



MINNESOTA STATE

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January 15, 2020

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Dear Sir or Madam,

Accompanying this letter is a report titled *Study and Justification for the Tuition Differential or Additional Fees for Online Courses* required by Minnesota Session Laws 2019, Chapter 64, which obligates the Minnesota State Board of Trustees to provide a report to the House and Senate higher education committees regarding tuition differential for online courses.

Per the legislation, this report provides a summary of the revenue generated through differential tuition for online courses and the associated ongoing costs for delivering online courses for fiscal year 2019.

The data presented in this report show that very few Minnesota State students enroll in online education courses exclusively; instead, most students enroll in one or more online courses because online opportunities provide them with greater scheduling flexibility needed to satisfy course requirements. In order to accommodate student demand and preferences, Minnesota State institutions have increased the proportion of courses that are offered online.

Minnesota State recognizes that online education is increasingly becoming the preferred way in which some Minnesotans can access higher education.

Chancellor Devinder Malhotra will recommend the following actions based on this report.

1. Consistent with the legislatively-mandated freeze for online tuition differential in FY20 and FY21, Chancellor Malhotra will recommend to the Minnesota State Board of Trustees that Minnesota State institutions may not increase the differential amount charged for online education courses in FY22 and FY23 resulting in a four-year freeze of the online differential rate.
2. To improve transparency, institutions will uniformly report the costs associated with online differential tuition to the Minnesota State system office.
3. Based on uniform cost reporting, Minnesota State will educate stakeholders about online course cost, value, and affordability.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kim Lynch', with a stylized flourish at the end.

Kim Lynch
Senior System Director of Educational Innovations

cc: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Melissa Fahning, Government Relations

Enclosure



January 14, 2020

STUDY AND JUSTIFICATION FOR THE TUITION DIFFERENTIAL OR ADDITIONAL FEES FOR ONLINE COURSES

Minnesota State Legislative Session 2019

MINNESOTA STATE

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Legislative Request

Sec. 43. STUDY AND JUSTIFICATION FOR THE TUITION DIFFERENTIAL OR ADDITIONAL FEES FOR ONLINE COURSES. The Board of Trustees of the Minnesota State Colleges and Universities shall, and the Board of Regents of the University of Minnesota is requested to, each provide a report by January 15, 2020, to the members of the legislative committees with jurisdiction over higher education issues related to the tuition differential for online courses and additional online course fees. The report must include both a detailed analysis of onetime investments that have been made in order to provide online courses and a detailed analysis of ongoing costs, compared to the investments and costs associated with in-person courses, including physical campus infrastructure and classroom space, and other costs associated with providing an in-person course on the campus of the institution. The report must provide a plan to achieve parity related to the amount charged for online courses and comparable in-person courses by the 2021-2022 academic year. If the institution determines that parity cannot be achieved, the report must provide justification for the difference in cost”

Executive Summary

Revenue and Costs

Per the above legislation, this report provides a summary of the revenue generated through differential tuition for online courses and the associated ongoing costs for delivering online courses for fiscal year 2019 (Appendix A). **Overall, Minnesota State colleges and universities show the cost to deliver online courses exceeding the cost for in-person courses.** This aligns with the *Distance Education Price and Cost Survey*¹ in which representatives from 197 institutions reported online courses costing the same or more than in-person courses across 4 categories and 21 cost components. The components identified as costing more included faculty development, creation of learning materials, student identity verification, administration/proctoring assessments, accessibility, and accreditation/state authorization. Similarly, *The Cost of Online Education*² presented to the Florida Board of Governors in October, 2016, noted “the data collected through the cost model development project clearly demonstrates that developing and delivering quality online education entails the need for

¹ Poulin, R. & Straut, T. (2017). WCET Distance Education Price and Cost Report. Report available at <https://wcet.wiche.edu/initiatives/research/price-cost-distance-ed>

² Affordability Workgroup, 2025 Strategic Plan for Online Education (2016). Presented to Innovation and Online Committee Florida Board of Governors, The Cost of Online Education. Report available at https://www.flbog.edu/wp-content/uploads/03a_2016_10_07_FINAL-CONTROL_Cost_Data_Report_rev.pdf

additional human and technical resources that are not present in the face-to-face environment.”

For fiscal year 2019, no institutions reported substantial one-time investments. This likely reflects the maturity of online course offerings in Minnesota State and its transition from one-time investments to ongoing and sustaining costs.

On Achieving Parity

The data presented in this report show that very few Minnesota State students enroll in online education courses exclusively; instead, most students enroll in one or more online education courses because online opportunities provide them with greater scheduling flexibility needed to satisfy course requirements. In order to accommodate student demand and preferences, Minnesota State institutions have increased the proportion of courses that are offered online. Minnesota State online courses have value, in part, because they are provided by colleges and universities with long-standing traditions, assets, and recognition in their communities. There are fixed costs to operate existing facilities (heating, cooling, lighting, etc.) and maintain noteworthy programs at “brick and mortar” institutions. Additional services, with additional costs, are necessary for students enrolled in online education courses. For example, Minnesota State makes tutoring services available through an online provider for students enrolled in online education courses. Although funding from differential online tuition supports this service, students may utilize this online service for courses they take in-person or online. Likewise, students enrolled in an online education course or on-campus course can visit their campus to receive tutoring services in-person. Like tutoring services, students have demanded services be available in-person and online, regardless of how their courses are delivered. All students may access services *necessary* for online courses and programs, just as all students may access services offered in-person.

As detailed in Appendix A, the ongoing costs required to deliver online educational courses exceed the revenue collected through the differential between base and online tuition. Almost all institutions use their base tuition revenue to cover this deficit. Institutions reported that a 3% to 6% increase in base tuition (beyond inflation) would be required if they no longer charged online differential tuition. Eliminating online differential tuition would impact the delivery of academic programs that rely on these services made available through online differential tuition revenue.

Without having a significant negative impact on academic programs, Minnesota State colleges and universities would need to increase base tuition or receive a sustained increase in dollars through state appropriation, beyond inflationary costs, to achieve parity.

Action Plan

Minnesota State is uniquely positioned to provide Minnesotans with a high quality, low cost online education experience. Our history has documented that our colleges and universities are willing and able to adapt to the needs and demands of Minnesotans.

Extraordinary Online/Distance Education: The faculty and staff at our colleges and universities provide access to high-quality education opportunities and prepare graduates to lead in every sector of Minnesota's economy. Our stakeholders recognize that we have a history of providing extraordinary education through our traditional classrooms, which is one reason so many students choose to enroll in online/distance education courses offered by Minnesota State colleges and universities. Minnesota State recognizes that online education is increasingly becoming the preferred way in which some Minnesotans can access higher education.

Chancellor Devinder Malhotra will recommend the following actions based on this report.

1. Consistent with the legislatively-mandated freeze for online tuition differential in FY20 and FY21, Chancellor Malhotra will recommend to the Minnesota State Board of Trustees that Minnesota State institutions may not increase the differential amount charged for online education courses in FY22 and FY23 resulting in a four-year freeze of the online differential rate.
2. To improve transparency, institutions will uniformly report the costs associated with online differential tuition to the Minnesota State system office.
3. Based on uniform cost reporting, Minnesota State will educate stakeholders about online course cost, value, and affordability.

Key Definitions and Enrollment Data Used in this Report

To provide important context for the findings in this report, definitions and enrollment data for Minnesota State is provided. This data parallels the information reported via the U.S. Department of Education's National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

Enrollment Definitions

The term “online/distance education” has been used as a blanket term for fundamentally different approaches to education and course delivery. Phrases like distance education, e-learning, massively open online courses (MOOCs), hybrid/blended learning, immersive learning, personalized and/or adaptive learning, master courses, computer-based instruction/tutorials, digital literacy, and even competency-based learning have all colored public perception of “online/distance education.” This section defines terms used by Minnesota State when communicating about online programs and online courses.

Online/Distance Education: Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. A course in which the instructional content is delivered exclusively via distance education.

Online/Distance Education Course: A course in which the instructional content is delivered exclusively via online education.

Online/Distance Education Program: An academic program for which all the required coursework for program completion can be completed via online/distance education courses.

Full-Year Equivalent (FYE) Students: As noted by the Minnesota Office of Higher Education, public postsecondary institutions calculate FYE students by dividing total student credit hours by the number of credit hours constituting a full load. Under semesters, a full-time load is 30 credit hours for undergraduate and professional courses and 20 credit hours for graduate courses for the academic year. FYE enrollment data are not collected for private postsecondary institutions since they do not receive direct state appropriations.

Media Codes: As outlined in [Board of Trustees Operating Instruction 3.36.1.2](#) on Media Codes, institutions assign media codes for courses delivered partly or entirely by technology (not in person) indicating the degree to which the course is delivered by technology (media).

Media codes serve several three purposes: (1) to inform students about the course delivery method and related course expectations, (2) to identify credits assessed per credit hour amount, and (3) to facilitate data collection on how courses are offered at colleges and universities.

The following are media codes Minnesota State uses to categorize online/distance education courses.

Code	Title	Description
03	Mostly Online	More than 75% of instruction is online with up to two possible in-person meetings. Up to four required proctored exams, two of which may be administered during the in-person meetings. For proctored exams not included in the in-person meetings, students must have the option to arrange them locally. Course may have online synchronous components.
12	Completely Online, Asynchronous	100% of instruction is online: No in-person meetings; No in-person or synchronous proctored exams; No synchronous meetings.
13	Completely Online, Synchronous	100% of instruction is online: No in-person meetings; No in-person proctored exams; Course has required synchronous online meetings or activities

Using economies of scale, Minnesota State shares costs for procuring specific technologies and services to support online education. A per credit hour amount of \$4.50 for courses assigned these three media codes provide students at Minnesota State institutions with access to low cost, high yield services and resources like online student tutoring services, a common learning management system, video and web conferencing services, and professional development opportunities to name a few. By sharing these services, individual colleges and universities access these at a lower cost than if they were to purchase these core services independently.

Existing Board of Trustees Policies and Procedures

Tuition - Per Board of Trustees [Procedure 5.11.1 Tuition and Fees, Part 2. Tuition](#), all colleges and universities shall charge tuition consistent with Minnesota statutes and policies. The tuition categories are per credit, banded, differential course and program, and market driven. Any tuition category may include international, resident, reciprocity, and nonresident rates. All tuition shall include the cost of consumable supplies used in the classroom or laboratory.

Differential Course and Program Tuition - Per Board of Trustees [Procedure 5.11.1 Tuition and Fees, Part 2. Tuition, Subpart C.](#), colleges and universities may charge tuition by course or program when special circumstances exist. These circumstances may include but are not limited to an extraordinary cost of offering the course or academic program (e.g., need for

specialized equipment and supplies; accreditation standards; delivery methods, e.g., off site locations, online, clinical experience) or a desire to incent enrollment in a specific course or program.

Setting tuition by program assigns a per credit price for all the core courses in an academic program, regardless of whether or not the student is degree-seeking within that program. Setting tuition by course assigns a per credit price for an individual course, based on the unique circumstances of that course. Differential course and program tuition rates are reviewed by system office personnel for compliance with procedure and approved by the board as part of the operating budget process. Colleges and universities must maintain documentation regarding differential rates including costs included in the differential charge.

Market driven tuition - Per Board of Trustees [Procedure 5.11.1 Tuition and Fees, Part 2. Tuition, Subpart D.](#), colleges and universities may set and charge market driven tuition for customized training, continuing education, graduate programs, fully online undergraduate programs, non-resident/non-reciprocity, international, non-credit instruction, and contract post-secondary enrollment options. *Prior to 2011, distance learning courses and programs were considered market driven.*

Campus Discretionary Fees - Per Board of Trustees [Procedure 5.11.1 Tuition and Fees, Part 4.](#), After consultation with the recognized campus student association, the president may exempt certain campuses, sites or specific groups of students (e.g., fully online students) from all or a percentage of any campus discretionary fees when deemed to be in the best interests of the college or university. Colleges and universities shall maintain and appropriately disseminate policies that define the terms under which students are not charged specific fees covered by this policy. Upon request, the specific group exemption and number of exempt students shall be published and disseminated to students, and the number of exempt students shall be reported to the appropriate campus student associations. Campus discretionary fees include student application fee, credit for prior learning assessment fee, student life/activity fee, athletics fee, health services fee, fees for voluntary special events, residential learning community fee, technology fee, and new student orientation fee.

Revenue Fund Fees - Per Board of Trustees [Procedure 5.11.1 Tuition and Fees, Part 6.](#), revenue fund fees must be charged to generate sufficient revenue to pay the debt service, equip, operate, maintain and repair revenue fund facilities. Fees shall be sufficient to provide adequate operating reserves. Revenue fund fees are charged for room and board, student union facilities, wellness center and outdoor recreation, parking, and for any other revenue

generating facility that is designated as part of the revenue fund by the Board. Optional fees may be charged and include other usage, service and equipment fees.

Enrollment Data

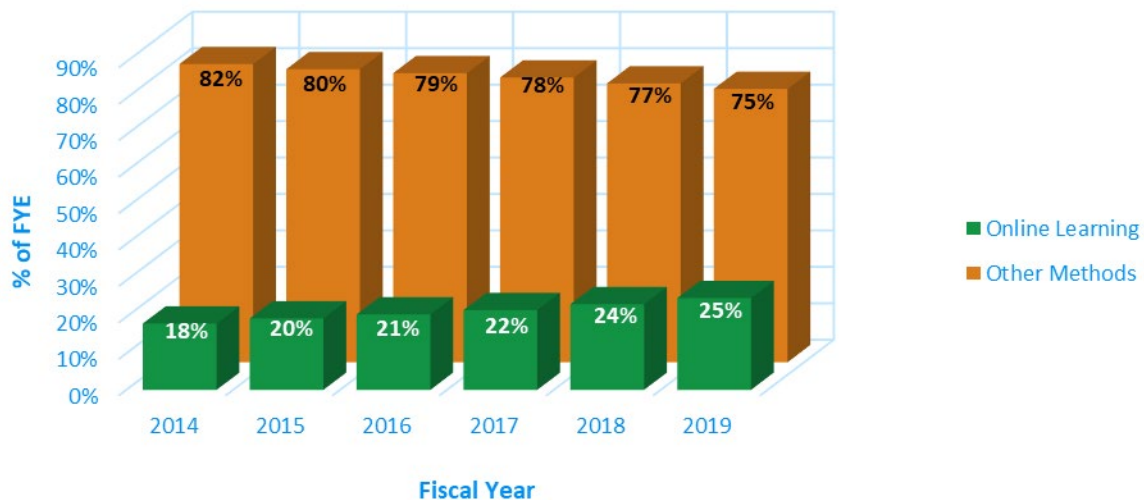
Online/Distance Education Course Enrollment for Minnesota State

Due to demographic changes in Minnesota, total enrollments continue to decline year over year across Minnesota State; however, participation in online/distance education courses continues to assume a larger percentage of the total course enrollments throughout Minnesota State.

In FY 2019, 25% (twenty-five percent) of full-year enrollment (FYE) in Minnesota State was via online courses. When examining the unduplicated headcount enrollment for Minnesota State for the 2018-2019 academic year, over half of all students participated in at least one online course. Over the past ten years, online course FYEs have more than doubled, from 15,640 in 2009 to 31,765 in 2019.

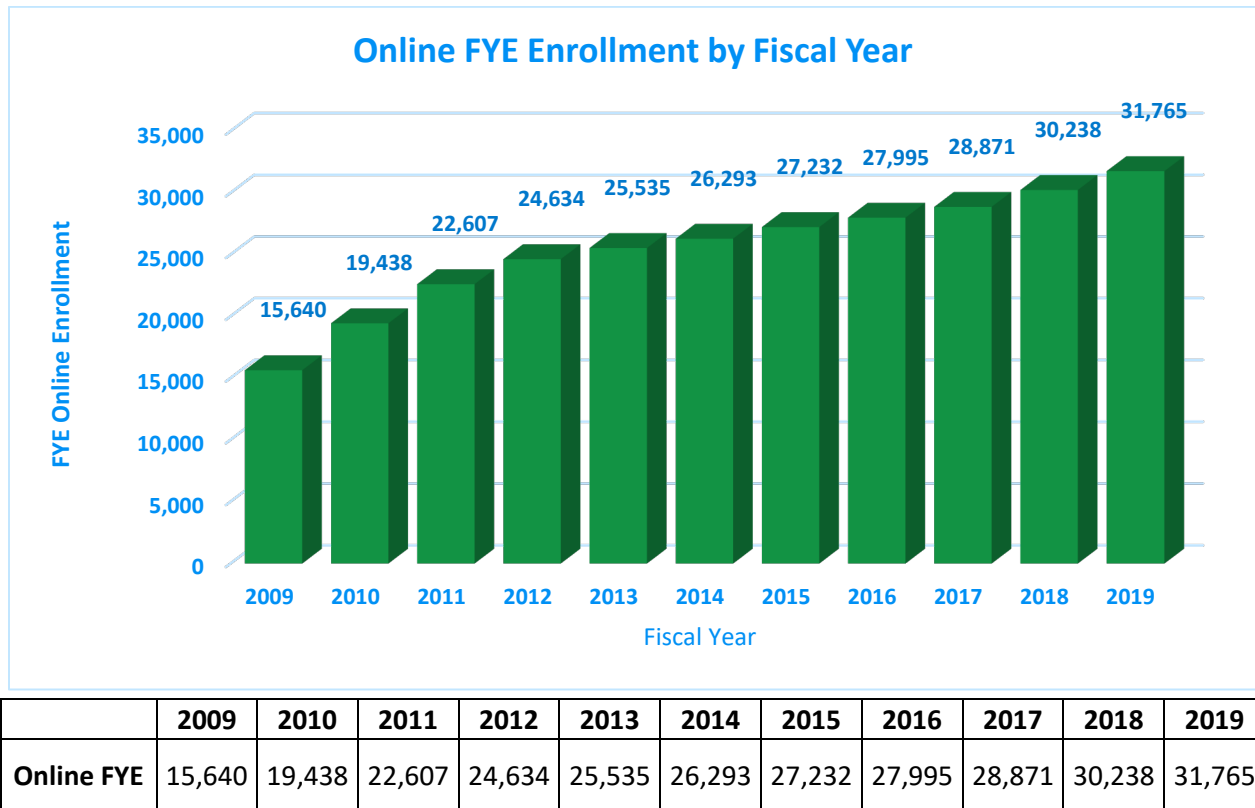
For some students, online education is a convenient option; for others, online is the only option available. Although online education is just one of the ways in which Minnesotans can access higher education, online education is considered a critical component of how Minnesota State delivers higher education to Minnesotans.

Figure 1. Percent of Full-Year Enrollment by Online versus Other Delivery Modes FY 2014-2019



	2014	2015	2016	2017	2018	2019
Online Learning	18%	20%	21%	22%	24%	25%
Other Methods	82%	80%	79%	78%	77%	75%

Figure 2. Online Full-Year Enrollment FY 2009-2019



Online/Distance Education Growth

In his 2009 state-of-the-state address, Governor Tim Pawlenty challenged Minnesota's colleges and universities to move at least one in every four classes online.³ At the time of his address, 9% (nine percent) of full-year enrollment (FYE) in Minnesota State was via online courses. Just ten years later, Minnesota State has met this challenge with 25% FYE now delivered online (Figure 1). During this time, our colleges and universities assumed additional costs to deliver online/distance education, while increases in tuition and fees were limited through legislative mandate and existing Board of Trustees tuition policy and procedures. At current tuition rates for online/distance education courses, students, employers, communities, and taxpayers continue to receive the highest value/most affordable higher education option in Minnesota.⁴

³ Governor Pawlenty and MnSCU board chair announce online learning initiative. Press release available at <https://www.minnstate.edu/media/newsreleases/2008/112008-2.html>

⁴ Tuition, Fees and Financial Aid. Data available at <https://minnstate.edu/admissions/tuition.html>

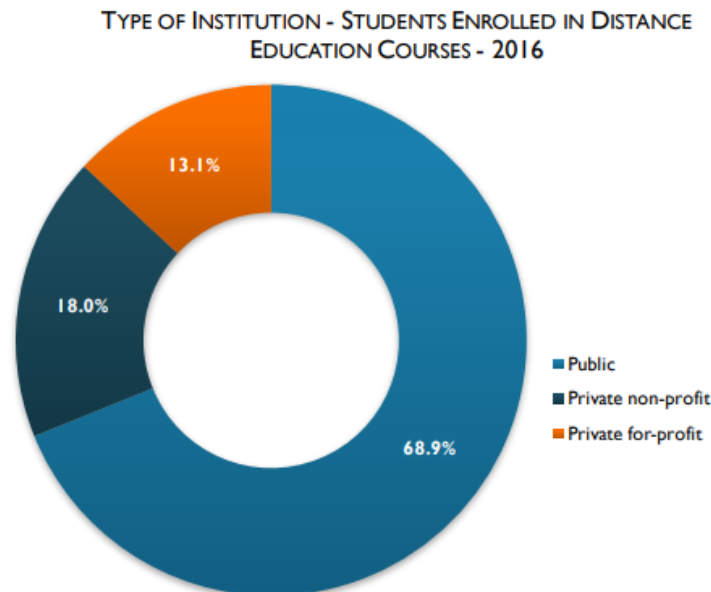
Comparing Minnesota State Enrollment with National Data

In addition to the Minnesota State data provided above, it is important to compare Minnesota State against national data sources. The Babson Survey Research Group regularly reports key data for online and distance education within the United State Higher Education sector. The information provided in this section is provided via the Babson Survey Research Group.⁵

National Online Education Enrollment: The number of distance education students grew by 5.6% from Fall 2015 to Fall 2016 to reach 6,359,121 who are taking at least one distance course, representing 31.6% of all students. Total distance enrollments are composed of 14.9% of students (3,003,080) taking exclusively distance courses, and 16.7% (3,356,041) who are taking a combination of distance and non-distance courses.

Public Institutions Enroll Two-thirds of All Distance Learners: Of the students taking at least one distance course in fall 2016, 1,147,028 (18.0%) were at a private non-profit institution, 831,673 (13.1%) were at a for-profit institution, and the vast majority, 4,380,420 (68.9%), were at a public institution. The proportion of distance students enrolled at public institutions is slightly lower than the proportion of the overall student body (68.9% of distance students as compared to 72.9% of all students).

Figure 3 - Student Enrolled in Distance Education Courses by Institution Type in 2016



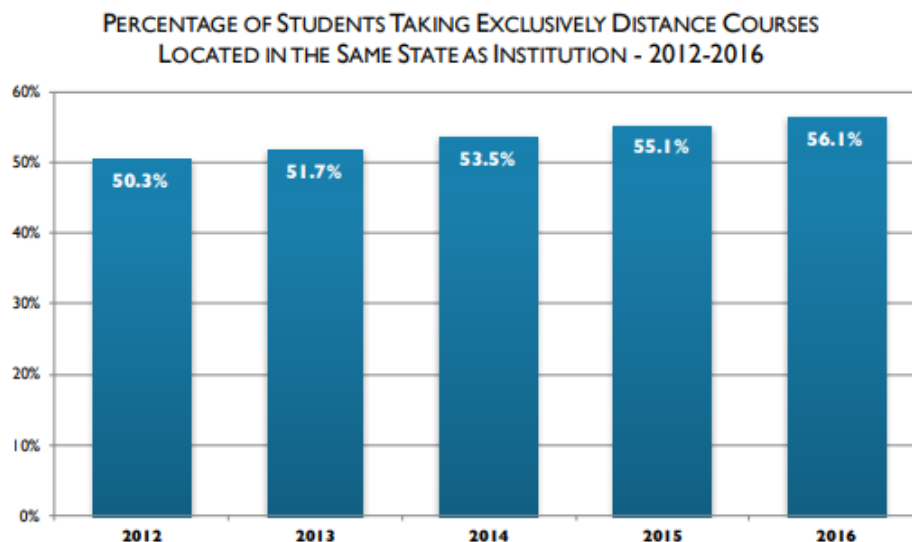
⁵ Seaman, J. E., Allen, I. E., & Seaman, J. (2018). Grade Increase: Tracking Distance Education in the United States. *Babson Survey Research Group*. Released under a Creative Commons Attribution-ShareAlike 4.0 International license. Report available at: <http://www.onlinelearningsurvey.com/highered.html>

Distance Can Be Local: Taking distance education courses does not always mean that students reside some distance away from the institution offering the courses. The majority of students taking distance courses (3,356,041 of the total 6,359,121, or 52.8%) also took at least one course on campus. These students may take their distance education courses while sitting in their dorm room or in the campus student center, and are just as likely to be on the institution's physical campus as students taking only on-campus courses.

This is not a new result: data collected by the Babson Survey Research Group for the fall of 2007 showed that institutions reported 63% of their online students came from within 50 miles of their campus, and a full 87% were taking courses in the same state as the campus.

The majority of students who took only distance courses are also located in the same state as the higher education institution. Distance education is becoming more localized over time: the proportion of students taking exclusively distance courses who are located in the same state as the institution offering the courses has increased every year, growing from 50.3% in 2012 to 56.1% in 2016.

Figure 4 Percentage of Students Taking Exclusively Distance Course Located in the Same State as Institution from 2012-2016



National Data on Distance Education Price and Costs

In February 2017, the WICHE Cooperative for Educational Technologies (WCET), a leader in the practice, policy, and advocacy of technology-enhanced learning in higher education produced a

report titled, *Distance Education Price and Cost*.⁶ In this report, more than half (54.2%) of institutions participating in the study reported that the price for online education is more than the price for on-campus education. This is attributed to fees “added to distance courses to pay for the extra costs of converting the class (faculty development, instructional design) and services (proctoring, online tutoring, technologies) that might not be needed for on-campus students, but are essential for the distance student” (p.4).

⁶ Poulin, R. & Straut, T. (2017). WCET Distance Education Price and Cost Report. Report available at <https://wcet.wiche.edu/initiatives/research/price-cost-distance-ed>

Appendix A - Financial Report

For the purpose of this report, Minnesota State institutions were asked to categorize the costs for online/distance education using the twelve cost categories listed below. Categories A through I and K through L reflect expenses associated with delivering online courses. Category J (Instructional Costs/Lost Revenue) includes both expenses associated with special salary and/or fringe allocated for the delivery of online courses and lost revenue associated with limiting online class size at some institutions. These colleges and universities have set enrollment caps to facilitate greater interaction between students and faculty.

While each institution validated its reporting for internal consistency, costs associated with each category may not be consistent *across* institutions. As Minnesota State works on the action steps included in this report, we expect further refinement and consistency in the ways institutions apply costs to these categories. The result of this work will include greater transparency and increased awareness of these online/distance education costs.

Table of Cost Categories

Category	Description
A. Software licensing, maintenance, and support	Procurement and ongoing maintenance costs associated with software necessary for the delivery of online learning opportunities.
B. Acquire, license, or develop content	Accessing content through third-party services available to the entire institution and thus not included in individual "course fees."
C. Student support services	All campus services required for active engagement and academic success should be available to all students from a distance. Students who enroll in online learning experiences have equal access to all campus support services from a distance, so they receive comparable support services as their peers who are on campus
D. Faculty development, support, and services	Faculty support opportunities will align with evidenced-based practices of course design and course delivery.
E. Administrative and operating costs	Staffing to administer/deliver online learning services
F. Quality improvement processes	Costs associated with the development of individual courses and/or programs. This also includes funding and resources that support the continual development and improvement of developed courses.
G. Research, compliance, and accreditation	Subscriptions and memberships to national organizations. Used to support the research and development of online learning, complying with state and federal regulations, and or accrediting bodies.
H. Testing or Proctoring Services	Providing place-based or online testing or proctoring services to online students.
I. Marketing, Promotion, and Outreach	Marketing, promotion, and outreach associated with the delivery of online learning opportunities.

STUDY AND JUSTIFICATION FOR THE TUITION DIFFERENTIAL OR ADDITIONAL FEES FOR ONLINE COURSES

Category	Description
J. Instructional Costs/Lost Revenue	Special salary and/or fringe allocated for the delivery of online courses (e.g. supporting teaching assistant positions, peer mentoring, and loss of revenue associated with limiting enrollment/class size).
K. Other	Other costs not included in other categories
L. Minnesota State Assessment for Online Courses	As outlined in Board of Trustees Operating Instruction 3.36.1.2 on Media Codes, Minnesota State assesses institutions a per credit hour amount for courses with select Media Codes. Each year, the Minnesota State Academic and Student Affairs - Technology Council reviews and recommends a budget for the funds generated by the online assessment that strives to achieve college and university access to low cost, high yield services and resources.

FY 2019 - Total Costs Associated for Online/Distance Education Courses (Colleges)

Note: For the purpose of this report, Minnesota State institutions were asked to categorize the costs for online/distance education using the twelve cost categories included in this appendix. While each institution validated its reporting for internal consistency, costs associated with each category may not be consistent across institutions. As Minnesota State works on the action steps included in this report, we expect further refinement and consistency in the ways institutions apply costs to these categories. The result of this work will include greater transparency and increased awareness of these online/distance education costs.

Institution (College)	A	B	C	D	E	F	G	H	I	J	K	L	Total
Alexandria Technical & Community College	22,124	15,665	36,802	20,727	62,282	0	0	18,426	7,500	54,725	14,985	58,487	\$311,723
Anoka Ramsey Community College	69,100	25,000	0	20,000	54,375	0	0	0	0	1,672,000	0	211,676	\$2,052,151
Anoka Technical College	0	0	0	24,000	27,188	0	0	0	0	0	12,500	33,939	\$97,627
Central Lakes College	15,694	20,740	185,863	50,735	164,954	0	19,600	43,213	45,493	5,616	22,600	92,475	\$666,983
Century College	65,120	10,042	370,497	13,574	354,881	103,600	13,000	47,743	166,386	0	0	240,326	\$1,385,168
Dakota County Technical College	32,815	17,677	56,688	49,244	98,564	6,331	20,281	183,233	8,000	22,968	0	51,012	\$546,812
Fon du Lac Tribal and Community College	0	0	7,328	0	45,821	600	0	0	0	0	0	11,147	\$64,895
Hennepin Technical College	63,647	15,241	160,000	20,000	214,000	10,000	6,000	5,400	0	0	0	83,429	\$577,717
Hibbing Community College	0	249	0	0	40,358	0	0	50,644	0	0	0	16,929	\$108,180
Invers Hill Community College	29,562	8,685	81,915	50,004	119,660	2,948	16,071	146,746	8,000	2,456	0	131,126	\$597,173
Itasca Community College	0	0	0	11,154	7,188	0	0	12,127	0	140,513	0	17,416	\$188,398
Lake Superior College	378,136	0	0	0	0	54,184	4,111	0	0	0	0	129,407	\$565,838
Mesabi Range College	0	0	0	0	66,852	0	0	8,692	60,845	0	0	30,101	\$166,490
Minneapolis College	202,187	150,744	609,775	25,400	269,064	2,000	4,000	0	94,763	0	0	131,609	\$1,489,542
Minnesota State College Southeast	113,985	0	5,000	61,000	3,500	0	0	29,157	45,000	150,000	0	63,149	\$470,791
Minnesota State Community & Technical College	19,175	100,156	268,167	88,604	131,527	46,126	0	185,181	232,027	15,000	96,759	162,621	\$1,345,344
Minnesota West Community & Technical College	17,072	13,438	205,374	24,088	102,000	2,000	2,960	0	48,400	0	0	109,958	\$525,290
Normandale Community College	10,000	21,304	0	410,946	76,393	1,350	0	9,975	0	667,752	0	238,482	\$1,436,202
North Hennepin Community College	4,910	29,935	56,680	73,973	160,206	2,895	5,000	108,146	94,400	224,770	0	172,674	\$933,589
Northland Community and Technical College	40,924	0	0	1,750	138,257	1,750	0	39,792	0	101,490	0	75,506	\$399,469
Northwest Technical College	3,295	3,213	102,962	119,632	184,803	0	0	4,600	15,000	0	4,514	40,059	\$478,077
Pine Technical and Community College	29,710	928	120,548	518	2,023	0	0	0	0	0	0	22,563	\$176,290
Rainy River Community College	0	0	12,100	0	6,667	0	0	919	2,200	0	0	3,482	\$25,368
Ridgewater College	8,260	0	194,889	49,405	72,033	2,962	8,100	18,390	29,849	0	0	91,494	\$475,382
Riverland Community College	22,944	5,332	55,728	52,144	304,211	0	76,185	0	20,909	37,946	0	102,483	\$677,882
Rochester Community and Technical College	100,912	55,469	212,692	594,648	0	0	5,456	0	0	0	0	146,093	\$1,115,270
Saint Paul College	190,774	25,947	204,419	48,371	200,091	1,600	14,500	41,442	97,448	0	0	135,878	\$960,470
South Central College	197,312	0	97,733	995	218,976	1,349	5,324	0	39,440	0	31,100	58,779	\$651,009
St. Cloud Technical and Community College	103,407	7,813	352,444	22,655	100,089	2,100	15,664	0	28,327	345	268,842	99,914	\$1,001,600
Vermillion Community College	7,000	0	6,250	0	5,000	0	0	1,500	1,200	0	0	2,583	\$23,533
Total All Colleges	1,748,065	527,578	3,403,854	1,833,568	3,230,962	241,795	216,252	955,327	1,045,187	3,095,581	451,300	2,764,791	\$19,514,259

FY 2019 - Total Costs Associated for Online/Distance Education Courses (Universities)

Note: For the purpose of this report, Minnesota State institutions were asked to categorize the costs for online/distance education using the twelve cost categories included in this appendix. While each institution validated its reporting for internal consistency, costs associated with each category may not be consistent across institutions. As Minnesota State works on the action steps included in this report, we expect further refinement and consistency in the ways institutions apply costs to these categories. The result of this work will include greater transparency and increased awareness of these online/distance education costs.

Institution (University)	A	B	C	D	E	F	G	H	I	J	K	L	Total
Bemidji State University	5,919	8,459	250,388	269,482	416,274	6,238	5,979	0	43,980	34,915	3,705	168,921	\$1,214,260
Metropolitan State University	104,731	361,658	1,631,246	87,533	1,044,364	134,991	46,985	11,613	254,686	0	462,041	280,188	\$4,420,036
Minnesota State University, Mankato	67,049	0	32,753	31,342	458,204	434,423	8,600	0	35,722	1,180,682	31,983	354,924	\$2,635,682
Minnesota State University Moorhead	469,346	81,676	727,351	70,453	700,777	179,149	26,545	0	111,616	0	0	187,866	\$2,554,779
Southwest Minnesota State University	36,741	8,054	279,634	69,064	76,443	2,345	129	0	1,584	725,133	17,388	89,744	\$1,306,259
St. Cloud State University	626,295	0	1,909,215	228,964	785,824	12,109	6,000	155,747	595,875	30,130	392,652	235,121	\$4,977,932
Winona State University	0	0	0	235,500	163,000	8,000	4,000	0	3,500	0	0	124,448	\$538,448
Total All Universities	1,310,081	459,847	4,830,587	992,338	3,644,886	777,255	98,238	167,360	1,046,963	1,970,860	907,769	1,441,211	\$17,647,395

FY 2019 - Credits, Revenue, Costs for Online/Distance Education Courses (Colleges)

Note: For the purpose of this report, Minnesota State institutions were asked to categorize the costs for online/distance education using the twelve cost categories included in this appendix. While each institution validated its reporting for internal consistency, costs associated with each category may not be consistent across institutions. As Minnesota State works on the action steps included in this report, we expect further refinement and consistency in the ways institutions apply costs to these categories. The result of this work will include greater transparency and increased awareness of these online/distance education costs.

Institution	Total Course Credit Hours	Total FYE Enrollment	Differential Revenue	Costs	Difference
Alexandria Technical & Community College	12,997	433	\$282,948	\$311,723	-\$28,774
Anoka Ramsey Community College	47,039	1,568	\$1,809,382	\$2,052,151	-\$242,769
Anoka Technical College	7,542	251	\$114,481	\$97,627	\$16,854
Central Lakes College	20,550	685	\$616,500	\$666,983	-\$50,483
Century College	53,406	1,625	\$1,189,500	\$1,385,168	-\$195,668
Dakota County Technical College	11,336	378	\$113,360	\$546,812	-\$433,452
Fon du Lac Tribal and Community College	2,477	82	\$49,480	\$64,895	-\$15,415
Hennepin Technical College	18,540	617	\$298,494	\$577,717	-\$279,223
Hibbing Community College	3,762	127	\$95,225	\$108,180	-\$12,955
Invers Hill Community College	29,139	971	\$291,390	\$597,173	-\$305,783
Itasca Community College	3,870	135	\$92,108	\$188,398	-\$96,290
Lake Superior College	28,757	958	\$1,001,300	\$565,838	\$435,462
Mesabi Range College	6,689	223	\$167,025	\$166,490	\$536
Minneapolis College	29,246	972	\$877,395	\$1,489,542	-\$612,147
Minnesota State College Southeast	14,033	467	\$350,828	\$470,791	-\$119,963
Minnesota State Community & Technical College	36,138	1,203	\$1,382,278	\$1,345,344	\$36,934
Minnesota West Community & Technical College	24,435	814	\$305,437	\$525,290	-\$219,853
Normandale Community College	52,996	1,760	\$1,059,380	\$1,436,202	-\$376,822
North Hennepin Community College	38,372	1,279	\$494,193	\$933,589	-\$439,396
Northland Community and Technical College	16,779	559	\$510,816	\$399,469	\$111,347
Northwest Technical College	8,902	296	\$202,860	\$478,077	-\$275,217
Pine Technical and Community College	5,014	167	\$21,686	\$176,290	-\$154,605
Rainy River Community College	774	26	\$19,343	\$25,368	-\$6,025
Ridgewater College	20,332	678	\$481,665	\$475,382	\$6,283
Riverland Community College	22,774	759	\$675,900	\$677,882	-\$1,982
Rochester Community and Technical College	32,465	1,081	\$928,181	\$1,115,270	-\$187,089
Saint Paul College	30,195	1,005	\$866,667	\$960,470	-\$93,803
South Central College	13,062	434	\$569,356	\$651,009	-\$81,653
St. Cloud Technical and Community College	22,203	739	\$753,792	\$1,001,600	-\$247,808
Vermillion Community College	574	19	\$14,350	\$23,533	-\$9,183
Total All Colleges	614,398	20,311	\$15,635,319	\$19,514,259	-\$3,878,940

FY 2019 - Credits, Revenue, Costs for Online/Distance Education Courses (Universities)

Note: For the purpose of this report, Minnesota State institutions were asked to categorize the costs for online/distance education using the twelve cost categories included in this appendix. While each institution validated its reporting for internal consistency, costs associated with each category may not be consistent across institutions. As Minnesota State works on the action steps included in this report, we expect further refinement and consistency in the ways institutions apply costs to these categories. The result of this work will include greater transparency and increased awareness of these online/distance education costs.

Institution	Total Course Credit Hours	Total FYE Enrollment	Differential Revenue	Costs	Difference
Bemidji State University	37,538	1,331	\$1,126,140	\$1,214,260	-\$88,120
Metropolitan State University	62,264	2,156	\$4,969,698	\$4,420,036	\$549,662
Minnesota State University, Mankato	78,872	2,815	\$2,465,785	\$2,635,682	-\$169,897
Minnesota State University Moorhead	41,748	1,607	\$2,597,031	\$2,554,779	\$42,252
Southwest Minnesota State University	19,943	712	\$987,179	\$1,306,259	-\$319,080
St. Cloud State University	52,249	1,864	\$4,617,759	\$4,977,932	-\$360,173
Winona State University	27,655	970	\$124,272	\$538,448	-\$414,176
Total All Universities	320,269	11,455	\$16,887,864	\$17,647,395	-\$759,531



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