technical College has intensified its commitment of service to area business and industry through its continuous programs and its customized educational services. ❖ In response to industry needs, an Industrial Manufacturing Technology AAS program was created that offers a broad-based foundation of technical skills from a cross-section of existing programs. ❖ In cooperation with other technical colleges, existing programs were expanded to additional



sites utilizing two-way interactive television and off-campus instruction. ❖ In preparation for the Minnesota State Colleges and Universities merger, Hutchinson-Willmar Regional Technical College has joined with Willmar Community College to create a vision for a single college with comprehensive campuses at both Hutchinson and Willmar. ❖

HUTCHINSON CAMPUS

Established 1970



HUTCHINSON AREA RESIDENTS had access to post-secondary education offerings prior to technical college designation. During 1967-68, 38 students were enrolled in four vocational programs through the Hutchinson Vocational Technical Training Center located at the high school. On February 9, 1970, the State Board of Vocational Education designated Hutchinson as the 23rd area vocational-technical institute in the state of Minnesota. In the fall of 1970, the Hutchinson community approved a \$2.15 million bond issue, and a new Hutchinson Area Vocational-Technical Institute opened its doors in August of 1972. The facilities were expanded with the passage of an additional bond issue in 1975-76. The addition provided space for new programs as well as a lecture hall/demonstration auditorium and a student commons area. In 1984, the college purchased the area high school vocational center building which became the East Campus. ❖



CAMPUS FACTS

- ❖ **Founded:** 1970
- ❖ **Location:** Hutchinson
- ❖ **STUDENT BODY:**
1993-1994 FTE: 634
HEAD COUNT: 2,236
- ❖ **Faculty:**
1993-1994 FTE: 33.75
- ❖ **Popular Majors:**
Activity/Director/Assistant
Computer Systems Technology
Audio Technology
Dairy Management
Education/Community Careers
Industrial Manufacturing Technology
Metallurgy
Metrology
Non-Destructive Testing

POINTS OF PRIDE

P The concept of competency-based personalized instruction was introduced during the 1973-74 school year and continues to be the college's primary instructional delivery system. An electronic grading system accessible to students and faculty was added in 1991. ❖ During the past 14 years, students from 17 different countries have attended the college. Recently the college was awarded funding from the United States Department of Agriculture to provide technical education to the Baltic countries of the former

Soviet Union. ❖ The Hutchinson Trust Association was established in 1984 as a non-profit public foundation designed to provide student scholarships and assistance in defraying various student expenses. ❖ In 1988-89, the college was one of two MN technical colleges authorized to provide the general education component for awarding Associate of Applied Science degrees. Hutchinson developed and implemented general education transfer agreements with St. Cloud State University in 1989. Additional transfer agreements have been implemented with other colleges and universities in MN and surrounding states. ❖ Hutchinson is a charter member of the Mid-Minnesota

Television Consortium serving seven technical colleges and St. Cloud State University. ❖ Customized educational services have been established locally, statewide, and across the nation to serve broad-based and unique industry Needs. ❖ The Private Industry Council-Technical College Consortium (PIC- TCC) was established in cooperation with the technical colleges in Willmar and Pine City to coordinate the educational offerings for JTPA clients in the eleven-county region. ❖

STUDENTS REFLECT

S "The Non-destructive Testing instructors at Hutchinson Technical College are seasoned professionals with industry experience. This is not just another program; it has a great deal of credibility within the industry." BURT GORANSON, Vice President of an Equipment Manufacturing Company. ❖





P R E S I D E N T S



Warren E. Macemon

WARREN E. MACEMON
DIRECTOR: 1970-1988

EDUCATION: M.S. University of Wisconsin, Stout

WORK EXPERIENCE: Instructor, Administrator Winona Area Vocational Institute

ACCOMPLISHMENTS: Started the college in 1970 and expanded offerings to include 19 programs; two campus construction projects completed; pioneered the development of the competency-based personalized instruction delivery system.



Richard N. Lennes

RICHARD N. LENNES
PRESIDENT: 1988-1992

EDUCATION: B.S., M.S. St. Cloud State University

WORK EXPERIENCE: High school teacher and coach at Russell, Blue Earth, and Hutchinson, MN

Director of Community Education and Support Services, Hutchinson Public Schools.

ACCOMPLISHMENTS:

- Instituted continuous quality improvement model
- Major expansion of customized educational services initiative
- Extensive remodeling and reorganization of college facilities
- Co-leading the planned merger of the Hutchinson and Willmar Technical Colleges

WILLMAR CAMPUS

Established 1961



T

THE WILLMAR AREA VOCATIONAL Technical Institute was designated by the State Board of Vocational education in February of 1961.

The Willmar community was successful in convincing the United States Government to turn over a recently abandoned Willmar U.S. Air Force Radar Base for use as a community college, with an area vocational-technical division and a transfer division. In March of 1961, a bond issue was passed which provided funds for remodeling the air force base buildings. The first classes at the area-vocational technical institute started in the fall of 1961 with 87 students. Classes at the Junior college started in the fall of 1961. In 1965, when the Minnesota Junior College Board was established, the school district turned the transfer division over to the state and continued to operate the area vocational-technical institute. The former Air Force Base buildings housed the entire area vocational-technical institute instructional program for the first seven years and continued to be used to some degree until 1986. The college has had nine building projects, with the ninth phase completed in April of 1992. ❖



CAMPUS FACTS

- ❖ **Founded:** 1961
- ❖ **Location:** Willmar
- ❖ **Student Body:**
1993-1994 FYE: 1,187
Head Count: 2,793
- ❖ **Faculty:**
1993-1994 FTE: 76.34
- ❖ **Popular Majors:**
Agri-Business/Production
Agriculture
Health Information Technician
Human Services Technology
Medical Assistant
Medical Coding Specialist
Mobile communications
Physical Damage Appraisal and
Claim Adjustment
Professional Photography
Technology
Technical Art, Illustration
and Electronic Publishing
Veterinary Technology

P

POINTS OF PRIDE

Willmar was the first MN technical college to be accredited by the North Central Association of Colleges and Schools (NCA), receiving candidate status in 1973 and full accreditation in 1975. ❖ The Willmar Technical College Foundation was established in 1979 to provide scholarships and support for the student body. The foundation now has an endowment fund in excess of \$750,000. ❖ During the 1987-88 school year, the college served as the state-

wide pilot for converting the entire Minnesota Technical College System from an hours/program-based delivery system to a course/credit based system. ❖ 14 AAS degree programs are offered in cooperation with Willmar Community College. ❖ Willmar was selected by the State Board to implement the Veterinary Technology program. The action was taken as a result of the University of MN—Waseca Campus closure. ❖ Willmar is a charter member of the Mid-Minnesota Telecommunications Consortium (MidTeC), a two-way interactive television consortium serving seven

technical colleges and St. Cloud State University. ❖ Customized educational services have been established statewide to serve broad-based and unique industry needs. ❖ Willmar was the first MN technical college to employ a full-time placement director. ❖ The Private Industry Council-Technical College Consortium (PIC-TCC) was established in cooperation with the technical colleges in Hutchinson and Pine City to coordinate the educational offerings for JTPA clients in the eleven-county region. ❖

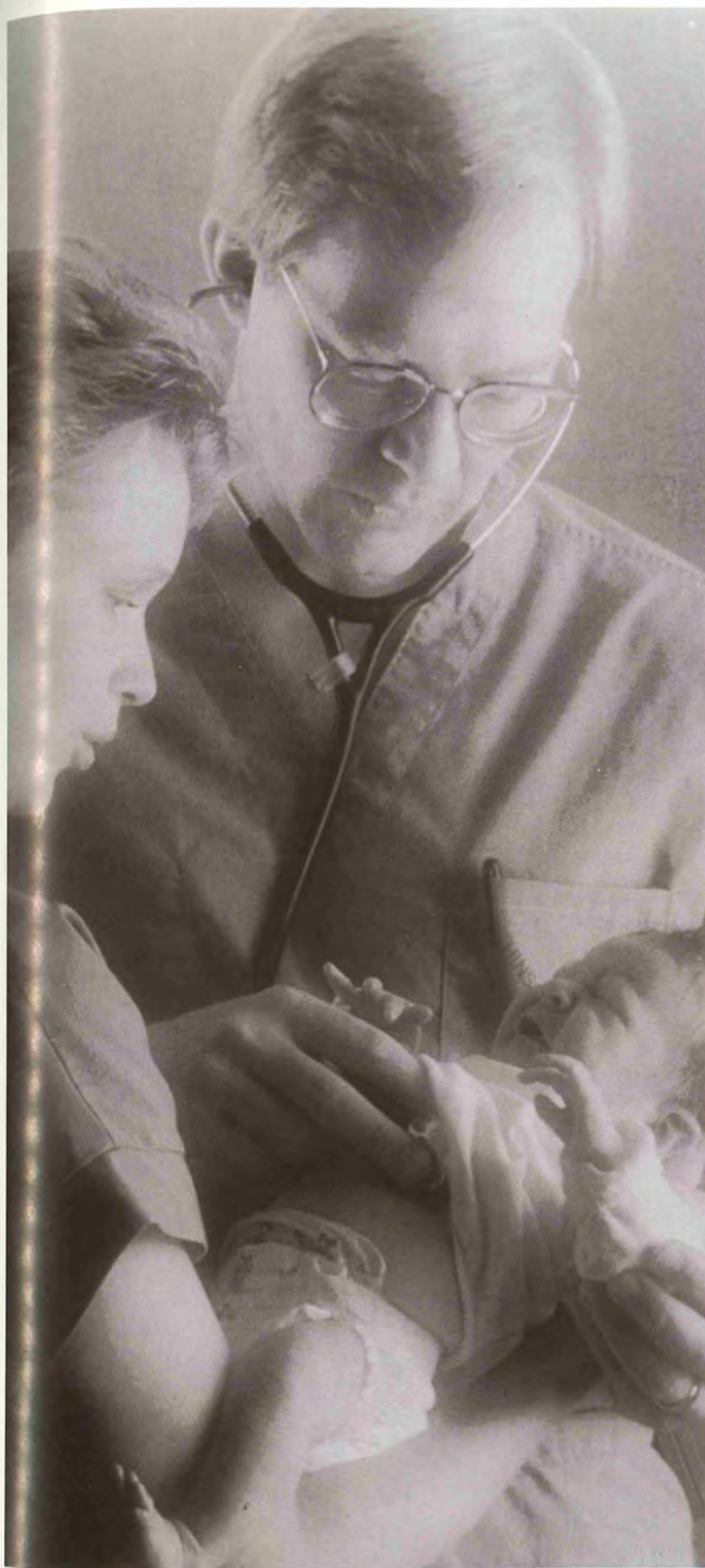
STUDENTS REFLECT

"I owe my career to the education I received at Willmar Technical College. A technical education can carry one a long way in life, because it's a springboard to further education and a firm foundation to future growth!"
WANDA MARTINSON, *Senior Secretary to a Supreme Court Justice, Washington, DC.* ❖



WILLMAR CAMPUS - 1995





P R E S I D E N T S



Charles G. Richardson

CHARLES G. RICHARDSON

DIRECTOR: 1961-1967

EDUCATION: M.S. University of Wisconsin, Stout

WORK EXPERIENCE:
Charter Director of Technical College Division, Willmar Community College, 1961-65



Michael T. Cullen

MICHAEL T. CULLEN

DIRECTOR: 1965-1983

EDUCATION:
B.S., M.S. University of Minnesota

WORK EXPERIENCE: Agriculture Instructor and FFA Advisor, Willmar, MN.; Area Agricultural Program Coordinator.

ACCOMPLISHMENTS:

- Six campus construction projects completed
- Expanded offerings to include 28 programs
- Established placement center/hired first Minnesota Technical College placement coordinator
- First MN Technical College accredited by North Central Association of Colleges and Schools.



Ronald A. Erpelding

RONALD A. ERPELDING

DIRECTOR: 1983-1992

EDUCATION: BS and Graduate Studies University of Minnesota

WORK EXPERIENCE:

1968-73 Agriculture Instructor, FFA Advisor, & Local Program Director, Montevideo, MN.

1973-82 Director, Glacial Ridge Cooperative Center, Willmar, MN.

1982-83 Agriculture Instructor, Willmar Technical College

ACCOMPLISHMENTS:

- The college piloted the statewide conversion to a course-based, credit-based system in 1987
- Three campus construction projects completed
- Successful \$500,000 Partners in Progress college endowment fund drive
- Co-leading the planned merger of the Willmar and Hutchinson Technical Colleges in 1992.

MINNEAPOLIS CAMPUS

Established 1914



THE SCHOOL THAT became the Minneapolis Technical College was founded on December 14, 1914 by a teacher and its first principal, Miss Elizabeth Fish. Fish recommended offering vocational education in Minneapolis to students of all abilities and proclaimed there is much dignity and value in being educated for the working world. In the fall of 1914, the school began with eight women instructors and 93 women students. The goal was to train students for their chosen field of work. In 1915, the school moved into the southern portion of the old Central-Minneapolis First High School. The northern portion was occupied by the William Hood Dunwoody Industrial Institute, which provided training for boys. By 1917, the enrollment had reached 500 students and in 1918 the first Practical Nursing program in a Minnesota vocational school was founded. Young men were admitted to the school in 1921 and by 1928 the

opened with the neighboring Minneapolis Community College. In 1989, the school became the Minneapolis Technical College and celebrated its 75th anniversary.

In 1993, a new computer center opened to serve students days, evenings and weekends. Currently, the school is completing an exterior renovation and working toward North Central Accreditation. ❖

STUDENTS REFLECT

S"It took me longer to go to school because of language problems, but I did graduate. I even passed the Barbering Boards on my first try. My instructor spent a lot of extra time helping me. I have now become a Master Barber and have opened my own shop." CHANH VO ❖



CAMPUS FACTS

- ❖ **Founded:** 1914
- ❖ **Location:** Minneapolis
- ❖ **Student Body:**
1993-1994 FTE: 2,077
- ❖ **Faculty:**
1993-1994 FTE: 143.66
- ❖ **Popular Majors:**
Unique to Minnesota
Jewelry Manufacturing and Repair
9-1-1 Public Safety Communicator
Patternmaking/Modelmaking
Unique in Twin Cities
Aviation Mechanics
Jewelry Gemology & Sales

enrollment consisted of 834 girls and 74 boys. The enrollment was 1500 in 1932 when the new building opened at 1101 Third Avenue South. In a controversial move, the Minneapolis school board named the new facility after Mary Miller, the teacher who is credited with opening Minneapolis' first school in 1853. World War II had its effect at the school also. As early as 1938, the faculty petitioned President Roosevelt asking that money to be spent on arms be used for educational purposes. The War Production Training program for Airframe and Power Plant (Aviation Mechanic) was transferred from St. Paul to Minneapolis at the end of the war. The college still operates this program, currently at the Aviation Training Center at

Flying Cloud Airport. Training for veterans returning from WW II began at the Minneapolis school in 1944.

The Minneapolis school was officially designated an area vocational institute by the Minnesota Department of Education in 1955. In the 1970's, the school became totally postsecondary and the high school component of the institution was phased out. Also during the 1970's, Minneapolis passed a referendum for a new building. Always responding to the changing needs of Minneapolis, the school began offering English as a Second Language for Southeast Asian students in 1979.

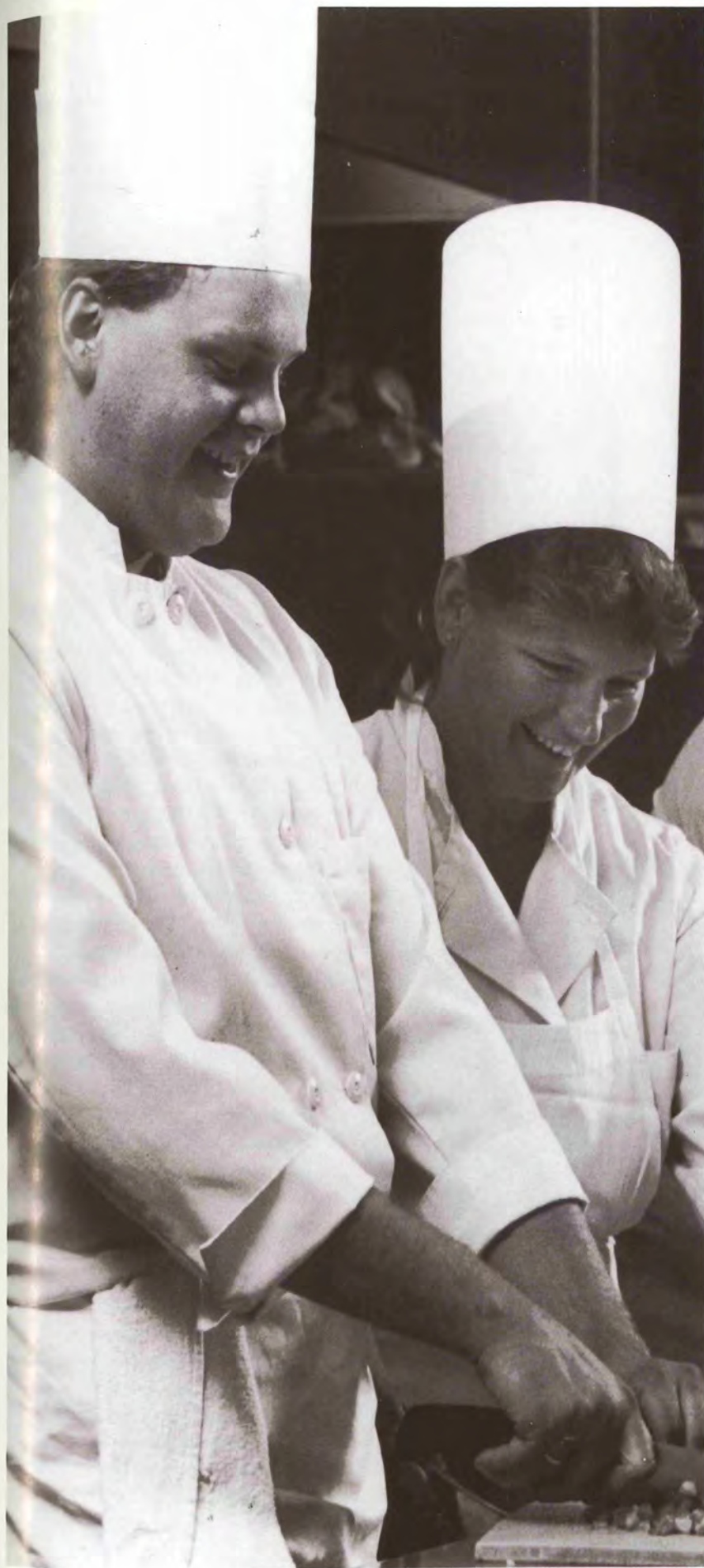
The 1980's brought a new \$29 million campus at 1415 Hennepin Ave. S. New library and child care facilities were



POINTS OF PRIDE

PMinneapolis Technical College is the oldest public technical school in MN. It was founded by Elizabeth Fish a pioneer vocational educator and the first woman to head a vocational school in the United States. ❖ The nationally

accredited Practical Nursing program was founded in 1918 and is currently one of the largest in Minnesota. ❖ During both World Wars, the school expanded programs to train women for traditional male jobs and to contribute to the war efforts. ❖ The college is one of the most diverse in MN with a reputation for helping all students, regardless of background, achieve their maximum potential. ❖



P R E S I D E N T S



Elizabeth Fish

◆
"YOU STUDENTS ARE GLAD

BECAUSE YOU WERE WISE

ENOUGH TO KNOW THAT THE

ONLY HONEST WAY TO FACE THE

WORLD IS WITH FILLED HANDS,

NOT EMPTY HANDS,

WITH THINGS DONE THAT

YOU CAN OFFER".

ELIZABETH FISH

◆
*Founder of
Minneapolis Technical College,
speaking at
a commencement address*

ELIZABETH FISH
FOUNDING PRINCIPAL: 1914-1939

MISS CROUNSE
PRINCIPAL: 1940-1946

MR. ROBOHM
PRINCIPAL (BOYS SCHOOL):
1940-1941 and 1946?

DEAN M. SCHWEICKHARD
ACTING PRINCIPAL (BOYS SCHOOL):
1941-1942

MR. NORD
PRINCIPAL (MILLER VOCATIONAL
HIGH SCHOOL): 1946-1956

NORMAN JENSEN
PRINCIPAL: 1957-1970

CHARLES NICHOLS
PRINCIPAL: 1970-1971
*Also Director of Vocational
Education 1971*

WAYNE NELSON
PRINCIPAL: 1971-1983

DONOVAN SCHWICHTENBERG
CAMPUS DIRECTOR: 1983-1989

DEAN BERNTSEN
CAMPUS DIRECTOR: 1989-1991

HARVEY RUCKER
PRESIDENT: 1991-1992

DR. MARY CHARLES
INTERIM PRESIDENT: 1992

DR. JOE KING JR.
PRESIDENT: 1993 TO PRESENT



Dr. Joe King Jr.



INCLUDES CAMPUSES IN

Austin

Faribault

Rochester

MINNESOTA RIVERLAND REGIONAL TECHNICAL COLLEGE

Established 1991



In excess of one year was spent planning for the regionalization of Minnesota Riverland Technical College. This regionalization process developed, in part, due to the collaborative efforts already occurring among the southeastern Minnesota Technical Colleges. Minnesota Riverland Technical College, District #2501, was formed on July 1, 1991. MRTC is comprised of the Austin, Faribault, and Rochester campuses and the Owatonna Technical Training Center.

MRTC is governed by a nine-member board. This board was formed by local appointments including two K-12 board members and one person from the community at large.

Marlin Wacholz, the first president of Minnesota Riverland Technical College was elected by the MRTC Board. Mr. Wacholz previously served as the president of Southwestern Technical College, which was the first joint vocational technical college in the state.

The merger of three campuses, in excess of \$350,000 was saved in Riverland's first year of operation. MRTC restructured its services to become more efficient and more customer-oriented. These merged services and subsequent savings included the areas of: boards, presidents, student services, marketing, customized training, business office, human resources, and financial aid. The savings were reallocated to initiatives to benefit students and the communities served.

Since its inception, MRTC has developed centers of excellence in the areas of: health, communications and manufacturing. MRTC has been the leader among all of the state's technical colleges in its program development efforts. These initiatives include: new program approvals, certificates, and the revising and updating of existing curriculum to better serve the needs of students and business/industry. New programs initiated since Riverland's inception include: Dental

MARLIN WACHOLZ

Masters, University of Minnesota

WORK EXPERIENCE

President of Southwestern Technical College

MAJOR ACCOMPLISHMENTS

MRTC Centers of Excellence

New Program Development

Interactive Television Consortium

MRTC Continuous Improvement Plan

Recommendation of MRTC for NCA Accreditation



Hygiene, Telecommunications, Horticulture, Manufacturing Technology, Paramedic, new AAS options, and certificates in advanced technology. Riverland has also worked to eliminate its duplication of programs by relocating multi-campus programs within MRTC to one campus. These have included merging the Austin campus welding program into the Faribault campus program. The Building Care Services Technician program at the Faribault campus was moved to the Rochester campus into its Building Utilities Mechanic program. In addition, MRTC has consolidated management programs and expanded course offerings to all three campuses to increase student access. In 1992, MRTC, South Central Technical College, and Mankato State University formed MinD-SET, an interactive television consortium. All Riverland campuses and its Owatonna Technical Training Center are connected to South Central Technical College's Albert Lea and Austin campuses and Mankato State University. The interactive television has served students, staff, and our business/industry customers.

MRTC has been accepted well by the businesses and communities in southeastern Minnesota. These business and industry leaders continually express appreciation for technical education speaking as one voice. Major regional workforce training needs are now provided in the areas of: real estate,

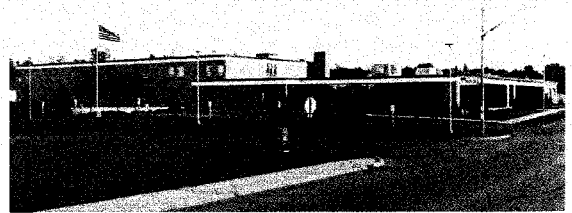


insurance, fire fighting, emergency medical services, total quality management, ISO-9000, manufacturing, apprenticeship, and tech prep.

Riverland has also embarked on a complete and comprehensive Continuous Improvement plan. MRTC's goal is to have all staff trained in the principles of quality and to deliver Continuous Improvement instruction to all students. These principles are practiced both



AUSTIN CAMPUS - 1995



FARIBAULT CAMPUS - 1995



ROCHESTER CAMPUS - 1995

internally and externally by staff and students.

As part of this quality process, MRTC established a goal to become NCA accredited. In 1993 Minnesota Riverland Technical College was accredited with candidacy status by the North Central Association. The college is in the process of completing its self-study for full accreditation expected in the summer of 1995. ❖

AUSTIN CAMPUS

Established 1951



T

THE AUSTIN CAMPUS of Minnesota Riverland Technical College is located in the northwest corner of the city of Austin, adjacent to the Austin Community College in an area designated as "College Park." Originally housed at the Austin High School Annex with programs in Auto Mechanics, Machining, Carpentry, and Nursing, the Austin Area Vocational Technical Institute began in 1951. The school moved to a rented facility in downtown Austin in 1968; Offset Printing (the original version of today's Graphic Technology Program) and Secretarial Science were added at that time. The present campus consists of five interconnected building units which were constructed in 1972. Combined, these buildings cover 178,000 square feet and are set upon the highest point in the surrounding 65 acres of land. Land and buildings are owned by Joint Vocational Technical District 2501 (MRTC).



CAMPUS FACTS

- ❖ **Founded:** 1951
- ❖ **Location:** Austin
- ❖ **Student Body:**
1994 FTE: 738
Head Count: 2,828
- ❖ **Faculty:**
1993-1994 FTE: 60
- ❖ **Popular Majors:**
Media/Telecommunications
(including Multimedia
and Internet)

Medical Imaging/Radiographic
Technology

Graphic Technology

Auto-Industrial Machining

The name "Austin Area Vocational Technical Institute" was shortened to "Austin Technical Institute" in the early 1980's, and then changed to "Austin Technical College" with the system wide name change. It became "Minnesota Riverland Technical College/Austin Campus" when the Austin TC merged with Rochester and Faribault Campuses in 1992.

Currently, 21 program majors are available on the Austin Campus. Of these, eight programs offer A.A.S. degree options in cooperation with Austin Community College. ❖

P

POINTS OF PRIDE

The high credibility and respect enjoyed by MRTC in the Austin Community and the region. ❖ A new facility in 1972, locally financed because of the faith of local supporters in technical education. ❖

On-campus student housing, available fall of 1995; Privately financed and co-owned by Austin CC and MRTC Foundations. ❖ The responses we hear over and over from students are that "the Austin Campus staff made me feel so welcome," and "the people on this campus are so friendly." ❖ The creation and

STUDENTS REFLECT

Electronics at Riverland Tech/Austin was a tremendous experience for me... knowledgeable, personable instructors were available and supportive, staff was friendly to students and to each other. Student Senate activities were

important to me. Austin was the only college in the area which offered the precise major I wanted in electronics. Then I was able to add Graphic Technology to my skill inventory, and combine them to create broader career opportunities. CRAIG NELSON, *Electronics Graduate 1992; Graphic Technology Graduate 1994* ❖



support of our local PBS affiliate TV station, KSMQ-TV. Still housed in our building, KSMQ thrives as one of very few stations in the nation with its license held by a local school district. ❖ Nationally recognized programs such as Floor covering Technology, the brain child of creative and

dedicated custom training services staff. ❖ Creation of the Owatonna Technical Training Center; the 1980's brought increased demand for training and re-training in industry. Austin and Faribault Technical Colleges responded by creating a "satellite" facility. ❖



P R E S I D E N T S



Floyd Luben

FLOYD LUBEN
DIRECTOR:
 1951-1956
 1956-1958 *Founded Ragoon*
Technical High School, Burma



Morton Carney

MORTON CARNEY
ACTING DIRECTOR:
 1956-1958
DIRECTOR:
 1958-1977



Don Ingram

DON INGRAM
ASSISTANT DIRECTOR:
 1969-1977
DIRECTOR:
 1977-1983



Marjorie Kirchoff

MARJORIE KIRCHOFF
ASSISTANT DIRECTOR:
 1977-1983
DIRECTOR:
 1983-1990



John Gedker

JOHN GEDKER
ASSISTANT DIRECTOR:
 1988-1990
INTERIM DIRECTOR:
 1990-1991
CAMPUS ADMINISTRATOR:
 1991 TO PRESENT

FARIBAULT CAMPUS

Established 1964



CAMPUS FACTS

- ❖ **Founded:** 1964
- ❖ **Location:** Faribault
- ❖ **Student Body:**
1994 FTE: 656
Head Count: 1,280
- ❖ **Faculty:**
1994 FTE: 47
- ❖ **Popular Majors:**
Medical Laboratory Technician
Manufacturing
Technical Specialist
Electronic Business
Machine Technician
Marine
& Outdoor Power
Practical Nursing

THE FARIBAULT CAMPUS received official designation in July, 1964, although the Faribault School District had long trained students in vocational technical education. It was in the 1940's that one of the first diversified occupational programs in Minnesota was started in Faribault. The Faribault community provided practical nurse training to the South Central Minnesota communities. In 1987, a building addition was completed enabling several programs to be at the Main Campus. Since the beginning, in 1964, Faribault has always operated from multiple sites. Currently, space is still being leased to house health and other related programs. The current 91,000 square foot facility is one of the busiest of the technical colleges, operating at a 135% occupancy rate. The Faribault Campus has a good mixture of health, agriculture, trade and technical, and business programs. Fifty percent of the full-time enrollees are in the trade and technical areas.

The Faribault Campus continues to grow as we are located in a densely populated area. Over 1200 students enroll on the Main Campus each year. An additional 200 students are enrolled in programs operated by the College at the Minnesota Correctional Facility-Faribault. Mankato State University is the designated higher education partner for offering associate degree programs. Each year over 100 credits of classes are offered on the Faribault Campus by Mankato State University. ❖

POINTS OF PRIDE

Faribault is proud of establishing the Medical Laboratory Technician program for students to earn an Associate of Applied Science degree. This was one of the very first AAS programs in the State of MN among the Technical Colleges. ❖ The Marine and Outdoor Power program was the first of its type in the Upper Midwest. ❖ Faribault is also considered the birth place of Farm Business Management. ❖ In 1989 our campus expanded in square footage by one-third enabling the consolidation of three facilities into one. ❖

STUDENTS REFLECT

"The MLT Program provides a fundamental knowledge for many areas in the medical field. The hands-on training thoroughly prepares the student for their actual clinical careers."
"I have become more self starting and assertive. The instructors make sure you

know what you are doing before you actually do any procedures with patients. Lab experiences and clinical applications really impressed me. I have become more self-confident and have really learned a lot about the nursing profession."
"Without my education I would still be working in a non-professional position. The excellent computer and typing courses helped me to feel confident when applying for secretarial positions." ❖



With restructuring our higher education partner became Mankato State University which continues to this day enabling full transfer of credits for our students. ❖ Faribault students have earned National recognition from VICA and BPA, both in competitive skill events and as officers. ❖ Our Customized Training Department has embarked on major training programs for large companies such as Truth

Inc. in Owatonna and ABC Bus in Faribault. ❖ In recent years the college has established educational programs at the MN Correctional Facility in Faribault currently serving an approximate 200 students. ❖ We are also extremely pleased that one-third of the students from MN currently attending Svendborg Technical College in Denmark on a student exchange program are from the Faribault Campus. ❖



P R E S I D E N T S



Ray Freund

RAY FREUND

FOUNDING DIRECTOR: 1964-1977

EDUCATION: Master degree in Distributive Education

WORK EXPERIENCE: Faribault Public Schools as Distributive Education Coordinator

ACCOMPLISHMENTS: He provided the leadership for successfully passing a school bond referendum to build the campus and lead the campus through the first ten years.



Dale Hamilton

DALE HAMILTON

DIRECTOR: 1977-1980

EDUCATION: Masters Degree

WORK EXPERIENCE: Vocation education in the Austin school district and also in the manufacturing of industrial products.

ACCOMPLISHMENTS: Campus expansion and sound fiscal management.



Viril Layton

VIRIL LAYTON

DIRECTOR & PRESIDENT: 1980-1991

EDUCATION: Master of Science in Distributive Education.

WORK EXPERIENCE: Assistant Director at Mankato Technical College, Distributive Education teacher South Dakota.

ACCOMPLISHMENTS: Addition of new programs to the campus, a major construction addition and providing leadership through the restructuring process.



Donald T. Olson

DONALD T. OLSON

CAMPUS VICE PRESIDENT: 1991-Present

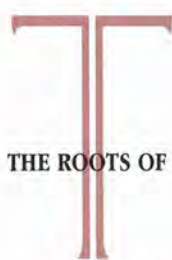
EDUCATION: Master of Science Degree

WORK EXPERIENCE: Duluth Technical College, State of Minnesota, City of Duluth.

ACCOMPLISHMENTS: Provide leadership, program expansion, and enrollment growth after the merger of July 1, 1991.

ROCHESTER CAMPUS

Established 1966



THE ROOTS OF THE ROCHESTER Campus date back to 1940 when adult vocational classes were first introduced in the Rochester Evening College. However, it was many years before a feasibility study for construction of the first technical education facility was approved by the State Department of Vocational Education in March of 1966. The local school board then submitted an application to construct a facility and the application was approved by the State Board of Vocational Education in September of 1966. The original building of 78,000 square feet was completed in 1969. In 1976, an addition of 14,000 square feet was added which: 1) doubled the size of the cafeteria, 2) added four classrooms, 3) expanded the machine shop, and 4) added a carpentry shop. In 1978, a truck shop of 5,200 square feet was added to house the new Diesel Truck Mechanic program. The following year, another 3,080 square feet were added to the truck shop.



CAMPUS FACTS

- ❖ **Founded:** 1966
- ❖ **Location:** Rochester
- ❖ **Student Body:**
1993-94 FTE: 986.67
Head Count: 1,973
- ❖ **Faculty:**
1993-1994 FTE: 52.44
- ❖ **Popular Majors:**
 - Accountant
 - Medical Secretary
 - Dental Assistant/
Dental Hygiene
 - Human Services Technician
 - Practical Nurse
 - Surgical Technician
 - Building Utilities Mechanic
 - Electronic Technician
 - Horticulture Technology
 - Machine Tool Trades

An allocation of \$5 million was approved by the state legislature in 1985 to construct a 70,000 square foot, two-story addition, sprinkle the entire facility, and convert the heat plant to utilize steam produced by the local Waste-to-Energy facility. The addition was completed in July 1987 and provided facilities to accommodate the move toward credit-based delivery of instruction. It included classrooms and laboratories for all health and services programs, classrooms for the custom training services division, a child-care center, student commons, media center, reading room, student services offices, and offices for administration. The main entrance to the college was relocated to the west side of the facility where a new

parking lot was built.

Today, the 180,000 square foot facility located on 80 acres serves 1,200 continuous students and more than 10,000 custom training services students. An annual operating budget of \$5.5 million provides employment for over 100 instructional, support, and administrative staff.

A vital part of the college's history, in addition to its physical growth, is the growth in program offerings. When the college started in 1969, it offered 15 program majors. In the fall of 1994, the college offered 32 program majors. Although the campus "Center for Excellence" emphasizes the health and medical program offerings, the campus also offers a wide array of a business, technical, and industrial program offerings. ❖

STUDENTS REFLECT

"The training I received at RTC gave me the skills I needed to get a job at IBM. More importantly, because of the credits from RTC's program, I was able to obtain my Bachelor's degree in Business in a shorter period of time." SHARON DURGIN, *Administrative Secretary Major*

"The Chiropractic Technician program at MRTC-

Rochester was excellent and gave me the opportunity for a career, not just a job. With the training I received, I am helping others." KARI ANN HEATHMAN, *Chiropractic Technician Major*

"The curriculum in the Carpentry major was contemporary with current construction techniques. The program gave me a foot in the door and provided me with the technical skills to succeed. I want students to have the same opportunity I had." JOHN JOHNSON, *Carpentry Major* ❖



CHILD-CARE CENTER

POINTS OF PRIDE

In 1969-70, 15 majors served 213 students, 1973 students were served in 32 programs during 1993-94. ❖ The State Board of Technical Colleges awarded "Blue Ribbon" status to the following MRTC-Rochester campus

programs: Building Utilities Mechanic and Human Services Technician. ❖ On July 1, 1991, the Rochester Technical College merged with Austin Technical College and Faribault Technical College to form Minnesota Riverland Technical College. ❖ Minnesota Riverland Technical College was awarded North Central Accreditation candidate status in February 1993. ❖



P R E S I D E N T S



Emil Heintz

EMIL HEINTZ

DIRECTOR: 1966-1973

EDUCATION:

1930 B.Ed., LaCrosse State Teachers College
1932 Ph.M. University of Wisconsin
1950 D.Ed. Colorado State College of Education, Greeley

WORK EXPERIENCE:

1932-34 History Instructor, Jordon College, Michigan
1934-35 History Teacher, University of Wisconsin
1935-38 Superintendent of Schools, Towner, North Dakota
1938-44 Dean of Junior College, Brainerd, Minnesota
1944-66 Director of Evening College & Adult Education, Rochester

MAJOR ACHIEVEMENTS:

Dr. Heintz was responsible for all of the ground work and planning which led up to approval of a technical college in Rochester. This included planning and building the original facility and determining which programs would be offered. He served as director of the technical college from its beginning in 1966 until he retired in 1973.



Charles E. Harwood

CHARLES E. HARWOOD

DIRECTOR: 1973-1990

EDUCATION:

1956 B.S. Moorhead State College
1957 M.S. University of Minnesota
1970 Ed. D. University of Minnesota

WORK EXPERIENCE:

1957-67 Math/Industrial Arts Instructor, Roseville
1968-71 Assistant Principal, Roseville Public Schools
1970-72 Director of Occupational Education, Roseville

MAJOR ACHIEVEMENTS:

Dr. Harwood was the driving force which contributed to the growth of the college from 19 programs to 27 programs and the accompanying significant enrollment increases. This growth resulted in a need for a larger facility, and he spearheaded four successful building requests and saw them through to completion. During Dr. Harwood's tenure, the college undertook the conversion from clock-hour to credit-based curriculum. This conversion has provided enhanced opportunities for non-traditional students and significantly increased part-time student enrollments.



Donald D. Supalla

DONALD D. SUPALLA

VICE PRESIDENT: 1991 TO PRESENT

EDUCATION:

1968 A.A. General Education, Rochester Community College
1970 B.S. Business Education, Winona State University
1975 M.S. Business Education, Winona State University

WORK EXPERIENCE:

1972-83 Business and Office Instructor, Rochester Technical College
1983-87 Business, Office, & Technical Coordinator
Rochester Technical College
1987-89 Student Services Coordinator, Rochester Technical College
1989-90 Assistant Director, Rochester Technical College
1990-91 President, Rochester Technical College Schools
1983-PRESENT Adjunct Professor, Winona State University & University of MN

MAJOR ACHIEVEMENTS:

Mr. Supalla was a valued member of the team that worked to develop and implement policies and procedures during the transition when the Rochester Technical College merged with technical colleges in Austin and Faribault to create Minnesota Riverland Technical College. He served as president of the Greater Rochester Area University Center (GRAUC) Board of Providers and is currently a member of that board. He represents Riverland-Rochester's interests in its associations with seven other higher education partners involved in GRAUC as they all work toward successful cooperation and collaboration in meeting the higher education needs of southeast Minnesota. During his tenure the campus has embarked on a continuous improvement program, initiated an aggressive agenda to convert diploma to Associate Degree programs, drafted a Rochester Master Academic Plan for future higher education collaboration and implemented a student/staff recognition program.

NORTHEAST METRO CAMPUS

Established 1969



NORTHEAST METRO TECHNICAL COLLEGE was founded on May 27, 1969, with the signing of enabling legislation by Governor Harold LeVander. Northeast Metro Technical College was founded as a technical institute with the name 916 Vo-Tech. The Vo-Tech was part of Special Intermediate School District 916. The special intermediate district was initially formed by six component school districts (Mounds View, North St. Paul, Maplewood, White Bear Lake, Roseville, Mahtomedi, and Stillwater) as the population and tax base. The district now consists of ten component districts with the addition of South Washington County, Spring Lake Park, Centennial, and North Branch School Districts. The name of 916 Vo-Tech was changed to Northeast Metro Technical Institute in 1986. In 1989 all technical institutes in Minnesota became colleges, and the name was changed to Northeast Metro Technical College.



CAMPUS FACTS

- ❖ **Founded:** 1969
- ❖ **Location:** White Bear Lake
- ❖ **Faculty:**
1994 FTE: 116
- ❖ **Popular Majors:**
Orthotics and Prosthetics
Dental Assistant
Automotive Technology
Auto Body Technology
Environmental Technology, A.A.S.
Microcomputer Specialist
Truck Driver Training

The founding superintendent was William C. Knaak. He performed the dual role of superintendent and institute director. In 1977, Christian Schlegel became the director of the institute when the superintendent and director roles were separated. In 1981, E. Dale Birkeland became the superintendent of Northeast Metropolitan Intermediate School District 916. In 1982, Bill Warner was named the Director of Northeast Metro Technical College. The title was officially changed to President in 1989 by the legislature. In 1993, Del Roelofs was appointed President.

Northeast Metro Technical College programming was initiated in 1971, when seven occupational majors started operation in rented store front

facilities in North St. Paul. When the construction of the current campus was completed in 1972, an additional 40 occupational majors were initiated. Since that time, additional majors have been added and deleted based on the needs of business and industry.

The main campus was constructed on 75 acres. An expansion to the facility to meet the need for additional lab and classroom space was completed in 1976. Another major remodeling project in 1984 added a floor over two-story labs to create a student services area, and a second decking project for graphic communications was also completed. In 1989, the food service areas were remodeled and remodeling in 1991 added a central library and computer

lab. The main campus currently contains a total of 305,045 square feet on three levels. An additional 9.1 acre plot of land was purchased near the main campus in 1978 for the truck driver training rodeo.

The college is committed to delivering instruction through the use of a competency-based, personalized learning system that allows the student to spend more time on content that is new or difficult and less time on content that is easier or familiar to the student. ❖

STUDENTS REFLECT

S"Northeast Metro Technical College was able to give me the career education and networking capabilities that are necessary in today's job market. I liked being able to work toward my career goals and focus on the courses that really pertain to my career choice." SUSAN BROWN
Computer Systems Analyst ❖



CAMPUS - 1995

POINTS OF PRIDE

PNortheast Metro has worked with the MN Dept. of Corrections for approximately 20 years to provide programs to prison inmates. ❖ Northeast Metro and the MN Teamsters Service Bureau formed a partnership in 1991 to provide truck drivers with a workplace literacy program.

The program was used nationwide as a model, and awarded a \$337,792 grant from the U.S. Dept. of Education. ❖ Northeast Metro changed to a credit-based system making it easier for students to transfer credits to post-secondary institutions. ❖ Northeast Metro received a \$450,000 Instructional Technology Grant in 1994 from the MN Technical College System to develop and incorporate multi-media instructional technology. ❖



P R E S I D E N T S



WILLIAM C. KNAAK
SUPERINTENDENT &
INSTITUTE DIRECTOR: 1970-1977

CHRISTIAN SCHLEGEL
DIRECTOR: 1977-1981

E. DALE BIRKELAND
SUPERINTENDENT: 1981

BILL WARNER
DIRECTOR/PRESIDENT: 1982-1993

DEL ROELOFS
PRESIDENT: 1993-Present

EDUCATION: Doctor of Education
Degree in Educational
Administration, University of
Wyoming, Laramie, WY.

ACCOMPLISHMENTS:

- Formed Northeast Metro's Quality Council, a participatory governance structure involving bi-directional communications. The Quality Council is comprised of Northeast Metro administrators, faculty, and staff.
- Developed a variety of collaborative activities with Lakewood Community College. Educational programs offered jointly include child development, dental hygiene, dietetic technician, microcomputer specialist, orthotics technology, and prosthetics technology.
- Secured legislative funding for the design and construction of Northeast Metro's truck driving training building. The building is scheduled to be completed by September 1995.



E. Dale Birkeland



Bill Warner



Del Roelofs



INCLUDES CAMPUSES IN

Bemidji
Detroit Lakes
East Grand Forks
Moorhead
Thief River Falls
Wadena

NORTHWEST

REGIONAL TECHNICAL COLLEGE

Established 1992



AS the result of pending merger legislation and the mandate from the State Board of Technical Colleges that technical colleges had to be of a minimum size or else merge with other technical college campuses, the school board members and administrators began exploring the possibility of establishing a multi-campus technical college.

It was agreed that when the development of a new college did take place it should be large enough that it could have economic efficiencies as well as a strong political base in the Minnesota State Legislature.

Northwest Technical College was officially opened on July 1, 1992 with six campuses located in Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena. During the ensuing summer session, Dr. Ray Cross was selected as the President and Chief Executive Officer of the newly formed college. Dr. Cross located his office at an independent site off-campus in Bemidji.

Program alignment was a tremendous undertaking that aligned the curriculum of duplicated programs on more than one campus. In addition, the Custom Training Services Division was organized and what was formerly six independent CTSS now were formed into one Custom Training Services Division. The college continues to offer technical programs in many off-campus sites with two major locations being the Red Lake and White Earth Indian Reservations.

The collaborative effort between NTC and their higher education counterparts in the area have been extensively developed. The interactive television system that is in place

REGIONAL COLLEGE PRESIDENT

RAY CROSS, Ph.D.

B.S. Ferris State University, Big Rapids, Michigan.
M.S. Central Michigan University
Ph.D. Michigan State University

WORK EXPERIENCE

Chair of Manufacturing Engineering Technologies
Department at Ferris State University in Big Rapids, Michigan.
Assistant Professor Ferris State University
Worked for several corporations.
Consultant to automotive and computer industries.



BEMIDJI CAMPUS



EAST GRAND FORKS CAMPUS



DETROIT LAKES CAMPUS



WADENA CAMPUS

connects the six campuses of NTC as well as Bemidji State University, Moorhead State University, Fergus Falls Community College, Northland Community College, and University of Minnesota-Crookston that enables technical college graduates to transfer to four-year degree program and receive full credit for their technical college training. ♦



MOORHEAD CAMPUS

BEMIDJI CAMPUS

Established 1965



BEMIDJI RECEIVED APPROVAL for an AVTI on January 12, 1965. Groundbreaking ceremonies were held in August, 1965, shortly after approval of the construction of an area vocational-technical institute and the approval of a \$595,000, Bond Issue. Total cost of the building was about \$625,000, with approximately \$250,000, worth of equipment. Costs were shared by the local school district, the State of Minnesota, and the Upper Great Lakes Regional Development Commission. The school opened in 1966, with E.M. Outwin as the first Director. The original building included classrooms and shop spaces for the automotive and carpentry programs, a practical nurse related classroom, industrial drafting room, office occupations section, multi-purpose room, and student activity center.



CAMPUS FACTS

- ❖ **Founded:** 1965
- ❖ **Location:** Bemidji
- ❖ **Student Body:**
1993-94 FTE: 550
Head Count: 1,045
- ❖ **Faculty:**
1993-1994 FTE: 48.5
- ❖ **Popular Majors:**
Auto Mechanics
Administrative Support
Accounting
Auto Machinist
Practical Nursing

In 1973, an addition was completed with new programs being offered in auto body, auto machinist, dental assistant and hardware marketing. The office education department, the industrial drafting department, and the auto mechanics department received enlarged spaces. A new commons area was also provided for additional food service and socializing.

In the fall of 1977, one program was added, that being the legal secretarial program. Also that fall, because of the declining enrollment, our industrial drafting program was discontinued. The facilities used for the industrial drafting department were then divided

between the hardware marketing department and a new bookstore.

In January, 1986, an addition was added which provided a new cafeteria, kitchen, bookstore, offices and a conference room. The addition is 8,500 square feet making the remodeled cafeteria into a computer lab and word processing lab. Future facility needs include a new library, day care center, classrooms, conference center and student service areas. On July 1, 1992, Bemidji Technical College merged with five other technical colleges in the northwest region of the state to form Northwest Technical College. ❖

STUDENTS REFLECT

S"I was very pleased with the education I received at Bemidji Tech.

They gave me an excellent education in the accounting and business field. I feel confident that future graduates will have the necessary skills to be successful in the workplace." GARY FRAZER, Executive Director MN Chippewa Tribes

"My training at Bemidji really helped me in my career. I am currently the owner of Mark's Frame House. In my work I am able to apply much of what I learned at BTC."

MARK LAFOND, Owner, Mark's Frame House

"I loved the LPN Program at Bemidji! My fellow students and I developed a "family" like feeling. The instructors were very professional. It wasn't easy, but I feel very confident in my abilities." JOLEEN BLUE Licensed Practical Nurse ❖



PPOINTS OF PRIDE A continually growing relationship in both academic and student services areas with Bemidji State University. For example: HEB accepted our Master Academic Plan and Jointly awarded \$300,000, to plan for future collaborative efforts. ❖ Bemidji has maintained a very strong adult

ed./customized training program. ❖ Bemidji's Student Support Services department received a Certificate of Excellence from the University of Wisconsin, Madison for the approaches used in educating learning disabled students and mildly mentally handicapped students with their non-disabled peers. ❖ Rated #1 in student satisfaction in the State Student Satisfaction Survey. ❖ 86% of the faculty hold B.S. or M.S. degrees. ❖



P R E S I D E N T S



Vern Treat

E.M. OUTWIN
DIRECTOR: 1965-1976

KENNETH HAUSAUER
DIRECTOR: 1976-1982

MELVIN SALBERG
PRESIDENT: 1982-1993

RONALD KRAFT
PRESIDENT: 1994-1994

VERN TREAT
PRESIDENT: 1995 TO PRESENT

EDUCATION:
M.S., Bemidji State University, 1976

WORK EXPERIENCE:
1969-1981 Teacher, Thief River Falls Schools
1982-1983 Counselor, Thief River Falls Technical College
1984-1994 Vice-president, Thief River Falls Technical College

DETROIT LAKES CAMPUS

Established 1966



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THE DETROIT LAKES AREA Vocational Technical Institute

was designated by the State Legislature during the 1965 legislative session. The

Detroit Lakes community was successful in passing a bond issue to initiate the institute in the amount of \$750,000 in 1965. The initial building program was designed for approximately 200 students. Seventy-five students were enrolled in the first class held at the AVTI in September of 1966. Additional facilities were created in 1972, 1975, 1983, and 1993. In addition to the main campus, satellite campuses offer programs at Red Lake, White Earth, Wadena and Twin Valley. ♦



CAMPUS FACTS

- ♦ **Founded:** 1966
- ♦ **Location:** Detroit Lakes
- ♦ **Student Body:**
1993-94 FTE: 740
Head Count: 1,394
- ♦ **Faculty:**
1993-1994 FTE: 49.70
- ♦ **Popular Majors:**
 - Sign Lettering & Design
 - Neon Sign & Fabrication
 - Marine Engine Technology
 - Biomedical Equipment Technology
 - Outdoor Power Equipment & Snowmobile Technology
 - Building Service Technician
 - Franchise Restaurant Management
 - Farm Business Management
 - Specialty Crops-Ornamental Production
 - Specialty Crops-Fruit & Vegetable Production

P

POINTS OF PRIDE The Northwest Technical

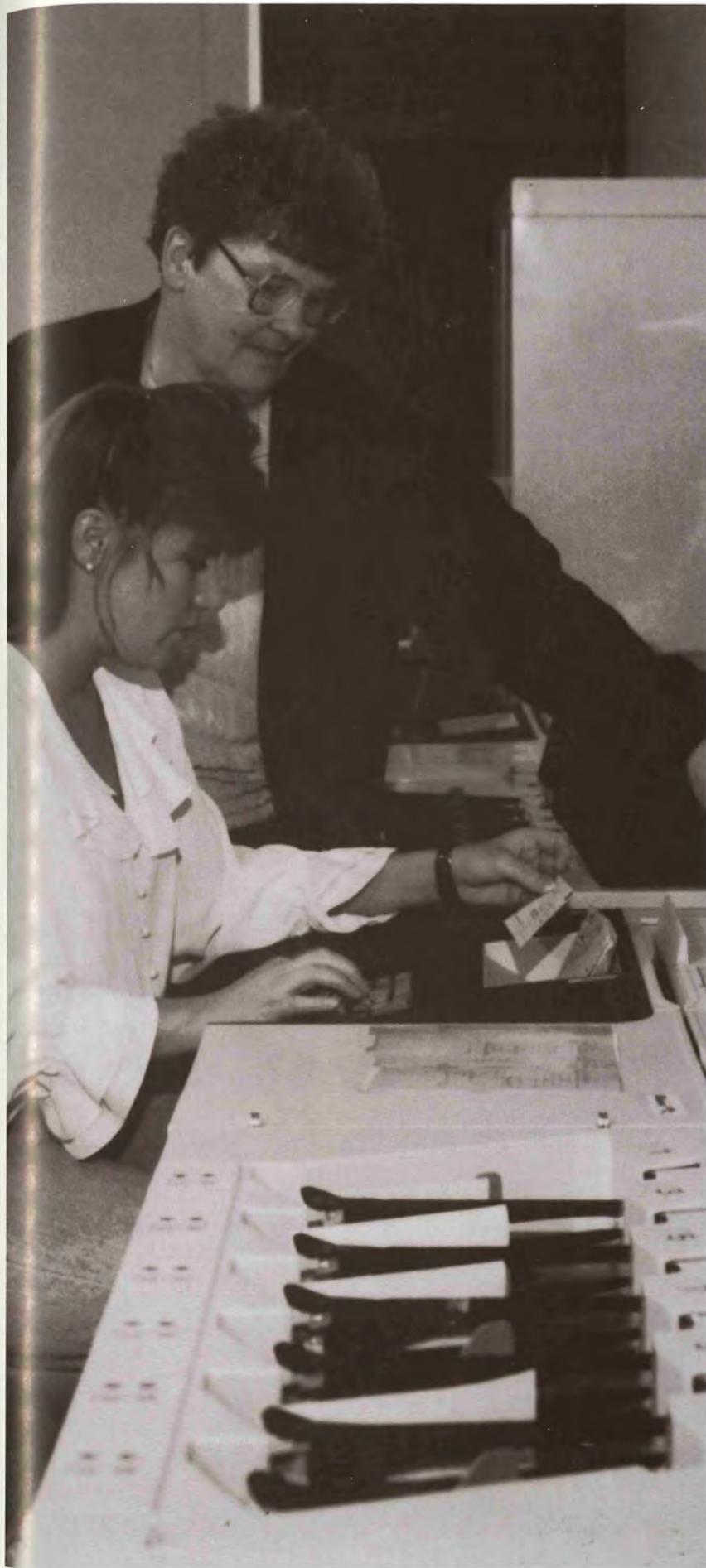
College-Detroit Lakes Trust Association was established in 1981 to provide scholarships and support for the student body. The foundation now has an endowment fund in excess of \$156,488. ♦ During the 1988/89 academic year, we were one of the eight pilot sites converted from an hours/program based delivery system to a course/credit based system. ♦ The Detroit Lakes Campus has cooperated with the White Earth and Red Lake tribal councils to provide technical programs on those

reservations since 1978. ♦ A library/resource center was established at the college in 1984. ♦ There are ten AAS degree programs offered at Detroit Lakes in cooperation with the Fergus Falls Community College. ♦

Customized education service and management programs were established in 1966 to serve local and statewide industry needs. ♦ A child care program was established in 1988. New on-site facilities were completed in 1993. ♦

The campus developed a facility/staff participatory management operational concept in 1989 to facilitate effective communication decision making for quality education. ♦





P R E S I D E N T S



Harry Schmid

HARRY SCHMID

DIRECTOR: 1966-1971

EDUCATION:

Bachelors - St. Cloud Teachers' College

Masters - Colorado A & M, Fort Collins, Colorado

WORK EXPERIENCE:

1940-1957: Carpenter, teacher, Minnesota Director of Vocational Education

1957-1963: Chief educational officer for a federal agency Taipei, Taiwan



Dennis Hopman

DENNIS HOPMAN

DIRECTOR: 1971-1992

CAMPUS PRESIDENT: 1992-1995

EDUCATION:

Bachelor Degree, Mayville State University

Masters Degree, University of North Dakota

Post-graduate work, University of Minnesota, Duluth and St. Paul

WORK EXPERIENCE:

- Served as a high school instructor and coach
- High school principal for four years in Esmond, North Dakota
- School superintendent, three years, Esmond, North Dakota
- Business Education instructor Moorhead Technical College
- Vice President of Moorhead Technical College.

LEADERSHIP ACTIVITIES:

1977-78 Served as president of Presidents' Association

1994-95 Treasurer of Technical College Presidents' Association

Retiring July 1, 1995 with 29 years of service in Technical College System

ACCOMPLISHMENTS:

1975: 35,000 square foot addition; \$750,000

1975: 40,000 square foot addition; \$1,200,000

1983: 10,000 square foot addition, Truck Diesel Program; \$375,000

1992-93: 5.2 million dollar addition; 59,000 square foot addition, 34,000 square foot remodeling

EAST GRAND FORKS CAMPUS

Established 1972



AN AREA VOCATIONAL TECHNICAL INSTITUTE has been a dream of the East Grand Forks community since 1965. The Board of Education made several applications to the State Board prior to receiving final designation. In December of 1971, the State Board for Vocational Education designated ISD 595, East Grand Forks, as an AVTI district. The first classes were offered in January, 1973, in rented facilities. As part of the designation terms, East Grand Forks was to finance and build a facility for 350 student stations. This building was to be built in two phases of 175 student stations each. Phase one was completed in the Fall of 1974. For the first time classes were held in the new building. Immediately following the completion of phase one, contracts were let for phase two. Phase two was completed in 1976. Because of continued enrollment growth, building additions were added to the original facility in 1984, 1986, 1993, and 1994.



CAMPUS FACTS

- ❖ **Founded:** 1972
- ❖ **Location:** East Grand Forks
- ❖ **Student Body:**
1993-94 FTE: 957.33
- ❖ **Faculty:**
1994 FTE: 59.20
- ❖ **Popular Majors:**
 - Cardiovascular Technology
 - Central Services Materials Management
 - Chiropractic Technology
 - Health Unit Coordinator
 - Medical Assisting
 - Medical Laboratory Technology
 - Occupational Therapy Assisting
 - Paramedicine
 - Pharmacy Technology
 - Physical Therapy Assisting
 - Practical Nursing
 - Radiologic Technology
 - Respiratory Care Practitioner
 - Surgical Technology

Prior to 1992 the governance of the Area Vocational Technical Institutes was shared by the East Grand Forks Public School District #595 and the State Board of Technical Colleges. In 1990 the State Board changed the campus titles from Area Vocational Technical Institutes to Technical Colleges. In May of 1991 the MN legislature approved legislation which required campuses with less than 1,500 FTE to merge. A local decision was made to merge with the campuses of Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls and Wadena. By a vote of all personnel, the newly formed educational structure was entitled Northwest Technical College. The 1991

legislation also mandated that as of July 1, 1995, the State University, Community College, and Technical College systems would be merged into one system and be governed by a new Board entitled Higher Education Board.

The current catalog illustrates the programs that have been developed and implemented. Since the time when it was only a dream, East Grand Forks has worked with advisory committees and college personnel to obtain the designation, to develop programs, the facility and, to maintain a high quality institution that is worthy and capable of delivering the high quality educational opportunity needed by citizens desirous of enhancing their education.

The history of this college is brief and progress is fast-paced. We believe this institution has been brought up in an era that will develop traditions of excellence and relevance during its entire life span. ❖

STUDENTS REFLECT

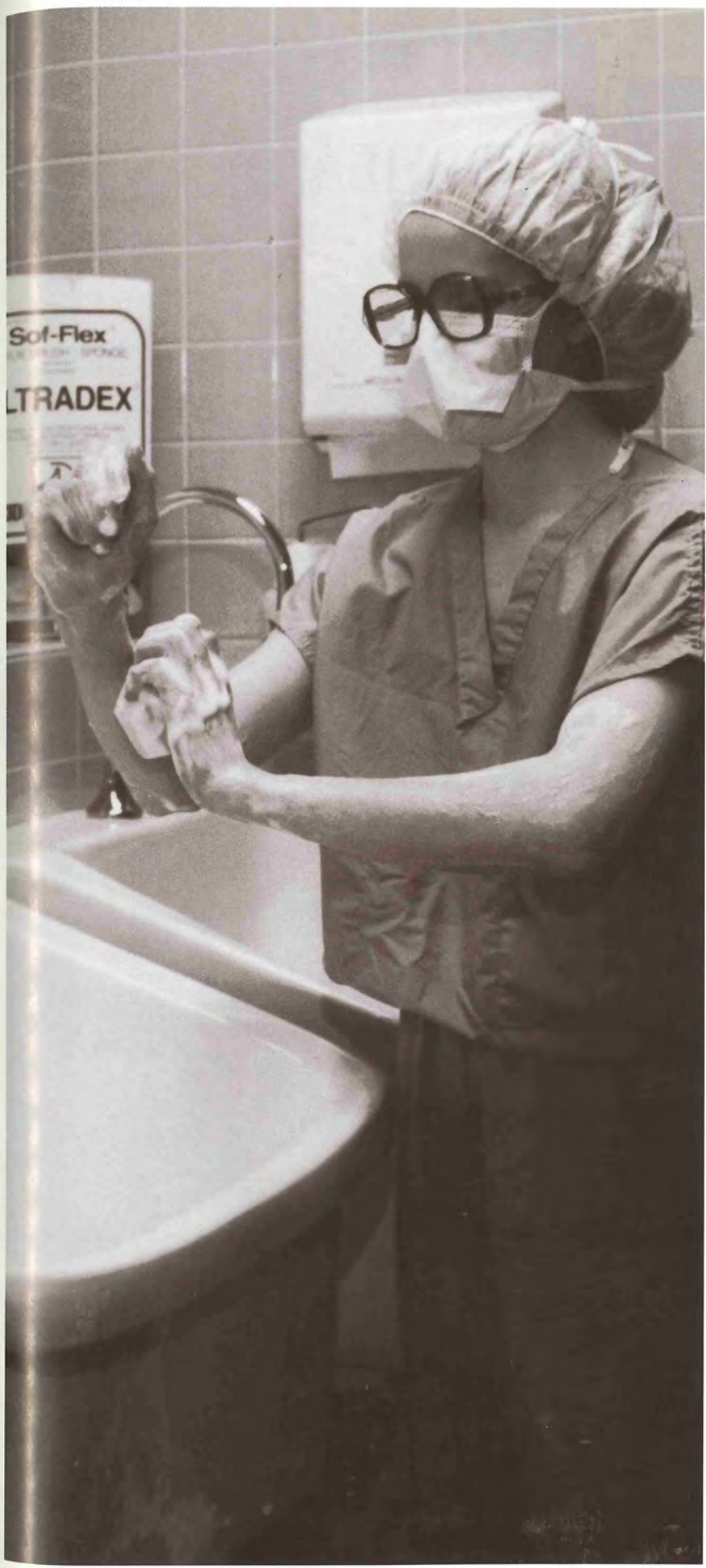
"Thank you Northwest Technical College - East Grand Forks for giving me this chance." ❖



POINTS OF PRIDE

The campus has experienced continuous enrollment growth annually from FTE 543.62 in 1987-1988 to FTE 957.33 in 1993-1994. ❖ The campus offers 19 Associate of Applied Science Degrees cooperatively with the University of MN Crookston and has articulation agreements with Bemidji State

University, Moorhead State University, and the University of North Dakota. ❖ The campus has over 100 education agreements, with business and industry affiliates throughout eastern North Dakota and northwest MN. ❖ The campus received State Council on Vocational Technical Education awards for Outstanding Student in 1990 and 1994, for Distinguished Service in 1993 and the Partners in Progress award in 1990. ❖



P R E S I D E N T S



Russell H. Beier

RUSSELL H. BEIER

DIRECTOR: 1971-1983

EDUCATION: M.A., University of Wisconsin, Stout



Judith Neppel

JUDITH NEPPEL

INTERIM DIRECTOR: 1983-1984

VICE-PRESIDENT: 1980 TO PRESENT

EDUCATION:

RN Diploma - Sisters of St. Joseph School of Nursing

BS Moorhead State University

MS Central Michigan State University

ACCOMPLISHMENTS:

- 21 years of service to vocational technical education in Minnesota.



Gerald Folstrom

GERALD FOLSTROM

PRESIDENT: 1984 TO PRESENT

EDUCATION:

B.S. Moorhead State University

ACCOMPLISHMENTS:

- 33 years of service to vocational technical education in Minnesota.
- Articulation agreements and cooperative efforts with regional institutions.
- College recommended for NCA Accreditation February 8, 1995.

MOORHEAD CAMPUS

Established 1965



NORTHWEST TECHNICAL COLLEGE—MOORHEAD was approved by the State Board of Education in January, 1965, and given the title: Moorhead Area Vocational Technical Institute. Mr. Oscar Bergos

was hired as its first director and established his office in the boys' sick room at the former Moorhead West Senior High School. In the winter of 1966 only three programs were offered in Chef Training, Electronics, and Appliance Repair. During that first year of operation there were 125 students enrolled, many of them through the Manpower Development Training Act. Maynard Hemmah, Chef Instructor, is the only original staff member from that first winter of 1966 still teaching at the technical college. The Chef training classes began in the kitchen at Moorhead's North Junior High School, after the school's cook left for the day. The Appliance Repair and Electronics courses were held in the former Moorhead Daily



CAMPUS FACTS

- ❖ **Founded:** 1965
- ❖ **Location:** Moorhead
- ❖ **Student Body:**
1993-94 FTE: 1,076.63
Headcount: 1,300
- ❖ **Faculty:**
1993-1994 FTE: 70.77

News Building, now the site of Herberger's parking lot. The new building opened its doors in 1967 with Auto Mechanics, Carpentry, Diesel Mechanics, and Electronics Technician programs.

Mr. Bergos retired in 1987 and he was succeeded by Mr. Nate Johnson. Since 1987, over 40 new program majors have been added. The college currently offers 70 program major options for full-time and part-time students. From its modest beginning with three programs and eight staff, the college has grown to serving over 1,250 students in the fall quarter of 1994. The college now employs over 120 full-time and 50 part-time employees annually. The initial building was opened in 1967 and is surrounded by a campus of 41 acres. New additions were completed in 1972, 1977, 1985, 1990, and 1992.

Custom Training reached its enrollment peak in 1990-91 when over 15,000 students were served on campus in "evening school" or at the work site.

Rose Andersen, Dean of Custom Training, completed 25 years of service to the college at the completion of that year and began work full time as Community Education Coordinator for the Moorhead Public schools. A new custom Training Management Team was hired and developed new program delivery strategies during 1992-93. Mary Eaton, vice president for college-wide Custom Training, provides this leadership.

In July, 1992, Moorhead Technical College became Northwest Technical College - Moorhead, as the Moorhead School Board relinquished its governing authority and

transferred that authority to the Northwest Technical College Board. Mr. Curt Borgen was appointed to serve on the new board until June 30, 1995, when the governance will be taken over by the State of MN Higher Education Board. In July 1992, Dr. Ray Cross was hired as CEO/president of the six campuses.

Although the size of the institution has grown over the past 29 years. The campus mission continues to be focused on providing quality occupational education to individuals, business, industry, and society in response to a changing world. ❖

STUDENTS REFLECT

S"The difference I see in a technical college graphics education today is that there is a reality-based way of teaching. It's reality-based because the technical aspect teaches students to get things done quickly. Technical colleges let their students be more flexible about getting jobs."

Shannon Charpentier is a 1975 graduate of the graphic arts program and is the vice president of Charpentier Hovland Advertising, Inc. in Fargo, ND ❖



POINTS OF PRIDE

Outstanding State Student award presented by the State Council on Vocational Technical Education: 1986 Julie

Butler Drafting, 1989 Daniel R. DiBrito Sales, Marketing & Management, 1992 Paul Duchene Construction Electricity ❖ Northwest Technical College - Moorhead has an economic impact of \$51,000,000 per year on the Moorhead area (multiplier effect used was 2.4). ❖



Oscar R. Bergos

OSCAR R. BERGOS

DIRECTOR: 1965-1987

EDUCATION:

1953 B.S. University of North Dakota
1959 M.A. University of North Dakota

WORK EXPERIENCE:

1963-65 Assistant Director -
Willmar Area Vocational Technical Inst.
1961-63 Teacher - Willmar AVTI
1957-61 Teacher - Thief River Falls AVTI

ACCOMPLISHMENTS:

- Started first classes under the Manpower Development and Training Act 1966 42 acres of land purchased and a new technical institute opened at 28th Avenue South 1967 Successful bond issues and new additions built in 1972, 1975, 1977, 1983, 1984
- A charter member and past president of Vikingland Kiwanis
- Leading promoter of a successful community bond issue to build the Moorhead Sports Center
- Founder of the Moorhead Tech Boosters 1981
- Past president of MN Association of AVTI Directors

"The satisfaction of getting Moorhead Tech rolling validates my choice of career every day.

How many people, in their lifetimes, have had an opportunity to build a school literally from a bare field up? I love my work. My fondest wish is that our graduates will be able to say the same thing."

OSCAR BERGOS 1981



Nathan J. Johnson

NATHAN J. "NATE" JOHNSON

DIRECTOR/PRESIDENT: 1987-1992

CAMPUS PRESIDENT: 1992 To Present

EDUCATION:

1966 B.S. Mankato State University
1995 Specialist Education Administration
Moorhead State University

WORK EXPERIENCE:

1979-87 Assistant Director,
Faribault Technical College
1978-79 Center Director,
Waseca County Cooperative Center
1968-78 Teacher, Robbinsdale Public Schools
1966-68 Teacher, Waterville-Elysian Schools

ACCOMPLISHMENTS:

- 1986-87 President, Assistant Directors Association
- 1989 Chair, of Moorhead Planning Committee for Minnesota House of Representatives Mini-session
- 1989 Constructed Child Care/Classroom Addition
- 1990 Minor addition
- 1990-91 Board Chair, Moorhead Area Chamber of Commerce
- 1992 Constructed Student Services/Management Addition
- 1992 Oxford's Who's Who
- 1992 Co-leader, Northwest Technical College Merger
- Full year equivalent growth to 1,070

THIEF RIVER FALLS CAMPUS

Established 1949



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THE THIEF RIVER FALLS School Board requested that the MN Department of Education designate the city as a site for an area vocational school on October 11, 1949. The school started in a variety of downtown industrial and retail buildings, under the direction of Mr. Clarence Pope. The original school had four programs: Auto Mechanics, Electricity/Electronics, Practical Nursing and Carpentry. All programs were housed in the downtown Wennberg building and later were expanded to other downtown business buildings. In 1956, the School Board received construction funds from the Department of Education to add a vocational wing to the downtown Lincoln High School site. In 1957 all classes moved into the vocational wing of the high school and programs were added in Secretarial, Accounting, Cosmetology and Auto Body Repair. In 1957, Mr. Stanley Nelson succeeded Clarence Pope as the second Director of



CAMPUS FACTS

- ❖ **Founded:** 1949
- ❖ **Location:** Thief River Falls
- ❖ **Student Body:**
1994 FTE: 723.56
- ❖ **Faculty:**
1994 FTE: 63.89
- ❖ **Popular Majors:**
Aviation Maintenance
Technology
Practical Nursing
Architectural Drafting
& Design

the vocational school. He served as Director until 1960, when he was succeeded by Mr. Arnt Aune. In 1960, the airframe and powerplant mechanics program was added to the curriculum. Architectural Drafting was added in 1962 and Sales, Marketing and Management was added in 1963.

In 1965 and 1966, the School Board worked with the city council and local officials to acquire approximately 55 acres of land east of the city on Highway One. During this period, the School Board also requested construction monies to build a separate area vocational school facility on Highway One. In 1968, the vocational school moved from Lincoln High School to the new building and added a program in Radio and TV

Broadcasting. However, the new site was still too small to house all the programs.

In 1977, the School Board requested construction monies for an addition to the Highway One facility. In 1979, the remaining programs at the high school were moved to the new site. During the late 1960's the community also received permission to build a state junior college, adjacent to the area vocational school. The state junior college's name was officially changed to Northland Community College in the mid 70's. During the 70's, both colleges had approximately 300-400 students enrolled per year. The vocational school's 1978 construction project contained a new cafeteria/commons area and hallway which physically connected the two buildings.

Mr. Arnt Aune retired as Director in 1980, and was succeeded by Dr. Orley D. Gunderson.

The 1980's and 1990's also saw many improvements to instructional areas including laboratories and shops. The college received the Award of Excellence for the Aviation Maintenance Technology program in 1991 from the U.S. Office of Education. The aviation program also gained widespread notice because of its involvement in customized training programs with companies such as Aerospatiale Corporation of Tarbes, France, and contract training with countries such as Iraq and the Peoples Republic of China.

On February 22, 1995, the Higher Education Board took action to officially recognize that the technical college and Northland Community College will become one postsecondary institution after July 1, 1995. The new college will be called Northland Community and Technical College with Dr. Orley D. Gunderson as the new president. The consolidated college will have approximately 1,200 students and will be a comprehensive college offering general, technical, occupational and pre-professional courses. ❖

STUDENTS REFLECT

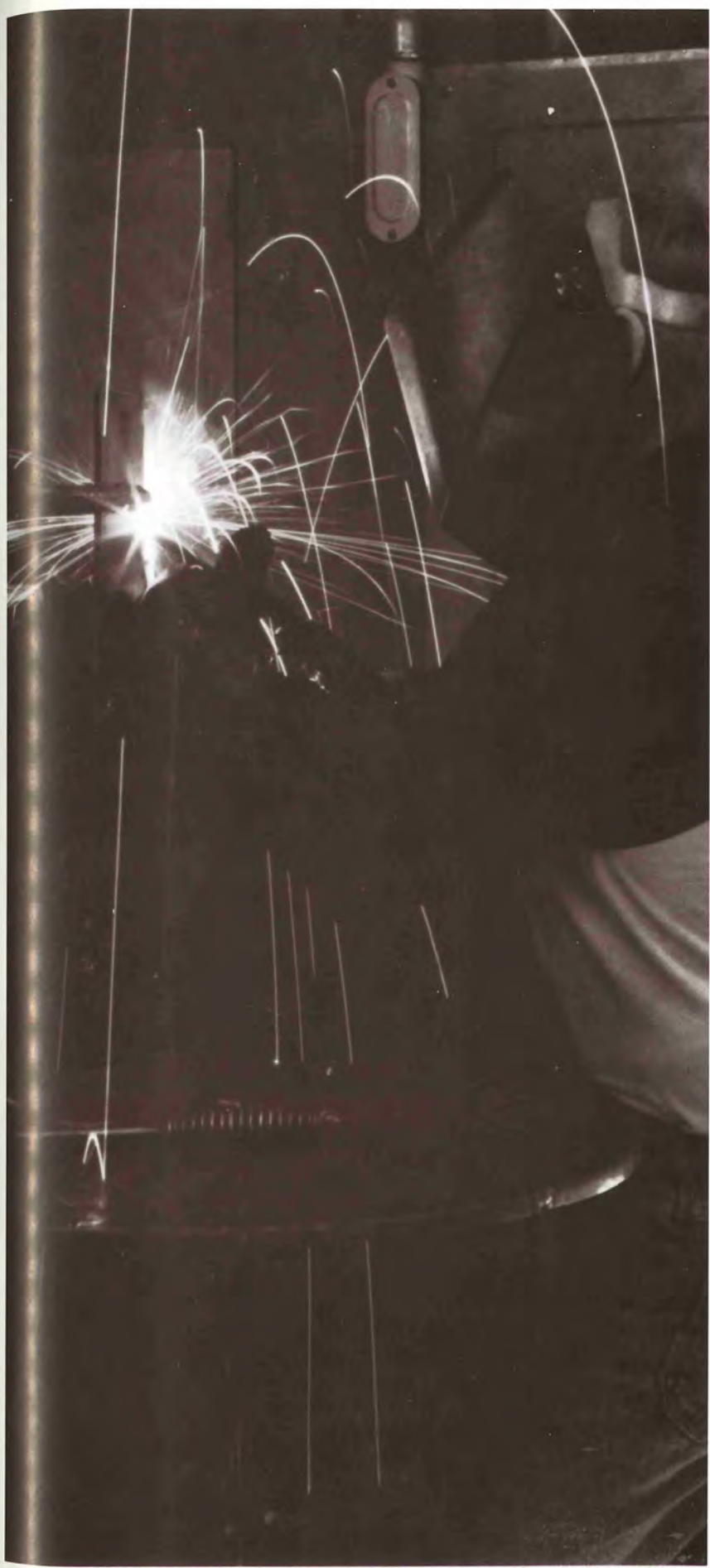
Robert Van Ackeren was severely injured in an auto accident that resulted in quadriplegia. Resisting the notion of entering a nursing home, Robert enrolled in the college's Architectural Drafting & Design program.

"This program is so exciting. I can see so many more people could benefit from the Northwest Technical College in Thief River Falls if they knew about it. Thank you for the time and patience you have shown me, and indeed, there is much more for me than sitting at home." ❖

POINTS OF PRIDE

Minnesota's second

Aircraft and Powerplant program. ❖ A long and distinguished history of success in the Practical Nursing program at the school. ❖ The construction and development of a six million dollar aviation center. ❖ The implementation of an interactive television system. ❖ The expansion of the Radio & TV Broadcasting program. ❖



P R E S I D E N T S



MR. CLARENCE POPE
DIRECTOR: 1949-1957

MR. STAN NELSON
DIRECTOR: 1957-1960

WORK EXPERIENCE:
Agriculture Instructor

MR. ARNT AUNE
DIRECTOR: 1960-1980

WORK EXPERIENCE:
Farm Management Instructor
& Coordinator



Dr. Orley D. Gunderson

DR. ORLEY D. GUNDERSON
PRESIDENT: 1980 TO PRESENT

EDUCATION:
B.S. University of Minnesota
M.S. Pennsylvania State University
Doctorate Oregon State University

WORK EXPERIENCE:
• Technical Instructor Willmar
• Research and Development
Minnesota Division of
Vocational Technical Education

WADENA CAMPUS

Established 1959



CAMPUS FACTS

- ❖ **Founded:** 1959
- ❖ **Location:** Wadena
- ❖ **Student Body:**
1993-94 FTE: 630
Head Count: 1,110
- ❖ **Faculty:**
1993-1994 FTE: 45.69
- ❖ **Popular Majors:**
 - Business
 - Electronics
 - Child Development
 - Practical Nursing
 - Automotive
 - Paramedic
 - Electrical Lineworker
 - Telephone Service
 - Cosmetology
 - Construction Electrician
 - Plumbing

IN MAY OF 1959, a delegation of people from the Wadena Community made a presentation to the State Board of Education for an application to start a vocational school.

The delegation based their presentation on facts such as Wadena's strategic location with five highways leading to 12 communities within a 25 mile radius and 16 communities within a radius of 35 miles. The group also presented surveys of 11th and 12th grade students from Wadena and 11 nearby schools. Of these 900 surveys, 876 indicated they would be interested after graduation. Of these totals 284 students picked business courses, 151 auto mechanics, 104 cosmetology, 134 practical nursing, and 54 industrial electronics. Because Wadena, Staples and Brainerd communities made application at the same time and are within a 45 mile radius, the States Board of Education tabled discussion until August of 1959 for further information.

In August of 1959, the State Board of Education approved the establishment of all three schools and the Wadena School Board passed a resolution to seek rental facilities that could house vocational classes in the fall of that year. Courses under consideration were auto mechanics, cosmetology, and practical nursing (changes in state regulations prohibited this from being offered at the time).

New buildings were soon under consideration for the vocational school. The building was to include a garage-type area and classrooms. A bond issue was passed on February 15, 1960 by a margin of 633 to 236, indicating over-whelming support by the Wadena

community. The Board moved quickly to approve plans for a concrete block and brick building designed to house four courses: electronics, auto mechanics, cosmetology, and business and accounting.

During the 36 years that have passed since the now named Northwest Technical College- Wadena started, the school has had six name changes and five additions to the building. The college is now part of a six campus regional college, and it will soon become part of a state-wide higher education system composed of technical colleges, community colleges and state universities. There are now 33 program majors with 715 students enrolled. ❖

STUDENTS REFLECT

SThe professionalism and knowledge-ability of the instructors at Northwest Technical College - Wadena increased my growth potential in the business world." SHELLIE HINZMAN, *Cosmetology* ❖

"The course outline, curriculum, and most of all- the instructors, are in my estimation, the best educated, equipped and committed to their industry of any program I have seen. I feel I can honestly say this after working closely with the majority of the Auto Instructors in the State." TAD ECKEL, *Automotive Graduate* ❖



POINTS OF PRIDE

PRecommended for North Central Accreditation in February of 1995. ❖ Electrical Lineworker program recognized as a high efficiency program in the State of MN for two consecutive years. Awarded blue ribbon status in FY 1993 and 1994. ❖ Construction Electrician program recognized as a high

efficiency program in the State of MN. Awarded blue ribbon status in FY 1993. ❖ Only Cable Television program in the State of MN. ❖ Dominant programming in electrical/ electronics related areas which are industry growth areas. ❖ 140 acres of land used for training Electrical Lineworker, Telephone Service, Cable Television, and Plumbing. A new facility is scheduled to be completed by Fall 1995. ❖ Cooperative A.A.S. programs with Fergus Falls Community College. ❖



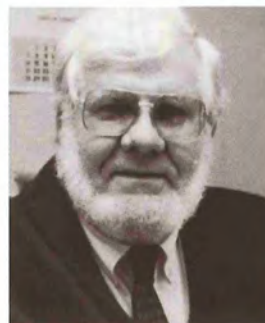
P R E S I D E N T S



Donald C. Hamerlinck

CURTIS L. SWENSON
DIRECTOR: 1961-1964

DONALD C. HAMERLINCK
DIRECTOR: 1964-1976



Lowell M. Rasmussen

LOWELL M. RASMUSSEN
DIRECTOR: 1976-1992



Ron Matuska

RON MATUSKA
PRESIDENT: 1992 TO PRESENT

EDUCATION:
1966 Technical College Graduate
B.S. Vocational Education
1975 M.S. Mankato State
University
1995 Doctorate, University
of Minnesota

PINE CAMPUS

Established 1965



PINE TECHNICAL COLLEGE is approximately 64 miles directly north of the Minneapolis/St. Paul Metropolitan area. Its primary service area is the five counties of Chisago, Isanti,

Kanabec, Mille Lacs, and Pine which surround the college. Established in 1965 as the 24th Minnesota area vocational-technical school with the mission of providing occupational, educational, and technical expertise to students, the local Pine City School Board of Education worked closely with the Minnesota Department of Education from 1963-65 to obtain the necessary approvals needed to establish an area vocational-technical school in Pine City. During this period, Pine City and Mora were both being considered as sites. The Department of Education originally chose Mora as the site for the vocational-technical school, however, after a visit to the Pine City public schools by the Commissioner of the Minnesota Department of Education, Pine City was designated as the site for the new area



CAMPUS FACTS

- ❖ **Founded:** 1965
- ❖ **Location:** Pine City
- ❖ **Student Body:**
1994 FTE: 413
Head Count: 1,300
- ❖ **Faculty:**
1994 FTE: 34.5
- ❖ **Popular Majors:**
Gunsmithing Technology
Locksmithing Technology
Security Management
Taxidermy Technology
Family Service Financial Worker

vocational-technical school. On September 6, 1966, Pine City Vocational School opened on schedule. Superintendent Clarence Espeseth and Director Gordon Stennes presided over opening ceremonies. Originally housed in various locations throughout Pine City, college facilities have quadrupled in size from 22,500 square feet in 1966 to approximately 89,000 square feet in 1993. The first courses were offered at Pine City Area Vocational-Technical School in 1966 in four program areas that offered occupational diplomas in auto mechanics, welding, drafting, and secretarial/business majors. Students did not pay tuition to attend the vocational-technical school. In 1967, the first 16 students graduated. During the almost 30 years since the

college was established, the number and variety of programs have grown to include advanced offerings, such as business microcomputers, as well as ten A.A.S. degree programs that are offered through an articulation agreement with the Cambridge Community College Center (CCC) of Anoka-Ramsey Community College.

The college established a Continuing Education Division (Customized Training) to provide courses to additional constituencies, developed a strong student marketing/recruitment program and extensive student support and counseling services, as well as additional services for special student populations.

The number of full-time and part-time students has

grown from about 100 students in late 1960 to the 1,392 students that enrolled for the 1992-93 academic year. In addition to the students enrolled in the classroom and management programs, 2,186 students were served in courses offered and coordinated by the Customized Training Services Division during 1992-93.

Pine Technical College and Cambridge Community College Center are the only institutions of higher education in the five-county region. ❖

STUDENTS REFLECT



Mark Doriott enrolled in Pine Technical College's

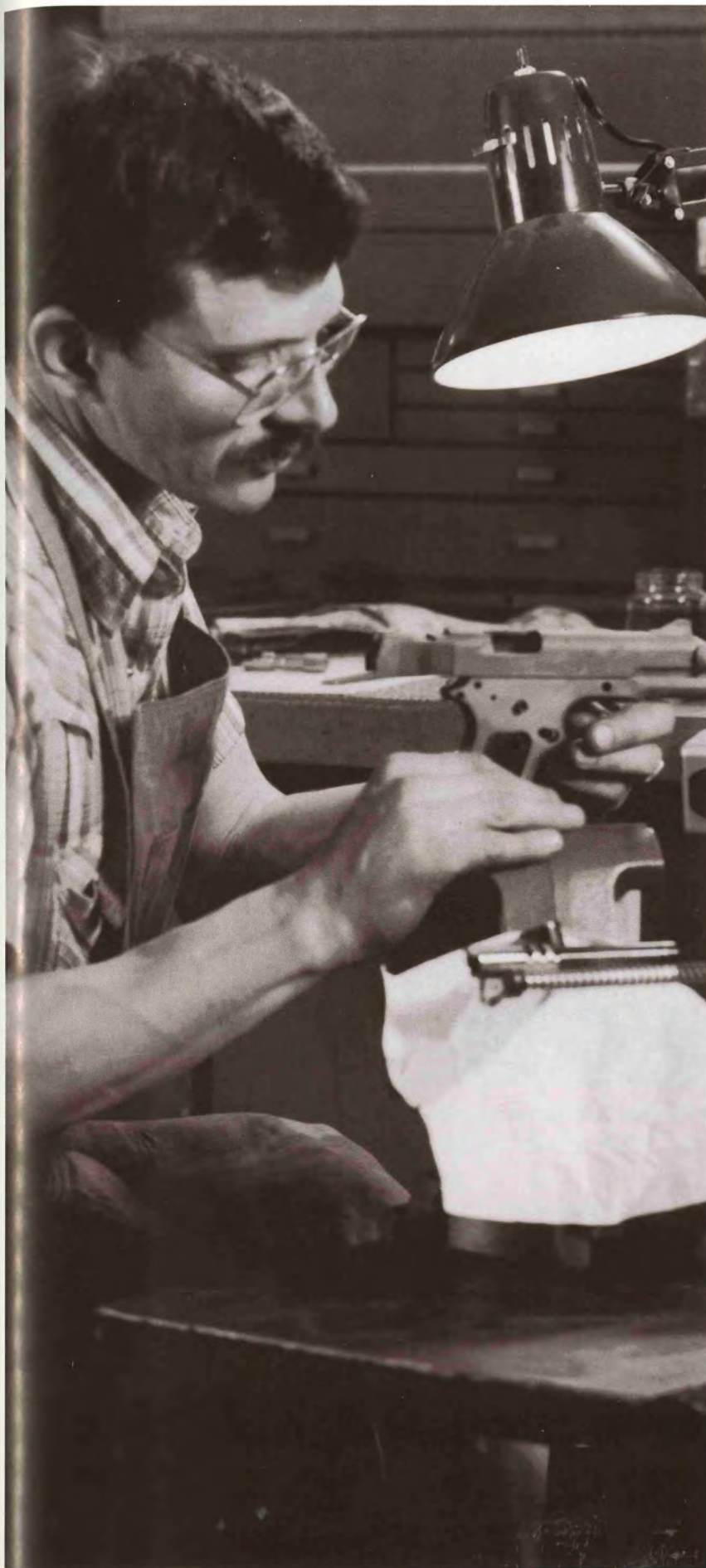
Taxidermy Technology program. While still in school his instructor encouraged him to enter the professional division in a competition in Iowa. Although he placed second, his career was off and running. Today, Mark owns a taxidermy shop in WI. ❖



POINTS OF PRIDE

In 1971, the Dept. of Labor renewed its funds for the training of Sandstone Federal Correctional Institute inmates. ❖ In 1989, twenty-five women enrolled in Project Discover, a program allowing unemployed single parents the opportunity to explore career options. ❖ The college was

able to assist economically disadvantaged students through its Employment and Training Center. ❖ In 1990, another resource was developed for students with the opening of their college Media Center. ❖ Pine Technical College was named a MN Project Outreach Site in 1993. ❖ In 1994, Pine Technical College was accredited by the Commission on Institutions of Higher Education. ❖



P R E S I D E N T S



Eugene Biever

GORDON STENNES
DIRECTOR: 1965-1978

DR. ERWIN GEIGLE
DIRECTOR: 1978-1980

ARDEEN PREKKER
DIRECTOR: 1980-1981

EUGENE BIEVER
PRESIDENT: 1982 TO PRESENT

EDUCATION: Bachelors Degree -
Northern State Teachers College -
South Dakota

Masters Degree - Northern State
Teachers College - South Dakota

WORK EXPERIENCE:
Assistant Director at Albert Lea
Technical Institute

ACCOMPLISHMENTS:

- Past chair of Pine City Chamber of Commerce
- Past Chair of Pine City Star Cities
- Deacon at Immaculate Conception Catholic Church
- Named Pine City's 1994 Citizen of the Year.



INCLUDES CAMPUSES IN

Eveleth

Hibbing

RANGE

REGIONAL TECHNICAL COLLEGE

Established 1992



The new college was formed following the 1991 legislative session which provided the incentive and statutes that facilitated the merger of technical colleges. Administration from both colleges worked with a steering committee made up of college faculty and support staff to identify and solve the primary and secondary issues involved in bringing the two colleges together under a single mission, set of policies and operational procedures.

At the time of the merger, July 1, 1992, the Eveleth Campus was delivering 12 programs that generated 385 credit-based FYEs and 81 hour-based FYEs and the Hibbing Campus had eighteen programs that generated 704 credit-based FYEs and 127 hour-based FYEs. During 1994, both campuses experienced all time enrollment highs in credit-based programs with Eveleth generating 453 and Hibbing 768 FYEs for a total of 1,029 credit-based FYEs. This was a 12% increase over the joint FYEs during their final year as independent colleges. In hour-based programs, the college generated 208 FYEs in FY92 and these decreased to 111 hour FYEs in FY94 due to the number of hour-based courses that were converted to credits in order to provide students with more opportunities to earn diplomas.

The main accomplishments during the initial year included negotiating four fair working agreements, completion of a comparable worth study and consolidating all insurance policies. In addition, a new college strategic plan, including policies and procedures was developed. Also a business office

GERALD G. STUHR

B.S., M.E. University of Minnesota

WORK EXPERIENCE

Instructor/coordinator, Worthington and Roseville, Minnesota.
Instructor, program leader and administrator, Anoka Technical College.
President Hibbing Technical College.

PERSONAL STATEMENT FROM THE PRESIDENT

Stuhr sees his new challenge as bringing two good vocational education teams together to continue to deliver quality technical education programs that will enable their graduates to get good jobs. He also envisions the college expanding its role in supporting economic development and providing customized education services for companies needing to upgrade their people in order to remain competitive.

independent of the local school districts was established.

The new college was also successful in bringing together the colleges' General Advisory Committees and Foundations, along with re-organizing the administration of the college so that it resulted in five less administrative positions.

New programming resulted in the Eveleth Campus merging its Industrial Instrumentation and Automated Systems Repair courses into a single program called Automated Control Technologies and developing additional opportunities for their students by formulating agreements with Mesabi Community College to deliver AAS programs in Automated Control Technologies and Administrative Support Careers.

Another highlight was linking the Eveleth and Hibbing campuses over ITV which allowed for programming as well as conducting staff and Board meetings that benefitted half of the participants by reducing their travel time by approximately one hour per meeting.

Another major initiative of the college was the establishment of ten committees which worked on completing the information needed for completing a self-study which was



necessary in order to accomplish accreditation of the college by the North Central Association of Colleges.

Range Technical College has impacted the region through its unique Customized Services department. Specifically, Customized Services provides Mine Safety and Health Training to over 13,000 Northeastern Mining Company employees annually. In addition, Customized Education provides training for business, industry and individuals through such unique programs as Fire Fighting, Emergency Medical Service, Train the Trainer, Right To Know, Total Quality and Leadership. ❖

EVELETH CAMPUS

Established 1963



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EVELETH, MINNESOTA has a population of 5,000 people and is located on the Mesabi Iron Range in northeastern Minnesota. In 1962, the Superintendent of Schools, Robert E. Brown and a local advisory committee convinced the Board of Education that there was a need to provide post-secondary vocational training for people interested in gaining the knowledge and skills needed for jobs in and out of the mining industry. The Board's application, along with the strong support from the local advisory committee was approved by the legislature on February 11, 1963. Robert Bergstrom began as director with three programs (Automotive Technology, Graphic Arts and Welding) and 45 students in the Fall of 1963. The programs were housed in the district's industrial education building that was located between the senior and junior high schools. Optical Technology and Clerical were initiated in 1964.



CAMPUS FACTS

- ❖ **Founded:** 1963
- ❖ **Location:** Eveleth
- ❖ **STUDENT BODY:**
1994 FTE: 465.70
- ❖ **Faculty:**
1994 FTE: 28.5
- ❖ **Popular Majors:**
Administrative Support;
This program started in the 1960's and continues to prosper under the instruction of Geri Obman, Louanne Picek, Eileen Flikke, Nancy Ralston and Thomas Radtke.

Optical Technology:
This program was the first of its kind in the state and continues to grow under the direction of Mr. Floyd Anderson.

LPN
Graphic Arts
Carpentry
Maintenance Mechanic
Automotive Technician
Welding
Automated Controls
Technology

Ed Russ replaced Bergstrom in 1965 and promptly expanded the Clerical program to include Secretarial and Accounting programs. With the addition of these programs it became evident that a new facility was needed to properly deliver vocational technical instruction.

The community soundly defeated a bond issue in 1967 but in 1968 passed, by 13 votes, a bond issue for the construction of a \$1 million dollar facility. The community was levied for \$102,112 with the remainder of the cost of construction, \$912,888, paid by state and grant funding. Additions to the college were completed in 1972, 1979, 1984,

1985 and 1989 resulting in approximately 78,000 square feet of technical college building. The total investment was \$3,525,555 of which \$389,208 was raised through local levies. ❖

P

POINTS OF PRIDE

New programming resulted in the Eveleth campus merging its Industrial Instrumentation and Automated Systems Repair courses into a single program called Automated Control Technologies. ❖

STUDENTS REFLECT

"Range Technical College gave me the education I needed to obtain the type of job I have today. I would not hire any technician that did not go to a Technical College or receive some sort of training."
DON CARLSON, *Service Manager, Clusiau Motors* ❖



CAMPUS - 1995

Additional opportunities for students have been developed by formulating agreements with Mesabi Community College to deliver AAS programs in Automated Control Technologies and Administrative Support Careers. ❖



P R E S I D E N T S



Ed Russ

ROBERT BERGSTROM

DIRECTOR: 1963-1965

MAJOR ACCOMPLISHMENTS: Bergstrom was the founding director in 1963 with programs in Automotive Technology, Graphic Arts and Welding.

ED RUSS

DIRECTOR: 1965-1987

MAJOR ACCOMPLISHMENTS: Russ proved to be a master at identifying programs that would last over a long period of time as evidenced by no programs ever being eliminated at the college. Russ began with three programs, 45 students, and no campus per se and developed a modern facility with 12 programs and 387 full-time students.



Dr. Harold Hoghaug

DR. HAROLD HOGHAUG

PRESIDENT: 1987-1992

EDUCATION: M.S. St. Cloud State University

MAJOR ACCOMPLISHMENTS:

Hoghaug led the college through its curriculum restructuring (clock-hour to credit) and the completion of a 1/2 million dollar construction project which provided new spaces for the Optical Technology program and remodeled the Student Support Services area. He made creative staffing adjustments to assure continuance of programs. He led the efforts to merge the Eveleth and Hibbing Technical Colleges.



Joseph Dennie

JOSEPH DENNIE

PRESIDENT: 1992-1995

EDUCATION:

B.S. University of Minnesota-Duluth

M.A. University of Minnesota-Duluth

MAJOR ACCOMPLISHMENTS:

- In 1981, recognized as one of Minnesota's outstanding young administrators who participated in the first Minnesota Leadership Conference Program.
- Developed program approval applicants and monitored their progress.
- Monitored updating or "Restructuring" of curriculum.
- Initiated first state-wide internship program for instructional staff.

HIBBING CAMPUS

Established 1962



HIBBING, MINNESOTA Technical Institute was designated by the State Board of Vocational Education located in northeastern Minnesota on the Mesabi Iron Range.

The establishment of the Hibbing Area Vocational Technical Institute was achieved in 1962 by local school board officials who felt the need to provide post-secondary vocational training opportunities for high school graduates and miners who were being affected by changing technology and the "boom and bust" cycles in the mines. William E. Magajna was selected as the first director and demonstrated tremendous ingenuity in identifying programs and then finding suitable spaces to deliver the instruction. During his 24 years as director, he arranged for programs to be delivered in an abandoned bus garage, church, downtown office building, high school annex, three portable classrooms and rented space at the junior college. Magajna initiated the



CAMPUS FACTS

- ❖ **Founded:** 1962
- ❖ **Location:** Hibbing
- ❖ **Student Body:**
1994 FTE: 702.29
- ❖ **Faculty:**
1994 FTE: 49.73
- ❖ **Popular Majors:**
 - Law Enforcement
 - Mine Safety and Health Administration
 - Medical Laboratory Technician
 - Dental Assistant
 - Electronic Technician
 - Culinary Arts
 - Diesel Mechanics
 - Auto Mechanics
 - Sales and Marketing
 - Electrical Maintenance

Electronics Data Processing and Medical Laboratory Assistant programs in 1963, the Dental Assistant program (using Manpower Training and Development funds) in 1965, Electrical Maintenance, Diesel Mechanics, Auto Mechanics, Court Reporting and Chef's Management programs in 1967. Apparel Arts and Nursing Assistant programs began in 1970, while Sales & Business Management (started as Wholesale Marketing) in 1972. During the mid 70's and early 80's, programs began in Law Enforcement, Construction Maintenance, Electronic Technician, Microcomputer Sales & Service and Mine Safety & Health Administration.

A major initiative of Magajna's was to provide Adult

Extension programs for people who needed to upgrade their occupationally related skills or become retrained for a new career. He began with enrollments of 33 students that mushroom-ed to 605 full time students and 25,721 part time students when he retired in 1986.

Major construction phases were completed in 1967, 1977 and 1985. These projects, along with the addition of three portable classrooms resulted in approximately 79,000 square feet of shops, labs, classrooms and areas that supported instruction in vocational technical education. The total investment in facilities was \$4,833,432 of which \$1,126,930 was provided by grants and \$756,140 through local levies. ❖

STUDENTS REFLECT

SA single parent with two children, Rhonda yearned for self-sufficiency. The Northeastern Minnesota Office of Job Training assessed her abilities and interests, and paid for her tuition and books for a Dental Assistant program at the Range Technical College. JTPA also helped with car repairs, travel to classes,

uniforms and shoes, and required tests and applications, without which she could not be employed.

"What a difference from having nothing! If you want something, you have to work for it and be willing to let people help you. While in training, I've had not only financial help, but the moral support that I needed."

RHONDA CARPENTER,
Dental Assistant, Gilbert
Dental Service ❖



CAMPUS - 1995

POINTS OF PRIDE

PRange Technical College's Law Enforcement Program on Hibbing Campus is the largest in the state. It really grew under the leadership of Bill Quinn ('80-'89) and Steve Lorenz ('89-'95). ❖

Mine Safety and Health Administration began in the mid 1970's headed by Mr. Joe Sertich to serve the Northeastern Minnesota mining industry. Today it has grown to one of the largest in the United States and continues to prosper under the direction of Mr. Tom Gregorich. ❖



P R E S I D E N T S



William E. Magajna

WILLIAM E. MAGAJNA
DIRECTOR: 1962-1986

MAJOR ACCOMPLISHMENTS:
Demonstrated tremendous ingenuity in finding suitable facilities throughout the community to effectively deliver new programs.



Bruce Perryman

BRUCE PERRYMAN
DIRECTOR: 1986-1989

MAJOR ACCOMPLISHMENTS:
Initiated restructuring the curriculum from clock-hour to credit and gained approval for four new programs.



Gerald G. Stubr

GERALD G. STUHR
DIRECTOR/PRESIDENT: 1989-1995

MAJOR ACCOMPLISHMENTS:

- Retaining a positive and progressive atmosphere for staff and students during times of rapid change.
- Serving a record high number of students by creating more programs and increased transfer opportunities.



Joseph M. Sertich Jr.

JOSEPH M. SERTICH JR.
VICE PRESIDENT/CEO

EDUCATION:
B.S. Bemidji State University
M.A. Bemidji State University

WORK EXPERIENCE:
Instructor/Coordinator Hibbing

MAJOR ACCOMPLISHMENTS:
Created a regional center in Northeastern Minnesota for Mine Safety and Health Training and coordinated that program for 11 years.



INCLUDES CAMPUSES IN

Red Wing

Winona

RED WING/WINONA REGIONAL TECHNICAL COLLEGE

Established 1992



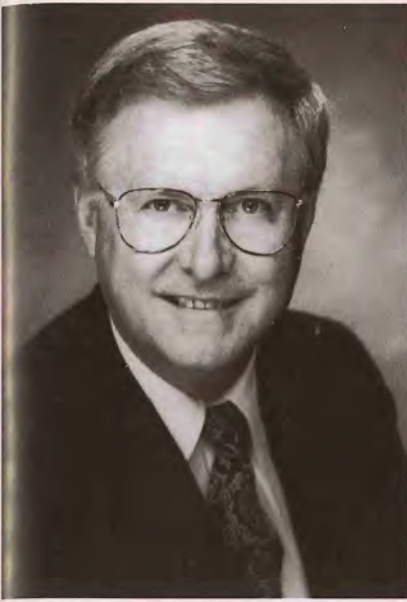
A partnership between two distinct and individual campuses was formed in July 1, 1992, and became known as Red

Wing/Winona Technical College. The merger was in response to the Campaign 2001 initiative's state-wide reduction of technical college administrative units. The State Board viewed a partnership between Red Wing and Winona as the most logical alternative in terms of size, program mix, and community and college culture.

A lengthy and intense search process was conducted for the new, dual-campus president. Clifford Korkowski, then serving as president of the Winona campus, was selected to lead the new organization. Mr. Korkowski relocated to the Red Wing community to enable easier access to both campuses and the state capitol.

The dual-campus administrative organization consists of a single President at the helm of the new two-city college, with a Vice President/CEO managing operations at each location. Both campuses have a Dean of Custom Services, and joint campus positions were created for the Dean of Curriculum and Instruction, Dean of Student Services, Financial Aid Director, and Marketing Manager.

Overall, the merge of the two organizations was relatively smooth. Ample opportunities were provided for staff at both locations to become familiar with personnel, procedures, and concerns of the other. By far, the largest joint project that has involved nearly every staff member was preparation for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. This project was a major two-year undertaking of the joint campuses and served to increase awareness of one



REGIONAL COLLEGE PRESIDENT

CLIFFORD KORKOWSKI

Associate Degree, Crosier Seminary
Bachelors Degree, St. John's University
Masters Degree, St. Cloud State University
A.B.D., University of Minnesota

WORK EXPERIENCE

Senior Employment Counselor, State Employment Service,
Alexandria/St. Cloud/Mora, 1966
Placement Coordinator, Alexandria Technical College, 1974
Assistant Director, Alexandria Technical College, 1980
President, Winona Technical College, 1988 - 1992

MAJOR ACCOMPLISHMENTS

President, Minnesota Technical College, Presidents' Association
Chair, Presidents' Association Instructional Management Committee
Director, Douglas County Housing Authority
Chairman, West Central Community Action Council
President, St. Mary's Parish Council
Membership in various state task forces, local chambers, Lions Clubs, & associations.

another's activities, culture, strengths and weaknesses. The Self Study that was produced as a result of the efforts was applauded by all as a very honest, high quality document. The college was visited by the NCA on-site committee on October 17-19, 1994. Confirmation of accreditation was received in February 1995.

Collaboration of the two campuses has resulted in positive growth in several ways. First, a complete curriculum and program review process was implemented that resulted in greater consistency, fewer duplications, and improved quality control between the campuses. Students are encouraged to attend classes on either campus as part of their program completion, and transfers can take place for those students who wish to change their major. Second, internal systems for serving students and processing documentation have been streamlined and improved. Campuses learn from one another and implement changes that have been successful elsewhere. Joint recruiting to save time and money has also resulted in increased awareness of both campuses for students throughout our region.

Red Wing/Winona Technical College was one of two pilot sites that implemented the state-wide initiative for the Technical College Guarantee. Each of its graduates, beginning in



RED WING CAMPUS



WINONA CAMPUS

June 1994, received documentation relative to guaranteeing their knowledge based on their program's curriculum. It leads the remainder of the state's technical colleges, who will implement the guarantee in 1995. ♦

RED WING CAMPUS

Established 1971



RED WING WAS THE LAST site in Minnesota to be designated for an "area vocational technical institute" on April 12, 1971. Receiving this designation had taken nearly a decade of hard work and commitment by the leadership of the Red Wing community. Construction on the \$1.82 million dollar building began in July 1972 with six programs housed in temporary quarters. Initial programs included welding, clerical, secretarial, fashion merchandising, truck driving, and practical nursing. In September of 1973, 229 students were enrolled in the college; since then over 17,000 students have experienced the advantages of technical education. Headcount enrollment has exploded in the last five years, serving headcounts of 609 in 1989-90, 1780 in 1992-93, and over 2300 in 1993-94. Red Wing Campus currently offers nine A.A.S. degrees within 24 majors. All programs and most



CAMPUS FACTS

- ❖ **Founded:** 1971
- ❖ **Location:** Red Wing
- ❖ **Student Body:**
1994 FTE: 571.69
Head Count: 2,300
- ❖ **Faculty:**
1994 FTE: 50.26
- ❖ **Majors:**
Band Instrument Repair
String Instrument Repair
Electronic Music Technician
Professional Nanny
Computers

custom services courses are structured on a course-credit basis to allow flexibility for students to begin any quarter and study full or part time. In 1978, the Energy Education Center opened the Tower View campus site to house programs like Solar Energy Technology, Wind Energy Systems Technology, and Energy and Conservation. The Tower View campus, a renovated farm homestead owned by the Red Wing Public Schools, has also been home to the Carpentry, HVAC, and Professional Nanny programs.

Externally, the main campus looks much the same as it did when it was initially constructed, excluding the addition of Bergwall Arena (owned by Red Wing School

District 256) in 1983. Internally, the college has added new Student Services Area, Learning Resource Center, Bookstore, Management Center, Computer Labs, and Custom Services Center. Groundbreaking for a new 11,000 square-foot addition was conducted in September of 1994, with the intent to move the Tower View programs back to the main campus. Cold storage, additional classrooms and office space are also part of the new addition. ❖

STUDENTS REFLECT

"I feel the general quality of the school

and the course itself is great. The staff seems to be highly qualified. I'm proud to say that my instructor is known nationally in his field." *Student, Band Instrument Repair* ❖



POINTS OF PRIDE

Red Wing

Campus is unique in its location, culture, and programming. It is the only higher education institution in the Red Wing community. Although it has experienced significant growth, it has maintained a family atmosphere where social and educational functions create a strong bond between students and the community. College functions are held regularly to allow opportunities to socialize and help students feel at home. The college sponsors an

annual benefit concert, with proceeds going to high school service clubs. ❖ Because the college offers several programs that are not found anywhere else in the state—or the country—it attracts students both nationally and internationally. The Armed Forces, for example, have selected the college's Band Instrument Repair Program as a training program for its own technicians. ❖ Red Wing is a strong partner to the needs of manufacturers and service industries located in the region, with explosive growth in the demand for customized training and industry-specific grant projects. ❖



P R E S I D E N T S



Edward Dunn

EDWARD DUNN
DIRECTOR: 1972-1985
1987-1992



Harold Hoghaug

HAROLD (HAL) HOGHAUG
DIRECTOR: 1985-1987



Timothy O. Schreiner

TIMOTHY O. SCHREINER
VICE PRESIDENT/CEO:
1992-1995

EDUCATION:

Associate Degree,
Metropolitan State University
Bachelors Degree,
Winona State University
Masters Degree,
Winona State University

Additional education:

Minnesota Educational
Effectiveness Administrative
Training Program
Graduate of the Johnson
Institute for Alcohol, Drug Abuse
and Intervention Training.

WORK EXPERIENCE:

Instructor and Business Owner
Coordinator of Curriculum
and Instruction,
Winona Technical College
Dean of Instruction,
Winona Technical College

ACCOMPLISHMENTS:

Chair-Elect, Red Wing Chamber
of Commerce
Red Wing 2000 Learning
Committee
Assisted coordination of State
Curriculum Restructuring Project
for MN Technical College System

WINONA CAMPUS

Established 1949



WINONA AREA VOCATIONAL SCHOOL was the second site designated by the State of Minnesota to provide technical education to post-secondary students. Its humble beginnings in 1949 included four programs delivered in rented quarters: Practical Nursing, Electronics Technology, Machine Shop, and Auto Mechanics. Today, the Campus offers 27 program majors to address the needs of its business and industry customers. Overall, the college experienced steady growth in its first two decades, and has enjoyed a recent surge of student population, more than tripling its headcount from a low of 473 in 1986-87 to nearly 1500 in 1993-94. The main campus is located at 1250 Homer Road in Winona. As one of three colleges in a Mississippi River community of 25,000 people, Winona Campus offers a safe



CAMPUS FACTS

- ❖ **Founded:** 1949
- ❖ **Location:** Winona
- ❖ **Student Body:**
1994 FTE: 804.15
Head Count: 1,500
- ❖ **Faculty:**
1994 FTE: 57.19
- ❖ **Popular Majors:**
Composites Technology
Truck Driving
Practical Nursing
Accounting
Cosmetology
Aviation Maintenance
Technology

friendly, and progressive campus environment for students.

The Homer Road location was initiated by a local bond in 1966 and opened its doors in 1967.

In 1971, two new shops, classrooms, and a lecture auditorium were added. In 1984, the college completed a 25,000-square foot Student Center, complete with food service, leisure and study areas. To satisfy the demands of an older student population, a full-time, licensed child care facility was established on campus. In 1990, Winona Campus purchased a 22-acre tract adjacent to the main property

for expansion of the truck driving range.

A second campus location, the Aviation Training Center, was completed at 5.5 million dollars in June of 1992 to house up to 300 students in the Aviation Maintenance technology program. Prior to completion of this impressive state-of-the-art facility, the program was operating from a small terminal hangar building.

Curriculum development and expansion of program offerings has been a major focus of the college staff. Winona Campus offered its first Associate Degree program in 1987; it currently boasts eleven A.A.S. options. Since 1988, all programs, including

most of the courses offered by Custom Services, utilize the more flexible course/credit-based curriculum.

Traditional governance by local school boards ended July 1, 1992, as the technical colleges in Red Wing and Winona merged to form a single administrative unit. A new Vocational Education District 2186 board was appointed to govern a new entity, Red Wing/Winona Technical College. ❖

STUDENTS REFLECT

"I came into the program knowing very little about the field. I now feel very comfortable with what I've learned...the instructor goes out of his way to make sure we are leaving the course knowing the material. The hands-on experience is what makes this program a plus to me." PATRICK STEFFES, *Automotive Technology*



AVIATION TRAINING CENTER • 1992

POINTS OF PRIDE

Second site designated in the State of Minnesota as a technical institute in 1949. ❖ Current programs are designed to serve the unusually heavy manufacturing base in the Winona. ❖ Uniquely offers a blend of four programs related to transportation: Aviation Maintenance Technology,

Truck Driving, Auto Body Repair, and Automotive Technology. ❖ The staff has a long average length of tenure. Their close working relationships result in a level of quality that is difficult to find. Their work ethic compels them to simply do what needs to be done without looking for individual recognition. It's education "Minnesota Style"—Don't talk about it, just do it. ❖



P R E S I D E N T S



John Fuhlbruegge

JOHN FUHLBRUEGGE
DIRECTOR: 1949-1955



Thomas Raine

THOMAS RAINE
DIRECTOR: 1955-1970



William Hemsey

WILLIAM HEMSEY
DIRECTOR: 1970-1988



Cliff Korkowski

CLIFF KORKOWSKI
DIRECTOR: 1988-1992
For background information, see Red Wing/Winona Regional Technical College.

JAMES J. JOHNSON
VICE PRESIDENT/CEO:
1992 TO PRESENT

EDUCATION:
Bachelors Degree,
University of Wisconsin
Masters Degree,
University of Wisconsin, Stout
Candidate in Doctorate
of Education Program,
University of Minnesota

Other education includes:
Leadership Development Project,
University of Minnesota
Educational Administration
courses, Winona State University
Graduate of Bush Public Schools
Executive Fellows Program

WORK EXPERIENCE:
Instructor of Vocational Metals
Program, Sparta Senior High
School, Sparta, Wisconsin

At Winona Campus he has served
as Trade and Industry Coordinator,
Adult Extension Director, Associate
Director, and Vice President.

ACCOMPLISHMENTS:
President, Winona Area Chamber
of Commerce
President, Minnesota Technical
College Vice Presidents Association
Chairperson, United Way Drive
Member, Winona Quality Council
Member of various community and
intercollege committees.



James J. Johnson

ST. CLOUD CAMPUS

Established 1948



ST. CLOUD TECHNICAL COLLEGE had its origin in a local high school in the fall of 1948 when 100 students chose from options in agriculture, business and distributive education, home economics, machine shop and auto mechanics. Classes for the fledgling school were offered in existing high school shops and classrooms until more space was provided in 1955 through the addition of the H. B. Gough wing to Technical High School. St. Cloud Technical College truly came into its own in 1966 when the school moved into a newly-constructed complex at its present location. Within two years, the school was running double shifts to accommodate more than 600 students. The college petitioned for further expansion, and in 1969, the State Department of Education approved a four-phase building program which was funded by local, state and federal monies. This expansion project began



ST. CLOUD TECHNICAL
COLLEGE

CAMPUS FACTS

- ❖ **Founded:** 1948
- ❖ **Location:** St. Cloud
- ❖ **Student Body:**
1993-1994 FTE: 1,674
Head Count: 3,611
- ❖ **Faculty:**
1993-1994 FTE: 102.56
- ❖ **Unique Majors:**
Water and Wastewater
Treatment Technology
Instrumentation and Process
Control Technology
Toyota Technical Education
Network (T-TEN) Automotive
Services Technician
Advertising

in 1971 and was completed in 1975, making room for 1,400 students and 33 programs. Between 1975 and 1983, two more wings were added, bringing the college to its current configuration which accommodated 3,558 students in continuous programs and almost 10,000 students in extension programs during the 1993-94 school year. In June of 1992, the college created a three-phase Master Facility Plan specifically designed to redesign the use of the existing facility and improve operating efficiency. Phase I implementation began in June of 1994, with actual construction beginning in 1995. The college has demonstrated a commitment to education for a full range of occupations in

the areas of transportation, health, business, communications and marketing, construction and manufacturing, as well as the accompanying general education. Accredited by the North Central Association of Colleges and Schools since 1985, the college aims to provide students with general and occupational courses relevant to the work place. Curriculum is reviewed annually by advisory committees composed of dedicated partners from local industry. These partnerships enable the college to define and meet the needs of both students and industry. Through its Center for Innovation and Economic Development, St. Cloud Technical College offers

a variety of programs and services to meet the needs of local businesses. With both open enrollment on-campus classes and customized training offered at the work site, SCTC has gained the reputation of providing high quality training, retraining and support for the work force of Central Minnesota.

From its inception, SCTC has focused on making a major contribution to lifelong career satisfaction for the citizens of this area by providing outstanding postsecondary vocational technical education. The vision of our college is "To be the college of first choice for quality education focused on high-skilled employment." ❖

POINTS OF PRIDE

PAT
(Parents
Are Teachers) and FOSPA
(Family Oriented Structured
PreSchool Activities) programs
were developed and taught to
approximately 1,500 parents
and children annually. These
programs have been replicated
in 400 sites throughout the US.
❖ Building and staffing regional
interactive television studies

STUDENTS REFLECT

"St. Cloud Technical College helped me refocus my life after

losing my job. I received the technical training to be able to land an excellent job after just two years of training."

CAROLYN MERTEN, *Sales and Management, 1977, Human Resource Director, Holiday Inn* ❖



(MidTec network) has increased the educational opportunities for Central MN citizens into the 21st century. ❖ Sixteen AAS programs in cooperation with St. Cloud State University were developed. ❖ The college's Tech Prep consortium was developed and expanded to 11 school districts. ❖ A youth apprenticeship program was initiated to provide opportunities for 11th graders. ❖

P R E S I D E N T S



Robert Miller

ROBERT MILLER

DIRECTOR: 1948-1964

EDUCATION:

B.S. Stout University

WORK EXPERIENCE:

Manual Arts Teacher at Technical High School, St. Cloud

Specialist in Automotive Technology

MAJOR ACCOMPLISHMENTS:

The first director of vocational education in St. Cloud. The evening program was developed to provide skilled workers for local industries. Day programs for 11th and 12th grade students were expanded to include post secondary students.



James Wakefield

JAMES WAKEFIELD

DIRECTOR: 1964-1975

EDUCATION:

B.A. University of Minnesota

M.S. University of Minnesota

WORK EXPERIENCE:

Principal for eleven years at the Manitoba Technical Institute, Winnipeg, Manitoba

MAJOR ACCOMPLISHMENTS:

Over 200,000 square feet of building was completed. Thirty-three programs were developed, over 150 staff selected to provide training to over 1,400 day and 3,000 evening students.



Donald Hammerlink

DONALD HAMMERLINK

DIRECTOR: 1976-1990

EDUCATION:

B.S. Moorhead State University

M.S. University of Minnesota

WORK EXPERIENCE:

Director of Wadena Technical College, High School Counselor, Political Science Teacher

MAJOR ACCOMPLISHMENTS:

Moving from a hourly system to a college credit system had a major impact. Bringing interactive TV into the hands of teaching staff to deliver instruction to more students at remote sites throughout the state. North Central accreditation in 1985 was a milestone, assisting in developing mutual respect and interaction with other systems of higher education.



Eugene Jereczyk

EUGENE JERECHYK

INTERIM PRESIDENT: 1990-1991

EDUCATION:

B.S. University of Minnesota

M.S. University of Minnesota

WORK EXPERIENCE:

Campus Director, Post Secondary Director and District Director of Hennepin Technical Center

MAJOR ACCOMPLISHMENTS:

Development of a forum procedure for staff to interact in planning.



Dr. Larry Barnhardt

DR. LARRY BARNHARDT

PRESIDENT: 1991 TO PRESENT

EDUCATION:

Diploma: Drafting, North Dakota College of Science

B.S. Teaching, Eastern Kentucky University

M.S. Administration, Eastern Kentucky University

Ed.D. Administration, Oregon State University

WORK EXPERIENCE:

Teaching, supervision, teacher training and director of a statewide think tank on workforce development

MAJOR ACCOMPLISHMENTS:

The campus evolved into a higher education organizational model. The development of a Master Facility Plan resulted in bonding to begin a major remodeling project in Spring, 1995. A foundation and alumni association were formed.



SAINT PAUL CAMPUS

Established 1919



S SAINT PAUL TECHNICAL COLLEGE has experienced a long and rich history, and has left behind a legacy of serving the employment needs of the community, the State of Minnesota and the country since 1919. Saint Paul Technical College (SPTC) began as "Boys Vocational School" and served young men interested in working in the Trades. About twenty years later, "Girls Vocational School" was opened. Its primary purpose was to train young women for the health-career fields. Shortly thereafter, a Veteran's program for ex-servicemen from WWII was initiated. And finally, in 1966 faculty and staff moved into the modern, five-level facility on Marshall Avenue. This site became St. Paul Technical Vocational Institute, or St. Paul TVI. "The TVI" remains the most familiar nomenclature of the college to-date, even though its name has had several changes over the years. Since that time, SPTC has served thousands of students each year, and offered more than 50 occupational and

STUDENTS REFLECT

"The largest benefit from my technical college education would be the fact that I was prepared to start my own business. My children are now serving and working in that business." BILL RISER, *Electrical Program*

"Saint Paul Technical College has taken me off AFDC and into a successful job, in a little over two years." DENA CHRISTIANSEN, *Personnel Assistant Program*.

"I graduated from Saint Paul Technical College in Apparel Arts and now hire graduates from the same program." TERESA SAMULSON-PYNE, *Apparel Arts Program*.

CAMPUS FACTS

- ❖ **Founded:** 1919
- ❖ **Location:** St. Paul
- ❖ **Student Body:**
1993-1994 FYE: 2,674
Headcount: 7,470
- ❖ **Faculty:**
1994 FTE: 182
- ❖ **Program Majors:**
Much of the success of SPTC is due to the varied program mix which provides many opportunities for student success.
Unique and special programs exist within the Divisions of Business, Health and Service, Technical, Trade and Industrial, and Special Needs.

associate degree programs. As a testament to accomplishing its mission of "Education for Employment," SPTC graduates enjoy an exemplary overall college placement rate.

In addition to the major occupational and degree programs, unique special needs programs were initiated in the early 1970s. These programs serve the needs of economic and academic disadvantaged, bilingual, deaf, and disabled students who reside within a diversely populated community.

In 1983, SPTC acquired accreditation by the North Central Association of Colleges and Schools which well prepared the College for entry into higher education, and continued the tradition of excellence and service. ❖



PHOTO BY PHOTOS OF AMERICA, INC.

ST. PAUL CAMPUS

POINTS OF PRIDE

1983-1984 Initial accreditation from the North Central Association of Colleges and Schools. ❖ 1985-1986 First

Associate of Applied Science Degree. Ten more AAS programs follow shortly after. ❖ 1986-1987 \$5.8 million Instructional Tower Constructed. ❖ 1988-1989 MnSat became operational and linked SPTC to the world. ❖ 1991-1992 Instructional Technology



Center was established and provides courseware via micro-computer, MidTech System offers fiber optic course delivery. ❖ 1994-1995 Electronic backbone and library carries SPTC into the knowledge Age and the higher education community. ❖



P R E S I D E N T S



A.C. Taylor

A.C. TAYLOR
DIRECTOR: 1943-1965

CHARLES SIMMER
DIRECTOR: 1965-1968

HERBERT KELLOR
DIRECTOR: 1968-1975

RAYMOND DAVOLI
DIRECTOR: 1975-1980

LEON LINDEN
DIRECTOR: 1980-1985

HARLAN SHEELY
DIRECTOR: 1985-1990

DONOVAN SCHWICHTENBERG
PRESIDENT: 1990 TO PRESENT



Charles Simmer



Herbert Kellor



Harlan Sheely



Raymond Davoli



Donovan Schwichtenberg



Leon Linden



INCLUDES CAMPUSES IN

*Albert Lea
Mankato*

SOUTH CENTRAL REGIONAL TECHNICAL COLLEGE

Established 1992



E

Enabling legislation and a directive from the State Technical College System to reduce the number of administrative

reporting units brought about the merging of the two colleges. A merged college was formed in July of 1992 between the Albert Lea Technical College and the Mankato Technical College. The interim name used for the institution was Albert Lea/Mankato Technical college. Dr. Kenneth H. Mills assumed leadership duties as regional president of the new college in August of 1992. With input from students, staff, faculty, and advisory committee members came the decision to change the name to "South Central Technical College." The name change better represented the larger region served by the college and promoted college unity. The new name and logo identification were released, via a press conference, in April of 1993 along with the college's first strategic plan. The mission of South Central Technical College (SCTC) is to provide higher education for employment and life-long learning. The vision of South Central Technical College is to be the preferred provider of technical education and life-long learning. The technical college campuses at Albert Lea and Mankato have a rich tradition of providing technical education to students in the South Central Minnesota region. It is on this tradition, with an eye to the future that South Central Technical College was born and operates. The success of the merger was exemplified through the comments made by the recent NCA visiting team, who sighted SCTC's human resources as their greatest strength and recognized that the reason SCTC was recommended for initial accreditation was the ability of their members to form a unified, regional college from the two existing campuses. ❖

REGIONAL COLLEGE PRESIDENT

KENNETH H. MILLS, Ed.D

Associate Degree, Brainerd Junior College
Bachelors, University of Minnesota
Masters, University of Minnesota
Ed Specialist Degree, University of Wisconsin-Stout
Doctorate, University of Minnesota

WORK EXPERIENCE

Instructor, coordinator, and administrator, Wisconsin Technical College System.
Consultant/examiner, North Central Association of Schools and Colleges, since 1970.

MAJOR ACCOMPLISHMENTS

Provided consensus style leadership for the new regional college to form the "one college, two campus" institution. Guided the new college through its first strategic plan and annual updates. Developed the college's decision-making process, new organizational structure, and Continuous Improvement Council. Established a partnership with the foundations and the Mankato Chamber of Commerce to form the Executive Leadership Council - author Stephen Covey was the first seminar Keynote speaker - June 1994. Assisted SCTC to reach recommendation for initial accreditation through North Central Accreditation -November 1994.



ALBERT LEA CAMPUS



ALBERT LEA ENTRANCE



MANKATO CAMPUS

ALBERT LEA CAMPUS

Established 1968



ON JANUARY 5, 1965, Albert Lea was designated by the State Department of Education as a Manpower Development and Training Center. The Center began its operation with four programs: drafting, welding, stenography, and salesmanship. In 1967 a community effort was launched to lobby the State Board of Education to designate the Albert Lea Technical Education Center as a Vocational-Technical School. On November 4, 1968, the new designation was granted. On May 6, 1969, the voters of the Albert Lea School District Voted in favor of a \$1.7 million bond issue for the construction of the new Albert Lea Vocational-Technical Institute. The 60,040 square foot building was built on a farm that had been purchased by the school district and annexed into the city. The new facility



CAMPUS FACTS

- ❖ **Founded:** 1968
- ❖ **Location:** Albert Lea
- ❖ **Student Body:**
1994 FTE: 511.07
Headcount: 1,630
- ❖ **Faculty:**
1994 FTE: 35.05
- ❖ **Popular Majors:**
Physical Therapist Assistant
Mechanical Drafting
& Design Technology
Supervisory Management
Travel Planner
Laboratory Technician and
Management-Food Science
Environmental Technician
Construction Electrician
Diesel Mechanics
Industrial Mechanics
and Maintenance
Administrative
Support Careers.

allowed for an expansion of both program offerings and services to students of the area.

The Albert Lea campus has had a number of improvements to the facility since the original construction. Additions included a diesel mechanics area in 1972, an industrial mechanics area in 1978, and an expansion of the lab tech area in 1981. Major additions to accommodate the Mechanical Drafting and Marketing Education programs were made in 1985. In 1988, the north entry and library were constructed. The school also acquired the facilities of the Gateway Vocational Center in 1984, which is located adjacent to the main campus. These construction projects



came about through the support and direction of the Albert Lea community. Changes in the buildings have allowed for the addition and modification of programs and have enabled the school to meet the diverse needs of its students. ❖

STUDENTS REFLECT

"Being disabled, I didn't know how I'd be accepted when I returned to college...plus, I felt that I might also be a lot older than most of the students. I found that both staff and students at Albert Lea were really interested in me. I've been given the support, the

encouragement, and the 'pats on the back' that I need to feel good about myself."

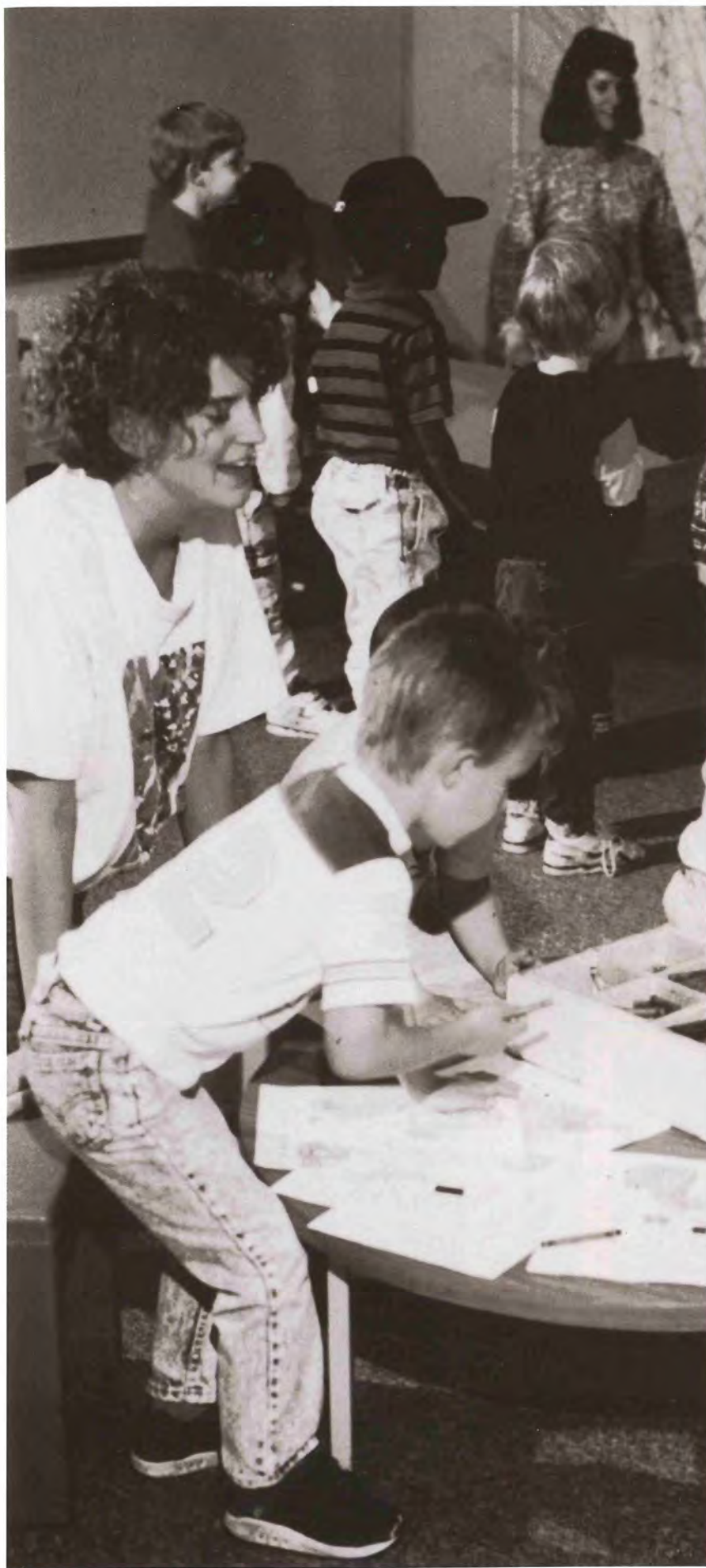
ZITA PARMENTER, *Marketing Education Student*

"...I finally have this job that I worked long and diligently to get! My job is more than I had ever expected and I am very happy to have it! If I can succeed, after or because of SCTC, all can!" LINDA HOUSTON, *Environmental Technician Graduate* ❖



POINTS OF PRIDE First campus in the state to offer micro-computer courses. ❖ Albert Lea was the site for the first on-campus childcare

center constructed without state dollars. Facility was made possible through local contributions and an American Express Grant. ❖ Two major construction projects added to the original building built in 1969. ❖ Student-focused environment.



P R E S I D E N T S



Wayne V. Broecker

WAYNE V. BROECKER

DIRECTOR: 1969-1984

EDUCATION: Bachelor's Degree
University of Minnesota
Master's Degree University
of Minnesota

WORK EXPERIENCE:

Instructor, Agri-Business,
New Richland, Minnesota
Assistant Director, Jackson
Technical College

ACCOMPLISHMENTS:

Provided leadership for the start
of the new school and the
construction of the 60,040 square
foot building. Directed the first
additions to the building in 1972,
1978 and 1981.



David Sayre

DAVID SAYRE

DIRECTOR: 1984-1989

EDUCATION: Masters Degree, South
Dakota State University, Brookings

ACCOMPLISHMENTS:

Directed major construction
projects and initiated Micro-
computer program start.



Terry Lemer

TERRY LEMER

PRESIDENT: 1989-1993

EDUCATION: Master's Degree
University of North Dakota

WORK EXPERIENCE:

Industry Instructor Business
Administrative Custom Services

ACCOMPLISHMENTS:

- Directed two major
Construction projects.
- New program starts included:
Physical Therapist Assistant,
Auto Mechanics, Supervisory
Management, Environmental
Technician, and Surface
Finishing & Plating.
- Facilitated merger with Mankato
Technical College, 1992

JOYCE C. JOHNSON

CAMPUS MANAGER: 1994-1995

EDUCATION:

B.S. South Dakota State University
Preparing Educational Leaders,
University of Minnesota
Master's Degree, Educational
Administration, MSU, 1996

WORK EXPERIENCE:

Regional Human Rights
and Equity Officer
Director of Career/Life
Development
Secondary Teacher, SD and MN

MANKATO CAMPUS

Established 1946



MANKATO OFFICIALLY BECAME the state's first approved area vocational-technical institute in 1946 with Harold Ostrem named as coordinator. Ostrem, "The father of area vocational schools in Minnesota" trained workers in plants throughout Mankato for war production jobs. In 1945 he moved his students into the Kline Garage on Second Street in downtown Mankato. There were 94 students in the 1946-47 class which was divided into electrical, machine tool, and auto mechanics training. The school has been located at three different sites during its history. From the Kline Garage, classes were moved in 1950 into the West High School annex building where they remained until 1968. The present facility was dedicated in February 1969. Classes officially began in the Fall of 1968. The technical college facility is housed on a 45 acre site. In fiscal year 1986-87, the



CAMPUS FACTS

- ❖ **Founded:** 1946
- ❖ **Location:** North Mankato
- ❖ **Student Body:**
1993-94 FYE: 1,597.80
Head Count: 4,210
- ❖ **Faculty:**
1993-1994 FTE: 103.31
- ❖ **Popular Majors:**
Agribusiness
Commercial Art
Practical Nursing
Machine Tool Careers
Civil Engineering
Auto Collision Technology
Graphic Arts
Dental Assisting
Hotel Restaurant
& Institutional Cooking
Architectural Drafting

State Board approved a \$6 million construction project. The project addressed both instructional and support facility needs brought about by enrollment growth. The project included the addition of roadways and parking lots. Also included were a conference center with a seating capacity of 400, student lounge, Library/Media Center, Special Needs Resource Center, shipping and receiving rooms, six accounting classrooms, classroom/laboratory facilities for health occupations and marketing education.

The construction of the new facilities provided for the expansion of the Student Development Center into the old library space and a student bookstore in the area previously used as the student

lounge. The moving of the Auto Body Department into new facilities provided needed expansion for both the Auto Mechanics and Agribusiness Mechanics programs.

The 100,000 square foot addition, added to the previous 200,000 square foot facility, gave Mankato Technical Institute a major boost in providing service to both our internal and external customers. ❖

POINTS OF PRIDE

Mankato was the state's first area vocational-technical school in 1946. ❖ \$6 million construction added in 1986. ❖

STUDENTS REFLECT

S"I had never done any real painting before I started the commercial art program at Mankato Technical College. My first step and the foundation for all my painting began at MTC." DANIEL SMITH, *International Wildlife Artist, Commercial & Technical Art Alumnus*

"SCTC purchased a video magnifier to enhance textbooks to allow me to read... and then things started coming around. I've had perfect attendance and good grades...but I couldn't have

done it without the Resource Center." BOB CHILDRY, *Human Services Technician Student*

"Mankato Technical College provided us with the most up-to-date machines and equipment for our training. And, the instructors were always there when I needed help." CRAIG HOLM, *Machine Tool Careers Graduate*

"As an untrained single parent, I had to develop skills that would support my son and myself in a short period of time. Mankato Technical College allowed me to do just that!" SUSIE WERTJES, *Medical Information Systems, Washington D.C., Administrative Support Careers Graduate* ❖





P R E S I D E N T S



Harold Ostrem

HAROLD M. OSTREM

COORDINATOR: 1938-1949

EDUCATION:

B.S., Luther College, Decorah, Iowa
M.S., Fort Collins, Colorado

WORK EXPERIENCE:

Coordinator of Distributive Education and War Production Training at Mankato High School prior to becoming Coordinator of the Area Vocational Technical School (*Area Vocational Technical School administrative position replaced the duties of War Production Coordinator*).

ACCOMPLISHMENTS:

- Promoted vocational education cooperative on-the-job training in the high schools and provided local liaison information for passage of the vocational-technical legislation.
- Responsible for the planning of the annex to the high school.
- Ostrem left Mankato to go to the State Department of Education and later to become the Director of Vocational Education in St. Paul. He held this position until his retirement.



Frank G. Kalin

FRANK G. KALIN

DIRECTOR: 1949-1976

EDUCATION:

B.S. University of Minnesota
M.S. Colorado A & M, Fort Collins

WORK EXPERIENCE:

Served as an Officer in the Army of Engineers in Europe During WWII.

Itinerant Instructor for Veterans Training employed by the State Department of Education, Vocational Division.

ACCOMPLISHMENTS:

- Responsible for the construction of the new facility in North Mankato.
- Was a leader in the development of strong apprenticeship programs and strong partnerships with business, industry and agriculture. He held the position as director until his untimely death in a car accident on November 16, 1976.



John A. Votca

JOHN A. VOTCA

PRESIDENT: 1976-1992

EDUCATION:

B.S., Science & Industrial Education,
Mankato State University
M.S. Education, Mankato State University

WORK EXPERIENCE:

Enlisted Man/Officer, United States Navy

Physics & Industrial Education teacher, Shakopee.

37 years of dedicated service to Mankato Technical College as Related Training Instructor, Trade & Industrial Coordinator, Assistant Director, President

ACCOMPLISHMENTS:

- \$6 Million construction project, 1986. Project coordinator of the original building built and completed in 1968.
- Coordinated the merger with Albert Lea Technical College and the creation of the new Regional Board.



INCLUDES CAMPUSES IN

Canby
Granite Falls
Jackson
Pipestone

SOUTHWESTERN REGIONAL TECHNICAL COLLEGE

Established 1985



Southwestern Technical College was the first of the technical colleges to consolidate on July 1, 1985. The four campuses of Canby, Granite Falls, Jackson, and Pipestone merged into the new Joint Vocational District #900 as Southwestern Technical College.

The four Southwestern Technical College (STC) campuses in Canby, Granite Falls, Jackson, and Pipestone provide optimum accessibility for students. Each campus has its own unique characteristics while maintaining STC's uniform high standards for quality, innovative career education.

Since merging, the four campuses have consolidated many administrative functions into a single office with the creation of the district president's office, the district business office, and the district financial aid office serving all four campuses.



REGIONAL COLLEGE PRESIDENT

RALPH KNAPP

B.S. Mankato State University
M.A. California Coast University
Ph.D. Candidate Status, California Coast University

WORK EXPERIENCE

Director of Customized Services
Campus President of Technical College
President of Technical College

CURRENT EXERTIONS

Member of the Governor's Council of Jobs & Training
Officer of the Praireland Economic Development Corp.
Officer of the Shetek Area Development Association
Officer of S.W. Minnesota Private Industry Council
Member of S.W. Minnesota Superintendent's Advisory Council
Minnesota Vocational Association

PERSONAL STATEMENT

"Southwestern Technical College, as the state's first regional college, has had 10 years to achieve the most beneficial, cost effective delivery of technical education to students as well as business and industry of Southwest Minnesota."



CANBY CAMPUS



JACKSON CAMPUS



GRANITE FALLS CAMPUS



PIPESTONE CAMPUS

CANBY CAMPUS

Established 1965



T

THE CANBY AREA VOCATION Technical School was established in 1965 on the agriculturally rich plains of southwestern Minnesota. Initial classes were held in a 20,000 square foot facility with 114 full-time students. The Canby Campus of Southwestern Technical College has experienced a number of changes to its' program offerings in the past 30 years. Initially, training was available in Business Education, Welding, Groundskeeper-Landscape Design, Auto Mechanics, Farm Mechanics, Technical Drafting, General Farmer, Salesman-Fertilizer and Chemical, Farm Equipment Service and Sales, and Farm Management. Since that time, the programs offered have changed as the training needs of students and industry have changed. As the student population increased to a high of 400+ students in 1974-75, the need for additional facilities also increased. In June 1968, an additional 20,000 square feet was built onto the existing facility, doubling its' capacity.



CAMPUS FACTS

- ❖ **FOUNDED:** 1965
- ❖ **Location:** Canby
- ❖ **STUDENT BODY:**
1993-94 FTE: 294.07
- ❖ **Faculty:**
1993-1994 FTE: 10.34
- ❖ **Popular Majors:**
 - Dental Assisting
 - Graphics/Printing Technology
 - Diesel & Transportation Technology
 - Diesel Fuel Injection Program (One of a kind)
 - Agri-Business
 - Business and Office
 - Construction Electrician

In 1973, construction began on a complex designed for truck and auto programs. The complex consisted of two steel building built to simulate facilities actually found in the truck and auto repair industry. The 12,800 square foot truck portion opened in late 1974 and the 11,200 square foot auto portion opened in the fall of 1975.

The 12,600 square foot Agriculture Building was constructed in 1976. The next year the architectural drafting room was remodeled for the Dental Assistant Program. In 1980, construction of a new 16,500 square foot diesel and farm equipment building was completed, bringing the total square footage of the complex to nearly 100,000.

Reflecting the need to accommodate the changing profile of the student, other alterations and modifications have been made to the campus over the years. The area previously occupied by the auto shop was converted into a student lounge and service area. Student areas, in general, have been made more aesthetically pleasing. A day care center was established, and a media center/library was developed. ❖

STUDENTS REFLECT

SDebbie Trexler was barely getting by on the income provided by her house cleaning business. And then one day a friend told her about the Graphic Arts

program at Southwestern Technical College, Canby, Minnesota. It was her first time back in a classroom in 18 years. "I was scared," said Trexler. Today she holds a Graphic Arts degree from the Canby campus and is pursuing sales experience on the Granite Falls campus. "There's always a way to get through it," said Trexler. ❖





P R E S I D E N T S



Dewain Englund

DEWAIN ENGLUND
DIRECTOR: 1965-1989



Gene Christiaansen

GENE CHRISTIAANSEN
DIRECTOR: 1989-1991



Roger L. Fransen

ROGER L. FRANSEN
PRESIDENT: 1991 TO PRESENT

EDUCATION:

Master's Degree in Leadership Studies, Mankato State University, July, 1966.

WORK EXPERIENCE:

1969-1975 Instructor-Agri-Business Technology, Southwestern Technical College, Canby Campus

ACCOMPLISHMENTS:

- Remodeled and updated physical appearance of the college.
- Developed our ITV system and Multi Media Lab.
- We have recently completed a facilities improvement plan. This project encompasses the installation of energy efficient windows, lights and heating systems. The savings will be sufficient to pay for the project, resulting in saving additional taxpayers dollars.

GRANITE FALLS CAMPUS

Established 1965



T

THE GRANITE FALLS CAMPUS of Southwestern Technical College, established in 1965, is approaching its 30 year anniversary. The campus has seen numerous changes in its physical plant, name, and course offerings, but the mission to educate for employment has remained constant. The physical plant has increased in size numerous times since 1965. The original building was completed in 1965 and enlarged in 1968 to a total of 38,000 square feet. The Student Services Building was added in 1972 and the Education Facilities Building in 1974. The Education Facilities Building was expanded in 1984 to provide 7,200 square feet for the Fluid Power Program. In 1989 the campus opened its day care facility, and in 1992 space was again added for the library, student resources area and district office space. The Granite Falls Campus also dramatically increased its student enrollment along with its



CAMPUS FACTS

- ❖ **Founded:** 1965
- ❖ **Location:** Granite Falls
- ❖ **Student Body:**
1993-94 FTE: 557.57
Head Count: 620
- ❖ **Faculty:**
1993-1994 FTE: 23.76
- ❖ **Popular Majors:**
Fluid Power
Optometric Assistant
Robotics
Customer Service

course offerings. The first school year Granite Falls Campus drew 100 Students into six programs which included Drafting, Secretarial, Clerical, Fluid Power, Accounting and Machine shop. In 1982-83 enrollment had reached 600 students and remains steady at 500-600 students per year. Campus offerings have increased in the business/office, technical and industrial areas. Programs added over the years include Professional Sales and Marketing careers, Optometric Assistant, Child Development Assistant, Robotics Technology, Electronics Technology, Auto Body Repair and specialized secretarial career areas. The campus's most recent program additions

include Dispensing Optician, Telemarketing, Insurance Service Associate, and Office Information Processor.

In addition to the full program offerings, the campus delivers Custom Training Services to individuals, business, and industry in southwestern Minnesota. Begun during the 1976-77 school year as Adult Vocational Programs, Custom Training Services has grown from 1,050 students in 1976 to 15,400 students in 1993-94. The success and growth of Custom Training Services can be attributed to its varied course offerings as well as its ability to respond quickly and professionally to the training needs of business and industry. ❖

STUDENTS REFLECT

S "If I had to do it all over again, I'd go straight to STC out of high school because you can learn what you need to know to start a career." BETH RETZLAFF

"At Granite Falls the instructors spent some time talking to me. They really

wanted to know about me and about my interest. That's why I went there." MICHAEL BRODKORB

"We had one-on-one communication with instructors and were treated really well, as though everyone expected that we'd be successful." MARY WELCH

"I never really thought I'd make it through college, but the instructors are the greatest. They really helped me succeed." KRIS AUGESON ❖



POINTS OF PRIDE

P The Granite Falls Campus of South Western Technical College is proud of its facilities and equipment. We are very proud of the fact that visitors tell us that they cannot tell the difference between our original 1965 building and our newest addition. ❖ We have excellent instructional equipment in our computer and technical

industrial labs. ❖ In Granite Falls we point with pride to the fact that in a recent random sample satisfaction survey of our 1993 graduates when asked, "I had a good overall impression of the technical college," 100% strongly agreed or agreed with that statement. ❖ In Granite Falls we point with pride to our faculty and staff and their dedicated commitment to customer satisfaction and their creation of a superior value. We believe in and value quality, professionalism, ownership, respect, and innovation. ❖



P R E S I D E N T S



Wendell Howard

WENDELL HOWARD

DIRECTOR: 1965-1975

EDUCATION: Industrial Education Degree
Stout Institute, Menominee, Wisconsin

WORK EXPERIENCE: U.S. military instructor in radio
communications and electronics.

ACCOMPLISHMENTS:

As the first director of the campus was the major person responsible for the planning and construction of the original 1965 building plus the 1967 addition and the 1972 Student Services Building. Mr. Howard's administrative and planning ability moved the campus in the right direction.



Elroy Burgeson

ELROY BURGESSON

DIRECTOR: 1975-1986

EDUCATION: Graduate Mankato State University

WORK EXPERIENCE:

Taught at Butterfield and

Granite Falls High School.

Assistant Director at GFAVTI.

MAJOR ACCOMPLISHMENTS:

Director of the campus as it added the 1985 addition (300 Building) and the 1985 Fluid Power addition.

During the years that Mr. Burgeson was the Campus Director, Granite Falls grew to its largest day-time enrollment. He was also instrumental in the planning of the merger of the four campuses in Canby, Granite Falls, Jackson and Pipestone into one college, Southwestern Technical College.



Richard Pooley

RICHARD POOLEY

DIRECTOR: 1986 TO PRESENT

EDUCATION: Graduate Degree in Vocational
Administration, Mankato State University.

WORK EXPERIENCE:

Taught business and German at Elkton, South Dakota. Served as instructor of business and clerical programs, department chairperson and Assistant Director at GFAVTI prior to becoming Director.

ACCOMPLISHMENTS:

- Under Mr. Pooley's leadership, two more building additions were added—a child care center in 1989 and a library in 1992.

- Mr. Pooley began the process of developing campus pride in the quality of our work, the quality of our graduates and service to customers. The Granite Falls Campus consistently scores very high on graduate, employer and student surveys.

JACKSON CAMPUS

Established 1964



SOUTHWESTERN MINNESOTA Vocational School opened in Jackson, Minnesota, in September of 1964. Seventy-seven students enrolled in four program majors with four instructors.

Forty more students were added in March through a federal manpower training program. The school was governed by the Jackson Public School District and was under the leadership of Delbert Schwieger, the first director, and Harold Grudem was the school district superintendent. By the following fall, 240 students and a staff of 13 instructors had "filled up" the school, which at the time included one class being taught at the Jackson Public Elementary School. In 1965, Southwest Minnesota Vocational School was one of seventeen such schools in the state. At that time, tuition and books were free for state high school graduates; "non-traditional" students paid \$30 per month. There was no problem getting students to enroll—the problem was there was not enough openings for all

the students that applied.

The first building addition was completed for the 1966-67 school year and seven new program areas were added. Two new program majors were added in 1972 and two more in 1973. A second building addition was completed in 1974 and four more program areas were added. In 1983, the old armory, located in downtown Jackson, was purchased by the district to serve as a student activity center.

On July 1, 1985, Southwestern Vocational combined with three other Vocational-Technical Institutes located in Canby, Granite Falls and Pipestone to form Independent District #900. Southwestern Technical Institute was the name selected for the newly

reorganized institutes in Southwestern MN and was under the leadership of District Director Marlin Wacholz.

July 1, 1986 brought the retirement of Jackson Campus Director, Del Schwieger and the appointment of the present President, Dennis Finstad.

In 1986-87 Farm Business Sections were instituted in Redwood County, Truman, Mountain Lake, Heron/Okabena and Slayton.

A major change in fall of 1988 was realized as all programs were changed from an hour delivery mode to a credit based mode. Prior to this all programs consisted of six hour per day blocks of instruction, and programs varied in length from 1080 to 2400 hours. With the change, credit programs are now 48 to 104 credits in length. ❖

STUDENTS REFLECT

S Loretta Felber, office manager for Hedenquist Motors & Leasing in Jackson, was skeptical that the Frontline leadership program offered at Southwestern

Technical College—Jackson Campus would be one of those classes you "get fired up on and the next day it's forgotten." Loretta found that the course allowed time to learn through study and practice. Loretta also learned that "a lot of the skills to be used required a change in ourselves." ❖



POINTS OF PRIDE

PThe Jackson Campus is proud of its programs. There are twenty major program areas with emphasis areas in Electrical, Building Trades, Automotive, Administrative Support and Accounting. ❖ There were 556 full-time equivalent students enrolled with 35 full-

time equivalent faculty and 24 support staff. ❖ Southwestern Technical College received North Central Accreditation in 1990. ❖ Some special areas that the Jackson campus has worked hard to develop are a Networked Computer Lab used by several departments. ❖ In the business and office careers area, we have a 60-station lab which is networked and provides student access to computer work for other majors.



CAMPUS FACTS

- ❖ **Founded:** 1964
- ❖ **Location:** Jackson
- ❖ **Student Body:**
1993-94 FTE: 520.15
- ❖ **Faculty:**
1993-1994 FTE: 43.43
- ❖ **Popular Majors:**
Telecommunications
Electric Motor Repair & Rewind
Utility Technician
Powerline
Wind Energy



P R E S I D E N T S



Delbert Schwieger

DELBERT SCHWIEGER
DIRECTOR: 1964-1986



Dennis Finstad

DENNIS FINSTAD
DIRECTOR: 1986 TO PRESENT

PIPESTONE CAMPUS

Established 1967



T

THE PIPESTONE CAMPUS of Southwestern Technical College was built on the campus of what was formerly known as the Pipestone Indian Vocational School. On February 2, 1893 superintendent C.J. Crandall opened the Indian Vocational School at Pipestone with one building and six students who were all transferred from the Keshena, Wisconsin Boarding School. The students spent half of their day in the classroom and the other half learning industrial vocations. By 1929 the school had grown to 29 modern buildings and at its closure in 1958 there were 56 buildings on the campus. Three of these original buildings still remain and are currently used by the technical college. In 1966 a number of cities including Marshall, Luverne and Redwood Falls began to explore the possibility of constructing an area vocational school. A group

of citizens from Pipestone went to St. Paul and made a presentation to the State Vocational Board to lobby for the placement of a school at Pipestone. The approval for Pipestone was granted and the school opened for students in the fall of 1968 under the directorship of Mr. Marvin Thomsen. The campus opened with 10 programs, 160 students and 10 instructors.

The college has experienced over its 28 years of existence many program changes, as well as building additions. The original administration building consisted of 25, 133 square feet and was constructed in 1967 at a total cost of \$620,340. In 1969, a 17,959

square foot addition to the Meat Department, Business Education and Auto Sales was added at a cost of \$381,607. In 1970, the carpentry students built a 7,200 square foot building for the Building Trades Programs at a cost of \$35,000. In 1972, an addition of 2,200 square feet was added to this building for another \$20,000. The Lumberyard Management, Bricklaying, and Carpentry area was enlarged in 1978 total 23,302 square feet at a cost of \$789,334. The last addition to the Pipestone Campus was completed in 1988. This addition of 15,279 square feet costing \$905,000 contained a new handicapped accessible front entry, a Fiberglass Lamination Program and Special Needs

Services area. This brought the entire building size to a total of 91,073 square feet. The Pipestone Area Vocational School has gone through numerous name changes since 1968. In 1970 the name was changed to Pipestone Area Vocational Technical Institute and in 1984 it was the Southwestern Technical Institute and, finally, the Southwestern Technical College, Pipestone Campus. ❖

STUDENTS REFLECT

"The personalized instruction I am receiving show that my

instructors care about my success." SCOTT THOMPSON

"The instructors really care about students. The facility and equipment are up-to-date. This really helped to prepare me with skills that will last a lifetime." CARMEN BLANCHETTE ❖



POINTS OF PRIDE

1970
First Lamb
and Wool Management
program started in Minnesota.
Has gained international

recognition. ❖ 1990 Granted full accreditation by North Central Association. ❖ 1991 STC Pipestone established joint international programs with Land O'Lakes Corporation. ❖ 1992 Practical Nursing program started. First program of the Health Cluster.



CAMPUS FACTS

- ❖ **Founded:** 1967
- ❖ **Location:** Pipestone
- ❖ **Student Body:**
1993-94 FTE: 477
Head Count: 567
- ❖ **Faculty:**
1993-1994 FTE: 30 (Approximate)
- ❖ **Popular Majors:**
Practical Nursing
Medical Lab Tech
Meatcutting
Lamb & Wool Management
Chimney Repair



P R E S I D E N T S



Marvin Thomsen

MARVIN THOMSEN
DIRECTOR: 1967-1984

EDUCATION:
B.S. University of Minnesota
ACCOMPLISHMENTS:
First Director



Ralph Knapp

RALPH KNAPP
DIRECTOR: 1984-1991

EDUCATION:
B.A. Mankato State University
WORK EXPERIENCE:
1967-1984 Instructor
1984-1991 Campus President
1991 TO PRESENT District President



Larry Schemmel

LARRY SCHEMSEL
DIRECTOR: 1991 TO PRESENT

EDUCATION:
BFA University of South Dakota
WORK EXPERIENCE:
1972-1987 Instructor
1987-1991 Customized
Training Vice
President



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TABLE 1.

FEDERAL LEGISLATION - Vocational Education

1917 Smith-Hughes Act, Public Law 347, 64th Congress, 7.2 million dollars annually for vocational education in agriculture, trades and industry, and home economics.

1929 George-Reed Act, Public Law 702, 70th Congress, 500 thousand dollars to vocational home economics education and vocational agricultural education.

1934 George-Ellzey Act, Public Law 245, 73rd Congress, 3 million dollars annually for three years divided among vocational education in agriculture, trades and industry, and home economics.

1936 George-Deen Act, Public Law 673, 74th Congress, 12 million dollars annually to be divided equally among vocational education in agriculture, trades and industry, and home economics. Additionally, 1.2 million dollars was provided for distributive education and 1 million dollars for teacher education.

1946 George-Barden Act, Public Law 586, 79th Congress, 28 million dollars for vocational education. Funds were provided in this act for salaries and travel expenses for state directors of vocational education and vocational counselors.

1946 Employment Act of 1946, Made government responsible for full employment and manpower planning.

1958 National Defense Education Act, Public Law 85-864, 84th Congress, 15 million dollars for support programs for training technicians.

1961 Area Redevelopment Act, Public Law 87-27, 87th Congress, 4.5 million dollars annually until 1965 for Vocational Education.

1962 Manpower Development and Training Act (MDTA), Public Law 87-415, 419 million dollars for skill development programs.

1963 Vocational Educational Act, Public Law 88-210, 88th Congress. ♦

TABLE 2.

STATE LEGISLATION

1917 Acceptance of the Smith-Hughes Act, Laws of Minnesota 1917, Ch. 491. Designated the High School Board as the state board called for in the congressional act.

1945 Area Vocational School Enabling Law, Laws of Minnesota 1945, Ch. 304.

1967 Intermediate Schools Districts. Laws of Minnesota 1967, Ch. 822. School districts allowed to band together to establish and operate an area school in the metropolitan area offering a cooperative program of secondary, post-secondary, and adult vocational education.

1983 State Board of Vocational Technical Education, Laws of Minnesota 1983, Ch. 258, Sec. 60. Established as a separate state agency being on January 1, 1984. Bill written by Senator Thomas Nelson. System required to submit plans to the Higher Education Coordinating Board (HECB) prior to submission to the governor and legislature.

1987 Area vocation technical institutes renamed "technical institutes," Laws of Minnesota 1987, Ch. 259, Sec. 11-12.

1989 Technical institutes renamed "technical colleges," Laws of Minnesota 1989, Ch. 246.

1991 Missions of postsecondary education systems prescribed by Legislature. "The Technical College system shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree."

1991 Legislation to merge the Minnesota State University System, the Community College System, and the Technical college System to be governed by the High Education Board (HEB), Laws of Minnesota 1991, Ch. 356, Art. 9, Sec. 1-16.

1992 Technical colleges consolidate to 18 colleges on 34 campuses. M.S. 136C.71. ♦

TABLE 3.

ESTABLISHMENT OF SCHOOLS*

1800's (late)	1962 Alexandria
Woodworking	Hibbing
school started	Eveleth
in Anoka	1964 Brainerd
1914 Minneapolis	Jackson
Vocational High	1965 Canby
School	Granite Falls
1914 Dunwoody	1966 Bemidji
Industrial Institute	Detroit Lakes
1921 St. Paul Vocational	Faribault
School	Moorhead
1947 First Area	Pine City
Vocational-	1967 Pipestone
Technical	Rochester
Institute	1968 Albert Lea
1948 St. Cloud	1969 Suburban
Winona	Hennepin County
1949 Thief River Falls	1970 Dakota County
1950 Duluth	Hutchinson
1951 Austin	Ramsey-
1952 St. Paul	Washington
1955 Minneapolis	Counties
1959 Staples	(Northeast Metro)
1960 Wadena	1971 Red Wing
1961 Willmar	1972 East Grand Forks

*After 1945, all dates refer to when the school was designated as an area vocational-technical school as recorded in the State Board of Vocational Education Minutes.



STATE BOARD SENIOR LEADERSHIP STAFF

Standing, left to right: John Ostrem, Glenda Moyers, Steve Frantz, Rich Pointer
Seated, left to right: Mel Johnson, Deena Allen, Helen Henrie, Carole Johnson,
Diane Paulson, Jim Brown

TABLE 4.

1994 STATE BOARD

ROBERT CAHLANDER

1995
1st Congressional District
Red Wing

JOAN "JODY" OLSON

1997
2nd Congressional District
Canby

ROY WALLACE

1997
3rd Congressional District
Eagan

BILLEIGH RISER

1995
4th Congressional District
Maplewood

JAMES C. BERNSTEIN

1996
5th Congressional District
Minneapolis

TERANCE SMITH

1998
6th Congressional District
Forest Lake

SARA CARLSON

1998
7th Congressional District
Alexandria

MURIEL S. ABRAM

1995
8th Congressional District
Duluth

F.B. DANIEL

1995
At Large
Mendota Heights

ANIL K. JAIN

1997
At Large
North Oaks

CAROL DE RAAD

1996
Student Representative
Austin

TABLE 5.

CONSOLIDATIONS

1986-87	1993-94
SOUTHWESTERN	HUTCHINSON/WILLMAR
VOCATIONAL-TECHNICAL	TECHNICAL COLLEGE
INSTITUTE	Hutchinson
Canby	Willmar
Granite Falls	
Jackson	NORTHWEST TECHNICAL
Pipestone	COLLEGE
	Bemidji
	Detroit Lakes
1991-92	East Grand Forks
BRainerd/STAPLES	Moorhead
REGIONAL TECHNICAL	Thief River Falls
COLLEGES	Wadena
Brainerd	
Staples	RANGE TECHNICAL
	COLLEGE
RIVERLAND	Eveleth
TECHNICAL	Hibbing
COLLEGES	
Austin	RED WING/WINONA
Faribault	TECHNICAL COLLEGE
Rochester	Red Wing
	Winona
1993-94	
OWATONNA TECH	SOUTH CENTRAL
TRAINING CENTER	Albert Lea
	Mankato



LONG-TERM SERVICE PRESIDENTS

Standing, left to right: Nate Johnson, Cliff Korkowski, Dave Sayre, Ralph Knapp,
Frank Starke, Donovan Schwichtenberg, Eugene Beiver, Ron Erpelding
Seated, left to right: Dennis Hopman, Dave Schroeder, Stan Edin, Orley Gunderson

TABLE 6.

**FORMER MEMBERS MINNESOTA STATE BOARD
OF TECHNICAL COLLEGES**

FRANK E. ADAMS (1983-1992) 5th Congressional District - <i>Minneapolis</i>	GERALD MULLEN (1990-1992) Student - <i>Oakdale</i>
PATRICIA ALLENDER (1983-1991) 2nd Congressional District - <i>Willmar</i>	SCOTT ROCCI NORCIA (1988-1989) Student - <i>Eveleth</i>
DONNA ANDERSON (1988-1993) At Large - <i>St. Paul</i>	JOHN O'CONNOR (1983-1986, 1990-1991) 6th Congressional District - <i>Stillwater</i>
LAURA J. BAKER (1985-1986) Student - <i>Hartland</i>	ALAN OLSON (1983-1990) 3rd Congressional District - <i>Farmington</i>
JOANN CARDENAS ENOS (1983-1990) 4th Congressional District - <i>St. Paul</i>	JANE PRESTON (1983-1987) At Large - <i>White Bear Lake</i>
DONALD C. INGRAM (1983-1991) 1st Congressional District <i>Austin</i>	LENORE QUICK (1988-1992) 8th Congressional District - <i>Hibbing</i>
DOUG KNOWLTON (1983-1993) 7th Congressional District <i>East Grand Forks</i>	JULIE E. TEMPLIN (1986-1988) Student - <i>Pierz</i>
NORMA MCKANNA (1983-1987) 8th Congressional District - <i>Hibbing</i>	MARILYN WOLFE (1983-1985) Student - <i>Gilbert</i>
GARY MOHRENWEISER (1990-1993) At Large - <i>Eden Prairie</i>	

TABLE 7.

**STAFF LIST
1994-1995**

A Abdel-Kerim, Ahmed E.	Hinkel, Lyle W. Huwe, Pamela C. Hyllested, Janet	Pedersen, Gregory Petri, Lloyd Perry, Dayton E. Peterson, Barbara Piskura, Adam D. Pointer, Richard A. Pomroy, Georgia A. Pospesel, Dolores
B Babcock, Melvin R. Bakke, Aurora Berger, Elaine E. Blattner, Marian H. Bowman, Karen Bracewell, Linda M. Brauer, Mary E. Brown, James E. Bruen, William H. Bruner, A. John Burfeind, Jeanette Buzzard, Thomas A.	J Johnson, Carole M. Johnson, Margaret Johnson, Melvin Jorgenson, Warren R. Justice, Patricia	R Ross, Yvonne
C Cardy, Philip Carlsen, Mary M. Carlson, Dennis C. Cervantez, Lisa A. Coynne, William B.	K Karlberg, James E. Kedrowski, Karen Kelly, Dennis W. Kiefer, Kirby King, Renee	S Schaub, Barry T. Schultz, Shirley Schwitzer, Carmen Segl, Carol M. Senn, Darla D. Shirvani, Hamid Smith, Alice J. Smith, Joann Sonnick, Rebecca A. Spencer, Margaret M. Stock, William E. Strawbridge, Susan H. Sullivan, John Swanson, Beverly M.
D Dague, Willard E. Daines, Jeanette R. Davis, Joan A. Dickhudt, Penelope L. Doffing, Kathleen Dreyer, Ronald C.	L Larson, Deane O. Larson, Kent L. Leasure, Janice K. Logan, Clareen	T Templin, Janice Toepper, Wanda D. Triplett, Randall L.
E Edmunds, John D. Eszlinger, Julie Exley, Margaret M.	M Mack, Richard H. Madole, Mary C. Madson, Robert Martin, Patricia Mckay, Donald Melcher, Becky J. Miller, Barbara F. Miller, Nancy L. Mills, William L. Morgan, Kim Moyers, Glenda R. Murphy, Robert L. Murray, John J. Myers, Kenneth	V Volbert, Pamela L.
F Felton, Thomas Frantz, Steven H. Fruchtman, Deena B.	N Nauth, Bruce Newton, Florence	W Wade, Elizabeth Wagner, Daniel J. Walker, Shirlee A. Walters, Woody R. Weersma, Kathleen Weiser, William E. Welter-Grist, Theresa White, Sandra L. Wilson, Landice D. Witter, Irene L. Wood, Ann L.
G Grafft, Joseph A. Grev, Penelope K. Griffin, Phyllis	O Olson, Scott T. Opland, Scott J. Ostrem, John C.	Z Zeches, Susan L.
H Haaf, Dolores E. Hanson, Monica Henrie, Helen A. Herrmann, Barbara Ann	P Pasno, Lynn Y. Paulson, Diane	

TECHNICAL COLLEGE ECONOMIC BASELINE STUDY

Selected Findings: Years One and Two

TABLE 8.
STUDENT GOALS

Credentialing and certifying competencies are an integral part of technical college training: More than 80% of all independent students and 94% of all dependent students seek a formal technical college award (degree, diploma or certificate).

More than 85% of all technical college students attend college to improve their employment situation and 93% plan to change work immediately after college. Among independent students, 12% are new entrants to the labor force, 57% are career "changers," and 32% are career "upgraders." Although the majority of dependents have work experience, few have had sufficient experiences to be considered "changers" or "upgraders."

As illustrated, careers are not always built from a progressive series of related employment experiences, and MN's technical college play a major role in helping individuals move into fields unrelated to their current occupation. ♦

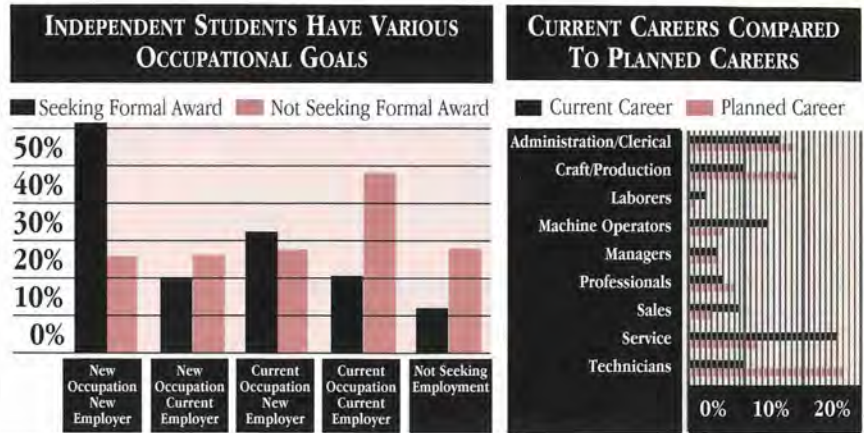
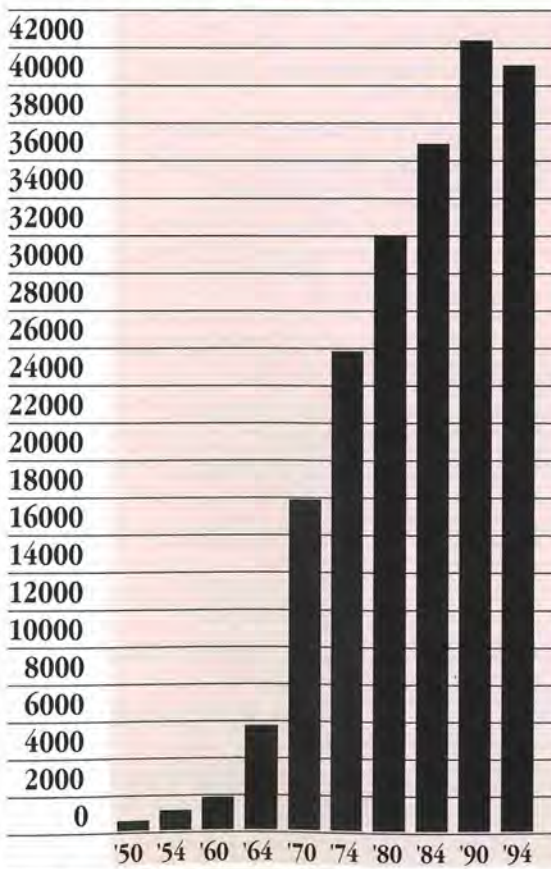


TABLE 9.
TECHNICAL COLLEGE ENROLLMENT*

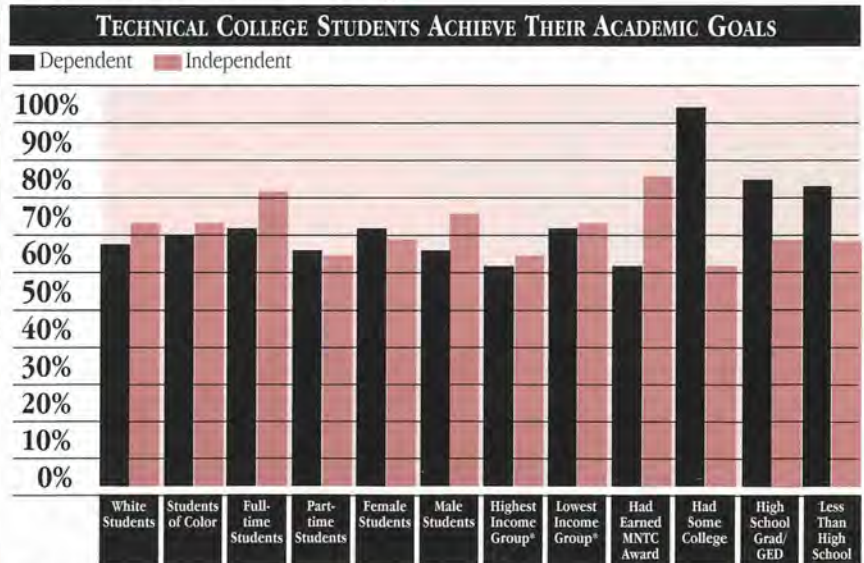


* Full time equivalent

TABLE 10.
STUDENT OUTCOMES

As demonstrated below, regardless of social characteristics, students who exit the technical college system achieve their academic goals in large numbers, whether their goals are to earn a formal award, completing a sequence of courses, or completing one or two courses. This parity in goal achievement rates is particularly significant because it reaffirms the fundamental objective of the technical college system's open enrollment policy, a policy viable only to the extent that individuals from all backgrounds fulfill their occupational goals.

Over 66% of all exiting students plan to return to technical college. In fact, 55% of all students who completed their objective, 93% of all stop-outs and even 55% of all drop-outs plan to return. This large proportion of repeat customers redefines the delivery of post-secondary technical training from a one-time event to a process of continuous learning. ♦



^a For dependent students, the highest income group earns over \$90,000 and the lowest group earns less than \$15,000. For independent students, the highest group earns over \$35,000 and the lowest income group earns less than \$5,000.

RESOURCES

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