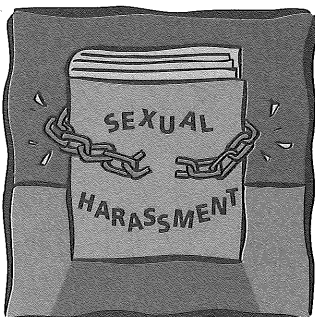
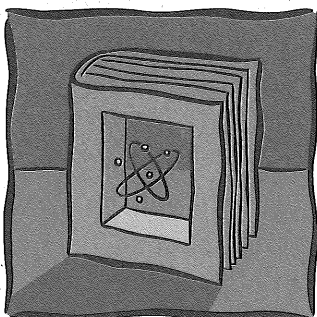
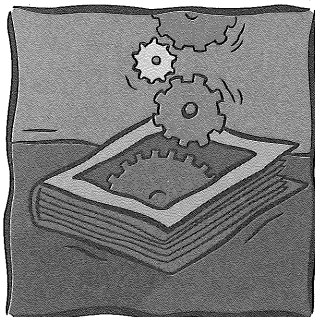
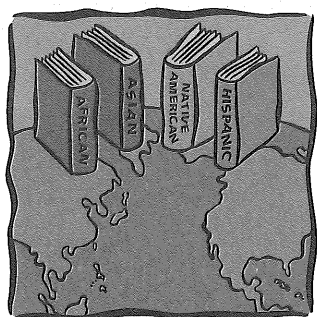
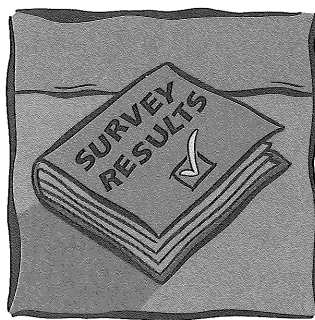
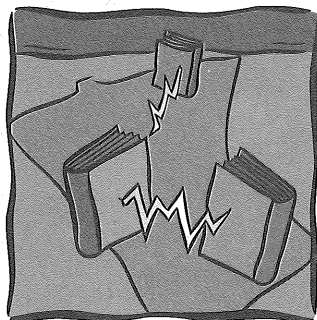
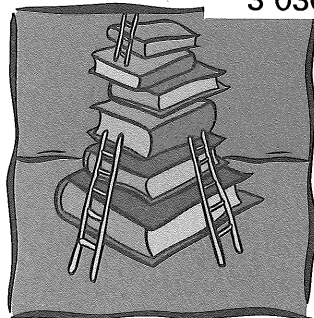
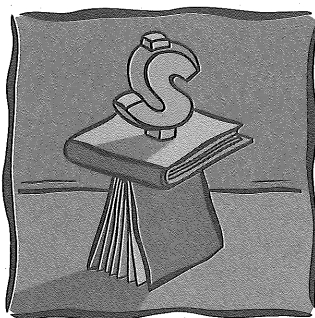


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# Report to the Governor and 1993 Legislature

## Minnesota Higher Education: Changing for the 21st Century

### Technical Report

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# **Report to the Governor and 1993 Legislature**

**Technical Report**

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**Minnesota  
Higher Education  
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**January 1993**

This report to the governor and 1993 Legislature examines conditions and trends in Minnesota post-secondary education, summarizes policy issues addressed by the Minnesota Higher Education Coordinating Board, and provides information on the status of programs administered by the Board. A separate summary report highlights the Board's major proposals to the governor and 1993 Legislature and key trends. Related information also appears in the Board's biennial budget request and separate policy and data reports.

Section 1 of this document examines the status of Minnesota post-secondary education. It covers trends in enrollment, the state's investment in post-secondary education, and comparisons with other states.

Section 2 reviews policy studies and projects completed or begun by the Coordinating Board during the last two years. Section 3 summarizes the status of financial aid and non-financial aid programs administered by the Board.



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## Section 1

### Status of Minnesota Post-Secondary Education

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An understanding of enrollments and fiscal conditions and their implications is important in developing public policy.

This section reviews enrollment trends, and Minnesota's investment in post-secondary education. The section also compares trends in Minnesota with those in other states.

## Enrollment Trends

Participation affects virtually all aspects of post-secondary education. Enrollment characteristics are related closely to how much the state invests in post-secondary education, the number and types of programs it offers, the facilities it operates, the faculty it supports, the prices it charges, and the financial aid it provides to students. This chapter reviews several dimensions of participation in Minnesota post-secondary education.

Most of the data focuses on state-level trends. Additional information on system and institution level trends can be found in the Board's annual fall enrollment surveys and other data reports.

Table I.1 reports fall headcount enrollment for public and private post-secondary education systems and sectors from 1977 to 1991. For collegiate institutions, total fall headcount enrollment represents students enrolled for credit as of the 10th day of classes in the fall term. For vocational institutions, enrollment over a three-month period is used. Technical College extension enrollments are not included. Beginning in 1983, private vocational school students are included. The totals include both full-time and part-time students.

Table I.2 shows full-time and part-time headcount enrollment for all systems from 1977 to 1991, while Table I.3 provides full-time, part-time, and total fall headcount enrollment by system for 1985, 1987, 1989 and 1991.

Table I.4 shows undergraduate headcount enrollment by gender from 1981 through 1991, and Table I.5 shows the age distribution of undergraduate students from 1985 through 1991.

Table I.6 provides racial/ethnic headcount enrollment from 1983 through 1991. It includes headcount enrollment and percent of total headcount enrollment by racial ethnic group and system. Table I.7 includes a breakdown of headcount enrollment by resident, nonresident, and foreign students from 1978 to 1991.

Table I.8 indicates fall headcount enrollment by system and educational level—vocational, undergraduate, graduate and first professional—from 1986 to 1991. First professional degrees include dentistry, medicine, optometry, pharmacy, osteopathic medicine, podiatry, veterinary medicine, chiropractic medicine, law, theology, and other fields. Enrollments from 1987-88 to 1991-92 under the Post-Secondary Enrollment Options Program are provided in Table I.9.

Table I.10 shows the participation rates of 1991 Minnesota high school graduates in Minnesota post-secondary institutions for fall 1991.

Table I.11 shows fall headcount enrollment for new entering students by system from 1978 to 1991.

Table I.12 presents fall headcount enrollment and full-year equivalents by system from 1983 to 1990. Full-year (FYE) enrollments represent the most accurate measure of educational volume at an institution. State funding to institutions is based on FYE enrollments. Headcount enrollment represents the number of students on campus, including those attending full-time and part-time. FYE counts are calculated by dividing the total number of credit hours generated that year by the normal full-time credit hour load at an institution. Average Daily Memberships (ADM) are shown for public technical colleges. They are based on clock hour instruction. One ADM receives 1,050 hours of instruction.

Transfer of credit data from post-secondary education system to system for fall 1991 are shown in Table I.13.

Table I.14 shows total degrees awarded by level, while Table I.15 shows graduates by program area for the 1989-90 school year.

Table I.16 shows persistence to the second year of full-time new entering students by system for fall 1984 and 1989; Table I.17 shows persistence to the fourth year of full-time new entering students by system, for fall 1984 and 1987. Persistence means continuation in higher education. It is defined as the percent of reported undergraduate new entering students in one fall term who were enrolled as undergraduates during the fall term of the second year or fourth year after initial enrollment. Persistence is measured in two ways. One is subsequent enrollment within a system, even at a different institution. The other is total persistence which combines persistence within a system with persistence at an institution in another system.

Comparison of persistence, especially between sub-baccalaureate and baccalaureate systems, is not always appropriate, however. The Community College System, which serves students transferring to baccalaureate institutions, has a variety of programs which conclude in two years or less. Many students in these programs do not persist beyond the first or second year. Because virtually all programs at technical colleges and private vocational schools are two years or less, many students do not persist beyond the second year or even to the first at those institutions.

High school graduates, who account for most new full-time students at post-secondary education institutions, have the greatest influence on enrollment

**Table I.1**  
**Headcount Enrollment in Public and**  
**Private Post-Secondary Systems**  
**1977-1991<sup>1</sup>**

Year	Public	Annual % Change	Private	Annual % Change	All Systems	Annual % Change
1977	149,540	1.2	40,062	6.0	189,608	2.2
1978	150,158	0.4	40,032	-0.1	190,190	0.3
1979	153,829	2.4	40,635	1.5	194,464	2.2
1980	165,591	7.6	41,767	2.8	207,358	6.6
1981	170,707	3.1	42,188	0.7	212,895	2.7
1982	171,791	0.6	42,543	0.8	214,334	0.7
1983	177,212	3.2	53,476	25.7	230,688	7.6
1984	176,374	-0.5	52,700	-1.5	229,074	-0.7
1985	184,190	4.4	53,706	1.9	237,896	3.9
1986	184,518	0.2	54,169	0.9	238,687	0.3
1987	190,320	3.1	57,857	6.8	248,177	4.0
1988	197,308	3.7	59,109	2.2	256,417	3.3
1989	208,757	5.8	60,632	2.6	269,389	5.1
1990	220,366	5.6	60,480	-0.3	280,846	4.3
1991	210,386	-4.5	60,567	0.1	270,953	-3.5

<sup>1</sup>Beginning in 1983, private vocational students are included. Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

**Table I.2**  
**Headcount Enrollment by Full-time and**  
**Part-time Status**  
**1977-1991<sup>1</sup>**

Year	Full-Time	Percent	Part-Time	Percent	Total	Percent
1977	160,664	84.7	28,944	15.3	189,608	100.0
1978	156,985	82.5	33,205	17.5	190,190	100.0
1979	158,921	81.7	35,543	18.3	194,464	100.0
1980	167,143	80.6	40,215	19.4	207,358	100.0
1981	171,142	80.4	41,753	19.6	212,895	100.0
1982	170,260	79.4	44,074	20.6	214,334	100.0
1983	168,452	77.9	47,695	22.1	216,147	100.0
1984	179,709	78.5	49,365	21.5	229,074	100.0
1985	181,503	76.3	56,392	23.7	237,895	100.0
1986	179,189	75.1	59,498	24.9	238,687	100.0
1987	174,131	70.2	74,046	29.8	248,177	100.0
1988	175,414	68.4	81,003	31.6	256,417	100.0
1989	178,044	66.1	91,345	33.9	269,389	100.0
1990	176,883	63.0	103,963	37.0	280,846	100.0
1991	173,152	63.9	97,801	36.1	270,953	100.0

<sup>1</sup>Beginning in 1983, private vocational students are included. Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

**Table I.3**  
**Full-Time, Part-Time and**  
**Total Enrollment by System<sup>1</sup>**  
**1985, 1987, 1989 and 1991**

<b>1985</b>	<b>Full-Time</b>	<b>Percent</b>	<b>Part-Time</b>	<b>Percent</b>	<b>Total</b>
Technical Colleges	38,931	96.6	1,383	3.4	40,314
Community Colleges	17,611	44.9	21,653	55.1	39,264
State Universities	35,316	72.8	13,188	27.2	48,504
University of Minnesota	45,184	80.5	10,924	19.5	56,108
Private Vocational	9,080	90.9	904	9.1	9,984
Private Colleges	33,449	82.7	7,004	17.3	40,453
Private Professional	1,932	59.1	1,336	40.9	3,268
<b>Total</b>	<b>181,503</b>	<b>76.3</b>	<b>56,392</b>	<b>23.7</b>	<b>237,895</b>
<b>1987</b>	<b>Full-Time</b>	<b>Percent</b>	<b>Part-Time</b>	<b>Percent</b>	<b>Total</b>
Technical Colleges	30,652	91.1	2,978	8.9	33,630
Community Colleges	19,747	43.1	26,040	56.9	45,787
State Universities	39,603	72.0	15,376	28.0	54,979
University of Minnesota	37,218	66.6	18,706	33.4	55,924
Private Vocational	9,173	90.8	928	9.2	10,101
Private Colleges	34,971	78.3	9,694	21.7	44,665
Private Professional	2,767	89.5	324	10.5	3,091
<b>Total</b>	<b>174,131</b>	<b>70.2</b>	<b>74,046</b>	<b>29.8</b>	<b>248,177</b>
<b>1989</b>	<b>Full-Time</b>	<b>Percent</b>	<b>Part-Time</b>	<b>Percent</b>	<b>Total</b>
Technical Colleges	27,857	72.0	10,848	28.0	38,705
Community Colleges	23,464	43.7	30,191	56.3	53,655
State Universities	44,575	70.7	18,483	29.3	63,058
University of Minnesota	35,351	66.3	17,988	33.7	53,339
Private Vocational	7,966	80.3	1,952	19.7	9,918
Private Colleges	37,255	78.3	10,299	21.7	47,554
Private Professional	1,576	49.9	1,584	50.1	3,160
<b>Total</b>	<b>178,044</b>	<b>66.1</b>	<b>91,345</b>	<b>33.9</b>	<b>269,389</b>
<b>1991</b>	<b>Full-Time</b>	<b>Percent</b>	<b>Part-Time</b>	<b>Percent</b>	<b>Total</b>
Technical Colleges	24,284	58.9	16,969	41.1	41,253
Community Colleges	24,262	43.2	31,915	56.8	56,177
State Universities	45,743	73.7	16,327	26.3	62,070
University of Minnesota	32,676	64.2	18,210	35.8	50,886
Private Vocational	6,450	78.5	1,769	21.5	8,219
Private Colleges	37,163	75.5	12,041	24.5	49,204
Private Professional	2,574	81.9	570	18.1	3,144
<b>Total</b>	<b>173,152</b>	<b>63.9</b>	<b>97,801</b>	<b>36.1</b>	<b>270,953</b>

<sup>1</sup>Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

**Table I.4**  
**Headcount Enrollment by Gender,**  
**All Systems<sup>1</sup>**  
**1981-1991**

Year	Male	Percent	Female	Percent	Total <sup>2</sup>	Percent
1981	108,730	49.9	108,990	50.1	217,720	100.0
1982	109,926	50.0	110,118	50.0	220,044	100.0
1983	113,974	50.4	112,301	49.6	226,275	100.0
1984	114,454	50.2	113,701	49.8	228,155	100.0
1985	116,029	49.1	120,462	50.9	236,491	100.0
1986	114,856	48.4	122,512	51.6	237,368	100.0
1987	116,764	47.2	130,413	52.8	247,177	100.0
1988	119,020	46.5	136,985	53.5	256,005	100.0
1989	122,660	45.9	144,330	54.1	266,990	100.0
1990	126,757	45.4	152,646	54.6	279,403	100.0
1991	123,425	45.8	146,183	54.2	269,608	100.0

<sup>1</sup>Technical college extension students are not included. Private vocational students are included.

<sup>2</sup>Due to missing gender, total will be lower than reported in previous tables.

Source: Minnesota Higher Education Coordinating Board

**Table I.5**  
**Age Distribution of Undergraduate**  
**and Vocational Students**  
**1985-1991**

Age	1985		1986		1987		1988	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 20	59,420	27.7	58,055	27.3	59,753	27.0	62,433	27.4
20 - 24	89,370	41.6	87,600	41.2	89,034	40.2	90,447	39.7
25 - 34	37,922	17.7	37,373	17.6	38,844	17.6	39,974	17.6
35 and Over	18,464	8.6	20,692	9.7	23,260	10.5	25,166	11.0
Unknown Age	9,609	4.5	8,773	4.1	10,360	4.7	9,736	4.3
<b>Total</b>	<b>214,785</b>		<b>212,493</b>		<b>221,251</b>		<b>227,756</b>	
Age	1989		1990		1991			
	No.	Percent	No.	Percent	No.	Percent		
Under 20	60,516	25.2	57,524	23.1	54,044	22.6		
20 - 24	93,746	39.0	100,108	40.1	101,368	42.3		
25 - 34	42,033	17.5	42,783	17.2	43,570	18.2		
35 and Over	27,340	11.4	29,406	11.8	31,262	13.0		
Unknown Age	16,803	7.0	20,214	8.1	9,377	3.9		
<b>Total</b>	<b>240,438</b>		<b>250,035</b>		<b>239,621</b>			

Source: Minnesota Higher Education Coordinating Board



**Table I.6**  
**Total Headcount in Minnesota Post-Secondary**  
**Institutions and 1990 Census Population in Minnesota by**  
**Racial/Ethnic Group<sup>1</sup>**  
**1983-1991**

Year	Total Headcount Enrollment		Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian & Pacific Islander		Hispanic		White		Total Minority	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
<b>State Universities</b>																
1983	40,134	100.0	908	2.3	312	0.8	292	0.7	193	0.5	130	0.3	38,299	95.4	927	2.3
1984	41,110	100.0	787	1.9	321	0.8	266	0.6	215	0.5	144	0.4	39,377	95.8	946	2.3
1985	43,325	100.0	735	1.7	353	0.8	298	0.7	301	0.7	145	0.3	41,493	95.8	1,097	2.5
1986	45,673	100.0	726	1.6	382	0.8	364	0.8	357	0.8	158	0.3	43,686	95.6	1,261	2.8
1987	48,783	100.0	659	1.4	417	0.9	338	0.7	393	0.8	165	0.3	46,811	96.0	1,313	2.7
1988	52,661	100.0	701	1.3	506	1.0	381	0.7	456	0.9	229	0.4	50,388	95.7	1,572	3.0
1989	54,325	100.0	858	1.6	580	1.1	400	0.7	528	1.0	289	0.5	51,670	95.1	1,797	3.3
1990	55,793	100.0	1,084	1.9	566	1.0	427	0.8	602	1.1	305	0.5	52,809	94.7	1,900	3.4
1991	56,440	100.0	1,298	2.3	651	1.2	425	0.8	668	1.2	350	0.6	53,048	94.0	2,094	3.7
<b>Community Colleges</b>																
1983	37,771	100.0	232	0.6	423	1.1	242	0.6	364	1.0	131	0.3	36,379	96.3	1,160	3.1
1984	36,511	100.0	252	0.7	434	1.2	248	0.7	390	1.1	132	0.4	35,055	96.0	1,204	3.3
1985	37,967	100.0	218	0.6	639	1.7	368	1.0	460	1.2	153	0.4	36,129	95.2	1,620	4.3
1986	40,365	100.0	275	0.7	648	1.6	440	1.1	534	1.3	139	0.3	38,329	95.0	1,761	4.4
1987	44,446	100.0	338	0.8	676	1.5	511	1.1	494	1.1	194	0.4	42,233	95.0	1,875	4.2
1988	48,053	100.0	371	0.8	792	1.6	694	1.4	550	1.1	219	0.5	45,427	94.5	2,255	4.7
1989	51,869	100.0	455	0.9	862	1.7	600	1.2	608	1.2	237	0.5	49,107	94.7	2,307	4.4
1990	52,780	100.0	446	0.8	1,121	2.1	691	1.3	699	1.3	270	0.5	49,553	93.9	2,781	5.3
1991	54,124	100.0	495	0.9	1,140	2.1	804	1.5	828	1.5	347	0.6	50,510	93.3	3,119	5.8
<b>Technical Colleges</b>																
1983	35,178	100.0	2	0.0	508	1.4	888	2.5	946	2.7	406	1.2	32,428	92.2	2,748	7.8
1984	38,198	100.0	1	0.0	584	1.5	1,030	2.7	1,159	3.0	513	1.3	34,911	91.4	3,286	8.6
1985	39,472	100.0	3	0.0	651	1.6	1,138	2.9	1,169	3.0	587	1.5	35,924	91.0	3,545	9.0
1986	34,667	100.0	2	0.0	709	2.0	973	2.8	1,120	3.2	459	1.3	31,404	90.6	3,261	9.4
1987	33,108	100.0	73	0.2	605	1.8	852	2.6	751	2.3	446	1.3	30,381	91.8	2,654	8.0
1988	26,334	100.0	172	0.7	639	2.4	736	2.8	721	2.7	505	1.9	23,561	89.5	2,601	9.9
1989	29,505	100.0	87	0.3	693	2.3	648	2.2	896	3.0	456	1.5	26,725	90.6	2,693	9.1
1990	33,747	100.0	101	0.3	643	1.9	751	2.2	930	2.8	494	1.5	30,828	91.4	2,818	8.4
1991	38,381	100.0	103	0.3	1,017	2.6	1,034	2.7	829	2.2	539	1.4	34,859	90.8	3,419	8.9
<b>University of Minnesota</b>																
1983	49,769	100.0	2,411	4.8	861	1.7	370	0.7	1,254	2.5	399	0.8	44,501	89.4	2,884	5.8
1984	47,216	100.0	2,143	4.5	838	1.8	328	0.7	1,286	2.7	398	0.8	42,223	89.4	2,850	6.0
1985	52,312	100.0	2,382	4.6	928	1.8	395	0.8	1,537	2.9	459	0.9	46,611	89.1	3,319	6.3
1986	53,032	100.0	2,505	4.7	883	1.7	349	0.7	1,629	3.1	456	0.9	47,210	89.0	3,317	6.3
1987	52,824	100.0	2,678	5.1	918	1.7	371	0.7	1,722	3.3	479	0.9	46,656	88.3	3,490	6.6
1988	52,273	100.0	2,647	5.1	959	1.8	380	0.7	1,805	3.5	536	1.0	45,946	87.9	3,680	7.0
1989	50,916	100.0	2,697	5.3	935	1.8	374	0.7	1,860	3.7	528	1.0	44,522	87.4	3,697	7.3
1990	50,343	100.0	2,815	5.6	1,028	2.0	405	0.8	1,927	3.8	572	1.1	43,596	86.6	3,932	7.8
1991	48,410	100.0	2,844	5.9	1,026	2.1	394	0.8	2,058	4.3	567	1.2	41,521	85.8	4,045	8.4

Continued

**Table I.6 (continued)**  
**Total Headcount in Minnesota Post-Secondary Institutions and 1990 Census Population in Minnesota by Racial/Ethnic Group<sup>1</sup>**  
**1983-1991**

Year	Total Headcount Enrollment		Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian & Pacific Islander		Hispanic		White		Total Minority	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
<b>Private Vocational</b>																
1983	8,257	100.0	29	0.4	248	3.0	88	1.1	162	2.0	63	0.8	7,667	92.9	561	6.8
1984	7,876	100.0	39	0.5	185	2.3	73	0.9	225	2.9	66	0.8	7,288	92.5	549	7.0
1985	8,264	100.0	59	0.7	224	2.7	82	1.0	185	2.2	73	0.9	7,641	92.5	564	6.8
1986	7,617	100.0	57	0.7	264	3.5	76	1.0	194	2.5	75	1.0	6,951	91.3	609	8.0
1987	8,607	100.0	58	0.7	394	4.6	106	1.2	231	2.7	84	1.0	7,734	89.9	815	9.5
1988	8,498	100.0	62	0.7	502	5.9	119	1.4	212	2.5	101	1.2	7,502	88.3	934	11.0
1989	8,916	100.0	46	0.5	488	5.5	147	1.6	218	2.4	100	1.1	7,917	88.8	953	10.7
1990	7,921	100.0	32	0.4	509	6.4	132	1.7	161	2.0	81	1.0	7,006	88.4	883	11.1
1991	7,225	100.0	26	0.4	391	5.4	91	1.3	148	2.0	89	1.2	6,480	89.7	719	10.0
<b>Private Colleges</b>																
1983	39,933	100.0	735	1.8	545	1.4	155	0.4	651	1.6	263	0.7	37,584	94.1	1,614	4.0
1984	39,075	100.0	1,033	2.6	571	1.5	151	0.4	456	1.2	284	0.7	36,580	93.6	1,462	3.7
1985	38,558	100.0	979	2.5	496	1.3	144	0.4	493	1.3	273	0.7	36,173	93.8	1,406	3.6
1986	41,255	100.0	1,008	2.4	537	1.3	187	0.5	596	1.4	273	0.7	38,654	93.7	1,593	3.9
1987	44,013	100.0	1,098	2.5	640	1.5	206	0.5	667	1.5	325	0.7	41,077	93.3	1,838	4.2
1988	44,990	100.0	714	1.6	668	1.5	231	0.5	774	1.7	331	0.7	42,272	94.0	2,004	4.5
1989	46,623	100.0	1,807	3.9	749	1.6	245	0.5	968	2.1	367	0.8	42,487	91.1	2,329	5.0
1990	47,037	100.0	1,029	2.2	804	1.7	277	0.6	1,033	2.2	442	0.9	43,452	92.4	2,556	5.4
1991	47,712	100.0	1,113	2.3	964	2.0	282	0.6	1,209	2.5	511	1.1	43,633	91.5	2,966	6.2
<b>Private Professional</b>																
1983	2,572	100.0	23	0.9	45	1.7	16	0.6	23	0.9	15	0.6	2,450	95.3	99	3.8
1984	2,544	100.0	30	1.2	75	2.9	16	0.6	33	1.3	20	0.8	2,370	93.2	144	5.7
1985	2,577	100.0	24	0.9	68	2.6	19	0.7	36	1.4	31	1.2	2,399	93.1	154	6.0
1986	2,666	100.0	21	0.8	66	2.5	15	0.6	36	1.4	32	1.2	2,496	93.6	149	5.6
1987	3,080	100.0	20	0.6	54	1.8	19	0.6	42	1.4	32	1.0	2,913	94.6	147	4.8
1988	2,491	100.0	20	0.8	45	1.8	14	0.6	47	1.9	28	1.1	2,337	93.8	134	5.4
1989	2,466	100.0	23	0.9	55	2.2	11	0.4	40	1.6	34	1.4	2,303	93.4	140	5.7
1990	2,572	100.0	86	3.3	63	2.4	9	0.3	50	1.9	40	1.6	2,324	90.4	162	6.3
1991	2,587	100.0	86	3.3	77	3.0	13	0.5	65	2.5	45	1.7	2,301	88.9	200	7.7
<b>Total</b>																
1983	213,641	100.0	4,340	2.0	2,942	1.4	2,051	1.0	3,593	1.7	1,407	0.7	199,308	93.3	9,993	4.7
1984	212,530	100.0	4,285	2.0	3,008	1.4	2,112	1.0	3,764	1.8	1,557	0.7	197,804	93.1	10,441	4.9
1985	222,473	100.0	4,398	2.0	3,359	1.5	2,444	1.1	4,181	1.9	1,721	0.8	206,370	92.8	11,705	5.3
1986	225,275	100.0	4,594	2.0	3,489	1.5	2,404	1.1	4,466	2.0	1,592	0.7	208,730	92.7	11,951	5.3
1987	234,861	100.0	4,924	2.1	3,704	1.6	2,403	1.0	4,300	1.8	1,725	0.7	217,805	92.7	12,132	5.2
1988	235,602	100.0	4,687	2.0	4,111	1.7	2,555	1.1	4,565	1.9	1,949	0.8	217,735	92.4	13,180	5.6
1989	244,620	100.0	5,973	2.4	4,362	1.8	2,425	1.0	5,118	2.1	2,011	0.8	224,731	91.9	13,916	5.7
1990	250,193	100.0	5,593	2.2	4,734	1.9	2,692	1.1	5,402	2.2	2,204	0.9	229,568	91.8	15,032	6.0
1991	254,879	100.0	5,965	2.3	5,266	2.1	3,043	1.2	5,805	2.3	2,448	1.0	232,352	91.2	16,562	6.5

Source: Minnesota Higher Education Coordinating Board

## CENSUS DATA

Year	Other Minority		Black		American Indian		Asian		Hispanic		Total Minority		White		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1980	25,304	0.6	53,344	1.3	35,016	0.9	26,536	0.7	N/A**		140,200	3.4	3,935,770	96.6	4,075,970	99.4
1990	21,965	0.5	94,944	2.2	49,909	1.1	77,886	1.8	N/A**		244,704	5.6	4,130,395	94.4	4,375,099	99.5

<sup>1</sup>Does not include students whose racial/ethnic group was not reported.

\*Includes racial groups who cannot be identified as Black, American Indian, or Asian.

\*\*Hispanics are not included because they are not considered a separate race by the Census Bureau. Hispanics are included in one of the other categories.

**Table I.7**  
**Minnesota Resident/Non-Resident**  
**Foreign Enrollment**  
**1978-1991**

Year	Minnesota Residents		Other State		Foreign		Total
	No.	Percent	No.	Percent	No.	Percent	
1978	160,439	84.1	25,840	13.5	4,550	2.4	190,829
1979	165,943	84.8	25,277	12.9	4,499	2.3	195,719
1980	174,880	84.9	26,153	12.7	5,050	2.5	206,083
1981	180,369	84.7	26,680	12.5	5,920	2.8	212,858
1982	181,026	84.7	26,571	12.4	6,219	2.9	213,816
1983 <sup>1</sup>	168,918	84.4	26,623	13.3	4,639	2.3	200,180
1984 <sup>2</sup>	186,964	84.9	28,440	12.9	4,741	2.2	220,145
1985 <sup>3</sup>	190,564	84.9	29,113	13.0	4,907	2.2	224,584
1986 <sup>4</sup>	191,897	84.7	29,656	13.1	5,013	2.2	226,566
1987 <sup>5</sup>	197,973	84.7	30,566	13.1	5,289	2.3	233,828
1988 <sup>6</sup>	206,342	84.4	33,217	13.6	4,948	2.0	244,507
1989 <sup>7</sup>	223,766	84.5	35,678	13.5	5,392	2.0	264,836
1990 <sup>8</sup>	233,568	84.6	37,066	13.5	5,555	2.1	276,189
1991 <sup>9</sup>	224,167	84.1	36,328	13.7	6,071	2.3	266,566

<sup>1</sup>Does not include 8,841 students whose place of residence was unknown.

<sup>2</sup>Does not include 7,089 students whose place of residence was unknown.

<sup>3</sup>Does not include 6,588 students whose place of residence was unknown.

<sup>4</sup>Does not include 7,044 students whose place of residence was unknown.

<sup>5</sup>Does not include 10,148 students whose place of residence was unknown.

<sup>6</sup>Does not include 6,797 students whose place of residence was unknown.

<sup>7</sup>Does not include 4,553 students whose place of residence was unknown.

<sup>8</sup>Does not include 4,229 students whose place of residence was unknown.

<sup>9</sup>Does not include 4,387 students whose place of residence was unknown.

Source: Minnesota Higher Education Coordinating Board

projections. Table I.18 shows projected high school graduates by region from spring 1978 to 2007.

**Table I.8**  
**Headcount Enrollment by System and Level,**  
**1986-1991<sup>1</sup>**

System	1986 Voc.	Undergrad.	Grad. & 1st Prof.	Total	1987 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	35,087			35,087	33,613			33,613
Community Colleges	10,085	31,251		41,336	10,915	34,810		45,725
State Universities		44,350	3,296	47,646		48,307	3,889	52,196
University of Minnesota		43,891	12,406	56,297		43,162	12,762	55,924
Private Vocational	8,142		8,142	9,321				9,321
Private Colleges	78	36,287	4,892	41,257	62	38,094	5,799	43,955
Private Professional			3,348	3,348			3,061	3,061
<b>Total</b>	<b>53,392</b>	<b>155,779</b>	<b>23,942</b>	<b>233,113</b>	<b>53,911</b>	<b>164,373</b>	<b>25,511</b>	<b>243,795</b>

System	1988 Voc.	Undergrad.	Grad. & 1st Prof.	Total	1989 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	32,904			32,904	38,705			38,705
Community Colleges	11,061	38,478		49,539	11,712	41,493		53,655
State Universities		55,238	4,776	60,014		54,947	8,111	63,058
University of Minnesota		41,748	12,767	54,515		40,718	12,621	53,339
Private Vocational	9,762			9,762	9,918			9,918
Private Colleges	49	39,099	7,102	46,250	45	39,659	7,850	47,554
Private Professional			3,021	3,021			3,160	3,160
<b>Total</b>	<b>53,776</b>	<b>174,563</b>	<b>27,666</b>	<b>256,005</b>	<b>60,380</b>	<b>77,267</b>	<b>31,42</b>	<b>269,389</b>

System	1990 Voc.	Undergrad.	Grad. & 1st Prof.	Total	1991 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	48,776			48,776	41,253			41,253
Community Colleges	12,385	42,559		54,944	12,929	43,248		56,177
State Universities		57,725	5,627	63,352		56,824	5,246	62,070
University of Minnesota		40,311	12,983	53,294		37,536	13,350	50,886
Private Vocational	8,655			8,655	8,219			8,219
Private Colleges		39,669	8,622	48,291		39,612	9,592	49,204
Private Professional			3,106	3,106			3,144	3,144
<b>Total</b>	<b>69,816</b>	<b>180,264</b>	<b>30,338</b>	<b>280,418</b>	<b>62,401</b>	<b>177,220</b>	<b>31,332</b>	<b>270,953</b>

<sup>1</sup>Does not include technical college extension students.

Source: Minnesota Higher Education Coordinating Board.

**Table I.9**  
**Post-Secondary Enrollment Options Program**  
**1987-88 – 1991-92**

<b>Fiscal Year 1987-88</b>			
<b>Post-Secondary Institutions</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
Technical Colleges	218	464	682
Community Colleges	517	1,594	2,111
State Universities	137	467	604
University of Minnesota	318	1,211	1,529
Private Institutions	59	217	276
<b>Total</b>	<b>1,249</b>	<b>3,953</b>	<b>5,202</b>
<b>Fiscal Year 1988-89</b>			
<b>Post-Secondary Institutions</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
Technical Colleges	284	626	910
Community Colleges	601	1,985	2,586
State Universities	117	457	574
University of Minnesota	306	1,393	1,699
Private Institutions	69	275	344
<b>Total</b>	<b>1,377</b>	<b>4,736</b>	<b>6,113</b>
<b>Fiscal Year 1989-90</b>			
<b>Post-Secondary Institutions</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
Technical Colleges	352	725	1,077
Community Colleges	477	1,855	2,332
State Universities	142	496	638
University of Minnesota	389	1,295	1,684
Private Institutions	70	296	366
<b>Total</b>	<b>1,430</b>	<b>4,667</b>	<b>6,097</b>
<b>Fiscal Year 1990-91</b>			
<b>Post-Secondary Institutions</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
Technical Colleges	430	922	1,352
Community Colleges	608	1,924	2,532
State Universities	176	529	705
University of Minnesota	420	1,538	1,958
Private Institutions	64	319	383
<b>Total</b>	<b>1,698</b>	<b>5,232</b>	<b>6,930</b>
<b>Fiscal Year 1991-92</b>			
<b>Post-Secondary Institutions</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
Technical Colleges	436	1,019	1,455
Community Colleges	815	2,419	3,234
State Universities	182	558	740
University of Minnesota	386	1,709	2,095
Private Institutions	68	316	384
<b>Total</b>	<b>1,533</b>	<b>6,021</b>	<b>7,908</b>

Source: Minnesota Department of Education



**Table I.10**  
**Participation Rates of 1991**  
**Minnesota High School Graduates in**  
**Minnesota Post Secondary Institutions**  
**Fall 1991**

	Male		Female		Total	
	New Entering Students	Participation Rate	New Entering Students	Participation Rate	New Entering Students	Participation Rate
State University System	2,371	9.51	2,911	11.81	5,282	10.66
Community College System	2,667	10.70	2,550	10.35	5,217	10.52
Technical Colleges	1,560	6.26	1,165	4.73	2,725	5.50
University of Minnesota	1,919	7.70	1,883	7.64	3,802	7.67
Private Vocational Schools	182	0.73	430	1.74	612	1.23
Private Colleges and Universities	1,664	6.68	2,318	9.41	3,982	8.03
All Minnesota Institutions	10,363	41.58	11,257	45.68	21,620	43.62

**NOTE** – There were:

24,926 male high school graduates in 1991  
 24,643 female high school graduates in 1991  
 49,569 high school graduates in 1991

Source: Minnesota Higher Education Coordinating Board

**Table I.11**  
**Headcount Enrollment of New Entering Students**  
**by System<sup>1</sup>**  
**1978-1991**

System	Fall 1978	Fall 1979	% Change '78-79	Fall 1980	% Change '79-80	Fall 1981	% Change '80-81	Fall 1982	% Change '81-82
Technical College	20,294	21,872	7.8	23,961	9.6	23,254	-3.0	20,880	-10.2
Community College	13,300	13,969	5.0	15,450	10.6	15,508	0.4	14,596	-5.9
State University	7,561	7,787	3.0	8,158	4.8	8,267	1.3	7,416	-10.3
University of Minnesota	8,062	8,391	4.1	8,568	2.1	8,348	-2.6	7,997	-4.2
Private Two-Year	814	724	-11.1	790	9.1	644	-18.5	863	34.0
Private Four-Year	8,818	8,838	0.2	8,811	-0.3	8,837	0.3	8,187	-7.4
<b>Total</b>	<b>58,849</b>	<b>61,581</b>	<b>4.6</b>	<b>65,738</b>	<b>6.8</b>	<b>64,858</b>	<b>-1.3</b>	<b>59,939</b>	<b>-7.6</b>

System	Fall 1983	% Change '82-83	Fall 1984	% Change '83-84	Fall 1985	% Change '84-85	Fall 1986	% Change '85-86	Fall 1987
Technical College	15,767	-24.5	13,358	-15.3	14,880	11.4	13,434	-9.7	17,617
Community College	15,860	8.7	14,859	-6.3	16,648	12.0	15,434	-7.3	16,933
State University	7,744	4.4	7,402	-4.4	7,883	6.5	8,251	4.7	8,981
University of Minnesota	7,841	-2.0	7,359	-6.1	7,547	2.6	7,316	-3.1	6,839
Private Two-Year	583	-32.4	598	2.6	327	-45.3	337	3.1	317
Private Four-Year	8,619	5.3	8,435	-2.1	8,275	-1.9	88,142	-1.6	8,470
<b>Total</b>	<b>56,414</b>	<b>-5.9</b>	<b>52,011</b>	<b>-7.8</b>	<b>55,560</b>	<b>6.8</b>	<b>52,914</b>	<b>-4.8</b>	<b>59,157</b>

System	Change '86-87	Fall 1988	% Change '87-88	Fall 1989	% Change '88-89	Fall 1990	% Change '89-90	Fall 1991	% Change '90-91
Technical College	31.1	14,059	-20.2	16,487	17.3	16,190	-1.5	20,996	29.7
Community College	9.7	18,054	6.6	18,859	4.5	17,476	-7.3	17,565	0.5
State University	8.8	9,485	5.6	9,015	-5.0	8,598	-4.6	7,853	-8.7
University of Minnesota	-6.5	6,871	0.5	6,476	-5.7	6,044	-6.7	5,300	-12.3
Private Two-Year	-5.9								
Private Four-Year	4.0								
Private Colleges		8,572	-2.4	8,445	-1.5	8,087	-4.2	7,721	-4.5
<b>Total</b>	<b>11.8</b>	<b>57,041</b>	<b>-3.6</b>	<b>59,282</b>	<b>3.9</b>	<b>56,395</b>	<b>-4.8</b>	<b>59,435</b>	<b>5.4</b>

<sup>1</sup>The decrease of new entering students at private two-year institutions in Fall 1985 is due to the closing of Golden Valley Lutheran College.

Source: Minnesota Higher Education Coordinating Board

**Table I.12**  
**Fall Headcount Enrollment and**  
**Full Year Equivalent by System**  
**1983-1991**

	1983 Fall Headcount	FYE Fiscal Year 1984	1984 Fall Headcount	FYE Fiscal Year 1985
Technical Colleges <sup>1</sup>	22,847	35,177	38,844	33,636
Community Colleges	38,381	24,438	37,084	23,108
State Universities	43,651	41,866	43,747	41,785
University of Minnesota	57,792	57,049	55,792	55,884
Private Colleges <sup>2</sup>	40,084	36,577	40,450	35,731
Private Professional <sup>3</sup>	3,105	1,783	3,229	1,683
<b>Total</b>	<b>205,860</b>	<b>196,890</b>	<b>219,146</b>	<b>191,827</b>
	1985 Fall Headcount	FYE Fiscal Year 1986	1986 Fall Headcount	FYE Fiscal Year 1987
Technical Colleges <sup>1</sup>	40,314	32,883	35,169	32,252
Community Colleges	39,264	24,235	41,542	25,495
State Universities	48,504	43,180	51,381	45,889
University of Minnesota	56,108	56,122	56,426	57,152
Private Colleges <sup>2</sup>	40,453	36,352	41,858	37,358
Private Professional <sup>3</sup>	3,268	2,823	3,350	2,836
<b>Total</b>	<b>227,911</b>	<b>195,595</b>	<b>229,726</b>	<b>200,982</b>
	1987 Fall Headcount	FYE Fiscal Year 1988	1988 Fall Headcount	FYE Fiscal Year 1989
Technical Colleges <sup>1</sup>	33,630	31,447	32,931	32,194
Community Colleges	45,787	27,591	49,589	30,350
State Universities	54,979	48,386	60,273	51,411
University of Minnesota	55,924	56,047	54,515	55,574
Private Colleges <sup>2</sup>	44,665	38,917	46,260	41,917
Private Professional <sup>3</sup>	3,091	2,821	3,021	2,870
<b>Total</b>	<b>238,076</b>	<b>205,209</b>	<b>246,589</b>	<b>214,316</b>
	1989 Fall Headcount	FYE Fiscal Year 1990	1990 Fall Headcount	FYE Fiscal Year 1991
Technical Colleges <sup>1</sup>	38,705	32,185	48,776	30,579
Community Colleges	53,655	32,860	54,944	33,938
State Universities	63,058	53,775	63,352	54,791
University of Minnesota	53,339	54,959	53,294	54,833
Private Colleges <sup>2</sup>	47,554	42,432	48,719	42,723
Private Professional <sup>3</sup>	3,160	2,740	3,106	2,862
<b>Total</b>	<b>259,471</b>	<b>218,951</b>	<b>272,191</b>	<b>219,726</b>

<sup>1</sup>Technical Colleges report average daily memberships rather than FYE. Does not include extension students.

<sup>2</sup>Does not include summer session.

<sup>3</sup>Does not include summer session. William Mitchell College of Law FYE figures excluded in Fiscal Years 1984 and 1985.

Source: Minnesota Higher Education Coordinating Board

**Table I.13**  
**Undergraduate Transfers from**  
**System to System**  
**Fall 1991**

System Transferred From	System Transferred To						Total
	State Universities	Community Colleges	Technical Colleges	University of Minnesota	Private Vocational	Private Colleges and Universities	
State Universities	475	339	348	282	56	156	1,656
Community Colleges	2,222	467	358	807	116	635	4,605
Technical Colleges	188	384	403		125	75	1,175
University of Minnesota	498	275	98		67	277	1,215
Private Vocational		25	75		52	24	176
Private Colleges and Universities	322	152	43	211	17	227	972
Private Professional Other Minnesota Institutions	386	14	27	896	5	172	1,500
Out of State	1,324	585	223	991	60	608	3,791
Not Available	226	67	1,071	238	447	1,026	3,075
<b>Total</b>	<b>5,641</b>	<b>2,308</b>	<b>2,647</b>	<b>3,425</b>	<b>945</b>	<b>3,200</b>	<b>18,166</b>

Source: Minnesota Higher Education Coordinating Board

**Table I.14**  
**Total Degrees Awarded by Level,**  
**1977-1990**

Year	Degree					All Degrees
	Associate	Bachelor's	Master's	Doctor's	First Professional	
1977-78	6,134	18,120 <sup>1</sup>	3,572	502	1,454	29,782 <sup>1</sup>
1978-79	5,740	18,498	3,322	471	1,652	29,683
1979-80	6,229	18,653	3,201	498	1,505	30,086
1980-81	6,579	19,113 <sup>2</sup>	3,285	521	1,485 <sup>2</sup>	30,983 <sup>2</sup>
1981-82	6,960	19,798	3,545	479	1,756	32,538
1982-83	6,703	20,639	3,502	487	1,595	32,926
1983-84	6,789	20,437	4,187	593	1,093	33,099
1984-85	5,328 <sup>3</sup>	20,510	3,464	524	1,288	31,114 <sup>3</sup>
1985-86	5,902	20,130	3,463	577	1,580	31,652 <sup>4</sup>
1986-87 <sup>4</sup>	6,370 <sup>5</sup>	19,860 <sup>5</sup>	3,528	508	1,041	31,306 <sup>5</sup>
1987-88	7,248	21,084	3,855	549	1,560	34,296
1988-89	5,499	21,444	4,086	567	1,490	33,086
1989-90	7,125	22,867	4,363	653	1,561	36,569

<sup>1</sup>Does not include data from Minneapolis College of Art and Design.

<sup>2</sup>Does not include data from Hamline University.

<sup>3</sup>Does not include data from St. Mary's Junior College.

<sup>4</sup>Does not include data from United Theological Seminary.

<sup>5</sup>Does not include data from Fergus Falls Community College, Normandale Community College, Augsburg College, Minnesota Bible College, St. Paul Bible College, College of St. Scholastica and College of St. Catherine, St. Mary's campus.

Source: Minnesota Higher Education Coordinating Board



**Table I.15**  
**Graduates by Program Area**  
**1989-90 School Year**

Program Area	Number of Graduates							
	Less than 1 Yr.	2 Yr.	Assoc.	Less than 4 Yrs.	Bac.	Master's	Doc.	First Prof.
Agricultural Business & Production	11	154	95	0	43	21	11	0
Agricultural Sciences	0	4	47	0	79	54	40	0
Conservation & Renewable Nat Resources	24	10	53	0	50	29	5	0
Architecture & Related Programs	0	0	0	0	86	23	0	0
Area, Ethnic & Cultural Studies	0	0	0	0	134	22	9	0
Marketing Operations Mkt Distribution	113	521	105	0	57	0	0	0
Communications	36	71	16	0	920	28	8	0
Communications Technologies	19	18	4	0	28	8	0	0
Computer & Information Sciences	0	38	32	4	546	103	15	0
Personal & Misc. Services	40	512	10	0	47	0	0	0
Education	0	20	29	0	3,279	1,169	123	0
Engineering	0	2	2	10	821	213	93	0
Engineering-Related Technologies	33	747	249	3	245	35	0	0
Foreign Languages & Literatures	0	0	0	0	429	21	7	0
Home Economics	4	0	0	0	227	16	9	0
Vocational Home Economics	106	133	53	0	20	0	0	0
Law & Legal Studies	0	0	125	0	90	11	0	743
English Lang & Literature Letter	0	0	0	0	1,136	80	22	0
Liberal Arts & Sciences	0	18	3,577	368	253	98	0	0
Library Science	0	0	0	0	0	23	0	0
Biological Sciences Life Science	0	0	0	0	792	69	68	0
Mathematics	0	1	0	0	486	51	21	0
Multi-Interdisciplinary Studies	0	0	5	0	1,045	44	1	0
Parks/Recre Leisure/Fitness Stds	0	0	9	0	161	14	0	0
Philosophy & Religion	0	0	0	0	214	13	6	0
Theol Studies & Religious Vocation	0	22	7	8	211	121	13	219
Physical Sciences	0	0	0	0	435	50	49	0
Psychology	0	1	2	0	1,138	169	34	0
Protective Services	0	72	569	0	283	8	0	0
Public Administration & Services	0	0	44	0	397	167	5	0
Social Sciences & History	0	0	1	0	2,520	44	42	0
Construction Trades	86	644	9	0	0	0	0	0
Mechanics & Repairers	111	1,447	26	5	0	0	0	0
Precision Production Trades	168	1,133	56	0	0	0	0	0
Trans & Material Moving Workers	121	95	24	7	0	0	0	0
Visual & Performing Arts	0	279	17	3	934	74	15	0
Health Professions & Related Sciences	389	1,846	1,295	255	1,007	418	40	599
Business Mgmt & Admin Services	860	2,046	664	140	4,754	1,167	17	0
<b>Total</b>	<b>2,121</b>	<b>9,834</b>	<b>7,125</b>	<b>803</b>	<b>22,867</b>	<b>4,363</b>	<b>653</b>	<b>1,561</b>

Source: IPEDS Completion Surveys, National Center for Education Statistics

**Table I.16**  
**Persistence to Second Year of Full-Time New Entering**  
**Students by System**  
**Fall 1984 and 1989**

System	Total New Entering Students		Total Persistence			Persistence Within System		
	1984	1989	1984 Rate (%)	1989 Rate (%)	Change (%)	1984 Rate (%)	1989 Rate (%)	Change (%)
Community Colleges.	7,688	9,154	64.2	66.7	+2.5	53.0	54.2	+1.2
State Universities	7,224	8,752	79.9	81.7	+1.8	71.6	74.1	+2.5
Technical Colleges	12,975	15,294	53.0	47.9	-5.1	49.1	42.4	-6.7
University of Minnesota	6,686	5,039	80.6	85.9	+5.3	75.3	79.8	+4.5
Private Colleges	8,717	8,250	82.7	87.3	+4.6	75.1	81.7	+6.6
Private Vocational Schools.	3,215	4,011	34.4	34.2	-0.2	29.2	30.1	+0.9

Source: Minnesota Higher Education Coordinating Board

**Table I.17**  
**Persistence to Fourth Year of Full-Time New Entering**  
**Students by System**  
**Fall 1984 and 1987**

System	Total New Entering Students		Total Persistence			Persistence Within System		
	1984	1989	1984 Rate (%)	1987 Rate (%)	Change (%)	1984 Rate (%)	1987 Rate (%)	Change (%)
Community. Colleges	7,688	7,902	35.1	37.9	+2.8	9.6	11.3	+1.7
State Universities	7,224	8,769	62.1	66.1	+4.0	52.4	55.6	+3.2
Technical Colleges	12,975	16,587	7.1	9.5	+2.4	2.8	4.7	+1.9
University of Minnesota	6,686	5,408	58.3	66.8	+8.4	49.8	56.6	+6.8
Private Colleges	8,717	8,522	70.6	76.8	+6.2	60.9	69.2	+8.2
Private Vocational Schools	3,215	3,490	8.6	8.7	+0.1	1.2	1.5	+0.3

Note: Virtually all programs at community colleges, technical colleges, and private vocational schools are of two years or less and many are of one year or less. Many students in these programs do not persist beyond the first or second year. Because virtually all programs at technical colleges and private vocational schools are two years or less, many students do not persist beyond the second year or even the first at those institutions.

Source: Minnesota Higher Education Coordinating Board

**Table I.18**  
**Historic and Projected Annual**  
**High School Graduates in Minnesota by Region,**  
**1978-2007**

School Year Ending	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9	Region 10	Region 11	State <sup>1</sup>
1978 (Actual)	1,985	1,093	6,239	3,584	2,520	3,346	5,919	2,814	4,088	7,409	33,514	72,518
1979 (Actual)	2,003	1,137	5,896	3,538	2,496	3,457	6,068	2,746	4,058	7,364	32,576	71,339
1980 (Actual)	1,917	1,145	5,953	3,480	2,470	3,368	6,031	2,767	4,036	7,265	31,899	70,358
1981 (Actual)	1,891	1,155	5,690	3,421	2,535	3,116	6,178	2,680	3,864	6,980	30,933	68,443
1982 (Actual)	1,735	1,064	5,486	3,262	2,263	3,116	6,000	2,467	3,695	6,826	30,515	66,429
1983 (Actual)	1,626	1,070	5,016	2,868	2,207	2,880	5,831	2,392	3,505	6,527	29,191	63,113
1984 (Actual)	1,523	1,019	4,824	2,820	2,106	2,791	5,554	2,190	3,276	6,063	27,427	59,593
1985 (Actual)	1,450	922	4,392	2,710	1,962	2,641	5,335	2,031	3,101	5,817	27,169	57,530
1986 (Actual)	1,395	875	4,404	2,693	1,977	2,429	5,200	1,970	2,963	5,599	26,644	56,149
1987 (Actual)	1,459	950	4,440	2,659	1,967	2,479	5,303	1,902	2,917	5,906	27,775	57,757
1988 (Actual)	1,465	900	4,380	2,702	2,020	2,444	5,504	1,944	3,148	5,794	28,546	58,847
1989 (Actual)	1,408	909	4,375	2,641	2,098	2,383	5,231	1,898	2,947	5,826	27,129	56,845
1990 (Actual)	1,354	850	3,916	2,505	1,924	2,323	5,133	1,876	2,676	5,357	24,648	52,562
1991 (Actual)	1,369	914	3,658	2,381	1,794	2,127	4,839	1,643	2,568	4,796	23,480	49,569
1992	1,256	841	3,800	2,292	1,889	2,187	4,784	1,724	2,653	5,038	22,825	49,289
1993	1,319	879	3,769	2,398	1,963	2,313	4,960	1,740	2,828	5,127	23,483	50,781
1994	1,243	868	3,812	2,370	2,039	2,242	5,031	1,684	2,712	5,342	23,426	50,769
1995	1,396	879	3,980	2,530	2,260	2,492	5,392	1,736	2,995	5,426	24,106	53,192
1996	1,379	906	4,055	2,671	2,244	2,457	5,674	1,825	3,107	5,714	25,491	55,523
1997	1,421	938	4,076	2,708	2,433	2,614	5,836	1,832	3,150	6,012	26,978	57,998
1998	1,428	996	4,123	2,875	2,369	2,731	6,353	1,831	3,285	6,330	28,610	60,929
1999	1,411	1,013	4,314	2,912	2,477	2,671	6,487	1,824	3,315	6,370	29,878	62,672
2000	1,418	996	4,076	3,007	2,628	2,707	6,531	1,886	3,165	6,554	30,587	63,555
2001	1,404	979	4,095	2,871	2,508	2,703	6,699	1,789	3,089	6,495	30,638	63,269
2002	1,263	933	3,572	2,720	2,476	2,551	6,389	1,662	2,998	6,233	30,718	61,515
2003	1,287	960	3,419	2,692	2,353	2,505	6,227	1,596	2,916	6,221	32,127	62,303
2004	1,237	943	3,211	2,571	2,257	2,347	6,092	1,498	2,707	5,986	32,652	61,501
2005	1,165	891	3,039	2,406	2,212	2,219	5,968	1,479	2,605	5,836	32,803	60,622
2006	1,154	886	2,942	2,415	2,119	2,218	6,005	1,408	2,534	5,884	33,847	61,413
2007	1,160	924	2,926	2,384	2,118	2,187	6,119	1,337	2,455	5,816	34,933	62,361

<sup>1</sup>Sum of regional projections might differ from state projection due to rounding.

Source: Minnesota Higher Education Coordinating Board

## Minnesota Investment in Post-Secondary Education

This chapter provides an overview of the investment in Minnesota post-secondary education. It first examines fiscal data for the four public post-secondary education systems. Second, it provides required tuition and fee charges in current and constant dollars for students attending public and private institutions. Third, it summarizes the state's investment in financial aid. Fourth, the chapter describes the state investment by various functions.

Trends in state appropriations to the four public systems in both current and constant dollars for the 1981-1993 fiscal years are shown in Tables I.19 - I.22. The table also shows tuition revenue in current and constant dollars.

Tables I.23-I.26 show instructional expenditures, tuition revenue, and tuition revenue as a percentage of instructional expenditures for Fiscal Years 1981-1992. Tuition revenue as a percentage of instructional expenditures is an indication of the reliance on tuition as a revenue source of instruction.

Tables I.27-I.30 display for Fiscal Years 1981-1992 instructional expenditures, full-year equivalent enrollments, and average instructional expenditures per full-year equivalent enrollment in current and constant dollars. The tables relate expenditures to the volume of instructional activity occurring in each system. The use of constant dollars eliminates the effects of inflation.

Tables I.31 through I.38 show trends in the price charged to students. Table I.31 shows tuition and required fees compared to Minnesota per capita personal income in current and constant dollars for academic years 1971 through 1993 for

the four public systems and the private four-year colleges.

Tables I.32 through I.38 show tuition and fees compared to per capita income in current and constant dollars from 1979 through 1993. Room and board charges also are shown for the four-year institutions.

Tuition represents the basic price charged by an institution to a student enrolling in post-secondary education. Since virtually every post-secondary institution requires some fees in addition to tuition for a full-time student, tuition and required fees more accurately represent total charges to the student.

State appropriations for student financial assistance from Fiscal Year 1986 through 1991 are displayed in Table I.39, and the numbers of recipients are shown in Table I.40.

Table I.41 shows, for Fiscal Year 1991, financial aid awarded to undergraduates for all Minnesota institutions. Table I.42 shows the distribution of aid awarded to undergraduates for all Minnesota institutions by type of aid, while Table I.43 shows the data by source. The latter two tables cover Fiscal Years 1987, 1989, and 1991.

Tables I.44 through I.47 show the distribution of the state's investment in post-secondary education. Table I.44 displays, for Fiscal Year 1992, the distribution of state appropriations by function—institutional operation, student financial aid, statewide programs, and interstate tuition reciprocity. The amounts do not include state appropriations to the Department of Finance for debt service on bonds sold for capital improvements in post-secondary facilities. Table I.45 shows the distribution of state appropriations for institutional operations for Fiscal Year 1992. Table I.46 indicates the distribution of

state appropriations for financial aid awards by system for Fiscal Year 1992 based on the State Grant Program, the State Part-Time Grant Program, and the State Work-Study Program. Table I.47 displays the distribution of state appropriations for institutional operation and financial aid by system, category of institution, and statewide function. State appropriations to systems and categories of institutions include appropriations for institutional operations and appropriations for financial aid to students attending those systems and institutions.

## Comparisons

Additional perspective on the status of Minnesota post-secondary education is provided in this chapter by comparisons between Minnesota and other states. In addition, expenditures for Minnesota post-secondary education are compared with expenditures for other state services.

Tables I.48 through I.52 show the ranking of Minnesota public tuition and fee rates compared to rates at similar institutions in other states for 1988-89 and 1991-92.

Tables I.48 and I.49 present average tuition and required fees at public universities for resident undergraduates and graduates. This group consists of the major public doctoral level institutions in each state. The rates displayed for Minnesota are the University of Minnesota.

Tables I.50 and I.51 present average tuition and required fees for resident undergraduate and graduate students at public colleges and universities. This group consists of about 200 public comprehensive and general baccalaureate institutions in 46 states. The rates displayed for Minnesota are the average of the Minnesota State University System, excluding Metropolitan

**Table I.19**  
**Minnesota Technical College System**  
**Direct State Appropriations and Tuition Revenue**  
**Current and Constant Dollars\***  
**Fiscal Years 1981 to 1993 (Dollars in Thousands)**

Fiscal Year	Current Dollars			Constant Dollars		
	Direct State Appropriation	Tuition Revenue	Current \$ Total	Direct State Appropriation	Tuition Revenue	Constant \$ Total
1981	\$115,689	\$20,668	\$136,357	\$115,689	\$20,688	\$136,377
1982	131,647	22,688	154,335	122,399	21,094	143,493
1983	122,699	26,737	149,436	107,631	23,454	131,085
1984	122,809	33,337	156,146	103,008	27,962	130,970
1985	125,056	37,945	163,001	100,045	30,356	130,401
1986	142,890	40,775	183,665	110,198	31,446	141,644
1987	148,883	45,413	194,296	111,199	33,717	144,916
1988	152,429	52,355	204,784	108,878	37,396	146,274
1989	158,687	54,434	213,121	108,278	37,142	145,420
1990	165,967	57,826	223,793	108,239	37,713	145,952
1991	170,603	61,844	232,447	106,258	38,519	144,777
1992	165,466	65,103	230,569	99,016	38,958	137,974
1993	159,276	67,011	226,287	91,655	35,861	127,516
\$ Change						
1981-1993	\$ 43,587	\$46,343	\$ 89,930	(\$24,034)	\$15,173	(\$8,861)
% Change						
1981-1993	37.7%	224.2%	66.0%	-20.8%	73.3%	-6.5%

Fiscal Year 1992 and 1993 Tuition Revenue estimated.

\*Constant dollars, PGSL deflator.

Source: Minnesota Department of Finance

**Table I.20**  
**Minnesota Community College System**  
**Direct State Appropriations and Tuition Revenue**  
**Current and Constant Dollars\***  
**Fiscal Years 1981 to 1993 (Dollars in Thousands)**

Fiscal Year	Current Dollars			Constant Dollars		
	Direct State Appropriation	Tuition Revenue	Current \$ Total	Direct State Appropriation	Tuition Revenue	Constant \$ Total
1981	\$37,513	\$13,412	\$ 50,925	\$37,513	\$13,412	\$50,925
1982	43,965	15,961	59,926	40,887	14,840	55,727
1983	43,959	19,735	63,694	38,561	17,311	55,872
1984	48,117	23,413	71,530	40,359	19,638	59,997
1985	54,264	24,071	78,335	43,411	19,257	62,668
1986	57,864	26,027	83,891	44,486	20,072	64,558
1987	59,575	28,276	87,851	44,496	31,119	75,615
1988	66,123	31,462	97,585	47,231	22,473	69,704
1989	75,989	37,025	113,014	51,850	25,263	77,113
1990	88,295	42,808	131,103	57,584	27,918	85,502
1991	97,481	47,322	144,803	60,715	29,474	90,189
1992	99,436	50,738	150,174	59,503	30,362	89,865
1993	97,149	56,586	153,735	55,930	32,562	88,492
\$ Change						
1981-1993	\$59,636	\$43,174	\$102,810	\$18,417	\$19,150	\$37,567
% Change						
1981-1993	159.0%	321.9%	201.9%	49.1%	142.8%	73.8%

Fiscal Year 1992 and 1993 Tuition Revenue estimated.

\*Constant dollars, PGSL deflator.

Source: Minnesota Department of Finance

**Table I.21**  
**Minnesota State University System**  
**Direct State Appropriations and Tuition Revenue**  
**Current and Constant Dollars\***  
**Fiscal Years 1981 to 1993 (Dollars in Thousands)**

Fiscal Year	Current Dollars			Constant Dollars		
	Direct State Appropriation	Tuition Revenue	Current \$ Total	Direct State Appropriation	Tuition Revenue	Constant \$ Total
1981	\$ 81,745	\$ 23,786	\$105,531	\$ 81,745	\$23,786	\$105,531
1982	91,865	28,249	120,114	85,412	26,265	111,677
1983	95,400	35,390	130,790	83,684	31,044	114,728
1984	101,199	45,839	147,038	84,883	38,448	123,331
1985	109,402	52,000	161,402	87,522	41,600	129,122
1986	116,217	57,248	173,465	89,628	44,150	133,778
1987	124,439	62,696	187,135	92,942	46,827	139,769
1988	130,898	67,614	198,512	93,499	48,286	141,785
1989	147,354	73,984	221,338	100,545	50,482	151,027
1990	167,638	82,774	250,412	109,329	53,983	163,312
1991	175,462	91,010	266,472	109,284	56,684	165,968
1992	183,149	97,788	280,937	109,597	58,517	168,114
1993	175,652	106,465	282,117	101,079	61,265	162,344
\$ Change						
1981-1993	\$93,907	\$82,679	\$176,586	\$19,334	\$37,479	\$56,813
% Change						
1981-1993	114.9%	347.6%	167.3%	23.7%	157.6%	53.8%

Fiscal Year 1992 and 1993 Tuition Revenue estimated.

\*Constant dollars, PGSL deflator.

Source: Minnesota Department of Finance

**Table I.22**  
**University of Minnesota**  
**Direct State Appropriations and Tuition Revenue**  
**Current and Constant Dollars\***  
**Fiscal Years 1981 to 1993 (Dollars in Thousands)**

Fiscal Year	Current Dollars			Constant Dollars		
	Direct State Appropriation	Tuition Revenue	Current \$ Total	Direct State Appropriation	Tuition Revenue	Constant \$ Total
1981	\$220,583	\$ 67,068	\$287,651	\$220,583	\$67,068	\$287,651
1982	253,834	74,290	328,124	236,003	69,071	305,074
1983	263,667	83,392	347,059	231,287	73,151	304,438
1984	296,284	91,183	387,467	248,514	76,482	324,996
1985	307,743	99,853	407,596	246,194	79,882	326,076
1986	329,546	108,848	438,394	254,149	83,944	338,093
1987	279,587	109,388	388,975	283,509	81,701	365,210
1988	387,865	114,461	502,326	277,046	81,758	358,804
1989	402,745	119,026	521,771	274,807	81,216	356,023
1990	437,991	129,183	567,174	285,646	84,250	369,896
1991	453,715	139,134	592,849	282,591	86,658	369,249
1992	446,760	158,979	605,739	267,343	95,134	362,477
1993	435,363	173,287	608,650	250,529	99,718	350,247
\$ Change						
1981-1993	\$214,780	\$106,219	\$320,999	\$29,946	\$32,650	\$62,596
% Change						
1981-1993	97.4%	158.4%	111.6%	13.6%	48.7%	21.8%

Fiscal Year 1992 and 1993 Tuition Revenue estimated.

\*Constant dollars, PGSL deflator.

Source: Minnesota Department of Finance



**Table I.23****Technical College System**

**Instructional Expenditures, Tuition Revenue, and Tuition Revenue as a Percent of Instructional Expenditures**  
**Fiscal Years 1981 through 1992 (Dollars in Thousands)**

<b>Fiscal Year</b>	<b>Instructional Expenditures</b>	<b>Tuition Revenue</b>	<b>Tuition Revenue As Percent of Instructional Expenditures</b>
1981	\$128,339	\$20,668	16.5
1982	146,211	22,688	15.5
1983	154,901	26,737	17.3
1984	157,101	33,337	21.2
1985	158,253	37,945	24.0
1986	182,994	40,775	22.3
1987	186,095	45,143	24.3
1988	203,904	52,355	25.7
1989	212,099	54,434	25.7
1990	219,279	57,826	26.4
1991	230,603	61,844	26.8
1992	228,618	65,103	28.5

Fiscal Year 1992 estimated.

Source: Minnesota Department of Finance

**Table 24****Community College System**

**Instructional Expenditures, Tuition Revenue, and Tuition Revenue as a Percent of Instructional Expenditures**  
**Fiscal Years 1981 through 1992 (Dollars in Thousands)**

<b>Fiscal Year</b>	<b>Instructional Expenditures</b>	<b>Tuition Revenue</b>	<b>Tuition Revenue As Percent of Instructional Expenditures</b>
1981	\$ 46,446	\$13,412	28.9
1982	54,609	15,961	29.2
1983	57,497	19,735	34.3
1984	65,013	23,413	36.0
1985	71,197	24,071	33.8
1986	76,348	26,027	34.1
1987	80,295	28,276	35.2
1988	90,245	31,462	34.9
1989	104,025	37,025	35.6
1990	119,741	42,808	35.8
1991	138,271	47,322	34.2
1992	140,750	50,738	36.0

Fiscal Year 1992 estimated.

Source: Minnesota Department of Finance

**Table I.25****State University System**

**Instructional Expenditures, Tuition Revenue, and Tuition Revenue as a Percent of Instructional Expenditures**  
**Fiscal Years 1981 through 1992 (Dollars in Thousands)**

<b>Fiscal Year</b>	<b>Instructional Expenditures</b>	<b>Tuition Revenue</b>	<b>Tuition Revenue As Percent of Instructional Expenditures</b>
1981	\$ 98,563	\$23,786	24.1
1982	113,641	28,249	24.9
1983	124,314	35,390	28.5
1984	139,915	45,839	32.8
1985	153,497	52,000	33.9
1986	166,623	57,248	34.4
1987	176,371	62,696	35.5
1988	193,195	67,614	35.0
1989	207,145	73,984	35.7
1990	236,453	82,774	35.0
1991	255,457	91,010	35.6
1992	263,663	97,788	37.1

Fiscal Year 1992 estimated.

Source: Minnesota Department of Finance

**Table I.26****University of Minnesota**

**Instructional Expenditures, Tuition Revenue, and Tuition Revenue as a Percent of Instructional Expenditures**  
**Fiscal Years 1981 through 1992 (Dollars in Thousands)**

<b>Fiscal Year</b>	<b>Instructional Expenditures</b>	<b>Tuition Revenue</b>	<b>Tuition Revenue As Percent of Instructional Expenditures</b>
1981	\$216,609	\$ 67,068	31.0
1982	236,038	74,290	31.5
1983	242,146	83,392	34.4
1984	270,898	91,183	33.7
1985	293,449	99,853	34.0
1986	300,281	108,848	36.2
1987	316,100	109,388	34.6
1988	340,336	115,461	33.9
1989	346,480	119,026	34.4
1990	373,564	129,183	34.6
1991	387,131	139,134	35.9
1992	413,927	158,979	38.4

Fiscal Year 1992 estimated.

Source: Minnesota Department of Finance

**Table I.27**

**Technical College System – Instructional Expenditures, Full-Year-Equivalent Enrollments, and Average Instructional Expenditures Per Full-Year-Equivalent Enrollment: Current and Constant Dollars, Fiscal Years 1981 Through 1992**

Fiscal Year	Full-Year-Equivalent Enrollments	Annual Percent Change	Instructional Expenditures (\$000)				Average Instructional Expenditures Per Full-Year-Equivalent Enrollment			
			Current Dollars	Percent Change	Constant Dollars	Percent Change	Current Dollars	Percent Change	Constant Dollars	Percent Change
1981	40,549		\$128,339		\$128,339		\$3,165		\$3,165	
1982	40,373	-0.4	146,211	13.9	135,940	5.9	3,622	14.4	3,367	6.4
1983	41,359	2.4	154,901	5.9	135,878	-0.0	3,745	3.4	3,285	-2.4
1984	41,442	0.2	157,101	1.4	131,772	-3.0	3,791	1.2	3,180	-3.2
1985	38,929	-6.1	158,253	0.7	126,602	-3.9	4,065	7.2	3,252	2.3
1986	39,317	1.0	182,994	15.6	141,126	11.5	4,654	14.5	3,589	10.4
1987	40,117	2.0	186,095	1.7	138,992	-1.5	4,639	-0.3	3,465	-3.5
1988	39,732	-1.0	203,904	9.6	145,646	4.8	5,132	10.6	3,666	5.8
1989	40,209	1.2	212,099	4.0	144,723	-0.6	5,275	2.8	3,599	-1.8
1990	40,545	0.8	219,279	3.4	143,008	-1.2	5,408	2.5	3,527	-2.0
1991	40,845	0.7	230,603	5.2	143,331	0.2	5,646	4.4	3,509	-0.5
1992	41,195	0.9	228,618	-0.9	136,815	-4.5	5,550	-1.7	3,321	-5.4
1981-1992 Change	646	1.6	100,279	78.1	8,476	6.6	2,385	75.3	156	4.9

Fiscal Year 1992 instructional expenditures estimated.

Source: Minnesota Department of Finance

**Table I.28**

**Community College System – Instructional Expenditures, Full-Year-Equivalent Enrollments, and Average Instructional Expenditures Per Full-Year-Equivalent Enrollment: Current and Constant Dollars, Fiscal Years 1981 Through 1992**

Fiscal Year	Full-Year-Equivalent Enrollments	Annual Percent Change	Instructional Expenditures (\$000)				Average Instructional Expenditures Per Full-Year-Equivalent Enrollment			
			Current Dollars	Percent Change	Constant Dollars	Percent Change	Current Dollars	Percent Change	Constant Dollars	Percent Change
1981	23,295		\$ 46,446		\$46,446		\$1,994		\$1,994	
1982	24,880	6.8	54,609	17.6	50,773	9.3	2,195	10.1	2,041	2.4
1983	24,624	-1.0	57,497	5.3	50,436	-0.7	2,335	6.4	2,048	0.4
1984	24,438	-0.8	65,013	13.1	54,531	8.1	2,660	13.9	2,231	8.9
1985	23,109	-5.4	71,197	9.5	56,958	4.5	3,081	15.8	2,465	10.5
1986	24,237	4.9	76,348	7.2	58,880	3.4	3,150	2.2	2,429	-1.4
1987	25,495	5.2	80,295	5.2	59,971	1.9	3,149	-0.0	2,352	-3.2
1988	27,592	8.2	90,245	12.4	64,461	7.5	3,271	3.8	2,336	-0.7
1989	30,350	10.0	104,025	15.3	70,980	10.1	3,428	4.8	2,339	0.1
1990	32,860	8.3	119,741	15.1	78,092	10.0	3,644	6.3	2,377	1.6
1991	33,961	3.4	138,271	15.5	85,942	10.1	4,071	11.7	2,531	6.5
1992	33,600	-1.1	140,750	1.8	84,231	-2.0	4,189	2.9	2,507	-0.9
1981-1992 Change	10,305	44.2	94,304	203.0	37,785	81.4	2,195	110.1	513	25.7

Fiscal Year 1992 instructional expenditures estimated.

Source: Minnesota Department of Finance

Table I.29

**State University System – Instructional Expenditures, Full-Year-Equivalent Enrollments, and Average Instructional Expenditures Per Full-Year-Equivalent Enrollment: Current and Constant Dollars, Fiscal Years 1981 Through 1992**

Fiscal Year	Full-Year-Equivalent Enrollments	Annual Percent Change	Instructional Expenditures (\$000)				Average Instructional Expenditures Per Full-Year-Equivalent Enrollment			
			Current Dollars	Percent Change	Constant Dollars	Percent Change	Current Dollars	Percent Change	Constant Dollars	Percent Change
1981	41,975		\$ 98,563		\$ 98,563		\$2,348		\$2,348	
1982	43,104	2.7	113,641	15.3	105,658	7.2	2,636	12.3	2,451	4.4
1983	42,102	-2.3	124,314	9.4	109,047	3.2	2,953	12.0	2,590	5.7
1984	41,814	-0.7	139,915	12.5	117,356	7.6	3,346	13.3	2,807	8.4
1985	41,785	-0.1	153,497	9.7	122,798	4.6	3,673	9.8	2,939	4.7
1986	43,179	3.3	166,623	8.6	128,501	4.6	3,859	5.0	2,976	1.3
1987	45,889	6.3	176,371	5.9	131,729	2.5	3,843	-0.4	2,871	-3.5
1988	48,416	5.5	193,195	9.5	137,996	4.8	3,990	3.8	2,850	-0.7
1989	51,411	6.2	207,145	7.2	141,342	2.4	4,029	1.0	2,749	-3.5
1990	53,775	4.6	236,453	14.1	154,208	9.1	4,397	9.1	2,868	4.3
1991	54,791	1.9	255,457	8.0	158,779	3.0	4,662	6.0	2,898	1.1
1992	53,789	-1.8	263,663	3.2	157,788	-0.6	4,902	5.1	2,933	1.2
1981-1992 Change	11,814	28.1	165,100	167.5	59,225	60.1	2,554	108.8	585	24.9

Fiscal Year 1992 instructional expenditures estimated.

Source: Minnesota Department of Finance

**Table I.30**
**University of Minnesota – Instructional Expenditures, Full-Year-Equivalent Enrollments, and Average Instructional Expenditures Per Full-Year-Equivalent Enrollment: Current and Constant Dollars, Fiscal Years 1981 Through 1992**

Fiscal Year	Full-Year-Equivalent Enrollments	Annual Percent Change	Instructional Expenditures (\$000)				Average Instructional Expenditures Per Full-Year-Equivalent Enrollment			
			Current Dollars	Percent Change	Constant Dollars	Percent Change	Current Dollars	Percent Change	Constant Dollars	Percent Change
1981	60,923		\$216,609		\$216,609		\$3,555		\$3,555	
1982	61,034	0.2	236,038	9.0	219,457	1.3	3,867	8.8	3,596	1.1
1983	58,774	-3.7	242,146	2.6	212,409	-3.2	4,120	6.5	3,614	0.5
1984	57,047	-2.9	270,898	11.9	227,221	7.0	4,749	15.3	3,983	10.2
1985	55,884	-2.0	293,449	8.3	234,759	3.3	5,251	10.6	4,201	5.5
1986	56,143	0.5	300,281	2.3	231,579	-1.4	5,349	1.9	4,125	-1.8
1987	57,162	1.8	316,100	5.3	236,091	1.9	5,530	3.4	4,130	0.1
1988	56,047	-2.0	340,336	7.7	243,097	3.0	6,072	9.8	4,337	5.0
1989	55,574	-0.8	346,480	1.8	236,415	-2.7	6,235	2.7	4,254	-1.9
1990	54,959	-1.1	373,564	7.8	243,629	3.1	6,797	9.0	4,433	4.2
1991	54,690	-0.5	387,131	3.6	240,620	-1.2	7,079	4.1	4,400	-0.7
1992	53,495	-2.2	413,927	6.9	247,712	2.9	7,738	9.3	4,631	5.2
1981-1992 Change	(7,428)	-12.2	197,318	91.1	31,103	14.4	4,182	117.6	1,075	30.2

Fiscal Year 1992 instructional expenditures estimated.

Source: Minnesota Department of Finance

**Table I.31**

# **Tuition and Required Fees<sup>1</sup> Compared to Minnesota Per Capita Income<sup>2</sup> in Current and Constant Dollars<sup>3</sup>** **Academic Years 1970-1971 through 1992-1993**

Academic Year	University of Minnesota													
	College of Liberal Arts		College of Natural Resources		State University System		Community College System		Technical College System		Private Colleges		Minnesota Per Capita Personal Income	
	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars
1971	\$ 522	\$522	\$ 522	\$522	\$ 379	\$379	\$ 353	\$353			\$1,671	\$1,671	\$4,099	\$4,099
1972	525	507	525	507	416	402	386	373			1,795	1,733	4,322	4,172
1973	641	596	656	610	416	387	386	359			1,933	1,796	4,918	4,571
1974	683	583	719	613	453	387	420	358			2,029	1,731	5,634	4,807
1975	714	548	762	584	479	367	420	322			2,203	1,689	4,842	3,713
1976	772	553	826	591	519	372	461	330			2,382	1,705	6,363	4,555
1977	815	551	869	588	545	369	495	335			2,576	1,743	7,021	4,750
1978	927	587	990	627	590	374	518	328			2,882	1,828	7,771	4,925
1979	994	576	1,072	621	608	362	540	313	\$ 350	\$203	2,999	1,739	8,673	5,028
1980	1,060	542	1,150	589	675	345	574	294	373	191	3,284	1,681	9,551	4,888
1981	1,194	547	1,313	602	726	333	637	292	373	171	3,674	1,685	10,459	4,796
1982	1,264	533	1,402	591	802	338	697	294	438	185	4,193	1,768	11,246	4,743
1983	1,520	615	1,631	660	989	400	833	337	560	226	4,799	1,941	11,809	4,775
1984	1,673	652	1,889	737	1,246	486	1,013	395	777	303	5,295	2,065	12,837	5,007
1985	1,834	688	2,112	793	1,433	538	1,103	414	980	368	5,841	2,193	13,976	5,246
1986	1,942	709	2,235	815	1,543	563	1,170	427	1,070	390	6,385	2,329	14,730	5,374
1987	2,020	721	2,376	848	1,623	579	1,193	426	1,166	416	6,922	2,470	15,538	5,545
1988	2,104	721	2,523	865	1,650	566	1,238	424	1,271	436	7,453	2,555	16,250	5,571
1989	2,208	723	2,693	882	1,695	555	1,305	427	1,305	427	8,189	2,681	17,188	5,628
1990	2,379	743	2,772	866	1,892	591	1,373	429	1,395	436	9,230	2,884	18,262	5,707
1991	2,630	780	2,918	865	1,997	592	1,474	437	1,496	444	10,044	2,978	18,907	5,605
1992	2,898	833	3,403	978	2,207	634	1,598	459	1,625	467	10,774	3,095	19,316	5,549
1993	3,242	900	3,578	993	2,276	632	1,687	468	1,665	462	11,467	3,183	19,703	5,468
% Change														
1971-93	521.07%	72.38%	585.44%	90.24%	500.53%	66.67%	377.90%	32.64%			586.24%	90.46%	380.68%	33.41%
% Change														
1983-93	171.52%	64.36%	172.51%	64.96%	213.50%	89.77%	164.84%	60.31%	346.38%	170.21%	212.11%	88.93%	88.38%	14.03%

<sup>1</sup>All tuition rates are for Minnesota resident undergraduates. Tuition rates for the University of Minnesota are an average of lower and upper division for academic years 1982-83 through 1990-91. The College of Liberal Arts and the College of Natural Resources represent the lowest and highest rates charged at the Twin Cities Campus. The Minnesota Technical Colleges did not charge tuition for Minnesota residents under the age of 21 prior to 1979.

<sup>2</sup>Minnesota personal income per resident on a Fiscal Year basis with Fiscal Years 1992 and 1993 estimated.

<sup>3</sup>Consumer Price Index, United States, with 1971 = 100. Fiscal Year 1993 Consumer Price Index estimated.

Source: Minnesota Higher Education Coordinating Board

**Table I.32**

# **Technical College System Tuition and Fees Compared to Minnesota Per Capita Personal Income<sup>1</sup>** **Current and Constant Dollars** **Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$ 350			\$ 8,673		
1979-80	373	6.6	6.6	9,551	10.1	10.1
1980-81	373	0.0	6.6	10,459	9.5	20.6
1981-82	438	17.4	25.1	11,246	7.5	29.7
1982-83	560	27.9	60.0	11,809	5.0	36.2
1983-84	777	38.8	122.0	12,837	8.7	48.0
1984-85	980	26.1	180.0	13,976	8.9	61.1
1985-86	1,070	9.2	205.7	14,730	5.4	69.8
1986-87	1,166	9.0	233.1	15,538	5.5	79.2
1987-88	1,271	9.0	263.1	16,250	4.6	87.4
1988-89	1,305	2.7	272.9	17,188	5.8	98.2
1989-90	1,395	6.9	298.6	18,262	6.2	110.6
1990-91	1,496	7.2	327.4	18,907	3.5	118.0
1991-92	1,625	8.6	364.3	19,316	2.2	122.7
1992-93	1,665	2.5	375.7	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>						
1978-79	350			8,673		
1979-80	329	-5.9	-5.9	8,430	-2.8	-2.8
1980-81	295	-10.4	-15.7	8,275	-1.8	-4.6
1981-82	319	8.0	-8.9	8,185	-1.1	-5.6
1982-83	391	22.6	11.7	8,241	0.7	-5.0
1983-84	523	33.8	49.4	8,639	4.8	-0.4
1984-85	635	21.4	81.3	9,052	4.8	4.4
1985-86	673	6.1	92.4	9,270	2.4	6.9
1986-87	718	6.6	105.1	9,568	3.2	10.3
1987-88	752	4.7	114.8	9,610	0.4	10.8
1988-89	737	-1.9	110.7	9,711	1.1	12.0
1989-90	752	2.0	114.9	9,845	1.4	13.5
1990-91	765	1.8	118.6	9,671	-1.8	11.5
1991-92	806	5.3	130.2	9,577	-1.0	10.4
1992-93	798	-1.0	127.9	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board



**Table I.33**

**Community College System Tuition and Fees Compared  
to Minnesota Per Capita Personal Income<sup>1</sup>  
Current and Constant Dollars  
Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$ 540			\$ 8,673		
1979-80	574	6.3	6.3	9,551	10.1	10.1
1980-81	637	11.0	18.0	10,459	9.5	20.6
1981-82	697	9.4	29.1	11,246	7.5	29.7
1982-83	833	19.5	54.3	11,809	5.0	36.2
1983-84	1,013	21.6	87.6	12,837	8.7	48.0
1984-85	1,103	8.9	104.3	13,976	8.9	61.1
1985-86	1,170	6.1	116.7	14,730	5.4	69.8
1986-87	1,193	2.0	120.9	15,538	5.5	79.2
1987-88	1,238	3.8	129.3	16,250	4.6	87.4
1988-89	1,305	5.4	141.7	17,188	5.8	98.2
1989-90	1,373	5.2	154.3	18,262	6.2	110.6
1990-91	1,474	7.4	173.0	18,907	3.5	118.0
1991-92	1,598	8.4	195.9	19,316	2.2	122.7
1992-93	1,687	5.6	212.4	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>						
1978-79	540			8,673		
1979-80	507	-6.2	-6.2	8,430	-2.8	-2.8
1980-81	504	-0.5	-6.7	8,275	-1.8	-4.6
1981-82	507	0.7	-6.1	8,185	-1.1	-5.6
1982-83	581	14.6	7.6	8,241	0.7	-5.0
1983-84	682	17.3	26.2	8,639	4.8	-0.4
1984-85	714	4.8	32.3	9,052	4.8	4.4
1985-86	736	3.1	36.4	9,270	2.4	6.9
1986-87	735	-0.2	36.0	9,568	3.2	10.3
1987-88	732	-0.3	35.6	9,610	0.4	10.8
1988-89	737	0.7	36.5	9,711	1.1	12.0
1989-90	740	0.4	37.1	9,845	1.4	13.5
1990-91	754	1.9	39.6	9,671	-1.8	11.5
1991-92	792	5.1	46.7	9,577	-1.0	10.4
1992-93	808	2.0	49.7	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.34**  
**State University System**  
**Tuition, Fees, Room and Board Compared to Minnesota**  
**Per Capita Income<sup>1</sup> in Current and Constant Dollars**  
**Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Room and Board	Annual Percent Change Room and Board	Total Tuition and Fees + Room and Board	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$ 608		\$1,155		\$1,763			\$ 8,673		
1979-80	675	11.0	1,160	0.4	1,835	4.1	4.1	9,551	10.1	10.1
1980-81	726	7.6	1,180	1.7	1,906	3.9	8.1	10,459	9.5	20.6
1981-82	802	10.5	1,265	7.2	2,067	8.4	17.2	11,246	7.5	29.7
1982-83	989	23.3	1,445	14.2	2,434	17.8	38.1	11,809	5.0	36.2
1983-84	1,246	26.0	1,430	-1.0	2,676	9.9	51.8	12,837	8.7	48.0
1984-85	1,433	15.0	1,560	9.1	2,993	11.8	69.8	13,976	8.9	61.1
1985-86	1,543	7.7	1,670	7.1	3,213	7.4	82.2	14,730	5.4	69.8
1986-87	1,623	5.2	1,722	3.1	3,345	4.1	89.7	5,538	5.5	79.2
1987-88	1,650	1.7	1,895	10.0	3,545	6.0	101.1	16,250	4.6	87.4
1988-89	1,695	2.7	2,030	7.1	3,725	5.1	111.3	17,188	5.8	98.2
1989-90	1,892	11.6	2,185	7.6	4,077	9.4	131.3	18,262	6.2	110.6
1990-91	1,997	5.5	2,295	5.0	4,292	5.3	143.4	18,907	3.5	118.0
1991-92	2,207	10.5	2,400	4.6	4,607	7.3	161.3	19,316	2.2	122.7
1992-93	2,276	3.1	2,535	5.6	4,811	4.4	172.9	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>										
1978-79	608		1,155		1,763			8,673		
1979-80	596	-2.0	1,024	-11.4	1,620	-8.1	-8.1	8,430	-2.8	-2.8
1980-81	574	-3.6	934	-8.8	1,508	-6.9	-14.5	8,275	-1.8	-4.6
1981-82	584	1.6	921	-1.4	1,504	-0.2	-14.7	8,185	-1.1	-5.6
1982-83	690	18.2	1,008	9.5	1,699	12.9	-3.7	8,241	0.7	-5.0
1983-84	838	21.5	962	-4.6	1,801	6.0	2.1	8,639	4.8	-0.4
1984-85	928	10.7	1,010	5.0	1,938	7.6	10.0	9,052	4.8	4.4
1985-86	971	4.6	1,051	4.0	2,022	4.3	14.7	9,270	2.4	6.9
1986-87	999	2.9	1,060	0.9	2,060	1.9	16.8	9,568	3.2	10.3
1987-88	976	-2.4	1,121	5.7	2,096	1.8	18.9	9,610	0.4	10.8
1988-89	958	-1.9	1,147	2.3	2,105	0.4	19.4	9,711	1.1	12.0
1989-90	1,020	6.5	1,178	2.7	2,198	4.4	24.7	9,845	1.4	13.5
1990-91	1,021	0.2	1,174	-0.3	2,195	-0.1	24.5	9,671	-1.8	11.5
1991-92	1,094	7.1	1,190	1.4	2,284	4.0	29.6	9,577	1.0	10.4
1992-93	1,091	-0.3	1,215	2.1	2,305	0.9	30.8	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI), United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

Table I.35

**University of Minnesota, College of Liberal Arts**  
**Tuition, Fees, Room and Board Compared to Minnesota**  
**Per Capita Income<sup>1</sup> in Current and Constant Dollars**  
**Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Room and Board	Annual Percent Change Room and Board	Total Tuition and Fees + Room and Board	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$ 994		\$1,680		\$2,674			\$8,673		
1979-80	1,060	6.6	1,796	6.9	2,856	6.8	6.8	9,551	10.1	10.1
1980-81	1,194	12.6	1,971	9.7	3,165	10.8	18.4	10,459	9.5	20.6
1981-82	1,264	5.9	2,245	13.9	3,509	10.9	31.2	11,246	7.5	29.7
1982-83	1,520	20.3	2,575	14.7	4,095	16.7	53.1	11,809	5.0	36.2
1983-84	1,673	10.1	2,446	-5.0	4,119	0.6	54.0	12,837	8.7	48.0
1984-85	1,834	9.6	2,623	7.2	4,457	8.2	66.7	13,976	8.9	61.1
1985-86	1,942	5.9	2,610	-0.5	4,552	2.1	70.2	14,730	5.4	69.8
1986-87	2,020	4.0	2,595	-0.6	4,615	1.4	72.6	15,538	5.5	79.2
1987-88	2,104	4.2	2,648	2.0	4,752	3.0	77.7	16,250	4.6	87.4
1988-89	2,208	4.9	2,826	6.7	5,034	5.9	88.3	17,188	5.8	98.2
1989-90	2,379	7.7	2,940	4.0	5,319	5.7	98.9	18,262	6.2	110.6
1990-91	2,630	10.6	3,150	7.1	5,780	8.7	116.2	18,907	3.5	118.0
1991-92	2,898	10.2	3,300	4.8	6,198	7.2	131.8	19,316	2.2	122.7
1992-93	3,242	11.9	3,423	3.7	6,665	7.5	149.3	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>										
1978-79	994		1,680		2,674			8,673		
1979-80	936	-5.9	1,585	-5.6	2,521	-5.7	-5.7	8,430	-2.8	-2.8
1980-81	945	1.0	1,559	-1.6	2,504	-0.7	-6.4	8,275	-1.8	-4.6
1981-82	920	-2.6	1,634	4.8	2,554	2.0	-4.5	8,185	-1.1	-5.6
1982-83	1,061	15.3	1,797	10.0	2,858	11.0	6.9	8,241	0.7	-5.0
1983-84	1,126	6.1	1,646	-8.4	2,772	-3.0	3.7	8,639	4.8	-0.4
1984-85	1,188	5.5	1,699	3.2	2,887	4.1	8.0	9,052	4.8	4.4
1985-86	1,222	2.9	1,643	-3.3	2,865	-0.8	7.1	9,270	2.4	6.9
1986-87	1,244	1.8	1,598	-2.7	2,842	-0.8	6.3	9,568	3.2	10.3
1987-88	1,244	0.0	1,566	-2.0	2,810	-1.1	5.1	9,610	0.4	10.8
1988-89	1,247	0.3	1,597	2.0	2,844	1.2	6.4	9,711	1.1	12.0
1989-90	1,282	2.8	1,585	-0.7	2,867	0.8	7.2	9,845	1.4	13.5
1990-91	1,345	4.9	1,611	1.7	2,957	3.1	10.6	9,671	-1.8	11.5
1991-92	1,437	6.8	1,636	1.5	3,073	3.9	14.9	9,577	-1.0	10.4
1992-93	1,553	8.1	1,640	0.2	3,194	3.9	19.4	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.36**

**University of Minnesota, Institute of Technology**  
**Tuition, Fees, Room and Board Compared to Minnesota**  
**Per Capita Income<sup>1</sup> in Current and Constant Dollars**  
**Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Room and Board	Annual Percent Change Room and Board	Total Tuition and Fees + Room and Board	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$1,135		\$1,680		\$2,815			\$8,673		
1979-80	1,219	7.4	1,796	6.9	3,015	7.1	7.1	9,551	10.1	10.1
1980-81	1,374	12.7	1,971	9.7	3,345	10.9	18.8	10,459	9.5	20.6
1981-82	1,465	6.6	2,245	13.9	3,710	10.9	31.8	11,246	7.5	29.7
1982-83	1,620	10.6	2,575	14.7	4,195	13.1	49.0	11,809	5.0	36.2
1983-84	1,806	11.5	2,446	-5.0	4,252	1.4	51.0	12,837	8.7	48.0
1984-85	2,002	10.9	2,623	7.2	4,625	8.8	64.3	13,976	8.9	61.1
1985-86	2,119	5.8	2,610	-0.5	4,729	2.2	68.0	14,730	5.4	69.8
1986-87	2,210	4.3	2,595	-0.6	4,805	1.6	70.7	15,538	5.5	79.2
1987-88	2,303	4.2	2,648	2.0	4,951	3.0	75.9	16,250	4.6	87.4
1988-89	2,429	5.5	2,826	6.7	5,255	6.1	86.7	17,188	5.8	98.2
1989-90	2,636	8.5	2,940	4.0	5,576	6.1	98.1	18,262	6.2	110.6
1990-91	2,861	8.5	3,150	7.1	6,011	7.8	113.5	18,907	3.5	118.0
1991-92	3,281	14.7	3,300	4.8	6,581	9.5	133.8	19,316	2.2	122.7
1992-93	3,578	9.1	3,423	3.7	7,001	6.4	148.7	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>										
1978-79	1,135		1,680		2,815			8,673		
1979-80	1,076	-5.2	1,585	-5.6	2,661	-5.5	-5.5	8,430	-2.8	-2.8
1980-81	1,087	1.0	1,559	-1.6	2,646	-0.6	-6.0	8,275	-1.8	-4.6
1981-82	1,066	-1.9	1,634	4.8	2,700	2.0	-4.1	8,185	-1.1	-5.6
1982-83	1,130	6.0	1,797	10.0	2,927	8.4	4.0	8,241	0.7	-5.0
1983-84	1,215	7.5	1,646	-8.4	2,861	-2.3	1.6	8,639	4.8	-0.4
1984-85	1,297	6.7	1,699	3.2	2,995	4.7	6.4	9,052	4.8	4.4
1985-86	1,334	2.8	1,643	-3.3	2,976	-0.6	5.7	9,270	2.4	6.9
1986-87	1,361	2.0	1,598	-2.7	2,959	-0.6	5.1	9,568	3.2	10.3
1987-88	1,362	0.1	1,566	-2.0	2,928	-1.0	4.0	9,610	0.4	10.8
1988-89	1,372	0.8	1,597	2.0	2,969	1.4	5.5	9,711	1.1	12.0
1989-90	1,421	3.5	1,585	-0.7	3,006	1.2	6.8	9,845	1.4	13.5
1990-91	1,463	3.0	1,611	1.7	3,075	2.3	9.2	9,671	-1.8	11.5
1991-92	1,627	11.2	1,636	1.5	3,263	6.1	15.9	9,577	-1.0	10.4
1992-93	1,714	5.4	1,640	0.2	3,355	2.8	19.2	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.37**  
**University of Minnesota, Natural Resources**  
**Tuition, Fees, Room and Board Compared to Minnesota**  
**Per Capita Income<sup>1</sup> in Current and Constant Dollars**  
**Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Room and Board	Annual Percent Change Room and Board	Total Tuition and Fees + Room and Board	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$1,072		\$1,680		\$2,752			\$8,673		
1979-80	1,150	7.3	1,796	6.9	2,946	7.0	7.0	9,551	10.1	10.1
1980-81	1,313	14.2	1,971	9.7	3,284	11.5	19.3	10,459	9.5	20.6
1981-82	1,402	6.8	2,245	13.9	3,647	11.1	32.5	11,246	7.5	29.7
1982-83	1,631	16.3	2,575	14.7	4,206	15.3	52.8	11,809	5.0	36.2
1983-84	1,889	15.8	2,446	-5.0	4,335	3.1	57.5	12,837	8.7	48.0
1984-85	2,112	11.8	2,623	7.2	4,735	9.2	72.1	13,976	8.9	61.1
1985-86	2,235	5.8	2,610	-0.5	4,845	2.3	76.1	14,730	5.4	69.8
1986-87	2,376	6.3	2,595	-0.6	4,971	2.6	80.6	15,538	5.5	79.2
1987-88	2,523	6.2	2,648	2.0	5,171	4.0	87.9	16,250	4.6	87.4
1988-89	2,693	6.7	2,826	6.7	5,519	6.7	100.5	17,188	5.8	98.2
1989-90	2,772	2.9	2,940	4.0	5,712	3.5	107.6	18,262	6.2	110.6
1990-91	2,918	5.3	3,150	7.1	6,068	6.2	120.5	18,907	3.5	118.0
1991-92	3,403	16.6	3,300	4.8	6,703	10.5	143.6	19,316	2.2	122.7
1992-93	3,578	5.1	3,423	3.7	7,001	4.4	154.4	19,703	2.0	127.2
<b>Constant Dollars<sup>2</sup></b>										
1978-79	1,072		1,680		2,752			8,673		
1979-80	1,015	-5.3	1,585	-5.6	2,600	-5.5	-5.5	8,430	-2.8	-2.8
1980-81	1,039	2.3	1,559	-1.6	2,598	-0.1	-5.6	8,275	-1.8	-4.6
1981-82	1,020	-1.8	1,634	4.8	2,654	2.2	-3.6	8,185	-1.1	-5.6
1982-83	1,138	11.5	1,797	10.0	2,935	10.6	6.7	8,241	0.7	-5.0
1983-84	1,271	11.7	1,646	-8.4	2,917	-0.6	6.0	8,639	4.8	-0.4
1984-85	1,368	7.6	1,699	3.2	3,067	5.1	11.4	9,052	4.8	4.4
1985-86	1,407	2.8	1,643	-3.3	3,049	-0.6	10.8	9,270	2.4	6.9
1986-87	1,463	4.0	1,598	-2.7	3,061	0.4	11.2	9,568	3.2	10.3
1987-88	1,492	2.0	1,566	-2.0	3,058	-0.1	11.1	9,610	0.4	10.8
1988-89	1,521	2.0	1,597	2.0	3,118	2.0	13.3	9,711	1.1	12.0
1989-90	1,494	-1.8	1,585	-0.7	3,079	-1.2	11.9	9,845	1.4	13.5
1990-91	1,493	-0.1	1,611	1.7	3,104	0.8	12.8	9,671	-1.8	11.5
1991-92	1,687	13.0	1,636	1.5	3,323	7.1	20.8	9,577	-1.0	10.4
1992-93	1,714	1.6	1,640	0.2	3,355	0.9	21.9	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.38**  
**Private Colleges**  
**Tuition, Fees, Room and Board Compared to Minnesota**  
**Per Capita Income<sup>1</sup> in Current and Constant Dollars**  
**Academic Years 1979 Through 1993**

Academic Year	Tuition and Fees	Annual Percent Change Tuition and Fees	Room and Board	Annual Percent Change Room and Board	Total Tuition and Fees + Room and Board	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change	Cumulative Percent Change
1978-79	\$2,999		\$1,410		\$4,409			\$8,673		
1979-80	3,284	9.5	1,484	5.2	4,768	8.1	8.1	9,551	10.1	10.1
1980-81	3,674	11.9	1,660	11.9	5,334	11.9	21.0	10,459	9.5	20.6
1981-82	4,193	14.1	1,779	7.2	5,972	12.0	35.5	11,246	7.5	29.7
1982-83	4,799	14.5	1,972	10.8	6,771	13.4	53.6	11,809	5.0	36.2
1983-84	5,295	10.3	2,188	11.0	7,483	10.5	69.7	12,837	8.7	48.0
1984-85	5,841	10.3	2,300	5.1	8,141	8.8	84.6	13,976	8.9	61.1
1985-86	6,385	9.3	2,410	4.8	8,795	8.0	99.5	14,730	5.4	69.8
1986-87	6,922	8.4	2,520	4.6	9,442	7.4	114.2	15,538	5.5	79.2
1987-88	7,453	7.7	2,637	4.6	10,090	6.9	128.9	16,250	4.6	87.4
1988-89	8,189	9.9	2,803	6.3	10,992	8.9	149.3	17,188	5.8	98.2
1989-90	9,230	12.7	2,996	6.9	12,226	11.2	177.3	18,262	6.2	110.6
1990-91	10,044	8.8	3,214	7.3	13,258	8.4	200.7	18,907	3.5	118.0
1991-92	10,774	7.3	3,395	5.6	14,169	6.9	221.4	19,316	2.2	122.7
1992-93	11,467	6.4	3,611	6.4	15,078	6.4	242.0	19,703	2.0	127.2

Constant Dollars <sup>2</sup>										
1978-79	2,999		1,410		4,409			8,673		
1979-80	2,898	-3.4	1,310	728.1	4,208	-4.6	-4.6	8,430	-2.8	-2.8
1980-81	2,907	0.3	1,313	730.5	4,220	0.3	-4.3	8,275	-1.8	-4.6
1981-82	3,052	5.0	1,295	771.9	4,346	3.0	-1.4	8,185	-1.1	-5.6
1982-83	3,349	9.7	1,376	856.8	4,725	8.7	7.2	8,241	0.7	-5.0
1983-84	3,563	6.4	1,472	918.1	5,036	6.6	14.2	8,639	4.8	-0.4
1984-85	3,783	6.2	1,490	980.9	5,273	4.7	19.6	9,052	4.8	4.4
1985-86	4,018	6.2	1,517	1048.1	5,535	5.0	25.5	9,270	2.4	6.9
1986-87	4,262	6.1	1,552	1117.8	5,814	5.0	31.9	9,568	3.2	10.3
1987-88	4,407	3.4	1,559	1159.3	5,967	2.6	35.3	9,610	0.4	10.8
1988-89	4,627	5.0	1,584	1221.9	6,210	4.1	40.9	9,711	1.1	12.0
1989-90	4,976	7.5	1,615	1321.6	6,591	6.1	49.5	9,845	1.4	13.5
1990-91	5,138	3.3	1,644	1367.9	6,782	2.9	53.8	9,671	-1.8	11.5
1991-92	5,342	4.0	1,683	1426.2	7,025	3.6	59.3	9,577	-1.0	10.4
1992-93	5,494	2.9	1,730	1469.9	7,225	2.8	63.9	9,441	-1.4	8.9

<sup>1</sup>Minnesota Per Capita Personal Income. 1986 to 1991 from U.S. Department of Commerce, *Survey of Current Business*, August 1992. Data for 1978 to 1985 from unpublished U.S. Department of Commerce data. U.S. Department of Commerce personal income data converted to fiscal year data. Minnesota Per Capita Personal Income estimated for Fiscal Years 1992 and 1993.

<sup>2</sup>Consumer Price Index (CPI). United States with Fiscal Year 1979 = 100.

CPI data from Inflation Measures For Schools & Colleges 1992 Update (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.39**  
**State Appropriations for Student Assistance**  
**Fiscal Years 1986-1993**

Fiscal Years	1986	1987	1988	1989	1990	1991	1992	1993
State Grants	\$50,955,400 <sup>1</sup>	\$56,300,000 <sup>2</sup>	\$63,950,000	\$61,000,000	\$55,010,000 <sup>3</sup>	\$70,260,600 <sup>3</sup>	\$75,693,000	\$73,100,000 <sup>4</sup>
Part-Time Grants	1,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Pre-Nursing Grants						120,000	120,000	120,000
Dislocated Rural Workers			250,000	250,000	250,000	250,000	250,000	250,000
NonAFDC Child Care					2,000,000	2,000,000	2,500,000	2,500,000
Safety Officer's Survivors						80,000	80,000	80,000
Work-Study	4,428,600	4,428,600	4,503,600	4,678,600	5,304,000	5,454,000	5,869,000	5,869,000
<b>Total</b>	<b>\$56,384,000</b>	<b>\$62,728,600</b>	<b>\$70,703,600</b>	<b>\$67,928,600</b>	<b>\$64,564,600</b>	<b>\$80,164,600</b>	<b>\$86,512,000</b>	<b>\$83,919,000</b>
<b>Total in Constant Dollars<sup>5</sup></b>	<b>\$56,384,000</b>	<b>\$61,378,278</b>	<b>\$66,450,752</b>	<b>\$60,977,199</b>	<b>\$55,324,764</b>	<b>\$65,174,472</b>	<b>\$68,119,685</b>	<b>\$63,865,297</b>

<sup>1</sup>This reflects a reduction in Fiscal Year 1986 appropriation of \$344,600 under the governor's unallotment process.

<sup>2</sup>This reflects a reduction in Fiscal Year 1987 appropriation of \$1.5 million under *Minn. Laws 1986*, First Special Session, Chapter 1, Article 10, Section 1, Subd. 3.

<sup>3</sup>This reflects a reduction of Fiscal Year 1990 appropriation of \$9,783,400 and the Fiscal Year 1991 appropriation of \$5,033,400 under *Minn. Laws 1990*, Chapter 591, Article 1, Section 2 and \$3,020,000 in Fiscal Year 1991 under *Minn. Laws 1991*, Chapter 2, Article 3, Section 2.

<sup>4</sup>*Laws of Minnesota for 1992*, Chapter 513, Article 1, Section 2, Subd. 3, states that if the Fiscal Year 1993 appropriation is insufficient to make full grant awards, the Commissioner of Finance is to transfer up to \$4 million from appropriations to the post-secondary education systems to the State Grant Program.

<sup>5</sup>Consumer Price Index (CPI) United States with Fiscal Year 1986 = 100. CPI data from *Inflation Measures For Schools & Colleges 1992 Update* (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1993.

Source: Minnesota Higher Education Coordinating Board

**Table I.40**  
**Recipients Under State-Funded**  
**Student Financial Aid Programs**  
**Fiscal Years 1984-1993**

Academic Year Program	1983-84 FY 84	1984-85 FY 85	1985-86 FY 86	1986-87 FY 87	1987-88 FY 88	1988-89 FY 89	1989-90 FY 90	1990-91 FY 91	1991-92 FY 92
State Grant	52,130	53,036	55,858	62,987	62,237	51,547	46,523	59,188	62,613
Part-Time Grant	1,011	1,143	2,274	4,579	5,627	6,965	5,901	5,740	3,924
Work-Study	7,363	7,372	7,225	7,350	6,970	6,454	6,750	6,846	7,668
Non-AFDC Child Care	0	0	0	0	0	0	1,126	1,164	1,260
Dislocated Worker	0	0	0	0	446	436	621	367	437
Pre-Nursing Grants								256	
Safety Officers Survivors								10	10
<b>Total</b>	<b>60,504</b>	<b>61,551</b>	<b>65,357</b>	<b>74,916</b>	<b>75,280</b>	<b>65,402</b>	<b>60,921</b>	<b>73,571</b>	<b>75,912</b>

Source: Minnesota Higher Education Coordinating Board

**Table I.41**  
**Financial Aid Available to Undergraduates for**  
**All Minnesota Institutions<sup>1</sup>**  
**Fiscal Year 1991**

Grant and Scholarship Programs			Loan Programs		
	FY 1991 Amount	Number of Students		FY 1991 Amount	Number of Students
State Grant Program	\$ 71,274,966	59,077	SELF Loans	\$ 33,823,235	13,137
State Part-Time Grants	1,941,940	5,740	Stafford Student Loans (GSL)	168,234,086	77,394
State Dislocated Worker Grants	227,067	367	Perkins Loans	17,601,928	13,161
MIN Non-AFDC Child Care Grants	1,950,006	1,166	Supplemental Loans to Students	19,875,794	7,816
State Rural Nursing Grants	111,562	268	PLUS Loans	13,394,337	4,241
State Safety Officer Survivor Grants	18,041	9	Federal Agency Loans	577,816	
Pell Grants	109,138,797	79,023	Institution Awarded Loans	1,511,958	
SEOG Awards	12,558,221	19,377	Loans Made by Private Lenders		
Federal Agency Grants	3,440,005		To Students and Their Families	879,448	
State and Local Agency Grants	10,061,895		Other Loans	115,775	35
Institution Awarded Grants	66,664,105				
Private Grants	14,116,673		Total Loans	\$256,014,377	
Tuition Discounts Provided by the Institution	8,907,866	10,426	<b>Student Earnings from Work-Study and Institution Jobs</b>		
Tuition Waivers Required by Law	392,352	238	State Work-Study Program	\$ 7,091,986	6,815
Other Grants	370,934	507	Federal Work-Study Program	18,060,759	19,558
			Jobs at the Institution	55,692,035	
<b>Total Grants</b>	<b>\$301,174,430</b>		<b>Total Earnings</b>	<b>\$ 80,844,780</b>	
			<b>Grand Total</b>	<b>\$638,033,587</b>	

<sup>1</sup>In computing totals, amounts were counted as zero for institutions that did not respond to a question. Number of Institutions = 149.

Source: Higher Education Coordinating Board



**Table I.42**  
**Financial Aid Awarded to Undergraduates for All**  
**Minnesota Institutions by Aid Type**  
**Fiscal Years 1987, 1989 and 1991**

Type of Aid	1987	1989	1991	Change from 1987 to 1991	Change from 1989 to 1991
Grants	\$226,859,402	\$258,137,391	\$301,174,430	32.8%	16.7%
Loans	191,356,689	213,798,099	256,014,377	33.8	19.7
Work Study and Jobs at the Institution	46,684,399	67,734,156	80,844,781	73.2	19.4
<b>Total</b>	<b>\$464,900,490</b>	<b>\$539,669,646</b>	<b>\$638,033,588</b>	<b>37.2%</b>	<b>18.2%</b>

Source: Higher Education Coordinating Board

**Table I.43**  
**Financial Aid by Source of Funds to Undergraduates for**  
**All Minnesota Institutions**  
**Fiscal Years 1987, 1989 and 1991**

Type of Aid	1987	1989	1991	Change from 1987 to 1991	Change from 1989 to 1991
Federal	\$286,238,583	\$321,655,119	\$362,881,743	26.8%	12.8%
State	90,618,205	96,050,399	126,500,699	39.6	31.7
Institution	74,776,228	107,871,060	133,168,316	78.1	23.5
Private and Other	13,267,474	14,093,068	15,482,830	16.7	9.9
<b>Total</b>	<b>\$464,900,490</b>	<b>\$539,669,646</b>	<b>\$638,033,588</b>	<b>37.2%</b>	<b>18.2%</b>

Source: Higher Education Coordinating Board

**Table I.44**  
**Relative State Investment in Post-Secondary**  
**Education by Function**  
**Fiscal Year 1992**

<b>System</b>	<b>Appropriations</b>	<b>Percent of Total</b>
Funds for Institutional Operations	\$895,796,000	90.2
Student Financial Aid	86,512,000	8.7
Statewide Programs	4,532,000	0.4
Interstate Tuition Reciprocity	6,625,000	0.7
<b>Total</b>	<b>\$993,465,000</b>	<b>100.0</b>

Source: Minnesota Higher Education Coordinating Board

**Table I.45**  
**Distribution of Direct State Appropriations for**  
**Institutional Operations**  
**Fiscal Year 1992**

	<b>Direct Appropriations</b>	<b>Percent of Total</b>
University of Minnesota	\$446,760,000	49.9
State University System	183,149,000	20.4
Community College System	99,436,000	11.1
Technical College System	165,466,000	19.5
Mayo Medical	985,000	0.1
<b>Total</b>	<b>\$895,796,000</b>	<b>100.0</b>

Source: Minnesota Higher Education Coordinating Board

**Table I.46**  
**Distribution of State Appropriations for**  
**Financial Aid Awards by System,**  
**Fiscal Year 1992**

	<b>Total</b>	<b>Percent of Total</b>
University of Minnesota	\$11,006,883	12.8
State University System	12,343,080	14.3
Community College System	7,379,063	8.6
Technical College System	9,044,896	10.5
Private Four-Year Institutions	37,905,518	44.1
Private Two-Year Institutions	8,341,293	9.7
<b>Total</b>	<b>\$86,020,733</b>	<b>100.0</b>

Source: Minnesota Higher Education Coordinating Board

**Table I.47**  
**Distribution of State Appropriations for Institutional**  
**Operations and Financial Aid by System,**  
**Fiscal Year 1992**

	<b>Appropriations</b>	<b>Percent of Total</b>
University of Minnesota	\$457,766,883	46.1
State University System	195,492,080	19.7
Community College System	106,815,063	10.8
Technical College System	174,510,896	17.6
Private Four-Year Institutions	37,905,510	3.8
Private Two-Year Institutions	8,341,293	0.8
Mayo Medical	985,000	0.1
Statewide Programs & Coordination	4,532,000	0.5
Interstate Reciprocity	6,625,000	0.7
<b>Total</b>	<b>\$992,973,743</b>	<b>100.0</b>

Source: Minnesota Higher Education Coordinating Board

State University. Table I.52 shows average tuition and required fees at public community colleges. The rates are an average for those in the Minnesota Community College System.

Tables I.53 to I.56 present rankings in four categories of undergraduate need-based financial aid for Fiscal Years 1991 and 1992. The data for Fiscal Year 1992 are based on estimated data reported to the National Association of State Scholarship and Grant Programs and thus may differ from other program data for Minnesota in this report.

Table I.53 presents total payments for need-based financial aid for undergraduates. The aggregate level of payments is influenced by many variables, such as the size of the student population in the state and state policies regarding private post-secondary education. Table I.54 shows the number of awards for need-based undergraduate financial aid. Tables I.55 shows the average awards for need-based undergraduate financial aid. One reason for Minnesota's lower rank in this category than in other comparisons is because the maximum grant aid a student can receive is based on the combination of the state grant and federal Pell grant.

Table I.56 presents estimated grant dollars per undergraduate student by state for 1991-92. The objective is to relate each state's payment to its pool of undergraduate students. Total undergraduate students is the best available measure of the pool of eligible students. This measure probably overestimates the number of eligible students for the states. Undergraduate headcount includes nonresidents who are not eligible in most states and part-time students who are not eligible in some states.

Tables I.57 to I.61 present comparative state-level fiscal data based on *State Profiles: Financing Higher Education* by Research Associates of Washington. In 1987, a group of representatives from the Coordinating Board and post-secondary systems and the Department of Finance reviewed five publications that use state-level data and concluded that this material is the most appropriate for examining state efforts in financing post-secondary education.

Although the publication is technically superior to other sources, it also has some limitations. Compliance with its data definitions, particularly with respect to state expenditures that do not flow through institutions, was a concern as was the lack of data on state support to private institutions. A final concern regarding the use of the data is its applicability. It compares state financial support for public post-secondary education in total. It does not address support for specific institutions, categories of institutions, or systems.

Table I.57 shows student enrollment per 1,000 residents for 1991-92 in Minnesota public institutions. It shows the enrollment in Minnesota's public institutions relative to its population is high and has grown since the late 1970s in both absolute terms and relative to the national average. This growth was added to a level of enrollment that already was well above the national average. The growth appears to be due in part to increased participation by individuals other than recent high school graduates.

Table I.58 shows tax revenue per capita and allocation to public higher education. Minnesota's average tax capacity and its high tax effort combine to yield tax revenue per capita that is well above the

national average. Minnesota's average tax revenue per capita combined with its average allocation to public post-secondary education suggests that it provides a level of appropriations for public post-secondary education on a per capita basis that is above the national average.

Table I.59 shows appropriations per student. Minnesota's average level of appropriations per student exceeds the national average.

Table I.60 shows estimated net tuition revenue per student. Minnesota's tuition revenue per student net of state financial aid slightly exceeds the national average. Table I.61 shows appropriations per student and estimated net tuition per student. Minnesota's above average per capita appropriations for public post-secondary education and its very high level of enrollment relative to population combine to yield a level of appropriations per student that is above the national average.

Table I.62 presents rankings for collective financial actions. That is, a comparison of Minnesota's appropriations and net tuition revenue per student to its available tax dollars per student suggests that Minnesota's effort in support of public post-secondary education ranks well above the national average. This high ranking must be balanced with a recognition that as a result of high enrollments, the state's above average effort yields only average levels of support per student.

Tables I.63 through I.65 show the scores of Minnesota students on college aptitude tests (the Preliminary Scholastic Aptitude Test, American College Testing Program, and Scholastic Aptitude Test).

**Table I.48**  
**Average Tuition and Required Fees\***  
**Resident Undergraduates at Public Research**  
**Universities in Selected States by Rank**  
**1988-89 and 1991-92**

1988-89 Rank	State	Rate	1991-92 Rank	State	Rate
1	Vermont	\$3,726	1	Vermont	\$5,312
2	Pennsylvania	3,610	2	Massachusetts	4,698
3	Michigan	3,170	3	Pennsylvania	4,402
4	Illinois	2,839	4	Michigan	4,044
5	New Hampshire	2,767	5	Delaware	3,520
6	New Jersey	2,752	6	New Jersey	3,480
7	Delaware	2,738	7	Connecticut	3,463
8	Virginia	2,526	8	Virginia	3,354
9	Massachusetts	2,467	9	Illinois	3,184
10	<b>Minnesota</b>	2,459	10	<b>Minnesota</b>	2,923
	National Average	1,830		National Average	2,404
19	Wisconsin	1,856	14	California	2,679
25	South Dakota	1,709	23	Wisconsin	2,186
26	Iowa	1,706	25	North Dakota	2,146
35	North Dakota	1,472	28	Iowa	2,072
40	Arizona	1,278	32	South Dakota	1,977
50	Wyoming	833	50	North Carolina	1,213

\*Average tuition and required fees are posted prices for a full-time student for a nine month academic year. These figures do not include discounts for student financial aid. As such, average tuition and fees do not represent the actual amount of tuition and fees paid by anyone or any typical student. Typically, other living and miscellaneous expenses for full-time students exceed average tuition and required fee charges.

Source: 1991-92 Tuition and Fee Rates: A National Comparison, Higher Education Coordinating Board, State of Washington (November 1991).

Table I.66 shows total state general fund expenditures in the 1990-91 biennium by major categories. Table I.67 shows state post-secondary education spending as a percent of state General Fund spending.

**Table I.49**  
**Average Tuition and Required Fees\***  
**Resident Graduates at Public Research Universities in**  
**Selected States by Rank**  
**1988-89 and 1991-92**

1988-89 Rank	State	Rate	1991-92 Rank	State	Rate
1	Michigan	\$5,191	1	Michigan	\$6,745
2	Pennsylvania	3,850	2	Vermont	5,202
3	New Jersey	3,701	3	Pennsylvania	4,916
4	Vermont	3,656	4	New Jersey	4,661
5	Illinois	3,286	5	Massachusetts	4,579
6	<b>Minnesota</b>	2,985	6	Connecticut	4,064
7	New Hampshire	2,709	7	New Hampshire	3,745
8	Ohio	2,679	8	Illinois	3,654
9	Connecticut	2,670	9	Ohio	3,636
10	Wisconsin	2,616	10	<b>Minnesota</b>	3,606
	National Average	2,045	19	Wisconsin	3,023
23	Iowa	2,020		National Average	2,687
30	North Dakota	1,682	24	Iowa	2,436
37	South Dakota	1,547	25	North Dakota	2,356
40	Idaho	1,382	38	South Dakota	1,786
50	Texas	584	50	Texas	850

\*Average tuition and required fees are posted prices for a full-time student for a nine month academic year. These figures do not include discounts for student financial aid. As such, average tuition and fees do not represent the actual amount of tuition and fees paid by anyone or any typical student. Typically, other living and miscellaneous expenses for full-time students exceed average tuition and required fee charges.

Source: 1991-92 Tuition and Fee Rates: A National Comparison. Higher Education Coordinating Board, State of Washington (November 1991).

**Table I.50**  
**Average Tuition and Required Fees\***  
**Resident Undergraduates at Public Colleges and State**  
**Universities in Selected States by Rank**  
**1988-89 and 1991-92**

1988-89 Rank	State	Rate	1991-92 Rank	State	Rate
1	Vermont	\$2,711	1	Vermont	\$3,340
2	Virginia	2,366	2	Massachusetts	3,052
3	Pennsylvania	2,333	3	Pennsylvania	3,031
4	Ohio	2,194	4	Virginia	2,951
5	New Jersey	2,069	5	New Jersey	2,912
6	New Hampshire	2,026	6	Ohio	2,788
7	Illinois	1,959	7	New Hampshire	2,073
8	Maryland	1,942	8	Oregon	2,457
9	Indiana	1,875	9	Maryland	2,349
10	Michigan	1,848	10	New York	2,335
11	Iowa	1,690	17	Iowa	2,072
12	<b>Minnesota</b>	1,669	18	<b>Minnesota</b>	2,041
14	Wisconsin	1,631		National Average	1,943
18	South Dakota	1,558	20	Wisconsin	1,895
	National Average	1,485	21	South Dakota	1,860
30	North Dakota	1,281	24	North Dakota	1,717
40	West Virginia	1,107	40	New Mexico	1,339
46	California	829	46	California	1,089

\*Average tuition and required fees are posted prices for a full-time student for a nine month academic year. These figures do not include discounts for student financial aid. As such, average tuition and fees do not represent the actual amount of tuition and fees paid by anyone or any typical student. Typically, other living and miscellaneous expenses for full-time students exceed average tuition and required fee charges.

Source: 1991-92 Tuition and Fee Rates: A National Comparison. Higher Education Coordinating Board, State of Washington (November 1991).

**Table I.51**  
**Average Tuition and Required Fees\***  
**Resident Graduates at Public Colleges and State**  
**Universities in Selected States by Rank**  
**1988-89 and 1991-92**

1988-89 Rank	State	Rate	1991-92 Rank	State	Rate
1	Ohio	\$2,787	1	New Jersey	\$3,996
2	New Jersey	2,650	2	Ohio	3,673
3	Oregon	2,307	3	New York	3,379
4	Pennsylvania	2,279	4	Oregon	3,361
5	New York	2,227	5	Massachusetts	3,215
6	Virginia	2,194	6	Maine	3,138
7	Vermont	2,093	7	Virginia	3,025
8	New Hampshire	2,036	8	New Hampshire	2,703
9	Illinois	2,030	9	Washington	2,700
10	Wisconsin	2,009	10	Vermont	2,680
13	Iowa	1,876	16	Wisconsin	2,292
21	North Dakota	1,596	18	Iowa	2,272
	National Average	1,580	19	North Dakota	2,247
27	<b>Minnesota</b>	1,466		National Average	2,091
28	South Dakota	1,437	25	<b>Minnesota</b>	1,901
40	Nevada	1,000	29	South Dakota	1,697
46	Texas	591	40	New Mexico	1,243
			46	Texas	760

\*Average tuition and required fees are posted prices for a full-time student for a nine month academic year. These figures do not include discounts for student financial aid. As such, average tuition and fees do not represent the actual amount of tuition and fees paid by anyone or any typical student. Typically, other living and miscellaneous expenses for full-time students exceed average tuition and required fee charges.

Source: 1991-92 Tuition and Fee Rates: A National Comparison. Higher Education Coordinating Board, State of Washington (November 1991).



**Table I.52**  
**Average Tuition and Required Fees\***  
**Residents at Public Community Colleges in Selected**  
**States by Rank**  
**1988-89 and 1991-92**

1988-89 Rank	State	Rate	1991-92 Rank	State	Rate
1	Vermont	\$1,424	1	Massachusetts	1,891
2	Indiana	1,418	2	Indiana	1,789
3	New York	1,408	3	Vermont	1,768
4	Wisconsin	1,402	4	New York	1,712
5	Ohio	1,321	5	North Dakota	1,619
6	<b>Minnesota</b>	1,305	6	Ohio	1,618
7	Pennsylvania	1,278	7	<b>Minnesota</b>	1,598
8	North Dakota	1,266	8	New Jersey	1,504
9	Maryland	1,062	9	Pennsylvania	1,476
10	New Jersey	1,047	10	Wisconsin	1,432
11	Iowa	1,034	11	Iowa	1,432
	National Average	826		National Average	1,943
30	Alaska	720	30	West Virginia	906
40	Wyoming	583	40	Arkansas	726
50	California	100	48	California	120

\*Average tuition and required fees are posted prices for a full-time student for a nine month academic year. These figures do not include discounts for student financial aid. As such, average tuition and fees do not represent the actual amount of tuition and fees paid by anyone or any typical student. Typically, other living and miscellaneous expenses for full-time students exceed average tuition and required fee charges.

Source: 1991-92 Tuition and Fee Rates: A National Comparison. Higher Education Coordinating Board, State of Washington (November 1991).

**Table I.53**

# **Total Payments, Need-Based Scholarships and Grants for Undergraduates, Selected States** **Fiscal Years 1991 and 1992**

Fiscal Year 1991			Fiscal Year 1992 <sup>1</sup>		
Rank	State	Payment in Thousands	Rank	State	Payment in Thousands
1	New York	\$428,358	1	New York	\$436,660
2	California	161,642	2	Illinois	184,707
3	Illinois	183,508	3	California	166,236
4	Pennsylvania	142,389	4	Pennsylvania	158,613
5	New Jersey	87,054	5	New Jersey	110,290
6	<b>Minnesota</b>	<b>74,656</b>	6	Michigan	78,195
7	Michigan	68,918	7	<b>Minnesota</b>	<b>77,678</b>
8	Ohio	54,600	8	Ohio	61,000
9	Indiana	46,756	9	Indiana	50,054
10	Massachusetts	46,756	10	Wisconsin	42,595
11	Wisconsin	42,365	11	Iowa	34,873
12	Iowa	35,586	40	North Dakota	1,600
40	North Dakota	1,177	47	South Dakota	480
47	South Dakota	468	52	Wyoming	220
52	Wyoming	212			

<sup>1</sup>Estimated.Source: National Association of State Scholarship and Grant Programs, *23rd Annual Survey Report, 1991-92 Academic Year* (February 1992).**Table I.54**

# **Number of Awards, Need-Based Scholarships and Grants for Undergraduates, Selected States** **Fiscal Years 1991 and 1992**

Fiscal Year 1991			Fiscal Year 1992 <sup>1</sup>		
Rank	State	No. of Awards	Rank	State	No. of Awards
1	New York	329,011	1	New York	315,820
2	Pennsylvania	119,618	2	Pennsylvania	128,163
3	Illinois	115,254	3	Illinois	115,900
4	California	78,121	4	Ohio	79,000
5	Ohio	73,100	5	California	76,634
6	<b>Minnesota</b>	<b>66,588</b>	6	<b>Minnesota</b>	<b>68,101</b>
7	Michigan	58,287	7	Michigan	60,567
8	New Jersey	54,795	8	New Jersey	56,036
9	Wisconsin	33,638	9	Wisconsin	53,860
10	Puerto Rico	36,782	10	Puerto Rico	36,782
16	Iowa	21,413	17	Iowa	21,015
40	North Dakota	2,103	39	North Dakota	2,600
43	South Dakota	1,540	43	South Dakota	1,550
52	Alaska	332	52	Alaska	314

<sup>1</sup>Estimated.Source: National Association of State Scholarship and Grant Programs, *23rd Annual Survey Report, 1991-92 Academic Year* (February 1992).

**Table I.55**  
**Average Award, Need-Based Scholarships and Grants**  
**for Undergraduates, Selected States**  
**Fiscal Years 1991 and 1992**

Fiscal Year 1991			Fiscal Year 1992 <sup>1</sup>		
Rank	State	Average Award	Rank	State	Average Award
1	South Carolina	\$2,626	1	South Carolina	\$2,651
2	California	2,069	2	California	2,169
3	Iowa	1,662	3	New jersey	1,968
4	Illinois	1,592	4	Iowa	1,659
5	New Jersey	1,589	5	Illinois	1,594
6	Indiana	1,485	6	Alaska	1,500
7	Alaska	1,398	7	Indiana	1,451
8	Maine	1,353	8	New York	1,383
9	Connecticut	1,331	9	Kansas	1,344
10	Kansas	1,304	10	Connecticut	1,320
	National Average	1,198		National Average	1,232
11	<b>Minnesota</b>	<b>1,121</b>	15	<b>Minnesota</b>	<b>1,141</b>
29	Wisconsin	790	30	Wisconsin	793
41	North Dakota	560	40	North Dakota	615
52	South Dakota	304	51	South Dakota	370
			52	Wyoming	367

<sup>1</sup>Estimated.

Source: National Association of State Scholarship and Grant Programs, *23rd Annual Survey Report, 1991-92 Academic Year* (February 1992).

**Table I.56**  
**Estimated Grant Dollars to Undergraduates in 1991-92**  
**Per Undergraduate Enrollment<sup>1</sup>**

Rank	State	Need-Based Aid to Undergraduates
1	New York	\$777
2	New Jersey	777
3	Illinois	589
4	Vermont	484
5	<b>Minnesota</b>	448
6	Pennsylvania	448
7	Iowa	326
8	Indiana	308
9	Michigan	303
10	Connecticut	276
	National Average	247
32	North Dakota	53
43	South Dakota	22
51	Idaho	12

<sup>1</sup>Grant Dollars are for 1991-92. Enrollment data are for 1989 and calculated from Center for Education Statistics, Washington, D.C. The Minnesota figure has been adjusted to include technical college enrollment. This has not been done for other states.

Source: National Association of State Scholarship and Grant Programs, *23rd Annual Survey Report, 1991-92 Academic Year* (February 1992).

**Table I.57**  
**Student Enrollment per 1,000 Residents in Selected**  
**States by Rank 1991-92 and Minnesota and**  
**National Average 1977-78 – 1991-92**

State	Annual FTE Public Students per 1,000 Population 1991-92
1 Wyoming	49.0
2 North Dakota	44.5
3 California	43.1
4 Arizona	42.8
5 New Mexico	42.6
6 Kansas	42.3
7 Alabama	42.0
8 Utah	40.9
9 Nebraska	40.7
10 Colorado	40.1
11 <b>Minnesota</b>	40.1
12 Wisconsin	38.2
13 Iowa	36.8
37 South Dakota	29.2
United States Average	32.9

Year	Minnesota	National Average
1977-78	36.0	31.3
1979-80	37.0	30.9
1980-81	39.1	31.9
1981-82	39.8	32.2
1982-83	38.6	31.9
1983-84	38.1	31.3
1984-85	36.7	30.4
1985-86	37.3	29.9
1986-87	38.3	30.0
1987-88	38.7	30.2
1988-89	39.3	30.9
1989-90	40.7	31.9
1990-91	41.5	32.5
1991-92	40.1	32.9

Source: Research Associates of Washington. *Financing Public Higher Education 1978 to 1992*.

**Table I.58**  
**Tax Revenue Per Capita 1991 and Allocation to Public Higher Education 1991-92 in Selected States by Rank and Minnesota and National Average 1977-78 – 1991-92**

Tax Revenue 1991 Estimated		Dollars Per Capita	Allocation To Public Higher Education 1991-92	Total Education Appropriations As A Percent of Tax Revenue	
1	Alaska	4,874	1	Wyoming	13.3
2	District of Columbia	4,030	2	New Mexico	12.5
3	New York	3,247	3	Idaho	11.2
4	New Jersey	2,814	4	North Dakota	11.2
5	Hawaii	2,781	5	Utah	10.3
6	Connecticut	2,534	6	North Carolina	9.9
7	Massachusetts	2,461	7	Alabama	9.7
8	Minnesota	2,367	8	Arkansas	9.0
9	California	2,289	9	Oklahoma	8.9
10	Washington	2,285	10	California	8.7
12	Wisconsin	2,247	12	Iowa	8.5
24	Iowa	1,947	17	Wisconsin	8.1
38	North Dakota	1,665	25	Minnesota	7.6
47	South Dakota	1,466	29	South Dakota	6.8
United States Average		2,057	United States Average		6.9

Year	Minnesota	National Average	Year	Minnesota	National Average
1977-78	864	770	1977-78	9.8	8.1
1979-80	1,053	867	1979-80	9.3	8.3
1980-81	1,078	949	1980-81	9.2	8.2
1981-82	1,121	1,029	1981-82	10.0	8.3
1982-83	1,221	1,112	1982-83	9.0	7.8
1983-84	1,418	1,176	1983-84	8.4	7.7
1984-85	1,638	1,305	1984-85	7.7	7.8
1985-86	1,697	1,408	1985-86	8.1	7.7
1986-87	1,638	1,484	1986-87	9.4	7.7
1987-88	1,819	1,596	1987-88	8.7	7.6
1988-89	2,076	1,772	1988-89	8.0	7.2
1989-90	2,161	1,888	1989-90	8.2	7.2
1990-91	2,332	2,007	1990-91	7.9	7.0
1991-92	2,367	2,057	1991-92	7.6	6.8

**Tax Revenues.** State and local tax revenues per capita. **Allocation to Public Higher Education.** State and local tax revenues appropriated for operating education expenses as a percent of tax revenues.

Source: Research Associates of Washington. State Profiles: *Financing Public Higher Education 1978 to 1992*

**Table I.59**  
**Education Appropriations per Student 1991-92 in**  
**Selected States by Rank and Minnesota and National**  
**Average 1977-78 – 1991-92**

Education Appropriations Per Student 1991-92	Dollars Per Capita	14 Year Constant Dollar Change Percent
1 Alaska	\$9,996	-23.8
2 District of Columbia	8,924	-9.9
3 Hawaii	8,686	22.8
4 Connecticut	6,143	0.0
5 Wyoming	6,068	-11.9
6 New Jersey	5,621	10.1
7 New York	5,160	-16.5
8 Idaho	5,071	-13.7
9 New Mexico	5,044	3.7
10 Nevada	5,003	-3.4
12 Wisconsin	4,788	-8.0
18 <b>Minnesota</b>	4,495	-17.8
19 Iowa	4,472	-12.5
26 North Dakota	4,178	-6.9
42 South Dakota	3,417	-17.9
United States Average	4,257	

Year	Minnesota	National Average
1977-78	2,349	1,984
1979-80	2,652	2,328
1980-81	2,543	2,450
1981-82	2,828	2,636
1982-83	2,849	2,724
1983-84	3,136	2,889
1984-85	3,438	3,363
1985-86	3,677	3,646
1986-87	4,017	3,831
1987-88	4,080	3,990
1988-89	4,231	4,114
1989-90	4,341	4,265
1990-91	4,444	4,314
1991-92	4,495	4,257

**Education Appropriations Per Student.** State and local tax revenue appropriated for public institutions per annual full-time-equivalent student.

Source: Research Associates of Washington. State Profiles: *Financing Public Higher Education 1978 to 1992*.

**Table I.60**  
**Estimated Net Tuition Revenue Per Student in Selected**  
**States by Rank and Minnesota**  
**1977-78 – 1991-92**

Estimated Net Tuition Revenue Per Student 1991-92	Dollars Per Student	14 Year Constant Dollar Change Percent	Tuition as Percent of Personal Disposable Income
1 Vermont	\$6,842	67.1	46.1
2 Delaware	4,991	47.6	26.2
3 New Hampshire	4,042	11.9	22.8
4 Pennsylvania	3,519	49.1	21.4
5 Rhode Island	3,168	101.4	19.7
6 Michigan	2,994	79.7	18.4
7 Ohio	2,606	40.7	16.9
8 Connecticut	2,581	83.6	11.7
9 Colorado	2,433	65.7	14.5
10 Indiana	2,223	23.9	15.1
12 Iowa	2,155	21.8	14.5
14 Wisconsin	2,120	16.7	13.6
18 North Dakota	2,043	66.6	14.8
20 South Dakota	2,019	16.9	13.9
23 <b>Minnesota</b>	1,784	58.1	11.2
United States Average	1,655	35.7	10.1

Year	Minnesota	National Average	Minnesota	National Average
1977-78	485	524	7.7	8.4
1979-80	600	615	8.1	8.4
1980-81	633	673	7.9	8.4
1981-82	710	747	7.9	8.4
1982-83	872	836	9.3	8.9
1983-84	981	939	9.9	9.4
1984-85	1,138	1,023	10.2	9.3
1985-86	1,184	1,103	10.0	9.3
1986-87	1,164	1,170	9.1	9.4
1987-88	1,261	1,254	9.4	9.5
1988-89	1,339	1,339	9.6	9.5
1989-90	1,458	1,428	9.6	9.6
1990-91	1,581	1,524	10.0	9.6
1991-92	1,784	1,655	11.2	10.1

**Net Tuition Per Student.** Tuition revenues of public institutions per annual full-time-equivalent student less state appropriated student aid.

Source: Research Associates of Washington, State Profiles: *Financing Public Higher Education 1978 to 1992*.

**Table I.61**  
**Education Appropriations Per Student and Estimated Net Tuition Per Student 1991-92 in Selected States by Rank and Minnesota and National Average 1977-78 – 1991-92**

Education Appropriations and Estimated Net Tuition Per Student 1991-92	Dollars Per Student	14 Year Constant Dollar Change Percent
1 Alaska	\$11,726	-19.4
2 District of Columbia	9,871	-7.2
3 Hawaii	9,599	23.1
4 Delaware	9,585	34.5
5 Vermont	9,129	35.1
6 Connecticut	8,724	15.5
7 Pennsylvania	7,932	4.3
8 New Jersey	7,689	19.5
9 Michigan	7,261	16.8
10 Wyoming	7,106	-13.1
11 Wisconsin	6,909	-1.6
15 Iowa	6,627	-3.6
20 <b>Minnesota</b>	6,279	-4.8
22 North Dakota	6,221	8.9
37 South Dakota	5,436	-7.7
United States Average	5,912	1.3

Year	Minnesota	National Average
1977-78	2,834	2,508
1979-80	3,251	2,943
1980-81	3,176	3,123
1981-82	3,538	3,383
1982-83	3,721	3,560
1983-84	4,117	3,828
1984-85	4,576	4,385
1985-86	4,861	4,748
1986-87	5,180	5,002
1987-88	5,340	5,243
1988-89	5,569	5,454
1989-90	5,800	5,694
1990-91	6,026	5,838
1991-92	6,279	5,912

Source: Research Associates of Washington. State Profiles: *Financing Public Higher Education 1978 to 1992*.



**Table I.62**  
**Collective Financial Actions in Selected**  
**States by Rank 1991-92 and**  
**Minnesota 1977-78 – 1991-92**

Collective Financial Actions 1991-92		Index
1	North Dakota	170
2	New Mexico	166
3	Iowa	153
4	Wyoming	149
5	Wisconsin	149
6	Utah	148
7	Michigan	145
8	Idaho	140
9	Alabama	136
10	Delaware	135
17	<b>Minnesota</b>	123
29	South Dakota	105
United States Average		100

Year	Minnesota	National Average
1977-78	130	100
1979-80	125	100
1980-81	122	100
1981-82	129	100
1982-83	128	100
1983-84	135	100
1984-85	131	100
1985-86	126	100
1986-87	129	100
1987-88	127	100
1988-89	125	100
1989-90	124	100
1990-91	127	100
1991-92	123	100

**Collective Financial Measures.** An aggregate measure of state financial support for public post-secondary education indexed to the U.S. at 100. The measure is constructed by multiplying a state's tax effort by education appropriations as a percent of tax revenue and dividing the result by 1.0 minus tuition as a percent of education appropriations plus tuition revenue. States with high index numbers are judged to be making a substantial combined tax effort, allocation to higher education effort, and using tuition charges to finance public higher education.

Source: Research Associates of Washington. State Profiles: *Financing Public Higher Education 1978 to 1992*.

**Table I.63**  
**Preliminary Scholastic Aptitude Test Mean Scores**  
**Minnesota High School Juniors and**  
**National College-Bound**  
**1980-81 – 1991-92**

Year	Minnesota				National		
	Verbal	Math	Total Students	Estimated Percent of High School Graduates	Verbal	Math	Percent of Juniors
1980-81	41.2	47.3	28,216	42 %	40.6	45.2	39
1981-82	41.9	46.9	28,351	43	41.5	45.1	40
1982-83	41.9	46.8	26,962	43	41.0	44.7	39
1983-84	41.2	46.4	29,598	51	40.9	44.7	42
1984-85	41.0	46.0	29,775	53	41.0	44.2	42
1985-86	41.1	46.7	30,916	54	40.9	45.0	43
1986-87	41.3	46.5	32,721	55	40.9	45.0	44
1987-88	40.1	46.5	30,636	53	40.4	45.0	43
1988-89	41.4	47.7	24,843	47	40.7	45.6	42
1989-90	41.7	47.4	19,567	39	40.2	44.4	43
1990-91	42.6	48.4	18,548	36	40.4	45.0	44
1991-92	42.6	48.9	18,875	37	40.6	48.9	44

Source: The College Board

**Table I.64**  
**Mean SAT Scores**  
**Minnesota and National**  
**1980-81 – 1991-92**

Year	Minnesota				National		
	Verbal	Math	Total Students	Estimated Percent of High School Graduates	Verbal	Math	Percent of High School Graduates
1980-81	486	539	5,074	7%	424	466	34
1981-82	485	543	4,983	8	426	467	35
1982-83	482	538	5,631	9	425	468	33
1983-84	481	539	6,623	11	426	471	35
1984-85	481	537	7,304	13	431	475	36
1985-86	482	540	7,764	14	431	476	38
1986-87	472	531	10,162	18	430	476	40
1987-88	470	531	9,911	17	428	476	41
1988-89	474	532	8,793	15	427	476	40
1989-90	477	542	7,202	14	424	476	40
1990-91	480	543	5,802	12	422	474	42
1991-92	492	561	5,133	10	423	476	42

Source: The College Board

**Table I.65**  
**ACT Mean Composite Scores**  
**Minnesota and National**  
**1979-80 – 1991-92**

School Year	Minnesota			National	
	Mean	Total Students	Estimated Percent of High School Graduation	Mean	Total
1979-80	20.3	19,562	28	18.5	NA
1980-81	20.3	18,938	28	18.5	NA
1981-82	20.2	17,905	27	18.4	NA
1982-83	20.2	17,839	28	18.3	NA
1983-84	20.2	18,134	30	18.5	NA
1984-85	20.2	17,635	31	18.6	738,836
1985-86	20.3	17,615	31	18.8	729,606
1986-87	20.2	20,119	35	18.7	777,444
1987-88	19.9	25,648	44	18.8	842,322
1988-89	19.7	27,427	48	18.6	855,171
1989-90*	21.3	29,718	57	20.6	817,096
1990-91*	21.4	29,464	60	20.6	796,983
1991-92*	21.5	30,291	61	20.6	832,217

\*Scores on the enhanced ACT assessment – the version administered beginning with the October 1989 test date.

Source: ACT

**Table I.66**  
**State of Minnesota General Fund Expenditures**  
**by Major Categories: 1992-93 Biennium**

	<b>Appropriations</b>	<b>Percent of Total</b>
Education Aids	\$4,307,336	30.3
Post-Secondary Education	1,975,989	13.9
Local Aids & Credits	2,545,363	17.9
Other Major Local Assistance	521,555	3.7
Health Care	1,765,994	12.4
Family Support	377,446	2.7
State Operated Institutions	769,659	5.4
Legislative, Judicial & Constitutional Officers	380,776	2.7
State Agencies' Operations & Grants	1,181,960	8.3
Debt Service	408,763	2.9
Estimated Cancellations	(10,000)	-0.1
<b>Total</b>	<b>\$14,224,841</b>	<b>100.0</b>

Source: Minnesota Department of Finance, November 1992 Forecast.

**Table I.67**  
**State Post-Secondary Education Spending as a Percent**  
**of State General Fund Spending**

<b>Fiscal Year</b>	<b>Post-Secondary Spending As A Percent Of Total</b>
1978	14.9
1979	14.6
1980	14.2
1981	12.9
1982	13.6
1983	14.2
1984	14.7
1985	14.3
1986	15.1
1987	15.8
1988	15.7
1989	15.1
1990	14.8
1991	14.5
1992	14.2
1993	12.9

Source: Minnesota Department of Finance

## Section 2 Policy Issues

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This section summarizes policy issues addressed by the Higher Education Coordinating Board during the past two years.

The section is divided into four parts. The first covers funding issues. The second covers planning efforts and mission differentiation. The third part reviews program management efforts. The fourth part describes several activities and projects to enhance coordination and cooperation.

### Funding

This part provides a brief update on the Average Cost Funding Task Force and previews a study by the Coordinating Board on linking funding and outcomes.

#### **Average Cost Funding Task Force**

The 1991 Minnesota Legislature charged the Average Cost Funding Task Force with reviewing and refining definitions relating to funding post-secondary education and collecting data relating to average cost funding policy.<sup>1</sup>

An Average Cost Funding Task Force Subcommittee on Terms was created to prepare uniform definitions for consideration by the Average Cost Funding Task Force. The Average Cost Funding Task Force Technical Advisory Committee compiled data relating to Average Cost Funding policy for consideration by the Average Cost Funding Task Force.

The Average Cost Funding Task Force Subcommittee on Terms reached general agreement on uniform definitions of extension, continuing education, continuous enrollment, campuses, centers, sites, on-campus, off-campus, credit, noncredit, degree and nondegree, remedial, and college level. Several meetings of the Average Cost Funding Task Force were devoted to examining the subcommittee's definitions of terms. The lack of a quorum of Task Force members precluded reaching a final consensus on the definition of terms related to Average Cost Funding Policy.

### **Linking Funding and Outcomes**

The 1991 Legislature directed the Coordinating Board to present to the education committees of the legislature recommendations on linking funding of post-secondary education systems to achievement of the systems plans and missions that are required under Section 135A.06 and to achievement by students of system and institutional learner outcomes.<sup>2</sup>

**Background:** During the 1980s, enrollments in Minnesota post-secondary education grew rapidly, despite decreases in the population of young adults. Many people in education and the political communities believe that the state's funding policy overly encouraged institutions to focus on strategies to increase enrollment, even at the expense of quality and other state goals.

Minnesota, unlike many other states, grants a high level of authority to governing boards to allocate their appropriation among different functions. State funding tied to particular outcomes could steer efforts to activities valued by the state that systems cannot or will not support with unrestricted appropriations. The focus on outcomes is part of a growing interest in accountability for results in all public services.

**Status:** The Coordinating Board was scheduled to present a report to the legislature by January 15, 1993.

#### **Planning and Mission Differentiation**

This part reviews the end of the Board's Minnesota Study of Post-Secondary Access and Needs (M SPAN 2000), the

Board's proposal for meeting needs in the metropolitan area, and planning in Duluth. Also summarized are activities in mission differentiation the past two years and intersystem planning. The final summary is of the Board's review and comment on system plans for enrollment management and review and comment on system reports on missions statements.

#### **M SPAN 2000**

The 1988 Minnesota Legislature mandated the Coordinating Board to conduct a two-part study of Minnesota post-secondary education needs. The first part, M SPAN I (Minnesota Study of Post-Secondary Access and Needs), addressed needs of the metropolitan corridor extending from St. Cloud through the Twin Cities to Rochester/Winona. The M SPAN I report was submitted to the 1989 Legislature.

The 1991 report covers the higher education needs of Greater Minnesota, but includes conclusions and recommendations for the entire state.

**Background:** The mandate for M SPAN II was clarified by the 1990 Legislature.<sup>3</sup> The study identified Minnesota conditions, trends, and emerging educational needs; analyzed potential strategies to meet needs; and evaluated the costs and implications of the strategies. Two study documents were completed in 1991, a background report in February and a report containing a summary, conclusions, and recommendations in March.<sup>4</sup>

<sup>1</sup>Laws of Minnesota for 1990, Chapter 591, Article 6, Section 10, Subd. 2

<sup>4</sup>Minnesota Higher Education Coordinating Board, *M SPAN 2000, Minnesota Study of Post-Secondary Access and Needs, Summary, Conclusions, and Recommendations* (March 21, 1991).

Minnesota Higher Education Coordinating Board, *M SPAN 2000, Minnesota Study of Post-Secondary Access and Needs, Background Report* (February 1991).

<sup>1</sup>Laws of Minnesota for 1991, Chapter 356, Article 1, Subd. 3.

<sup>2</sup>Laws of Minnesota for 1991, Chapter 356, Article 3, Section 15.

**Conclusions:** Following are conclusions from the study:

- Minnesota has established a solid foundation of higher education.
- Higher education must respond to a rapidly changing environment to prepare for the 21st Century.
- Geographic mismatch of existing institutions and projected student population is most significant issue from the study.
- Minnesota needs to rethink its post-secondary infrastructure.
- There is a mismatch between program capacity and offerings and student demand; programs should be reviewed and consolidated.
- Telecommunications and other instructional technologies should be integrated into the process of delivering programs; the post-secondary education community currently is not prepared to explore the potential of telecommunications.
- Minnesota needs to develop an aggressive science, engineering, and technology strategy to maintain competitiveness as a high-tech state.

**Recommendations:** The Coordinating Board in March 1992 adopted the following five recommendations:

**1. Adjust Minnesota's post-secondary education physical capacity to better match demographic conditions and promote efficient program delivery.**

- No new campuses beyond current commitments;
- No new facilities on existing campuses without review of region's demographic conditions;
- Development of common guidelines for facilities use;
- Increased development of telecommunications and other instructional technology for program delivery.

**2. Restructure public post-secondary education to enhance educational opportunities and managerial efficiency.**

- Increased use of regional administrative structures within systems
- Total state-level governance of technical colleges by State Board of Technical Colleges;
- Initiation of regional strategic planning;
- Reduction in number of public systems and campuses by year 2000;
- Continuous review of progress and annual reports to governor and legislature;
- Continuation of cooperative planning for upper division and graduate education in Rochester with periodic review starting in 1995;
- Evolution of Metropolitan State University into comprehensive state university as public baccalaureate alternative to University of Minnesota in the metropolitan region.

**3. Achieve greater efficiencies through reduction in number of duplicated programs, responsibility for offering certain types of programs, and methods of delivering programs.**

- Reduction of program duplication, especially at sub-baccalaureate level;
- Discontinuation of associate degree programs that do not meet state guidelines;
- Automatic review of newly-implemented programs;
- Periodic review of existing programs;
- Examination of the program review process of each system;
- Expanded access to specialized programs through technology.

**4. Continue and extend commitments to enrolling**

**and graduating more students of color and to improving the campus climate for cultural diversity.**

- Collaboration with elementary and secondary schools to improve academic preparation, high school graduation rates, and transition to post-secondary education;
- Support for academic programs, student services, and campus life that assure students of color are provided a supportive learning environment, and that all students become better prepared to live in a multicultural world.

**5. Post-secondary education develop programs and partnerships with elementary and secondary education and industry to improve mathematics and science education for all students, and to raise the number of students choosing science, technology, and mathematics majors and occupations.**

- Increased expectations of students, including outcome measurements for each course, new high school graduation requirements, and college admission requirements that raise student achievement in math and science;
- Improved teacher education and teaching strategies in mathematics and the sciences so that students master that material;
- Enrichment opportunities for secondary school students;
- Partnerships to develop and provide information to high school and college students on importance of science and math literacy in 21st Century and on career opportunities in technical fields;
- Increased funding and full use of current capacity in undergraduate engineering before adding new programs.

### ***Metro Proposal***

As a follow-up to M SPAN I (Minnesota Study of Post-Secondary Access and Needs), the 1989 Legislature mandated that Minnesota's post-secondary systems prepare plans to address two specific areas of need identified in the seven-county metropolitan area; access to upper division undergraduate and practitioner-oriented graduate programs. Following discussions, the 1990 Legislature agreed to receive, during the 1991 legislative session, a report from the Higher Education Advisory Council (HEAC), plus the Higher Education Coordinating Board's review and comment.<sup>5</sup>

The Metro Proposal constitutes the Coordinating Board response.<sup>6</sup> It focuses on the Twin Cities' seven-county higher education needs to the year 2000.

**Review:** On the undergraduate level, the Advisory Council report's focus is on the efforts underway to enhance collaboration further and to develop an "Educational Common Market" to address three issues in 1991 – admissions, transfer, and the needs of minority students.

On the graduate level, the University of Minnesota proposes to continue to be the state's major provider of graduate education and the sole provider of research-based doctoral degrees. The University of Minnesota also is prepared to meet the needs of practitioners in engineering and computer science, if given additional resources.

The State University System proposes to coordinate its

delivery of practitioner-oriented graduate programs in the Metropolitan region through the formation of a Council of Minnesota State Universities and the establishment of a Graduate/Professional Development Center, the latter led by Metropolitan State University. The State University System also proposes to consider offering only applied doctorates at Mankato and St. Cloud State universities under strict requirements for determining program need.

**Comment:** The focus of the HEAC report is on preserving existing structures, arrangements, and responsibilities in a climate of cooperation. The cooperative approach of the HEAC report has resulted in general proposals that the Coordinating Board firmly endorses. The report does not go far enough, however, in preparing to meet the needs of students in the year 2000.

Conditions in the Metropolitan area are changing. Renewed growth in enrollment is predicted by the end of the decade, the population of the area is growing, undergraduate enrollment at the University of Minnesota is being reduced, increasing need for upper division and practitioner-oriented graduate programs has been identified, and quality programming is a constant concern. Yet resources are increasingly constrained.

The Coordinating Board has serious concerns about the long-term appropriateness of current and proposed solutions for meeting post-secondary needs in the Metropolitan region. Proposed articulation and transfer agreements appear to be inter-system compromises that focus on the needs of institutions to grow and to preserve current levels of activities, and do not require them to give up anything.

**Recommendations:** On February 21, 1991, the Coordinating Board adopted the following recommendations:

**1. No public institution should establish any new campuses or enter into new long-term leases in the Metropolitan area in this biennium.**

**2. Metropolitan State University should evolve from an institution offering limited upper division programs into a more comprehensive four year state university as a public baccalaureate alternative to the University of Minnesota in the Twin Cities region. It should add a broad range of sound, quality, high demand baccalaureate programs and select masters degree programs that meet student goals. It should make lower division programs available by collocating or merging with community colleges or with technical colleges at selected sites after 1993. If collocation does not succeed at a selected site within a reasonable time after that, merger should be pursued. In addition, Metropolitan State University should explore ways of collaborating with a variety of established public and private institutions.**

**3. The Higher Education Coordinating Board should be charged to present by the 1993 legislative session a plan identifying appropriate sites for collocation or merger of Metropolitan State University with existing community college or technical college campuses, as well as cost estimates for the various options.**

<sup>5</sup>Laws of Minnesota for 1990, Chapter 591, Article 3, Section 12, Subd. 1.

<sup>6</sup>Minnesota Higher Education Coordinating Board, *Metro Proposal: Response to M SPAN I: Analysis of Systems' Plans for Providing Undergraduate and Practitioner-Oriented Graduate Programs in the Metro Area* (February 21, 1991).



**4. Student financial aid levels should be increased to promote access, choice, and the most cost effective opportunities for students and the state, including attendance at private post-secondary institutions.**

**5. The University of Minnesota should be encouraged to schedule graduate level programs, especially in engineering and the sciences, so that practitioners could attend courses and complete programs during non-traditional hours.**

**6. The use of instructional television should be increased throughout the seven-county region, so that courses at one site can be shared with students at other sites.**

#### ***Plan for Meeting Community College Needs in Duluth***

The 1991 Legislature requested that: "The higher education coordinating board, in consultation with the state governing boards of the community colleges, technical colleges, and University of Minnesota, shall develop and begin to implement a plan for transferring courses and programs currently offered by the community college system in Duluth, where there is sufficient student need to warrant continuation of the course or program. Where appropriate, occupational programs shall be transferred to the technical college system; academic and remedial courses shall be transferred to the Fond du Lac center or to the continuing education and extension program at the University of Minnesota Duluth. In developing the plan, the higher education coordinating board shall consider duplication of services, including courses provided through the

Duluth school district. The board shall report the plan to the education divisions of the appropriations and finance committees by February 1, 1992.<sup>7</sup>

**Background:** In June 1991, the Community College System, Technical College System, and University of Minnesota were requested to participate in discussion of the issue. Coordinating Board staff convened meetings July 29, August 21, and September 11-12, 1991. The first two meetings involved a working group named by the system offices, while the September meetings involved Duluth area legislators, health care providers, and members of the community, as well as Duluth Community College Center students, faculty, and staff. Discussions centered on the legislative responsibility of the Coordinating Board, and current educational activities in Duluth. Board staff continued to consult with system administrators, campus officials, and legislators throughout the project. The Coordinating Board discussed the issue at its October, November, December, and January meetings. Opportunity was provided for testimony and discussion.

**Conclusions:** A Board paper concluded that the Duluth Superior area has been and continues to be well served by public and private post-secondary institutions.<sup>8</sup> However, there is legislative concern that the state not be pressured to fund permanent facilities in another location, especially given the construction occurring in Cloquet.

The Board concluded that there appears to be adequate student interest in the courses and

programs offered through the Community College System. It seems appropriate that the educational and student support services now available to residents of Duluth continue.

A plan for the future of higher education programs and services in Duluth should fulfill several objectives. While a plan should ensure the accessibility of educational opportunities, it also should recognize resource constraints facing higher education in Minnesota. Therefore, the plan should outline a strategy to meet needs in Duluth efficiently, thus avoiding the proliferation of administrative units and campuses and taking advantage of opportunities to offer courses and programs by telecommunications and instructional technologies. The plan should propose a long-term solution and structure that fits within the overall objectives for higher education in the 1990s and beyond. Further, the plan should include mechanisms for the involvement of Duluth area and state higher education officials to assist with the planning and implementation and to ensure cooperation and coordination in the offering of instructional programs and services.

**Recommendations:** On January 17, 1992, the Coordinating Board adopted the following recommendations:

**1. That by July 1, 1995 the Duluth Community College Center and Duluth Technical College merge into one two-year institution in Duluth with the capability of offering occupational programs and the full range of associate degree programs, including the second year of Associate in Arts degree;**

**2. That a group, made up primarily of the immediate stakeholders, be established**

<sup>7</sup>Laws of Minnesota for 1991, Chapter 356, Article 3, Sec. 14.

<sup>8</sup>Minnesota Higher Education Coordinating Board, *Plan for Meeting Community College Needs in Duluth* (January 1992).

by June 1, 1992 to plan and implement the merger;

**3. That the implementation plan follow a specific timetable in order to achieve the merger in 1995. Key parts of this effort will involve planning to construct additional facilities at the site of Duluth Technical College which will accommodate integration of all administrative, student support and instructional services, and plans for the development of a telecommunications link between Duluth Technical College and Fond du Lac Community College Center.**

**4. That a coordinating mechanism, involving representatives from Duluth Technical College, Duluth Community College Center, and Fond du Lac Community College Center, be established to plan and coordinate the delivery of occupational and general education courses between Duluth and Cloquet.**

**Status:** The omnibus 1992 budget bill requires the State Board for Community Colleges and the State Board of Technical Colleges to develop and implement an integrated administrative structure and coordinated program delivery for the technical colleges and community college center in Duluth. The bill amends the community college statute to state that, "A community college center shall be located at Duluth." The statute is amended to treat Duluth, for state appropriations, as a center similar to Cambridge, Fond du Lac, the Arrowhead, and Rochester 2 plus 2 programs rather than require the reduced subsidy provided to other off-campus sites.

The budget bill repeals the 1991 language that led to the Coordinating Board study.<sup>9</sup>

The 1992 bonding bill allocates \$680,000 to the Technical College System to the Duluth Technical College System for Duluth Technical College to develop working drawings to remodel and construct classroom, lab, library, and child care space. The project is to accommodate general education offered by the Community College System and technical education offered by the Technical College System on a single site. The Duluth Technical College is to consult with the Community College System throughout the project.<sup>10</sup>

#### ***Mission Differentiation/Intersystem Planning***

The 1985 Minnesota Legislature directed the post-secondary education systems to focus on mission differentiation as part of the planning process. The Coordinating Board was directed to coordinate this effort. The first Higher Education Advisory Council (HEAC) response was in 1986, when a joint agreement was developed that included recommendations in seven areas:

- associate degrees and occupational programs
- access to undergraduate programs in the metropolitan area
- doctoral degree programs
- research roles
- credit transfer
- recruiting and marketing
- continuing education and extension

In 1991, the legislature defined programmatic missions for each of the four public post-secondary systems and directed the HEAC

<sup>9</sup>*Laws of Minnesota for 1992, Chapter 513, Article 2, Sec. 4, Subd. 3.*

<sup>10</sup>*Laws of Minnesota for 1992, Chapter 558, Sec. 2, Subd. 4(a).*

and HECB to develop a plan to align all program offerings within each system with the mission. In June 1992, HEAC issued a second agreement with regard to mission differentiation. The agreements include four general recommendations – clarification of the definition of program, formal adoption of a program inventory, definition of remedial education, and no "grandparenting" of programs. Specific recommendations are made for each system. A progress report prepared for the Coordinating Board in October 1992 indicated that the University of Minnesota has complied fully with the report, and the Technical College System has initiated full compliance. The Community College System was reported to have been making substantial progress; its inventory of programs is accurate; 14 of its Associate of Applied Science (A.A.S.) programs were discontinued as of July 29, 1992; the system had notified all colleges that they must discontinue specific labels for Associate of Arts (A.A.) degrees; and the system has developed a process to identify non-transferable courses – all nontransferable courses will be redesigned or discontinued.

The State University System had discontinued five of the programs listed in the agreement – accounting, business administration, marketing, medical records technology, and secretarial science programs. The system has brought remaining issues to the attention of the respective administrations and requested reviews. The system office indicated it intended to explore with the legislature the "community college role issue" and its role in communities with no community college.<sup>11</sup>

<sup>11</sup>David R. Powers, Higher Education Coordinating Board, *Progress Report on Mandate for Realignment of System Missions and Programs* (October 5, 1992)

Mission differentiation is also the focus of the planning language requiring, biennially, an intersystem plan. The statutory language was enacted in 1987, but was waived in lieu of the M SPAN Studies in 1988 and 1990. The 1992 Intersystem Plan is under development and will include plans for mission differentiation as required by the statute, but will include also current status and plans for cooperative activities that result in more efficient, accessible educational services for students. Cooperative programs, joint admissions, transfer of credit agreements, and shared facilities are examples of cooperative activities that will be included in the Intersystem Plan.

### ***Review and Comment on System Plans for Enrollment Management***

and

### ***Review and Comment on System Reports on Mission Statements with Coordinating Board Recommendations***

The 1990 Legislature directed the State Board for Community Colleges, the State Board of Technical Colleges, and the State University Board each to develop a plan for managing enrollments.<sup>12</sup> These boards were to submit the plans in December 1990 to the Higher Education Coordinating Board for its review and comment. The Coordinating Board was to submit the plans and its review to the legislature by February 1991. The Board of Regents of the University of Minnesota was subject to other provisions of the directive.

The legislature also directed each public post-secondary governing board, including the

Board of Regents, to review and report on its mission statement for review and comment by the Coordinating Board.<sup>13</sup>

**Background:** Subsequent to enactment, the directive on enrollment management was clarified through conversations with legislators. As a result, mission differentiation and unnecessary duplication were to be emphasized in the system responses. In February, 1991, the Coordinating Board adopted a review and comment with recommendations.<sup>14</sup>

**Comment on Enrollment Management:** While focusing on unnecessary duplication of programs and mission differentiation, the enrollment management plans provide insights into the dynamics of enrollments.

The Community College System and Technical College System described efforts to reduce duplication of certain programs in the context of their mission agreement that became effective in 1987. Under this agreement, nearby institutions jointly offer Associate in Applied Science degree programs with a community college providing the general education or academic components and a technical college providing the technical components. The State University System and Technical College System have developed similar arrangements where state university faculty provide general education courses under contractual agreements with technical colleges.

Despite these efforts, a more detailed exploration of apparent program duplication seems desirable. The Coordinating

Board's inventory of instructional programs through October 1990 includes programs with similar titles and levels located at nearby public institutions in different systems. Some of these duplicate listings appear because two institutions offer a program jointly.

Further examination would indicate whether differences in content or size of enrollments warrant the existence of these programs.

More substantive action initiated outside the systems might be in order. Perhaps consolidating the responsibility for associate degree programs and sub-baccalaureate education merits renewed consideration. At the least, an intensive review of sub-baccalaureate programs with similar titles at nearby public institutions might be warranted. The purpose would be to identify opportunities for reducing programs or to establish clear justification for continuing programs.

**Comment on Mission:** The systems reaffirmed their existing missions. Beyond this, the Community College and State University Systems reviewed issues of current interest related to mission differentiation. Among these issues are undergraduate programs in the Twin Cities area, two-year occupational degree programs, doctoral programs, and marketing and recruiting.

Offering two-year occupational programs deserves particular attention despite recent efforts to sort out roles and responsibilities in this area. The object of most intersystem activity has been to limit the expansion of stand-alone programs leading to the Associate of Applied Science degree. Agreements by the Technical College System respectively with the Community College System and the State University System have focused on joint offering of programs at nearby institutions.

<sup>12</sup>Laws of Minnesota for 1990, Chapter 591, Article 3, Section 11.

<sup>13</sup>Laws of Minnesota for 1990, Chapter 591, Article 3, Section 12.

<sup>14</sup>Minnesota Higher Education Coordinating Board, *Review and Comment on System Plans for Managing Enrollment and Review and Comment on System Reports on Mission Statements with Coordinating Board Recommendations* (February 21, 1991).

Actual reductions in other programs and responsibilities at the sub-baccalaureate level, however, remain an issue. The community colleges and the state universities contemplate action but stop short of absolute commitments in their mission reports. The Technical College System and the University of Minnesota, in contrast, are silent on reductions in their mission reports despite their activity at the sub-baccalaureate level.

**Recommendations:** The Coordinating Board on February 21, 1991 recommended that:

**1. The Board of Regents, the State Board for Community Colleges, the State Board of Technical Colleges, and the State University Board reduce duplication of on-campus, sub-baccalaureate programs that are available in the same geographic area and submit a report on their progress to the Coordinating Board for review and comment by November 1, 1992 for submission to the legislature by January 1, 1993; that these reports explain in a substantive manner why similar sub-baccalaureate programs offered by institutions remaining in the same geographic area are justified and should be continued.**

**2. The State University Board eliminate all associate degree programs in occupational fields that do not provide the first two years of a baccalaureate degree.**

**3. The Higher Education Coordinating Board submit the system plans for enrollment management and the Coordinating Board review and comment to the Education Committee and the Appropriations Committee of the House of**

**Representatives and the Education Committee and the Finance Committee of the Senate.**

**4. The Higher Education Coordinating Board submit the system reports on mission and the Coordinating Board review and comment to the legislature and governor.**

### **Program Management**

This part provides an update on activity under the Board's program review function. Two studies summarized are: a review of trends and number of graduates from existing Minnesota post-secondary instructional programs and report on the program inventory and off-campus activities of Minnesota post-secondary institutions. The final item is a description of the Board's initial responsibility for the approval of sites and centers.

### **Program Review**

**Introduction:** The Coordinating Board has the statutory responsibility to review proposed new programs of instruction and periodically to review existing programs.

**Background:** The 1987 Legislature changed the Board's responsibility from "review" of program proposals to "approval or disapproval."<sup>15</sup> In addition to considering whether a new or existing program is needless duplication of an existing program, the Board is required to consider whether the program is within the capability of the system or institution considering its resources, or outside the scope of the system or institutional mission. Statutory language "requesting" post-secondary education institutions to cooperate with and supply information to the Coordinating Board was amended to require

public institutions to provide information. Private post-secondary education institutions are requested to cooperate and provide information.

The 1991 Legislature clarified the Board's authority. For the first time, the Board was given authority to approve or disapprove continuation or modification of existing programs for public institutions and to recommend for private institutions. Under the statute, before a public post-secondary program can be offered at a site other than for which it was approved originally, it must be submitted to the Coordinating Board for approval.

The Higher Education Advisory Council in fall 1988 authorized a group of representatives from the post-secondary systems and sectors and the Higher Education Coordinating Board to discuss program review issues and procedures. As a result, the Coordinating Board revised its policy and process concerning the review and approval of new programs. The Coordinating Board changed the definition of a new program to something that includes one or more of the following three characteristics: courses are offered in a pattern or grouping formally identified as an area of study on a transcript; a grouping of courses is marketed as preparation for career entry; or a grouping of courses is in a discipline that is new to the institution. The old policy considered any grouping of 15 quarter credit hours a "new program." The legislative criteria to approve new programs did not change.

The following criteria are used by the Coordinating Board to grant approval to new programs. These criteria went into effect in September 1990 following lengthy consultation with representatives from the post-secondary systems and sectors:

<sup>15</sup>Minn. Stat. 136A.04, Subdivision 1(4 and 5).

1. **Mission.** The institution must provide documentation of approval by its governing board or chief executive officer prior to submission to the Coordinating Board, and a statement of how the proposed program fits within the institution's plan.

2. **Institutional and Program Capability.** The institution must provide documentation concerning the resources available and/or needed to offer the proposed program at full operation. The resources include courses, faculty, physical facilities, information services, accreditation or licensure if applicable, and availability of clinical sites if applicable. There must be a plan for acquiring new resources if these are not already in place. In addition, there must be a plan for internal program evaluation, including projected dates for evaluation.

3. **Need.** The institution must define the intent of the program: is the program mainly intended to provide preparation for employment following completion, or is it intended as general education to provide a background for graduates education? Depending on the definition, the institution must provide employment data in support of occupational programs, and data supporting student interest or demand. In addition, the institution must provide evidence of consultation with employers or professional organizations. In the case of general education programs, measures include documentation that the program meets societal requirements and expectations.

4. **Unnecessary Duplication.** The proposing institution must provide a definition of the geographic service area and the prospective student market for the program. In addition, it must provide documentation of consultation with, or research of institutions

with similar programs in the geographic service area in cases where similar programs exist.

Program proposals may be assigned by staff and the Board's Program Advisory Committee to a "short track" requiring one reading by the advisory committee. Proposals that raise questions or concerns are kept in the "regular" track and receive a preliminary and a formal reading.

In October 1992, the Board adopted a process for the review of existing programs.<sup>16</sup> Until the clarification of authority in 1991 and the adoption of the policy, the Board had reviewed existing programs as specific program issues were identified. The review consisted of targeted studies. Examples of targeted reviews were: dental hygiene, teacher education, engineering education, nursing education, and studies identifying programs with low and declining graduate numbers.

The Coordinating Board process is built upon the system/institution program management processes and reports. The Board's review will build on the legislatively-mandated criteria of unnecessary duplication, institutional readiness, need, and mission. Also, the Board process will build on system and institutional program management reports and review processes in order to avoid duplication of effort.

The Board process involves five incremental steps.

1. The Board will review system compliance with the 1991 legislative mandate for systems to realign their programs with statutory missions (fall 1992).

2. The Board will approve an Inventory of Approved Programs.

Programs not listed in the inventory are disapproved programs. A system/institution may not offer a program not listed in the inventory. Students registered and graduating from such a program may not be reported for funding purposes (December 1992).

3. The Board will establish an inventory of system/institution policies on program management and review for integration into the Board's existing program review process (December 1992).

4. The Board will annually review existing programs with the focus being a review of the systems'/institutions' reports on program management and program review (December 1993).

5. The Board will continue to perform periodic targeted studies identified by specific needs during the program review process as they arise.

**Status:** The Coordinating Board received 106 proposals for new programs during Fiscal Years 1991 and 1992. The 106 programs proposed during the biennium compare to 150 proposals the previous biennium. As shown in Table II.1, of the 106 programs proposed during 1991 and 1992, 87 were approved by the Board and one was disapproved. Two proposals are awaiting consideration, and 16 were withdrawn by the proposing institutions. In addition, the Board was notified by post-secondary institutions that 18 programs had been discontinued.

The actions taken by the Coordinating Board during Fiscal Years 1991 and 1992 are further displayed in Table II.2. Private institutions were more active during 1991 and 1992 than the public systems. Of the 87 programs approved, 46 were from private institutions, while 41 were approved for the four

<sup>16</sup>Minnesota Higher Education Coordinating Board, *Policy for the Review of Existing Programs* (October 1992).

**Table II.1**  
**Summary of Action on**  
**Proposed New Programs**  
**Fiscal Years 1983-1992**

Fiscal Years	1983-84	1985-86	1987-88	1989-90	1991-92
<b>Category</b>					
Preliminary	75	130	102	150	106
Formal Proposals	75	110	101	142	88
Discontinued Programs	37	47	12	3	18
<b>Board Action</b>					
Approved	71	99	92	142	87
Conditional Approval	2	9	1	0	0
Disapproved	1	0	4	0	1
Withdrawn**				1	16

\*Two pending consideration as of 10/1/92.

\*\*This item added in 1989-90.

Source: Minnesota Higher Education Coordinating Board

public systems. In the previous biennium, 101 of the 142 programs approved by the Coordinating Board were from public institutions, and 41 were from private institutions.

Private four-year colleges proposed 32 programs that ranged in length from minors to the master's degree. Private proprietary schools were approved to offer 14 new programs, 12 of them at the associate degree level. In addition to the programs approved by the Board, 13 of the 16 proposals withdrawn from Board consideration were from private institutions.

Public institutions were approved to implement 41 new programs that ranged in length from minors to the master's degree. Technical colleges were approved to offer 19 new programs, including 14 that are cooperative efforts with community colleges, state universities, or the University of Minnesota. State universities were approved to

implement 11 baccalaureate and master's programs. Community colleges proposed three new programs during Fiscal Years 1991 and 1992, the same number approved during each of the previous two biennia.

One program was disapproved by the Coordinating Board. Unfavorable action by the Coordinating Board is the exception rather than the rule for two reasons. First, extensive review processes at the institutional and system levels prevent some program proposals from reaching the Coordinating Board. Second, review by the Coordinating Board's Program Advisory Committee, as well as staff evaluations, exert pressure on institutions to withdraw programs not meeting criteria before they reach the Board for action.

As shown in Table II.3, more new programs in business and management were approved during Fiscal Years 1991 and 1992 than in any other field of study. There were 23 new

programs approved in these areas, 19 of them from private institutions. The second most common field of study, with 14 programs, was allied health; seven of the 14 involved technical colleges. The remaining 50 programs were distributed among the other 11 categories shown on Table II.3.

***A Review of Trends in the Number of Graduates From Existing Minnesota Post-Secondary Instructional Programs, 1984-85-1988-89***

The Coordinating Board's statutory responsibility includes the mandate to approve proposed new as well as existing instructional programs. To assist institutions and systems in their planning and to ensure a statewide, intersystem perspective, the Coordinating Board analyzed trends in the number of graduates from each major program of study in 1984 and in 1987. A third report, for

**Table II.2**  
**Action on Instructional Programs**  
**Program Requests to the Coordinating Board**  
**Fiscal Years 1991 and 1992**

System	Programs Favorably Reviewed by System and Level					Total
	Non-Degree		Degree			
	Certificate	Minor	Associate	Bachelor	Master	
Technical College	4		1			5
Community College			3			3
TC/CC Joint			10			10
State University				7	4	11
TC/SU Cooperative			4			4
University of Minnesota	2	4		1	1	8
Private College	4	2	3	14	9	32
Private Vocational	2		12			14
Total	12	6	33	22	14	87

System	Programs Withdrawn, by System and Level					Total
	Non-Degree		Degree			
	Certificate	Minor	Associate	Bachelor	Master	
Technical College						
Community College						
TC/CC Joint			1			1
State University						
TC/SU Cooperative						
University of Minnesota			1	1		2
Private College				3		3
Private Vocational	1		9			10
Total	1		11	4		16

System	Pending Approval, by System and Level					Total
	Non-Degree		Degree			
	Certificate	Minor	Associate	Bachelor	Master	
Technical College						
Community College						
TC/CC Joint						
State University						
TC/SU Cooperative						
University of Minnesota						
Private College					2	2
Private Vocational						
Total					2	2

Source: Minnesota Higher Education Coordinating Board

**Table II.3**  
**Programs Reviewed by Discipline**  
**Fiscal Years 1991 and 1992**

Program Area	No. Granted Approval	U of M	State Univ.	Community College	Technical College	Private College	Private Trade/ Tech.	Cooperative w/TC <sup>1</sup>	Joint TC/CC
Agric./Nat. Resources	3			1	1	1			
Business/Management	23		1			10	9		3
Communications	4		1			3			
Math/Info. Sciences	3		2			1			
Education	6		3			3			
Engineering/Eng. Tech.	3	1				1	1		
Allied Health/Health Sci.	14	3		1	1	3		3	3
Physical Sciences	3	2				1			
Multi/Interdisc. Studies	3	1				2			
Soc. Sci./Psychology	8	1	2			3		1	1
Mechanics/Repairer	2								2
Precision Production	4				1		2		1
Other	11		2	1	2	4	2		
<b>Total</b>	<b>87</b>	<b>8</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>32</b>	<b>14</b>	<b>4</b>	<b>10</b>

<sup>1</sup>Cooperative program involving a technical college and a state university or the University of Minnesota-Crookston.

Source: Minnesota Higher Education Coordinating Board

the period 1984-85 - 1988-89, was presented to the Board in June 1992.<sup>17</sup>

**Background:** The report is designed to help system and institution governing boards plan program changes under a coordinated, statewide framework. The report includes information on more than 3,800 major programs of study available through 152 institutions, with focus on clusters of similar programs. It highlights programs with the most severe decrease in graduate numbers, recognizing that most of the programs available through Minnesota post-secondary institutions have not experienced fewer graduates.

**Highlights:** Specific highlights of the 1984-89 report are:

- Of the 3,847 programs, 79, or 2 percent, reported zero

graduates for the five years, 1984-85 - 1988-89.

- Private four-year institutions reported the most programs, 66, with zero graduates for five years, as well as the highest proportion of zero graduate programs in the five years.

- Nineteen sub-baccalaureate program clusters with five or more programs per cluster experienced an average decrease of at least 35 percent in graduate numbers during 1984-85 - 1988-89. These 19 clusters involved 282 programs, 15 percent of the 1,871 sub-baccalaureate programs offered.

- Thirteen baccalaureate program clusters with five or more programs per cluster experienced an average decrease of at least 16 percent in graduate numbers during 1984-85 - 1988-89. These 13 clusters involved 149 programs, 11 percent of the 1,381 baccalaureate programs offered.

- Over one third of the state's baccalaureate programs had an

average of fewer than 5 graduates per year, and one of every eight averaged fewer than one graduate annually for the five years.

**Conclusion:** Although the number of program graduates is only one measure of instructional program activity, it can be useful and should be used by systems and institutions when evaluating programs. An analysis of clusters of similar programs identifies programs that appear to be in less demand by students, or where demand is changing.

It is appropriate that each post-secondary system participate in an intersystem examination of clusters with decreasing graduate numbers. This would allow an examination of factors such as geographic access, service relationship to other programs or institutions, cost, and possible unnecessary duplication with similar programs in a region or the state.

<sup>17</sup>Minnesota Higher Education Coordinating Board, *A Review of Trends in the Number of Graduates from Existing Minnesota Post-secondary Instructional Programs, 1984-85-1988-89* (June 1992).



The report was forwarded to Minnesota public and private post-secondary institutions and systems for their use in the management of resources. No Board recommendations were adopted.

### ***Program Inventory and Off-Campus Activities of Minnesota Post-Secondary Education Institutions***

The 1990 Minnesota Legislature stated a need for greater oversight regarding the development and establishment of off-campus post-secondary education centers, permanent sites, and other large scale or long term operations that provide academic programs, courses, or student services, and a need for enrollment management. The legislature directed that the Coordinating Board compile an inventory of all existing on-campus programs and off-campus activities for each institution.<sup>18</sup>

**Background:** Minnesota public systems and private institutions were asked to verify the Coordinating Board's existing inventory of major programs of study, and programs available through 20 public institutions in North Dakota, South Dakota, and Wisconsin were added to the inventory.

The Board was asked to gather specific information regarding off-campus activities of Minnesota institutions, including total full-year equivalent (FYE) and headcount enrollments, number of courses offered by field of study, degrees available and number awarded, location and type of facilities, leasing or other arrangements, cost, and the amount and sources of funding. Some institutions in the three reciprocity states also were requested to provide this information.

<sup>18</sup>Laws of Minnesota for 1990, Chapter 591, Article 3, Section 9.

**Summary – On-Campus Programs:** Duplication of programs is common, especially liberal arts/general studies programs that are offered by all Minnesota community colleges, state universities, private colleges, and the University of Minnesota. Because Minnesota and the reciprocity state institutions offer many of the same programs at the baccalaureate level, program duplication is common.<sup>19</sup>

Minnesota state universities, the University of Minnesota, many private colleges, and public institutions in reciprocity states offer a variety of baccalaureate programs in business, education, biological and physical sciences, social sciences, mathematics, computer science, psychology, and fine arts.

Duplication of sub-baccalaureate, occupationally-oriented curricula is also evident. In 1986, Minnesota's community and technical colleges reached an agreement regarding development and implementation of occupational programs.

Despite cooperative ventures by institutions in the two systems, occupational program duplication continues, especially in secretarial and accounting programs. Duplication also exists between some of Minnesota's state universities and the technical colleges in the same city, in secretarial, accounting, marketing, and technology programs.

### **Highlights from the Coordinating Board's Program Inventory include:**

- 4,977 major programs of study;
- 3,783 at Minnesota institutions

<sup>19</sup>Minnesota Higher Education Coordinating Board, *Program Inventory and Off-Campus Activities of Minnesota Post-Secondary Education Institutions with Coordinating Board Recommendations* (February 21, 1991).

– 1,194 in reciprocity institutions

- 2,326 baccalaureate programs
- 1,095 Minnesota technical college programs.

**Summary-off-campus programs:** Although off-campus degree programs are available through the four public systems and some private colleges, most institutions offer a high percentage of their credit courses only on the home campus between 8 a.m. and 3 p.m. Fewer four-year institutions and the community colleges are involved in non-credit activities than in credit courses, but technical colleges are very active through extension activities. Non-credit courses are more likely to be offered off campus than are credit courses, and to be available evenings and weekends.

Specific information from 120 institutions indicated that during 1989-90 there were:

- 4,966 credit courses at 595 geographic locations;
- 78,311 registrations generated 5,925 FYE students
- 1,017 general studies/liberal arts courses
- 771 non-credit courses at 307 geographic locations;
- 30,148 noncredit registrations
- 498,656 technical college registrations at 3,577 extension locations;
- 5,013 ADM technical college extension students.

**Recommendations:** On February 21, 1991, the Board adopted the following recommendations:

### **1. The Board of Regents,**

State Board for Community Colleges, State Board of Technical Colleges, and the State University Board reduce duplication of on-campus, sub-baccalaureate programs that are available in the same geographic area and submit reports on their progress to the Coordinating Board for review and comment by November 1, 1992 for submission to the legislature by January 1, 1993; the systems' reports should explain why remaining similar sub-baccalaureate programs offered by institutions in the same geographic area are justified and should be continued.

2. The Coordinating Board propose legislation be developed that would allow personnel movement among systems.

3. The Coordinating Board periodically collect data regarding off-campus degrees and review the authority of each institution to grant degrees from off-campus programs.

4. Follow-up information be collected regarding off-campus extension activities during the 1989-90 school year for the Bemidji, Staples, Southwestern, and Hennepin Technical Colleges.

5. All public governing boards report each biennium to the Coordinating Board regarding the sharing of facilities between the Community College System, the Technical College System, the State University System, and the University of Minnesota for off-campus courses and programs offered in the seven-county metropolitan area.

### ***Off-Campus Sites and Centers***

**Introduction:** The Coordinating Board has the statutory authority to approve or disapprove proposals for new, additional, or changes in existing large-scale or permanent sites of instruction to be established in or offered by public post-secondary institutions.<sup>20</sup>

**Background:** The 1990 Minnesota Legislature expressed the need for greater oversight regarding the development and establishment of off-campus post-secondary education centers, permanent sites, and other large scale or long term operations that provide academic programs, courses, or student services, or a need for enrollment management.

The Coordinating Board was given authority, effective July 1, 1991, to approve or disapprove proposed sites. The language was clarified by the 1991 Legislature.

The 1990 Legislature directed the Board to compile an inventory of all existing off-campus sites and centers.

In July 1990, Minnesota's public systems and private institutions were asked to provide information regarding their off-campus activities. Information received from 120 institutions indicated that 73 Minnesota institutions offered at least one course at a geographic location other than its home campus. The University of Minnesota-Morris, seven Minnesota private colleges, and the Minnesota Association of Private Postsecondary Schools (MAPPS) members were not involved in off-campus activities.

The type of course varied by institution. Sixty-five institutions provided courses for credit off campus, while 52

institutions offered non-credit courses; 41 institutions offered both credit and non-credit coursework. The 65 institutions offered almost 5,000 credit courses at 600 geographic locations within Minnesota. The 78,000 registrations generated about 6,000 full-year equivalent (FYE) enrollments.

In addition to continuous program courses offered off campus by technical colleges, the 30 colleges recorded almost 500,000 registrations at approximately 3,600 sites in extension (non-credit) courses. Extension courses generated over 5,000 average daily memberships during 1989-90.

Off-campus enrollment is a significant factor in the total educational effort of some institutions. During 1989-90, Bemidji Technical College's off-campus activities generated about 70 percent as many ADM students as on-campus courses. Staples, Hennepin, and Southwestern technical colleges each had a high ratio of off-campus to on-campus enrollments; the off-campus ADM enrollment for each was greater than 40 percent of the on-campus enrollment.

Other institutions that generated a high proportion of enrollment through off-campus activities included Hibbing Community College, where the off-campus enrollment generated 56 percent as many students as generated by on-campus enrollment. Other community colleges with high ratios included Mesabi (which administers the Fond du Lac Community College Center), and Anoka Ramsey (which administers the Cambridge Community College Center). Winona State University was the only public four-year institution that generated more than 10 percent as many FYE students off campus as on campus, mostly at the Rochester/Winona Center. St. Mary's College of Minnesota,

<sup>20</sup>Minn. Stat. 136A.04, Subd. 1(5).

a private institution, operates major off-campus locations in Minneapolis and Rochester, and generated 20 percent as many credits off-campus as on. While almost all Minnesota's public, and many of its private, four-year institutions offer courses at a location other than the home campus, a much smaller number provide complete programs that lead to a degree or other formal recognition off campus. All the state universities offer courses off campus, and four offer at least one degree. Mankato State University offers degree programs in several Twin Cities metropolitan locations, and at Faribault, Fairmont, and Owatonna. Bemidji, St. Cloud, and Winona State universities each offer degrees off campus.

The Twin Cities campus of the University of Minnesota is the only one of the four campuses to offer complete degree programs off campus. Of 20 community college campuses and centers, nine provided programs that awarded degrees during 1989-90. Ten technical colleges awarded formal recognition off campus during the 1989-90 school year.

**HECB Policy:** The Coordinating Board revised its program review approval policy in July 1991. The policy now includes procedures for the approval of off-campus programs, sites, and centers. The policy defines which off-campus operations are subject to Board approval. To accommodate the review of proposed new sites and centers, and to monitor existing activities, forms have been developed and distributed to institutions.

For purposes of Coordinating Board review/approval, there are three categories of off-campus locations: a) undesignated; b) site; and c) center. Locations within a reasonable distance of each other constitute a single site or center. The definition of location is not dependent on

method of delivery, and includes courses and programs delivered to students in a classroom, via telecommunications, or any traditional or non-traditional method. In addition to Coordinating Board approval, Minnesota statutes require legislative authorization prior to the establishment of permanent off-campus centers and sites by public institutions. Centers and sites operated by Metropolitan State University in the seven county metropolitan area, however, do not require legislative approval.

### Undesignated Location

An undesignated off-campus location is any geographic location where an institution offers one or more courses (each section is one course), or activities that contribute toward a degree or formal recognition. Staffing shall be under the authority of the parent institution.

### Site

An off-campus site is any geographic location where an institution plans to offer 15-49 courses, or enroll 25-74 full year equivalent (FYE) students, or offer one or more major programs of study during a single year. An off-campus site may be proposed to be established by an existing college or university. Staffing shall be under the authority of the parent institution. The Coordinating Board must approve or disapprove proposed public post-secondary institution sites, according to the criteria specified in Minnesota statutes.

### Center

An off-campus center is any geographic location where an institution plans to offer 50 or more courses or enroll 75 or more FYE students in a single year. A center shall be an extension of an existing college or university and shall be established by the appropriate governing board.

The Coordinating Board must approve or disapprove proposed public post-secondary institution centers, according to the criteria specified in Minnesota statutes.

### Annual Reporting Requirements

By November 1 each year, all Minnesota public post-secondary colleges and universities that offered credit or technical college extension and customized training courses at off-campus sites and centers during the past fiscal year shall report to the Coordinating Board regarding the number of: courses offered; registrations; credits generated by lower division, upper division and graduate level of instruction; full-year equivalents/average daily memberships generated; regular and adjunct faculty; and degrees or other formal recognitions awarded. Private post-secondary institutions are requested to provide this information. Each public college and university will report the total number of FYE students enrolled through correspondence and telecommunication courses, and the total number of FYE students enrolled at undesignated locations.

### Dispersed Delivery

Dispersed delivery refers to courses delivered statewide or nationwide to individual locales. This type of course delivery is exempt from the Coordinating Board's program review process, but is included in the Private Institutions Registration process. Programs delivered by dispersed delivery are subject to the program review process.

Parallel to the review of sites and centers, legislation requires that the Coordinating Board approve programs that are proposed to be offered off campus. As stated in the Board's revised policy, the approval process for off-campus programs will be the same as for on-campus programs. The 1990

**Table II.4**  
**Summary of Action on Proposed Sites and Centers**  
**Fiscal Years 1992 and 1993\***

Centers	Fiscal Year 1992	Fiscal Year 1993
Preliminary	7	29
Formal	7	1
<b>Board Action</b>		
Approved	7	1

\*Through November 1, 1992.

Source: Minnesota Higher Education Coordinating Board

**Table II.5**  
**Action on Proposed Sites and Centers**  
**Fiscal Years 1992 and 1993\***

Sites and Centers Approved, by System		
System	Site	Center
Technical College		1
State University		2
University of Minnesota	2	
Community College	1	
Private College	2	
Sites and Centers Pending Approval, by System		
System	Site	Center
Technical College	20	8
State University		
University of Minnesota		
Community College		
Private College		

Source: Minnesota Higher Education Coordinating Board

survey indicated Minnesota institutions offered more than 100 degree and diploma programs off campus during the 1989-90 school year. These programs require Coordinating Board approval.

**Status:** Information will be requested annually regarding all off-campus activities of

Minnesota institutions. Institutions have been requested to submit proposals for the 100 programs operated at off-campus locations that have not been approved by the Board. The first annual report was scheduled for completion November 1, 1991.

The first proposal for an off-campus instructional center was

approved by the Board in December 1991; it was for Metropolitan State University in Brooklyn Center. As of November 1, 1992, the Board had received 36 proposals to approve sites and centers and had approved eight. Eleven were new sites and 25 were existing sites, as shown in Table II.4. Of the 36 proposals, 26 involve a

level of activity to qualify as a site, while the remaining 10 are classified as a center. Of the 36 proposals received, eight have been approved by the Board, and the other 28 are pending approval.

The Technical College System has submitted 29 proposals for off-campus locations, 21 sites and 8 centers, as seen in Table II.5. Many of these proposals involve activities at prisons and Native American Reservations. Proposals have also been received from the State University System, University of Minnesota, Community College System, and private colleges.

### Coordination and Cooperation

This part reviews several activities and projects in which the Board has been fostering coordination and cooperation. It covers such topics as database development, telecommunications, total quality management, transfer, teacher education, prevention of sexual harassment and violence, cultural diversity, and federal/state relations.

### Minnesota Graduate Follow-Up System

**Issue:** The purpose of the Minnesota Graduate Follow-Up System is to provide consumer information on graduates of occupational programs offered at post-secondary institutions in Minnesota. The intended audience is prospective students who may use the information to help make their education and career choices. All public post-secondary institutions, including community colleges, state universities, technical colleges, and the University of Minnesota, are to participate in the follow-up system. All private post-secondary institutions that enroll recipients of Minnesota State Grants, including private colleges and private career schools, are to report follow-up

information for their occupational programs.

**Background:** The 1991 Legislature mandated the establishment of the Minnesota Graduate Follow-up System under the direction of the Higher Education Coordinating Board. The text of the legislation reads:

The higher education coordinating board shall coordinate the development and operation of a statewide post-secondary graduate follow-up reporting system that will help students and prospective students make informed education and occupational decisions. The public post-secondary state governing boards and private post-secondary colleges and technical institutions that enroll recipients of state financial aid grants are responsible for the implementation and maintenance of the system. The coordinating board shall develop appropriate reporting procedures and mechanisms; assemble, interpret, and publish annually the information that will be provided to consumers; and develop an audit program. The system shall be based on the employment experience and further education of graduates. The system shall also include information on all sub-baccalaureate occupational programs and all programs that lead to an occupation requiring certification, licensure, or testing for entry. The first phase of the system must include all sub-baccalaureate occupational programs. (*Laws of Minnesota for 1991*, Chapter 356, Article 1, Section 2.)

This legislative mandate was the consequence of two earlier legislative directives in 1989 and 1990 to examine the tracking of graduates from occupational programs. These directives led to two reports by the Coordinating

Board, *Report on Placement Tracking Systems*, released in January 1990; and *Consumer Information for Prospective Students*, released in January 1991.

### Activities to Date

The initial goal of the Minnesota Graduate Follow-up System is to collect and publish information on graduates of sub-baccalaureate occupational programs. Activities to date have included:

- Establishment of the Uniform Consumer Information Reporting Standards Committee, with representation from all sectors of post-secondary education in Minnesota, to assist staff of the Coordinating Board with planning and implementation of the follow-up system.
- Designation of contacts at each participating institution to help implement the Minnesota Graduate Follow-up System.
- Preparation of a handbook for institutional personnel regarding the collecting, processing, and reporting of graduate follow-up information.
- Presentation of workshops around the state to provide an opportunity for institutional staff to review the requirements and procedures for the follow-up system.

### Future Activities

- Future activities of the Minnesota Graduate Follow-up System include: Annual preparation of reports by participating institutions describing the status of graduates in each occupational program, including the number of graduates employed in positions related to their programs; initial reports anticipated in October 1994.
- Annual publication by the Coordinating Board of follow-up information prepared by the participating institution; initial

publication anticipated in December 1994.

- Development and conduct of audit of follow-up information and reports prepared by institutions; completion of initial audit anticipated in spring 1995.
- Expansion of the follow-up system to programs at the baccalaureate level and beyond in occupations that require licensure, certification, or testing for entry.

### **Database Development**

**Integrated Student Research Database:** In spring 1988, the Board initiated an effort to enhance its research capabilities through improvements in its databases. This effort has focused on the collection of unit record data on students at Minnesota's post-secondary institutions. The purpose has been to expand analysis of access, persistence, transfer, completion, and other matters related to enrollments. Developments in this effort to date include:

- An examination of data collected by the Board since 1983 in the Student Enrollment Record Data Base.
- Establishment of a Data Advisory Committee to advise Coordinating Board staff on data needs and related issues.
- Development of a logical design for the integration of data collected over time and from different sources into a single research database.
- Acquisition of a relational database management system to process data for integration into a research database.
- Creation of a database with information on degrees and other awards conferred to individual students at post-secondary institutions in Minnesota.
- Revisions of the data elements in the enrollment database.
- Plans for collection of enrollment data at the end of every term in addition to

collection of data at the beginning of fall term.

Contents of the Integrated Student Research Database permit tracking of individual students over time and across institutions. This will permit studies of persistence, transfer, and completion. The database also may help post-secondary institutions in Minnesota respond to federal reporting requirements under the Student Right-to-Know and Campus Security Act.

### **Faculty Workload Study**

The 1991 Minnesota Legislature directed the state's public post-secondary systems to submit information on faculty workloads to the Higher Education Coordinating Board for review and comment. The text of the directive is:

Each public post-secondary system shall review the number of hours that faculty devote each week to student services, teaching, preparation, research, community services, and other functions. Each system shall provide the information in a coordinated format to the higher education coordinating board which shall summarize the information and review and comment on it. The coordinating board shall provide the information to the education, finance, and appropriations committees by January 15, 1993. (*Laws of Minnesota for 1991*, Chapter 356, Article 1, Section 2, Subdivision 2.)

The Coordinating Board has formed a working committee with representation from the community colleges, state universities, technical colleges, and University of Minnesota. The working committee has developed a work plan and common format for the systems to report information.

Submission of system reports to the Coordinating Board is anticipated in fall 1992. Presentation of the Coordinating Board's review and comment to the legislature is anticipated in January 1993.

### **Telecommunications Planning**

While there has been an increase in local and regional instructional telecommunications networks, there has been no plan for a statewide network despite the apparent need for a state connection to allow transmission of education across regions.

At the request of Senator LeRoy Stumpf, chairman of the Senate Finance Education Division, the Coordinating Board formed a planning group in fall 1991 to develop a plan for linking higher education institutions through a statewide connection. The group has two representatives (one from the system office and one from a campus) from the University of Minnesota, State University System, Community College System, Technical College System, and Private College Council. It also includes representation from the STARS unit in the Department of Administration.

In fall 1992, the planning group agreed that a statewide instructional telecommunications network should be created, using digital technology that transmits compressed signals; the system also should have full DS-1 bandwidth capacity. This would allow for audio, video, and data to be transmitted simultaneously. The proposed system would connect 10 hub sites linking regional networks.

To eliminate the need for a new agency, the Coordinating Board would be the fiscal agent, and government/management decisions would be made by a

users' council composed of one system level and one campus level representative for each system and one Coordinating Board representative.

### **Telecommunications Grants**

The 1991 Legislature directed the Coordinating Board to administer \$75,000 each year of the biennium for grants to initiate regional coordination of telecommunications in the delivery of instructional programs.<sup>21</sup>

The Board awarded three grants of \$50,000 each to Southwest State University, St. Cloud Technical College, and the University of Minnesota-Crookston.

Under the legislation, each institution is to coordinate the development and operation of a cooperative agreement with other post-secondary institutions and school districts in the geographic region. Each grant recipient must match the state grant.

The objective of the St. Cloud Technical College grant will be to organize, schedule, promote, and technically facilitate new shared programs offered among member schools of the Central Minnesota Interactive Television Networks. The Southwest project will provide for the development and offering of courses and educational programs to the residents of southwestern Minnesota through interactive television. The Crookston project will establish a structure to identify and, through the use of interactive technology, meet the varied education service and curricular needs of northwestern Minnesota.

### **Total Quality Management**

Total Quality Management (TQM) is a concept that came out of business and industry. It originated with W. Edward Deming, an American statistician, credited with turning post-war Japan into a major economic force in the world economy. TQM focuses on the concepts of continuous improvement, meeting customer needs and expectations, and empowering persons within an organization to make decisions. TQM increasingly is being applied in the public sector. In higher education, a handful of institutions around the country have been the pioneers in using the principles of TQM, but the number of institutions that are interested in TQM is growing.

In 1991, the Coordinating Board, in partnership with the Minnesota Council for Quality and the Minnesota Academic Excellence Foundation, worked with 16 education institutions, K-12 and post-secondary, to pilot the Malcolm Baldrige Award criteria to determine if those criteria, developed for a national award for private sector business and industry, would be applicable to education. The pilot sites determined that the criteria could be used by education. Based upon that information, the Minnesota Council for Quality is planning to add an education category to its Minnesota Quality Award by 1995. The Coordinating Board is continuing to work with the pilot sites and other interested post-secondary institutions interested in using TQM as a vehicle for continuous improvement. A conference on TQM sponsored by the Board is being planned for Spring, 1993.

In addition to working with interested post-secondary education institutions, the Coordinating Board is applying principles of TQM in the internal management of the agency. In

the summer of 1992, the staff interviewed more than 100 customers and, based upon their input, created a staff vision statement to guide the work of the agency. Process improvement teams have been created to work on improving the SELF loan process, the development of policy reports, the RFP/contract process, and mailing lists. In the future, additional teams will be created to work on improving additional processes.

### **Transfer**

The legislature continued to express concerns about the ease of transferring from one institution to another. The 1991 Legislature directed that by September 15, 1991, the Higher Education Advisory Council shall resolve differences and inconsistencies within and among the systems relating to educationally sound transfer of credit policies. Each system was to review and update its existing transfer policy. The systems were to devise and implement procedures for exchanging information that documents the performance and progress of individual students who transfer between systems.<sup>22</sup>

The legislature amended the statute to clarify the Coordinating Board role with regard to credit transfer.<sup>23</sup>

**Background:** In summer and fall 1990, the deputy chancellors of the four public systems formed an intersystem council to address concerns on the facilitation of student transfer of credit and the simplification of the transfer process. The council worked with the Office of Intersystem Collaboration to plan transfer initiatives.

<sup>21</sup>Laws of Minnesota for 1991, Chapter 356, Article 1, Section 2, Subd. 2

<sup>22</sup>Laws of Minnesota for 1991, Chapter 356, Article 2, Section 8.

<sup>23</sup>Minn. Stat., 136A. 04(7)



The group developed a transfer policy that includes the following elements:

- **Transfer Hotline** – A toll-free number used by students and faculty helps resolve transfer problems through improved communication.

- **Transfer Specialists' Network** – A transfer specialist is identified on each campus. By communicating with colleges and universities about transfer issues, these specialists will provide transfer advice to students and faculty.

- **Transfer Standards** – Standards recommended for adoption by all campuses simplify information to students and establish comparable transfer policies and procedures on all public college and university campuses.

- **Minnesota Transfer Curriculum** – Scheduled for development by fall 1993 and implementation by fall 1994, this initiative designs a pathway for transferring lower division general education credits. It will enable students to transfer a package of general education courses from two-year and four-year Minnesota public institutions to meet lower division general education requirements at any of the state's public universities.

- **Articulation Councils** – To ensure quality curriculum across systems, faculty articulation committees will review course content and goals for general education disciplines and for occupational program areas that have transfer potential.

- **Evaluation of Transfer Success** – The systems and Coordinating Board will develop a statewide data base to gauge the effectiveness of the transfer initiatives.

**Status:** In December 1991, the heads of the four public systems signed a joint agreement committing their systems to accept responsibility for transfer

and to implement a common transfer agenda. Work is proceeding on the various elements of the transfer policy. Articulation committees are working on mathematics and accounting curricula. Plans are to convene councils in several more general education disciplines by January 1993. The greatest amount of articulation has occurred in nursing and engineering. The proposed Minnesota Transfer Curriculum is being discussed by faculty and administrators of public college and university campuses.

The Coordinating Board is enhancing its data base for better data collection and analysis of transfer (see page 77).

### *A Review of Minnesota Teacher Education Programs and the Labor Market for Teachers*

Locating a job in teaching became more difficult in the late 1980s than it had earlier in the decade. Increasing higher education enrollments and national reports of a looming teacher shortage led more students to choose teacher education programs. While the demand for teachers did increase, the supply increased even faster, leading to a decrease in overall placement.

**Issues:** Policy issues are:

- Is the current and anticipated relationship between enrollments in teacher education and labor market needs acceptable?

- To what extent should the employment demand for teachers be considered when the Coordinating Board reviews and approves or disapproves new or existing teacher education programs?

- What responsibilities do institutions have to manage enrollments in teacher education programs?

**Findings:** A report issued by the Coordinating Board in fall 1991 indicated that teacher education is a large enterprise with over 600 individual programs offered by 27 Minnesota institutions. In addition, graduates of institutions in other states make up over 40 percent of the new license holders and 25 percent of the new teachers hired.<sup>24</sup>

The placement rate of 3,517 individuals who completed Minnesota initial teacher education programs in 1989-90 was 41 percent in full-time teaching, 18 percent in part-time teaching (by choice), and 28 percent in other employment considered satisfactory by the graduate. Eight percent of the graduates were still looking for a satisfactory position the fall following their graduation. The remaining graduates continued their education or engaged in other activities.

Sixty-one percent of the full-time teachers were teaching in Minnesota public and private schools; 39 percent were teaching outside Minnesota.

Placement from teacher education programs has received scrutiny because statewide information is available. Comparable information on other baccalaureate programs is not collected.

Placement rates vary by licensure field, with special education fields having the best placement experience. Secondary licensure fields do not have as high a placement as elementary education, but there are differences by subject area. Placement rates in 1989 were the lowest recorded in recent decades. During the latter half of the 1980s, the number of teachers hired increased, but the number of persons completing

<sup>24</sup>Minnesota Higher Education Coordinating Board, *A Review of Minnesota Teacher Education Programs and The Labor Market for Teachers* (December 1991).



licensure programs grew at a faster rate.

Minnesota has a large and growing number of people who are licensed but not teaching. These people compete with new graduates for teaching positions. During the 1990s, enrollments in elementary and secondary schools will be growing more rapidly than in recent years. Placement rates from teacher education programs will improve unless the number of graduates increases. Minnesota is not expected to experience general shortages of teachers, although some specialized fields will be in shorter supply than the major licensure fields.

Schools are actively looking for certain attributes and skills, such as sensitivity to minority needs, capacity to handle urban teaching situations, and experience in outcome-based education. Shortages, therefore, are likely to be expressed as difficulty in finding teachers with specific experiences and abilities rather than difficulty in hiring a person with an appropriate teaching license.

Teacher education is not open to any student who wants to enroll. All programs have admission requirements that address the quality of students entering. Minnesota teacher education programs do make placement and other employment information available but generally leave the decision to enroll to the student.

In Fall 1991 four institutions had more active policies to control the number of students, and nine other institutions were considering such policies.

**Discussion:** Since the beginning of program review in the early 1970s, employment demand has been considered in evaluating new programs. Minnesota, like other states, however, has not attempted to tie the number of

graduates closely to labor market needs, except in technical college programs. Much of the recent activity to achieve a better match of students with occupations and programs has been to improve the quality of career information so that students will make informed career decisions.

Student choice will continue to be an important goal in Minnesota. Restricted resources, however, will make it more difficult to honor those choices, regardless of other pressures.

In the case of teacher education, there are special considerations. Historically, completing a teacher education program has not always meant a commitment to teaching. The skills acquired are useful in many careers, and, in the case of secondary fields, the equivalent of a liberal arts major is completed. Nevertheless, the design of teacher education programs and state regulation are driven by expectations for employed teachers.

School reforms to increase student learning will require major shifts in teacher education. The resource needs to improve the quality of each student's experience and to engage in faculty and curriculum development must be considered in deciding how many students can be served.

**Recommendations:** On December 12, 1992, the Board adopted the following recommendations:

**1. Institutions and systems should establish and maintain teacher education enrollment management policies that are responsive to labor market needs, resource restraints, and needs to update the curriculum and process of preparing new teachers. Such policies should reflect the demand for different**

**licensure fields and for students with different personal qualities and experiences. In July 1992, the Coordinating Board should request an update on system and institution teacher education enrollment plans.**

**2. Teacher education programs should incorporate information on the labor market for teachers in their pre-admission materials and procedures.**

**3. Teacher education programs and placement offices should review the quality of information on placement in teaching, research the future job market for teachers, and cooperatively develop a common statewide publication to help students evaluate their career opportunities in teaching.**

### ***Update on Developments in Teacher Education***

National and state initiatives to renew elementary and secondary education will require changes in teacher education and stronger links between higher education and the schools. The Coordinating Board's statewide planning role provides an opportunity to participate in the leadership that will be needed to help teacher education respond to its new challenges.

To begin its review, the Coordinating Board in fall 1991 studied the supply and demand for teachers. In February 1992, the Board received a staff paper updating efforts in teacher education reform.<sup>25</sup>

**Background:** The update focused on the following issues:

- reforming curriculum content;

<sup>25</sup>Minnesota Higher Education Coordinating Board, *Minnesota Teacher Education and Teacher Education Reform: An Update* (February 1992).

- extended and post-baccalaureate programs;
- alternative licensure;
- clinical or professional development schools;
- induction and mentorship of new teachers;
- educating more teachers of color.

**Conclusion:** Although specific reform recommendations vary, state and national proposals for teacher education often focus on critical needs to:

- Strengthen the academic foundation of new teachers by requiring rigorous majors and general education and by employing strategies to recruit talented people to teaching.
- Update the professional curriculum to be consistent with changes in schools and to give teachers the capacity to participate in reform.
- Take advantage of field and clinical experiences that occur early, often, and in schools using innovative teaching strategies.
- Recruit minority students to teaching and educate teachers to work in culturally diverse or different schools.
- Create partnerships so that renewals in teacher education and schools proceed simultaneously.

Minnesota teacher education programs have pursued some of the strategies often recommended for achieving these goals. Responses vary greatly, probably resulting from differences in campus leadership, institutional missions, available resources, location, tradition, and size. Legislation and rules of the Board of Teaching have stimulated curriculum review, alternative licensure, school-based mentorship programs, and outreach to prospective American Indian teachers.

**Recommendation:** In February 1992, the Coordinating Board adopted the following recommendation:

• **The Coordinating Board convene a panel of teacher educators and educators actively involved in reforming Minnesota schools to review connections between school reform and teacher education. The panel should evaluate current relationships in terms of: (1) the capabilities of new graduates, (2) planning teacher education curriculum, (3) continuing education for experienced teachers, and (4) faculty involvement in designing schools. The panel's report and recommendations should be presented to the school and higher education communities at a statewide meeting.**

**Status:** The Board in 1992 convened a panel of teacher educators and school reformers. The results of the panel's work were to be presented at a statewide conference in December.

### ***Characteristics of Teacher Education Students***

The 1985 Legislature directed the Coordinating Board to maintain information on the characteristics of teacher education students and graduates following recommendations from the Coordinating Board, Board of Teaching, and Minnesota Association of Colleges for Teacher Education. The 1991 Legislature repealed the legislation in a general effort to remove mandatory reports from the statutes. Legislators and legislative staff, however, asked that the system be continued so that information will be available upon request.

Information has been collected and presented to the Coordinating Board for the past

five years, with the most recent report in December 1992.<sup>26</sup>

Twenty-six of Minnesota's 27 approved teacher education institutions provided information on program applicants between July 1, 1991 and June 30, 1992. Twenty-three institutions provided information on program graduates. Some institutions reported information on only a fraction of their graduates; the information on graduates in the report reflected an estimated half of the total number completing licensure programs that year.

Of 4,307 applicants reported, 84 percent, or 3,597 students, were accepted into teacher education programs. Institutional acceptance criteria may vary. At some institutions, students who do not meet admissions standards are not allowed to apply.

### ***Education Collaboration Task Force***

In recent years, much has been written about the need for all levels of education – prekindergarten through post-graduate – to function as a “seamless web”. To help foster improved communication between K-12 and post-secondary education and identify areas of mutual interest, the Coordinating Board and the State Department of Education jointly created a task force in the summer of 1992. The 14-member group has identified many areas where collaboration is occurring and will include information in an interim report early in 1993. So that all the education sectors know more about each other, the task force members have each presented information about key issues within each sector or system that affect all of education. Some examples are:

<sup>26</sup>Minnesota Higher Education Coordinating Board, *Annual Report on Characteristics of Teacher Education Students*, July 1, 1991 to June 30, 1992 (November 1992).

proposed outcome-based high school graduation requirements, post-secondary entrance requirements, proposed changes in teacher education and licensure, and work force issues.

The task force plans to select one or two key areas that would benefit from greater communication and collaboration. For example, the development of an outcome-based system of K-12 education will have significant impact on post-secondary education and upon teacher education. As the State Board of Education moves toward implementing an Outcome-Based Education (OBE) Graduation rule, other sectors of education need to be involved. The Collaboration Task Force can serve as one vehicle to identify key issues and facilitate involvement of all the key groups within education.

### ***Campus Plans on Sexual Harassment and Violence***

The 1992 Legislature has directed Minnesota post-secondary institutions to strengthen programs to prevent sexual harassment and violence. All public and private institutions participating in the State Grant Program must develop plans that include mandatory training and improvements in campus security.<sup>27</sup>

Each institution's plan is to include:

- An evaluation of current security, education, and training programs that help protect people from sexual harassment and violence.
- A description of improvements that the institution is prepared to make within the next three years.
- An implementation schedule and cost estimates.

Campus plans for security, education, and training will be reviewed for the 1993 Legislature by the Higher Education Coordinating Board and the Attorney General's Office. Guidelines for the campus plans and criteria for the review and comment to the legislature were mailed to every institution.

### ***Sexual Harassment and Violence Policies***

Since 1989, institutions participating in the state financial aid programs have been required to have a written policy on sexual harassment and sexual violence. The Higher Education Coordinating Board is charged with coordinating policy development and periodically reviewing campus policies. The Board publishes a semiannual newsletter to share information among people in Minnesota post-secondary institutions who are working on the problems of sexual harassment and sexual violence. Statewide conferences to promote this legislation were sponsored by the Board in 1989 and 1991.

Amendments in 1992 require that policies now address specific rights for victims of assaults that occur on institution-owned property. Institutions must provide sexual assault victims with assistance in pursuing complaints through the criminal justice system and internal grievance/disciplinary procedures. Victims must be informed about these rights and about available support services available through the Crime Victims Ombudsman and the Minnesota Crime Victims Reparations Board.

Sexual harassment and violence policies and procedures need to be reviewed against the new statute.<sup>28</sup> In January, 1993, the Higher Education Coordinating Board will request copies of

institutional sexual harassment and violence policies to review compliance with the added state requirements.

### ***Professional Education About Violence and Abuse***

The 1992 Minnesota Legislature charged the Higher Education Coordinating Board with several activities to strengthen the training of education, health, human services, and law enforcement professionals about the extent and causes of violence and culturally sensitive approaches to working with violent offenders and victims of violence.<sup>29</sup>

The following occupations are named in the legislation: teachers, school district administrators, school district professional support staff, child protection workers, law enforcement officers, probation officers, parole officers, lawyers, physicians, nurses, mental health professionals, social workers, and guidance counselors.

The legislation calls for:

- An inventory of existing post-secondary courses and programs on the extent and causes of violence and professional responsibilities toward victims and offenders.
- A survey of recent Minnesota graduates working in the professions named in the legislation to assess the adequacy of the education they received about violence.
- Recommendations to professional education programs to strengthen curricula about violence from a committee made up of representatives of post-secondary systems and licensing boards.
- Recommendations on the use of telecommunications for staff development from a committee made up of

<sup>27</sup>Laws of Minnesota for 1992, Chapter 571, Article 16.

<sup>28</sup>Minn. Stat. 135A.15 as amended in Laws of Minnesota for 1992, Chapter 571, Article 5.

<sup>29</sup>Laws of Minnesota for 1992, Chapter 571, Article 5.

representatives of the Departments of Education, Health, Human Services, and Administration.

- Grants to post-secondary institutions for professional training about violence.

The Coordinating Board is required to report to the legislature by February 15, 1993 on the results of the course inventory, graduate survey, recommendations on curricula, and recommendations on telecommunications use. Approximately \$115,000 will be available in spring 1993 for grants to institutions. The Board established an advisory group to assist it in carrying out these provisions.

### ***Interstate and International Planning***

Minnesota continued to promote actively interstate and international planning for post-secondary education during the biennium. Minnesota participated in the Western Interstate Commission for Higher Education and joined the Midwestern Higher Education Commission.

**WICHE:** Minnesota became an affiliate member of the Western Interstate Commission on Higher Education in 1990, and began participation in the Western Undergraduate Exchange Program for 1990-91. During the year, Minnesota institutions enrolled 228 students from WICHE states, and 120 Minnesota students attended participating western institutions. During fall 1991, 313 Minnesotans were accepted in undergraduate programs in western states under the exchange program while Minnesota institutions registered 218 students from western states.

Under the exchange, students in participating states may enroll in designated two-year and four-year institutions and programs at a reduced tuition level – in

state tuition plus 50 percent of that amount.

The 1991 Minnesota Legislature supported \$46,000 in Fiscal Year 1992 for the phaseout of membership in WICHE, and \$46,000 in Fiscal Year 1993 for membership in the Midwest Compact. The Board paid for membership in the Midwest Compact in 1992 from current year funds.

Given the benefit to both students and the state, the Coordinating Board reaffirmed its 1992-93 budget recommendation that Minnesota continue as an affiliate member of WICHE and also participate in the new Midwestern Higher Education Commission. The 1992 Legislature, however, did not support the additional funding needed to continue in WICHE, and Minnesota's membership expired June 30, 1992.

**Midwestern Higher Education Commission:** The Midwestern Higher Education Commission was established in March 1991 through a compact of seven midwestern states. The purposes are to provide greater higher education opportunities and services in the midwestern region, with the aim of furthering regional access to, research in, and choices of higher education for citizens of the member states. The commission plans to offer opportunities for interstate cooperation and resource sharing.

The seven midwestern states that have joined are Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, and Ohio. The five remaining states considering membership are Indiana, Iowa, North Dakota, South Dakota, and Wisconsin. Temporary headquarters were established at Central Michigan University in Mt. Pleasant, Michigan.

In spring 1992, Minnesota was

selected to be the permanent home for the Commission, with the University of Minnesota being the host institution.

The Commission received an \$80,000 grant from the St. Paul Companies to develop and implement a program to increase the number of tenure track faculty of color at public and private colleges and universities.

**Manitoba:** An annual report for 1989-90 on the Manitoba-Minnesota agreement covers the period from September 19, 1989 to December 31, 1990. Reports covering activity in 1990-91 and 1991-92 were being prepared in fall 1992.

**Ontario:** In summer 1992 Minnesota began to explore a reciprocal arrangement with the province of Ontario which would be similar to the arrangement signed with Manitoba in 1989.

### ***Review and Comment on System Cultural Diversity Reports***

The 1991 Legislature directed the state's post-secondary education systems report on the status of cultural diversity initiatives on each of the campuses.<sup>30</sup> The legislation called for responses to several items: goals of cultural diversity initiatives, plans to achieve goals, progress at each campus, climate, and steps to focus on the value of diversity, barriers to success, and methods to eliminate barriers.

**Background:** In February 1992, the Coordinating Board adopted a review and comment on the system cultural diversity initiatives.<sup>31</sup> The Board noted that all public post-secondary systems had cultural diversity plans in place before the 1991 mandate. All system reports

<sup>30</sup>Laws of Minnesota for 1991, Chapter 126, Section 1.

<sup>31</sup>Minnesota Higher Education Coordinating Board, *Review and Comment on System Cultural Diversity Reports with Coordinating Board Recommendations* (February 20, 1992).

**Table II.6**  
**Appropriations in Current and Constant Dollars for**  
**Generally Available Federal Aid Programs**  
**Fiscal Years 1985 to 1993 (in Millions)**

Program	Current Dollars								
	1985	1986	1987	1988	1989	1990	1991	1992	1993
Pell Grant	\$3,862	\$3,580	\$4,187	\$4,260	\$4,484	\$4,804	\$ 5,376	\$ 5,463	\$ 5,998
SEOG	413	395	413	408	438	459	420	577	585
SSIG	76	73	76	73	72	59	64	72	73
CWS	593	567	593	588	610	602	595	615	617
Perkins Loan (NDSL)	217	209	210	211	206	151	156	158	183
Income Contingent Loan			5	4	5	10	5	5	
Guaranteed Loans	3,798	3,266	2,717	2,565	4,067	3,826	5,419	7,178	6,044
<b>Total</b>	<b>\$8,959</b>	<b>\$8,090</b>	<b>\$8,201</b>	<b>\$8,109</b>	<b>\$9,882</b>	<b>\$9,911</b>	<b>\$12,035</b>	<b>\$14,068</b>	<b>\$13,500</b>

Program	Constant Dollars*								
	1985	1986	1987	1988	1989	1990	1991	1992	1993
Pell Grant	\$3,862	\$3,479	\$3,980	\$3,890	\$3,913	\$4,000	\$ 4,246	\$ 4,180	\$ 4,436
SEOG	413	384	393	373	382	382	332	441	433
SSIG	76	71	72	67	63	49	51	55	54
CWS	593	551	564	537	532	501	470	471	456
Perkins Loan (NDSL)	217	203	200	193	180	126	123	121	135
Income Contingent Loan			5	4	6	12	6	7	0
Guaranteed Loans	3,798	3,174	2,583	2,342	3,549	3,186	4,280	5,492	4,470
<b>Total</b>	<b>\$8,959</b>	<b>\$7,862</b>	<b>\$7,796</b>	<b>\$7,406</b>	<b>\$8,624</b>	<b>\$8,256</b>	<b>\$ 9,509</b>	<b>\$10,766</b>	<b>\$ 9,985</b>

**Notes:**

The Pell Grant appropriation for 1987 includes \$287 million supplemental appropriation that was used largely to offset a shortfall that had accumulated in previous years.

Guaranteed loan appropriations do not reflect loans made but only federal expenses for interest subsidies and default payments. All "generally available aid" programs (except Guaranteed Loans) are "forward funded" – meaning that appropriations for a given fiscal year are intended for use by students during the following academic year, and appropriations for Perkins Loans include federal capital contributions and teacher cancellations.

Consumer Price Index (CPI) United States with Fiscal Year 1985 = 100. CPI data from *Inflation Measures: Schools & Colleges 1992 Update* (Research Associates of Washington: September 1992). CPI estimated for Fiscal Year 1983.

Pell: Pell Grant

SEOG: Supplemental Educational Opportunity Grant

CWS: College Work Study

SSIG: State Student Incentive Grants

Perkins: Perkins Direct Loans

Stafford: Guaranteed Student Loan, Parent Loans for Undergraduate Students, Supplemental Loans for Students.

Source: The College Board, *Trends in Student Aid 1982 to 1992* (September 1992).

update initiatives undertaken since 1988. All the systems' initiatives are in progress; therefore, a final evaluation and comment are not possible until completion. It was not clear to the Board if students of color were involved in the development of plans and goals; student involvement should be part of the final evaluation of the initiatives, the Board said.

The Board said that systems should be commended for setting specific goals and plans to serve

and attract more students of color. Significant gaps remain, however, between participation and successful completion of white students and students of color. The systems should continue to monitor and evaluate the success of the plans and students closely, the Board said.

**Recommendations:** Based on its review of the systems' reports, the Coordinating Board on February 20, 1992 recommended that:

**1. The systems' chancellors and governing boards continue their efforts and funding of initiatives to integrate cultural diversity on campuses, including curricular revisions, enrollment and retention of minority students, hiring and retention of minority faculty and staff, successful completion of education programs by students, and improvements to campus climates. As recommended in M SPAN 2000, support for**

**Table II.7**  
**Federal Aid Awarded to Undergraduates**  
**in Minnesota Institutions**  
**Fiscal Years 1987, 1989, and 1991**

Program	Fiscal Year 1987 Amount	Number of Students	Fiscal Year 1989 Amount	Number of Students	Fiscal Year 1991 Amount	Number of Students
Pell Grants	\$78,315,191	59,816	\$103,977,393	79,884	\$109,138,797	79,023
SEOG Awards	10,552,232	15,157	10,977,587	16,134	12,558,221	19,377
Federal Agency Grants	2,825,121		3,865,017		3,440,005	
Perkins Loans	18,638,801	17,708	19,254,843	14,806	17,601,928	13,161
PLUS Loans	3,546,252	1,463	6,914,423	2,417	13,394,337	4,241
Supplemental Loans to Students	3,597,133	1,485	17,439,755	6,937	19,875,794	7,816
Federal Agency Loans	358,817		750,344		577,816	
Stafford Student Loans	151,209,743	74,463	143,781,719	74,618	168,234,086	77,394
College Work-Study Program	15,349,283	19,124	14,667,391	17,949	18,060,759	19,558
Stafford Loans, Supplemental Loans to Students, and PLUS Loans Reported Together	1,846,010	765	26,647	10		
<b>Totals</b>	<b>\$286,238,583</b>		<b>\$321,655,119</b>		<b>362,881,743</b>	

Source: Minnesota Higher Education Coordinating Board

**academic programs, student services, and a supportive campus-based learning environment are critical.**

**2. The systems' chancellors and governing boards continue to monitor closely the progress toward their stated goals. Further, minority faculty, staff and students should be part of the ongoing and evaluation of the systems' plans.**

**3. Greater collaboration with elementary and secondary schools be encouraged to improve academic preparation and the development of essential learning skills.**

**4. The Coordinating Board seek funding to continue the community service-learning projects, to include mentoring and tutoring programs in order to expand the involvement of faculty and students with youth of the target community.**

**5. The Coordinating Board**

**support efforts to increase funding for the Summer Scholarship Academic Enrichment program.**

**6. The Review and Comment report be forwarded to the legislature.**

### ***Federal-State Relations***

**Introduction:** The United States Constitution relegates to the states primary responsibility for educating the citizenry.

Nonetheless, federal education policy and appropriations greatly affect education in Minnesota, particularly post-secondary education.

The most notable federal influence occurs through post-secondary education programs administered by the U.S. Department of Education. About two percent of federal funds flow to Minnesota through the state's post-secondary education students and institutions.

**Background:** Federal activities affecting post-secondary

education have evolved since the adoption of the land grant commitments of the 1860s. For a more comprehensive discussion of the federal government's role, the reader is referred to previous Coordinating Board biennial reports.

**Status:** During the past two years, Congress took several actions that affect Minnesota higher education.

In summer 1992 Congress completed action on amendments to the Higher Education Act of 1965. Many of the provisions significantly alter the federal student aid programs and have implications for Minnesota's programs because Minnesota's policy coordinates the federal benefits with the State Grant Program.

Of particular concern to the Board have been the changes in the federal need analysis and oversight responsibilities of eligible institutions.

The legislation combines the federal Pell Grant need analysis

with the Congressional Methodology formula used for all other programs to create a single need analysis. The law eliminates equity in home or farm from calculations of wealth, and it eliminates the minimum \$1,200 income expectation on independent students. The Coordinating Board has projected the impact of these changes in its State Grant budget request for Fiscal Years 1994 and 1995.

Although the amendments authorize a maximum Pell Grant of \$3,700 for the 1993-94 academic year, federal funding constraints and a projected \$1.4 billion Pell shortfall led Congress to reduce the maximum grant from \$2,400 to \$2,300 for the 1993-94 school year.

The 1992 amendments affect the financial aid application process because they require the use of a single, free application for federal aid programs which may include up to eight questions that the state may use to award state aid.

Expansion of federal loan limits and creation of an unsubsidized Stafford Loan could affect demand for Minnesota's supplemental program, the Student Educational Loan Fund (SELF), if borrowers have more of their remaining cost of attendance met by federal programs.

A key provision of the amendments is the creation of a \$500 million direct loan pilot program.

The federal law includes a "program integrity" provision, requiring each state to identify a single entity to be responsible for reviewing post-secondary institutions for federal financial aid eligibility. Implementation will depend on the availability of funding. State entities are required to review institutions identified by the Education

Department that have met one or more of several criteria stipulated in the law.

Tables II.6 and II.7 show federal funding trends for student aid.

This section reviews the state financial aid and nonfinancial aid programs administered by the Coordinating Board. The focus is on describing changes in the program the past two years and summarizing the status of activity in them. Additional background appears in previous biennial reports to the governor and legislature.



### Financial Aid

#### Introduction

The Coordinating Board administers 15 student financial aid programs which have been created to help students pursue the post-secondary education that can best meet their needs. Combined with aid from federal, institutional, and private sources, the programs provide a comprehensive package of assistance for students in public and private institutions.

This section summarizes activity in the programs during Fiscal Years 1992 and 1993. Additional background is provided in previous biennial reports to the governor and legislature.

Following are summaries of the state financial aid programs.

#### State Grant Program

**Objective:** To provide financial assistance for students with need and to encourage their post-secondary educational development at the Minnesota institutions of their choice.

**Statutory Authority:** *Minn. Stat.* 136A.101, 136A.121, 136A.131 (1992).

**Background:** The State Scholarship Program was authorized in 1967, and the Grant Program was authorized in 1969. These programs have formed the foundation for Minnesota's comprehensive financial aid effort. Changes in the programs together with increased funding have made the programs increasingly comprehensive.

The term "scholarships," however, was eliminated beginning in Fiscal Year 1991 because in practice the programs had been treating all applicants as "grant" recipients.

The 1991 Legislature approved the following program changes:

- Definition of satisfactory academic progress as achieving at least a 2.0 grade point average by the end of the second year of enrollment.

- Definition of full time, effective in 1992-93, as 15 credits per term; previous policy was 12 credits. The 1992 Legislature amended the statute directing the Board to prorate the cost of attendance, for students attending less than full time, to the actual number of credits for which students are enrolled.

- Definition of half time as a minimum of eight credits. The 1992 Legislature, however, adopted language allowing students enrolled for six or seven credits in 1992-93 to be eligible for state grants.

- Repeal of the Part-Time Grant Program at the end of 1992-93 and merger with State Grant Program in 1993-94. Students enrolled for three or more credits will be considered for the State Grant Program. In 1992-93, students enrolled for three to five credits could apply for a Part-Time Grant.

- Request that in order to be eligible for a State Grant, a student must be no more than 30 days in arrears for any child support payments owed to a public agency responsible for child support enforcement or must be complying with a payment plan for arrearages.

Thus, Minnesota residents who will be enrolled for at least six credits per term as undergraduate students at one of more than 160 eligible Minnesota schools may apply for a State Grant. Applicants must be a graduate of a secondary school or its equivalent, or be 17 years of age by the end of the academic year. Once awarded, students must reapply each year to renew

the State Grant, and may not continue after obtaining a baccalaureate degree or being enrolled for the equivalent of eight semesters or 12 quarters. Applicants must continue to make satisfactory progress toward a degree or certificate. Students who defaulted on a student loan, owe Minnesota Higher Education Coordinating Board for a previous State Grant overpayment, or are more than 30 days in arrears for child support payments are not eligible for consideration.

The award formula is based on a design that assigns specific responsibility for paying costs of attendance to the student, parent and government. All applicants are required to contribute at least 50 percent of their cost of attendance from savings, earnings, loans, or other assistance from school or private sources. For dependent (on their parents) students, the remaining 50 percent of cost is met by a contribution from parents and by the combination of the federal Pell Grant and State Grant Awards. For self-supporting applicants, the remaining 50 percent of the cost is met by an additional student contribution and by the combination of the Pell and State awards.

The maximum amount of combined state and federal Pell aid in 1992-93 ranges from \$2,888 at a public technical college to \$5,848 at a private four year college. The average state award in 1991-92 was \$1,200. The minimum award is \$100. On average, a student receives a combined state and Pell award of about \$2,300.

**Program Operation:** The Board continued to make progress in expanding use of decentralized delivery, which divides the functions and responsibilities for delivery of state grants between the Coordinating Board and the participating post-secondary institutions.

**Table III.1**  
**Overview of State Scholarship and Grant Program**  
**Fiscal Years 1987-92**

	Actual Fiscal Years					
	1987	1988	1989	1990	1991	1992
Appropriations:						
Carryover	\$7.1	\$ .2	\$ .2	\$0	\$1.0	\$0
Federal SSIG	1.4	1.5	1.4	1.4	1.1	1.3
State	56.3	64.2	61.2	55.0	73.3	76.9
Total	64.8	65.7	62.8	56.4	75.4	78.2
Awards	84.2	82.3	71.2	70.1	85.6	94.8
Refunds	(20.5)	(16.8)	(15.3)	(14.7)	(13.6)	(16.6)
Net Awards	63.7	65.5	55.9	55.4	72.0	78.2
Turnback/Carryover	\$1.1	\$ .2	\$6.9	\$1.0	\$3.4	\$0
Applications						
Student Pool	144,514	149,446	152,444	156,695	157,872	151,687
Applicants	125,773	127,697	128,075	10,679	133,293	130,499
% of Pool	87%	85.4%	84%	83.3%	84.4%	86%
Awards Offered	65,434	65,977	51,547	46,523	58,531	62,998
% of Pool	45%	44%	33.8%	29.6%	37.7%	41.5%
% of Applicants	52%	52%	40.2%	35%	43.9%	48.3%
Average Award Size	1,067	1,076	1,175	1,215	1,277	

Source: Minnesota Higher Education Coordinating Board

Under decentralized delivery, the post-secondary institutions maintain contact with students and parents, verify information submitted by the student and parents on the program application, calculate the state award with policies established by the HECB, and notify the student of the award, pay the award to students, process changes to the award and payment data, and send detailed reports to the Board, periodically, for entry into the central data base.

The Coordinating Board coordinates and determines program policy and control, maintains a central data base for policy development and control, and maintains the audit and compliance function. Thus, decentralized delivery balances the objectives of providing efficient, timely service to

students with the need for the Board to ensure sound management and accountability.

Board staff have continued to work with financial aid administrators and others as they consider the decentralized delivery. Board staff have consulted with the post-secondary systems on issues of procedure and technology. The Board's financial aid staff set up a special section to serve decentralized delivery institutions.

As of the 1992-93 academic year, 45 of 160 institutions had joined the decentralized delivery system, including the University of Minnesota and the six state universities that initially pilot-tested decentralized delivery. Approximately 55 to 60 percent of State Grant applicants now attend decentralized delivery

system sites.

Efforts to communicate information about financial aid were increased. Each year 135,000 copies of *Focus on Financial Aid*, the Board's tabloid, are distributed to high schools, post-secondary education institutions, social service agencies, and other locations.

On November 11, 1989, the Board, in cooperation with the Minnesota Association of Financial Aid Administrators and American College Testing, broadcast the first teleconference for high school counselors live from St. Paul to 22 technical college campuses.

The second annual teleconference was held November 28, 1990 and was broadcast to 26 sites.

**Table III.2**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Educational System**  
**Fiscal Year 1991**

	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attended:</b>								
Technical Colleges	11,784	19.9	\$ 23.8	17.3	\$2,019	\$ 6.1	8.6	\$ 519
Community Colleges	8,454	14.3	15.1	11.0	1,781	4.6	6.4	544
State Universities	12,554	21.2	24.5	17.9	1,688	9.6	13.5	769
University of Minnesota	8,160	13.8	17.9	13.1	2,198	9.6	13.4	1,172
Private 4-Year Institutions	12,531	21.2	41.9	30.5	3,341	34.6	48.5	2,760
Private 2-Year Institutions	5,705	9.6	14.1	10.2	2,464	6.9	9.6	1,205
<b>Total</b>	<b>59,188</b>	<b>100.0</b>	<b>\$137.2</b>	<b>100.0</b>	<b>\$2,262</b>	<b>\$71.4</b>	<b>100.0</b>	<b>\$1,206</b>
<b>Dependent Students Attended:</b>								
Technical Colleges	5,313	13.9	\$ 9.9	11.4	\$1,873	\$ 4.1	7.4	\$ 764
Community Colleges	5,016	13.1	8.4	9.7	1,686	3.4	6.2	678
State Universities	9,496	24.9	17.7	20.4	1,520	8.2	15.1	866
University of Minnesota	6,537	17.1	13.9	16.0	2,130	8.1	14.8	1,234
Private 4-Year Institutions	9,507	24.9	31.7	36.4	3,338	27.3	50.0	2,870
Private 2-Year Institutions	2,332	6.1	5.3	6.1	2,273	3.6	6.5	1,529
<b>Total</b>	<b>38,201</b>	<b>100.0</b>	<b>\$87.1</b>	<b>100.0</b>	<b>\$2,193</b>	<b>\$54.6</b>	<b>100.0</b>	<b>\$1,429</b>
<b>Independent Students Attended:</b>								
Technical Colleges	6,471	30.8	\$13.8	27.6	\$2,138	\$ 2.1	12.2	\$ 317
Community Colleges	3,438	16.4	6.6	13.2	1,929	1.2	7.1	349
State Universities	3,058	14.6	6.8	13.5	2,210	1.4	8.5	467
University of Minnesota	1,623	7.7	4.0	8.0	2,472	1.5	8.9	922
Private 4-Year Institutions	3,024	14.4	10.1	20.2	3,350	7.3	43.5	2,417
Private 2-Year Institutions	3,373	16.1	8.8	17.5	2,596	3.3	19.7	980
<b>Total</b>	<b>20,987</b>	<b>100.0</b>	<b>\$50.1</b>	<b>100.0</b>	<b>\$2,388</b>	<b>\$16.8</b>	<b>100.0</b>	<b>\$ 800</b>

Source: Minnesota Higher Education Coordinating Board

The Board continues to hold teleconferences each year and has won an award from the National Association of Financial Aid Administrators for the teleconferences. Semi-annual workshops are also held for college financial aid personnel.

The Board developed a computer-based tutorial to help families complete the need analysis form.

**Status:** Table III.I presents an overview of program activity for

Fiscal Years 1989 to 1992.

The 1991 Legislature appropriated \$148.8 million for the State Grant Program for the 1992-93 biennium, up from the base level of \$146.6 million.

The appropriation funded a significant increase in the living and miscellaneous expense allowance, but this was offset in part by assumed savings due to the change in definition of full-time students.

Funding was provided to increase the living and miscellaneous allowance from \$3,465 in 1990-91 to \$3,750 in 1991-92 and \$4,033 in 1992-93. The funding enabled the program to reach the 20th percentile benchmark in the second year of the biennium. A 1985 Board survey found that 84 percent of students reported living expenses higher than the allowances then in place – the 16th percentile. Since then, the allowance had slipped below this level. The private four-year

**Table III.3**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level**  
**Fiscal Year 1991**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients:</b>								
Missing	4,421	7.5	\$ 11.9	8.7	\$2,688	\$ 3.0	4.2	\$ 680
\$0 to \$9,999	12,247	20.7	34.0	24.8	2,779	10.7	14.9	874
\$10,000 to \$19,999	14,061	23.8	36.3	26.5	2,585	17.9	24.9	1,271
\$20,000 to \$29,999	13,403	22.6	29.3	21.4	2,187	18.8	26.1	1,400
\$30,000 to \$39,999	9,345	15.8	16.5	12.1	1,769	13.0	18.1	1,392
\$40,000 to \$49,999	3,889	6.6	6.3	4.6	1,629	5.5	7.7	1,421
\$50,000 to \$59,999	1,235	2.1	1.9	1.4	1,544	1.8	2.4	1,418
\$60,000 to \$69,999	419	0.7	0.6	0.4	1,420	1.0	1.3	2,285
\$70,000 and above	168	0.3	0.3	0.2	1,507	0.2	0.3	1,327
<b>Total</b>	<b>59,188</b>	<b>100.0</b>	<b>\$137.2</b>	<b>100.0</b>	<b>\$2,318</b>	<b>\$71.8</b>	<b>100.0</b>	<b>\$1,213</b>
<b>Dependent Students:</b>								
Missing	1,204	3.2	\$ 3.3	3.8	\$2,778	\$ 1.2	2.1	\$ 967
\$0 to \$9,999	5,285	13.8	15.1	17.3	2,855	5.8	10.5	1,096
\$10,000 to \$19,999	8,700	22.8	23.5	27.0	2,705	13.1	23.9	1,510
\$20,000 to \$29,999	9,806	25.7	22.3	25.6	2,274	15.3	27.9	1,564
\$30,000 to \$39,999	7,877	20.6	14.3	16.5	1,820	11.5	21.0	1,466
\$40,000 to \$49,999	3,600	9.4	5.9	6.8	1,635	5.2	9.5	1,448
\$50,000 to \$59,999	1,164	3.0	1.8	2.0	1,530	1.7	3.0	1,433
\$60,000 to \$69,999	406	1.1	0.6	0.7	1,409	0.9	1.7	2,329
\$70,000 and above	159	0.4	0.2	0.3	1,492	0.2	0.4	1,357
<b>Total</b>	<b>38,201</b>	<b>100.0</b>	<b>\$87.1</b>	<b>100.0</b>	<b>\$2,279</b>	<b>\$55.0</b>	<b>100.0</b>	<b>\$1,440</b>
<b>Independent Students:</b>								
Missing	3,217	15.3	\$ 8.5	17.0	\$2,654	\$ 1.8	11.0	\$ 572
\$0 to \$9,999	6,962	33.2	19.0	37.8	2,722	4.9	29.3	706
\$10,000 to \$19,999	5,361	25.5	12.8	25.6	2,389	4.7	28.2	883
\$20,000 to \$29,999	3,597	17.1	7.0	14.0	1,950	3.4	20.4	952
\$30,000 to \$39,999	1,468	7.0	2.2	4.4	1,497	1.5	8.7	995
\$40,000 to \$49,999	289	1.4	0.4	0.9	1,546	0.3	1.9	1,088
\$50,000 to \$59,999	71	0.3	0.1	0.3	1,786	0.1	0.5	1,165
\$60,000 to \$69,999	13	0.1	0.0	0.0	1,780	0.0	0.1	934
\$70,000 and above	9	0.0	0.0	0.0	1,957	0.0	0.0	786
<b>Total</b>	<b>20,987</b>	<b>100.0</b>	<b>\$50.1</b>	<b>100.0</b>	<b>\$2,388</b>	<b>\$16.8</b>	<b>100.0</b>	<b>\$ 800</b>

Source: Minnesota Higher Education Coordinating Board

tuition cap remained at \$7,663 for 1991-92 and 1992-93. The private two-year college cap increased from \$5,146 in 1990-91 to \$5,898 for 1991-92 and 1992-93.

The maximum award, which represents the combination of the state and federal Pell grants, increased from \$5,564 in 1990-91 to \$5,706 in 1991-92 and \$5,848 in 1992-93.

Tables III.2 through III.12 present information about State Grant activity and Pell awards by post-secondary system and by income level.

***Veterans Dependents Student Assistance Program***

**Objective:** To pay the tuition and fees for Minnesota post-secondary students who are

dependents of veterans declared prisoners of war or missing in action after August 1, 1958.

**Statutory Authority:** Minn. Stat. 197.752 (1992).

**Background:** The Veterans' Dependents Assistance Program pays tuition and fees for students enrolled in any public post-secondary educational institution

**Table III.4**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Educational System**  
**Fiscal Year 1992**

	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attended:</b>								
Technical Colleges	13,285	21.2	\$ 23.9	16.5	\$1,796	\$ 6.7	8.7	\$ 504
Community Colleges	10,683	17.1	18.9	13.1	1,768	5.7	7.5	537
State Universities	11,880	19.0	23.5	16.3	1,981	10.5	13.7	883
University of Minnesota	7,823	12.5	17.0	11.8	2,177	9.2	12.0	1,178
Private 4-Year Institutions	12,853	20.5	46.7	32.3	3,635	36.2	47.3	2,820
Private 2-Year Institutions	6,089	9.7	14.4	10.0	2,367	8.3	10.8	1,356
<b>Total</b>	<b>62,613</b>	<b>100.0</b>	<b>\$144.4</b>	<b>100.0</b>	<b>\$2,307</b>	<b>\$76.6</b>	<b>100.0</b>	<b>1,224</b>
<b>Dependent Students Attended:</b>								
Technical Colleges	5,262	13.9	\$ 9.5	10.6	\$1,800	\$ 4.1	7.3	\$ 784
Community Colleges	5,387	14.2	9.2	10.3	1,717	4.1	7.1	753
State Universities	8,864	23.4	17.4	19.4	1,963	8.8	15.4	988
University of Minnesota	6,375	16.8	13.6	15.2	2,135	7.8	13.8	1,229
Private 4-Year Institutions	9,519	25.1	34.2	38.1	3,590	27.9	49.1	2,926
Private 2-Year Institutions	2,442	6.5	5.8	6.4	2,368	4.1	7.3	1,688
<b>Total</b>	<b>37,849</b>	<b>100.0</b>	<b>\$89.7</b>	<b>100.0</b>	<b>\$2,370</b>	<b>\$56.8</b>	<b>100.0</b>	<b>\$1,499</b>
<b>Independent Students Attended:</b>								
Technical Colleges	8,023	32.4	\$14.4	26.3	\$1,793	\$ 2.6	12.9	\$ 320
Community Colleges	5,296	21.4	9.6	17.6	1,820	1.7	8.5	318
State Universities	3,016	12.2	6.1	11.2	2,032	1.7	8.7	573
University of Minnesota	1,448	5.8	3.4	6.2	2,363	1.4	6.9	954
Private 4-Year Institutions	3,334	13.5	12.5	22.9	3,764	8.4	42.2	2,517
Private 2-Year Institutions	3,647	14.7	8.6	15.8	2,366	4.1	20.8	1,134
<b>Total</b>	<b>24,764</b>	<b>100.0</b>	<b>\$54.8</b>	<b>100.0</b>	<b>\$2,211</b>	<b>\$19.9</b>	<b>100.0</b>	<b>\$ 803</b>

Source: Minnesota Higher Education Coordinating Board

in Minnesota if they are dependents of Minnesota veterans who, while serving in the United States Armed Forces, were declared prisoners of war or missing in action after August 1, 1958. A dependent who enrolls as an undergraduate in any private Minnesota post-secondary institution shall be entitled to payment by the state of tuition and fees at a rate not to exceed \$250 per year for so long as the dependent is eligible to attend the institution and is working toward a bachelor's degree or certificate of completion.

#### ***Part-Time Student Grant Program***

**Objectives:** To provide need-based financial assistance to students who enroll less than half time in a program that applies to a degree, diploma, or certificate and who demonstrate financial need.

**Statutory Authority:** *Minn. Stat. 136A.132 (1992).*

**Background:** The Part-Time Student Grant Program was enacted in 1977 to assist the growing number of part-time students in Minnesota. The program serves students with

need enrolled less than half time (three to five credits, or equivalent) and new or returning students enrolled at least half time but less than full time. The part-time student must be pursuing work toward a degree, diploma, or certificate and is eligible for an award for one term. Students may, however, apply for additional awards.

**Status:** The 1991 Legislature appropriated \$2 million for Fiscal Year 1991 and \$2 million for Fiscal Year 1993. Tables III.13 and III.14 display program activity by system for Fiscal Years 1991 and 1992.

**Table III.5**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients:</b>								
Missing	5,482	8.8	\$12.8	8.8	\$2,331	\$ 3.2	4.2	\$ 589
\$0 to \$9,999	13,390	21.4	35.4	24.5	2,643	11.5	15.0	860
\$10,000 to \$19,999	13,975	22.3	36.1	25.0	2,586	18.3	23.8	1,307
\$20,000 to \$29,999	13,018	20.8	29.9	20.7	2,296	19.4	25.3	1,487
\$30,000 to \$39,999	9,840	15.7	18.7	12.9	1,897	14.3	18.7	1,455
\$40,000 to \$49,999	4,706	7.5	8.0	5.6	1,709	6.8	8.9	1,444
\$50,000 to \$59,999	1,528	2.4	2.5	1.7	1,654	2.3	3.0	1,490
\$60,000 to \$69,999	486	0.8	0.7	0.5	1,376	0.6	0.8	1,246
\$70,000 and above	188	0.3	0.3	0.2	1,791	0.3	0.4	1,469
<b>Total</b>	<b>62,613</b>	<b>100.0</b>	<b>\$144.4</b>	<b>100.0</b>	<b>\$2,307</b>	<b>\$76.6</b>	<b>100.0</b>	<b>\$1,224</b>
<b>Dependent Students:</b>								
Missing	1,206	3.2	\$ 3.3	3.7	\$2,770	\$ 1.2	2.1	\$ 993
\$0 to \$9,999	4,799	12.7	14.0	15.6	2,915	5.5	9.7	1,153
\$10,000 to \$19,999	8,112	21.4	22.9	25.6	2,825	12.7	22.4	1,569
\$20,000 to \$29,999	9,216	24.3	22.7	25.3	2,459	15.4	27.1	1,672
\$30,000 to \$39,999	8,132	21.5	16.1	17.9	1,978	12.6	22.2	1,548
\$40,000 to \$49,999	4,308	11.4	7.4	8.3	1,719	6.3	11.1	1,466
\$50,000 to \$59,999	1,440	3.8	2.4	2.6	1,646	2.2	3.8	1,496
\$60,000 to \$69,999	459	1.2	0.6	0.7	1,329	0.6	1.0	1,226
\$70,000 and above	177	0.5	0.3	0.3	1,764	0.3	0.5	1,500
<b>Total</b>	<b>37,849</b>	<b>100.0</b>	<b>\$89.7</b>	<b>100.0</b>	<b>\$2,370</b>	<b>\$56.8</b>	<b>100.0</b>	<b>\$1,499</b>
<b>Independent Students:</b>								
Missing	4,276	17.3	\$ 9.4	17.2	\$2,207	\$ 2.0	10.2	\$ 475
\$0 to \$9,999	8,591	34.7	21.4	39.1	2,492	6.0	30.1	696
\$10,000 to \$19,999	5,863	23.7	13.2	24.2	2,256	5.5	27.8	944
\$20,000 to \$29,999	3,802	15.4	7.2	13.2	1,900	4.0	19.9	1,040
\$30,000 to \$39,999	1,708	6.9	2.6	4.7	1,509	1.7	8.7	1,013
\$40,000 to \$49,999	398	1.6	0.6	1.2	1,604	0.5	2.4	1,210
\$50,000 to \$59,999	88	0.4	0.2	0.3	1,772	0.1	0.6	1,401
\$60,000 to \$69,999	27	0.1	0.1	0.1	2,164	0.0	0.2	1,594
\$70,000 and above	11	0.0	0.0	0.0	2,218	0.0	0.1	965
<b>Total</b>	<b>24,764</b>	<b>100.0</b>	<b>\$54.8</b>	<b>100.0</b>	<b>\$2,211</b>	<b>\$19.9</b>	<b>100.0</b>	<b>\$ 803</b>

Source: Minnesota Higher Education Coordinating Board

Expenditures totaled \$1.9 million in Fiscal Year 1991 and \$1.1 million in 1992.

The decrease in program expenditures during Fiscal Year 1992 can be attributed to a change in the award calculation procedure that year to provide equitable treatment for

participants in both the State Grant and Part-Time Grant Program. The same general award methodology is used for all students – based on the Shared Responsibility model. The expected family contribution is determined by a need analysis “look-up” chart. The minimum award is \$100 per term.

The 1991 Legislature directed that, effective in Fiscal Year 1994, the Part-Time Grant Program be eliminated, and less than half time students (three credit minimum) be eligible for the State Grant Program.

**Table III.6**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, Technical College System**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending Technical Colleges:</b>								
Missing	2,186	16.5	\$ 4.1	17.3	\$1,888	\$0.4	6.3	\$194
\$0 to \$9,999	3,690	27.8	7.3	30.8	1,991	1.0	15.3	277
\$10,000 to \$19,999	3,077	23.2	6.1	25.6	1,988	2.0	29.7	646
\$20,000 to \$29,999	2,506	18.9	4.2	17.5	1,667	2.0	30.6	817
\$30,000 to \$39,999	1,451	10.9	1.7	7.2	1,192	1.0	14.8	685
\$40,000 to \$49,999	319	2.4	0.3	1.2	915	0.2	2.8	596
\$50,000 to \$59,999	42	0.3	0.0	0.2	1,025	0.0	0.4	582
\$60,000 to \$69,999	9	0.1	0.0	0.1	1,563	0.0	0.1	426
\$70,000 and above	5	0.0	0.0	0.0	1,481	0.0	0.0	430
<b>Total</b>	<b>13,285</b>	<b>100.0</b>	<b>\$23.9</b>	<b>100.0</b>	<b>\$1,796</b>	<b>\$6.7</b>	<b>100.0</b>	<b>\$504</b>
<b>Dependent Students Attending Technical Colleges:</b>								
Missing	313	5.9	\$0.6	6.7	\$2,025	\$0.1	3.1	\$407
\$0 to \$9,999	971	18.5	2.2	22.8	2,225	0.5	12.9	549
\$10,000 to \$19,999	1,363	25.9	2.9	30.2	2,098	1.2	28.5	862
\$20,000 to \$29,999	1,371	26.1	2.4	25.5	1,764	1.4	33.2	999
\$30,000 to \$39,999	971	18.5	1.2	12.3	1,199	0.8	18.2	773
\$40,000 to \$49,999	240	4.6	0.2	2.2	870	0.2	3.7	636
\$50,000 to \$59,999	27	0.5	0.0	0.2	875	0.0	0.4	609
\$60,000 to \$69,999		0.1	0.0	0.0	297	0.0	0.0	86
\$70,000 and above		0.1	0.0	0.0	735	0.0	0.0	317
<b>Total</b>	<b>5,262</b>	<b>100.0</b>	<b>\$9.5</b>	<b>100.0</b>	<b>\$1,800</b>	<b>\$4.1</b>	<b>100.0</b>	<b>\$784</b>
<b>Independent Students Attending Technical Colleges:</b>								
Missing	1,873	23.3	\$ 3.5	24.3	\$1,865	\$0.3	11.5	\$158
\$0 to \$9,999	2,719	33.9	5.2	36.1	1,908	0.5	19.0	180
\$10,000 to \$19,999	1,714	21.4	3.3	22.6	1,900	0.8	31.6	474
\$20,000 to \$29,999	1,135	14.1	1.8	12.2	1,550	0.7	26.4	597
\$30,000 to \$39,999	480	6.0	0.6	3.9	1,178	0.2	9.5	507
\$40,000 to \$49,999	79	1.0	0.1	0.6	1,052	0.0	1.5	474
\$50,000 to \$59,999	15	0.2	0.0	0.1	1,295	0.0	0.3	532
\$60,000 to \$69,999		0.1	0.0	0.1	2,196	0.0	0.1	596
\$70,000 and above		0.0	0.0	0.0	2,600	0.0	0.0	600
<b>Total</b>	<b>8,023</b>	<b>100.0</b>	<b>\$14.4</b>	<b>100.0</b>	<b>\$1,793</b>	<b>\$2.6</b>	<b>100.0</b>	<b>\$320</b>

Source: Minnesota Higher Education Coordinating Board

**Table III.7**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, Community College System**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending Community Colleges:</b>								
Missing	1,382	12.9	\$ 2.8	15.0	\$2,055	\$0.3	5.4	\$226
\$0 to \$9,999	2,385	22.3	5.0	26.4	2,088	0.7	12.5	301
\$10,000 to \$19,999	2,674	25.0	5.2	27.7	1,954	1.7	30.1	646
\$20,000 to \$29,999	2,328	21.8	3.7	19.7	1,597	1.8	31.0	763
\$30,000 to \$39,999	1,426	13.3	1.7	8.7	1,158	0.9	16.5	663
\$40,000 to \$49,999	400	3.7	0.4	2.0	940	0.2	3.7	536
\$50,000 to \$59,999	67	0.6	0.1	0.4	1,065	0.0	0.6	555
\$60,000 to \$69,999	12	0.1	0.0	0.1	882	0.0	0.1	270
\$70,000 and above	9	0.1	0.0	0.1	1,589	0.0	0.1	573
<b>Total</b>	<b>10,683</b>	<b>100.0</b>	<b>\$18.9</b>	<b>100.0</b>	<b>\$1,768</b>	<b>\$5.7</b>	<b>100.0</b>	<b>\$537</b>
<b>Dependent Students Attending Community Colleges:</b>								
Missing	303	5.6	\$ 0.7	7.3	\$2,237	\$0.1	3.6	\$479
\$0 to \$9,999	822	15.3	1.8	19.4	2,186	0.4	11.0	542
\$10,000 to \$19,999	1,327	24.6	2.7	29.0	2,021	1.1	28.1	858
\$20,000 to \$29,999	1,446	26.8	2.4	26.1	1,669	1.3	32.2	902
\$30,000 to \$39,999	1,060	19.7	1.3	13.7	1,199	0.8	19.3	738
\$40,000 to \$49,999	353	6.6	0.3	3.5	927	0.2	4.9	557
\$50,000 to \$59,999	59	1.1	0.1	0.7	1,021	0.0	0.8	579
\$60,000 to \$69,999		0.2	0.0	0.1	803	0.0	0.1	298
\$70,000 and above		0.1	0.0	0.1	1,456	0.0	0.1	639
<b>Total</b>	<b>5,387</b>	<b>100.0</b>	<b>\$ 9.2</b>	<b>100.0</b>	<b>\$1,717</b>	<b>\$4.1</b>	<b>100.0</b>	<b>\$753</b>
<b>Independent Students Attending Community Colleges:</b>								
Missing	1,079	20.4	\$ 2.2	22.4	\$2,004	\$0.2	9.9	\$155
\$0 to \$9,999	1,563	29.5	3.2	33.0	2,037	0.3	16.1	174
\$10,000 to \$19,999	1,347	25.4	2.5	26.4	1,888	0.6	34.9	436
\$20,000 to \$29,999	882	16.7	1.3	13.5	1,479	0.5	28.0	535
\$30,000 to \$39,999	366	6.9	0.4	3.9	1,038	0.2	9.7	447
\$40,000 to \$49,999	47	0.9	0.0	0.5	1,035	0.0	1.0	374
\$50,000 to \$59,999	8	0.2	0.0	0.1	1,393	0.0	0.2	374
\$60,000 to \$69,999		0.0	0.0	0.0	1,275	0.0	0.0	131
\$70,000 and above		0.0	0.0	0.0	2,055	0.0	0.0	344
<b>Total</b>	<b>5,296</b>	<b>100.0</b>	<b>\$ 9.6</b>	<b>100.0</b>	<b>\$1,820</b>	<b>\$1.7</b>	<b>100.0</b>	<b>\$318</b>

Note: If fewer than five cases were in any cell, that cell and at least one other cell were left blank.

Source: Minnesota Higher Education Coordinating Board



**Table III.8**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, State University System**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending State Universities:</b>								
Missing	65	0.5	\$ 0.1	0.5	\$1,852	\$ 0.0	0.2	\$ 346
\$0 to \$9,999	2,584	21.8	6.3	27.0	2,457	1.4	13.5	546
\$10,000 to \$19,999	2,890	24.3	6.8	29.0	2,363	2.9	27.8	1,008
\$20,000 to \$29,999	2,927	24.6	5.7	24.4	1,964	3.2	30.6	1,096
\$30,000 to \$39,999	2,252	19.0	3.3	13.8	1,445	2.1	20.1	938
\$40,000 to \$49,999	955	8.0	1.0	4.3	1,070	0.7	6.5	715
\$50,000 to \$59,999	174	1.5	0.2	0.7	910	0.1	1.0	610
\$60,000 to \$69,999	22	0.2	0.0	0.1	1,404	0.0	0.2	835
\$70,000 and above	11	0.1	0.0	0.1	1,784	0.0	0.1	940
<b>Total</b>	<b>11,880</b>	<b>100.0</b>	<b>\$23.5</b>	<b>100.0</b>	<b>\$1,981</b>	<b>\$10.5</b>	<b>100.0</b>	<b>\$883</b>
<b>Dependent Students Attending State Universities:</b>								
Missing		0.0	\$ 0.0	0.0	\$1,820	\$ 0.0	0.0	\$ 354
\$0 to \$9,999	1,281	14.5	3.3	19.2	2,607	0.9	10.8	738
\$10,000 to \$19,999	2,052	23.1	5.1	29.0	2,462	2.2	25.7	1,096
\$20,000 to \$29,999	2,364	26.7	4.8	27.6	2,029	2.8	31.7	1,174
\$30,000 to \$39,999	2,050	23.1	3.0	17.4	1,479	2.0	22.8	974
\$40,000 to \$49,999	915	10.3	1.0	5.6	1,070	0.7	7.6	725
\$50,000 to \$59,999		1.9	0.2	0.9	888	0.1	1.2	610
\$60,000 to \$69,999		0.2	0.0	0.2	1,445	0.0	0.2	871
\$70,000 and above		0.1	0.0	0.1	1,780	0.0	0.1	1,030
<b>Total</b>	<b>8,864</b>	<b>100.0</b>	<b>\$17.4</b>	<b>100.0</b>	<b>\$1,963</b>	<b>\$ 8.8</b>	<b>100.0</b>	<b>\$ 988</b>
<b>Independent Students Attending State Universities:</b>								
Missing		2.1	\$ 0.1	1.9	\$1,854	\$ 0.0	1.2	\$ 345
\$0 to \$9,999	1,303	43.2	3.0	49.1	2,310	0.5	27.0	358
\$10,000 to \$19,999	838	27.8	1.8	29.0	2,119	0.7	38.5	794
\$20,000 to \$29,999	563	18.7	0.9	15.5	1,687	0.4	25.1	769
\$30,000 to \$39,999	202	6.7	0.2	3.6	1,099	0.1	6.7	575
\$40,000 to \$49,999	40	1.3	0.0	0.7	1,075	0.0	1.1	490
\$50,000 to \$59,999		0.1	0.0	0.1	1,833	0.0	0.1	620
\$60,000 to \$69,999		0.0	0.0	0.0	540	0.0	0.0	90
\$70,000 and above		0.1	0.0	0.1	1,795	0.0	0.1	701
<b>Total</b>	<b>3,016</b>	<b>100.0</b>	<b>\$ 6.1</b>	<b>100.0</b>	<b>\$2,032</b>	<b>\$ 1.7</b>	<b>100.0</b>	<b>\$ 573</b>

Note: If fewer than five cases were in any cell, that cell and at least one other cell were left blank.

Source: Minnesota Higher Education Coordinating Board

**Table III.9**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, University of Minnesota**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending University of Minnesota:</b>								
Missing	525	6.7	\$ 1.5	8.6	\$2,805	\$0.4	4.7	\$ 834
\$0 to \$9,999	1,081	13.8	3.1	18.0	2,831	1.0	10.8	917
\$10,000 to \$19,999	1,759	22.5	4.7	27.8	2,691	2.5	26.6	1,393
\$20,000 to \$29,999	1,819	23.3	4.0	23.5	2,198	2.6	27.9	1,412
\$30,000 to \$39,999	1,498	19.1	2.4	14.1	1,607	1.8	19.1	1,177
\$40,000 to \$49,999	840	10.7	1.0	6.1	1,236	0.8	8.4	920
\$50,000 to \$59,999	232	3.0	0.2	1.4	1,029	0.2	1.9	742
\$60,000 to \$69,999	54	0.7	0.1	0.3	945	0.0	0.4	719
\$70,000 and above	15	0.2	0.0	0.2	1,980	0.0	0.2	1,213
<b>Total</b>	<b>7,823</b>	<b>100.0</b>	<b>\$17.0</b>	<b>100.0</b>	<b>\$2,177</b>	<b>\$9.2</b>	<b>100.0</b>	<b>\$1,178</b>
<b>Dependent Students Attending University of Minnesota:</b>								
Missing	311	4.9	\$ 0.9	6.6	\$2,892	\$0.3	3.7	\$ 930
\$0 to \$9,999	656	10.3	1.9	14.0	2,912	0.7	8.9	1,063
\$10,000 to \$19,999	1,351	21.2	3.7	27.4	2,757	2.0	25.1	1,456
\$20,000 to \$29,999	1,550	24.3	3.5	25.7	2,254	2.2	28.5	1,442
\$30,000 to \$39,999	1,388	21.8	2.3	16.6	1,628	1.7	21.2	1,195
\$40,000 to \$49,999	822	12.9	1.0	7.4	1,227	0.8	9.7	923
\$50,000 to \$59,999		3.6	0.2	1.7	1,024	0.2	2.2	743
\$60,000 to \$69,999		0.8	0.1	0.4	952	0.0	0.5	722
\$70,000 and above	15	0.2	0.0	0.2	1,980	0.0	0.2	1,213
<b>Total</b>	<b>6,375</b>	<b>100.0</b>	<b>\$13.6</b>	<b>100.0</b>	<b>\$2,135</b>	<b>\$7.8</b>	<b>100.0</b>	<b>\$1,229</b>
<b>Independent Students Attending University of Minnesota:</b>								
Missing	214	14.8	\$ 0.6	16.7	\$2,678	\$0.1	10.7	\$ 694
\$0 to \$9,999	425	29.4	1.2	33.6	2,706	0.3	21.3	692
\$10,000 to \$19,999	408	28.2	1.0	29.5	2,474	0.5	35.1	1,237
\$20,000 to \$29,999	269	18.6	0.5	14.8	1,880	0.3	24.1	1,237
\$30,000 to \$39,999	110	7.6	0.1	4.3	1,350	0.1	7.5	946
\$40,000 to \$49,999	18	1.2	0.0	0.9	1,655	0.0	1.1	813
\$50,000 to \$59,999		0.2	0.0	0.1	1,386	0.0	0.2	733
\$60,000 to \$69,999		0.1	0.0		556			556
\$70,000 and above	0							
<b>Total</b>	<b>1,448</b>	<b>100.0</b>	<b>\$ 3.4</b>	<b>100.0</b>	<b>\$2,363</b>	<b>\$1.4</b>	<b>100.0</b>	<b>\$ 954</b>

Note: If fewer than five cases were in any cell, that cell and at least one other cell were left blank.

Source: Minnesota Higher Education Coordinating Board

**Table III.10**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, Private Four-Year Institutions**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending Private Four-Year Institutions:</b>								
Missing	443	3.4	\$ 2.0	4.3	\$4,522	\$ 1.1	3.2	\$2,578
\$0 to \$9,999	2,056	16.0	9.5	20.3	4,606	5.7	15.7	2,760
\$10,000 to \$19,999	2,220	17.3	9.6	20.7	4,347	7.0	19.4	3,161
\$20,000 to \$29,999	2,329	18.1	9.7	20.7	4,149	7.9	21.7	3,372
\$30,000 to \$39,999	2,445	19.0	8.3	17.7	3,383	7.3	20.3	3,003
\$40,000 to \$49,999	1,902	14.8	4.9	10.6	2,594	4.6	12.7	2,416
\$50,000 to \$59,999	937	7.3	1.9	4.1	2,054	1.9	5.1	1,979
\$60,000 to \$69,999	377	2.9	0.6	1.2	1,463	0.5	1.5	1,408
\$70,000 and above	144	1.1	0.3	0.6	1,794	0.2	0.7	1,645
<b>Total</b>	<b>12,853</b>	<b>100.0</b>	<b>\$46.7</b>	<b>100.0</b>	<b>\$3,635</b>	<b>\$36.2</b>	<b>100.0</b>	<b>\$2,820</b>
<b>Dependent Students Attending Private Four-Year Institutions:</b>								
Missing	154	1.6	\$ 0.8	2.2	\$4,891	\$ 0.4	1.6	\$2,895
\$0 to \$9,999	764	8.0	3.9	11.3	5,043	2.4	8.8	3,200
\$10,000 to \$19,999	1,441	15.1	6.9	20.3	4,820	5.1	18.2	3,515
\$20,000 to \$29,999	1,877	19.7	8.0	23.5	4,285	6.6	23.6	3,051
\$30,000 to \$39,999	2,155	22.6	7.4	21.7	3,449	6.6	23.7	3,058
\$40,000 to \$49,999	1,742	18.3	4.6	13.4	2,621	4.3	15.3	2,443
\$50,000 to \$59,999	883	9.3	1.8	5.3	2,058	1.8	6.3	1,985
\$60,000 to \$69,999		3.8	0.5	1.5	1,420	0.5	1.8	1,371
\$70,000 and above		1.5	0.3	0.7	1,792	0.2	0.8	1,644
<b>Total</b>	<b>9,519</b>	<b>100.0</b>	<b>\$34.2</b>	<b>100.0</b>	<b>\$3,590</b>	<b>\$27.9</b>	<b>100.0</b>	<b>\$2,926</b>
<b>Independent Students Attending Private Four-Year Institutions:</b>								
Missing	289	8.7	\$ 1.3	10.0	\$4,326	\$ 0.7	8.3	\$2,409
\$0 to \$9,999	1,292	38.8	5.6	44.8	4,348	3.2	38.5	2,499
\$10,000 to \$19,999	779	23.4	2.7	21.5	3,470	2.0	23.3	2,505
\$20,000 to \$29,999	452	13.6	1.6	12.9	3,584	1.3	15.3	2,837
\$30,000 to \$39,999	290	8.7	0.8	6.7	2,896	0.8	9.0	2,594
\$40,000 to \$49,999	160	4.8	0.4	2.9	2,298	0.3	4.0	2,119
\$50,000 to \$59,999	54	1.6	0.1	0.9	1,987	0.1	1.2	1,871
\$60,000 to \$69,999		0.4	0.0	0.3	2,494	0.0	0.4	2,290
\$70,000 and above		0.1	0.0	0.0	1,896	0.0	0.1	1,671
<b>Total</b>	<b>3,334</b>	<b>100.0</b>	<b>\$12.5</b>	<b>100.0</b>	<b>\$3,764</b>	<b>\$ 8.4</b>	<b>100.0</b>	<b>\$2,517</b>

Note: If fewer than five cases were in any cell, that cell and at least one other cell were left blank.

Source: Minnesota Higher Education Coordinating Board

**Table III.11**  
**State Grant Awards and**  
**Combined Federal Pell and State Grant**  
**Awards by Income Level, Private Two-Year Institutions**  
**Fiscal Year 1992**

Adjusted Gross Income	State Grant Recipients		Combined Federal Pell and State Grant Award			State Grant		
	Number	Percent	Amount (Millions)	Percent	Average	Amount (Millions)	Percent	Average
<b>All Recipients Attending Private Two-Year Institutions:</b>								
Missing	881	14.5	\$ 2.2	15.4	\$2,515	\$0.9	10.8	\$1,013
\$0 to \$9,999	1,594	26.2	4.2	29.1	2,627	1.7	20.5	1,063
\$10,000 to \$19,999	1,355	22.3	3.6	24.9	2,648	2.2	26.2	1,599
\$20,000 to \$29,999	1,109	18.2	2.6	17.9	2,327	1.9	23.1	1,718
\$30,000 to \$39,999	768	12.6	1.3	9.4	1,757	1.2	14.1	1,515
\$40,000 to \$49,999	290	4.8	0.4	2.6	1,315	0.3	4.1	1,172
\$50,000 to \$59,999		1.2	0.1	0.6	1,195	0.1	1.0	1,095
\$60,000 to \$69,999		0.2	0.0	0.1	878	0.0	0.1	878
\$70,000 and above		0.1	0.0	0.1	1,815	0.0	0.0	873
<b>Total</b>	<b>6,089</b>	<b>100.0</b>	<b>\$14.4</b>	<b>100.0</b>	<b>\$2,367</b>	<b>\$8.3</b>	<b>100.0</b>	<b>\$1,356</b>
<b>Dependent Students Attending Private Two-Year Institutions:</b>								
Missing	122	5.0	\$ 0.4	6.4	\$3,041	\$0.2	4.6	\$1,549
\$0 to \$9,999	305	12.5	0.9	16.1	3,046	0.5	11.3	1,524
\$10,000 to \$19,999	578	23.7	1.7	28.6	2,859	1.1	27.5	1,964
\$20,000 to \$29,999	608	24.9	1.5	25.8	2,459	1.2	27.9	1,892
\$30,000 to \$39,999	508	20.8	0.9	16.0	1,825	0.8	19.7	1,599
\$40,000 to \$49,999	236	9.7	0.3	5.4	1,336	0.3	6.9	1,214
\$50,000 to \$59,999		2.9	0.1	1.5	1,170	0.1	1.9	1,064
\$60,000 to \$69,999		0.4	0.0	0.1	634	0.0	0.2	634
\$70,000 and above		0.1	0.0	0.1	1,081	0.0	0.0	625
<b>Total</b>	<b>2,442</b>	<b>100.0</b>	<b>\$ 5.8</b>	<b>100.0</b>	<b>\$2,368</b>	<b>\$4.1</b>	<b>100.0</b>	<b>\$1,688</b>
<b>Independent Students Attending Private Two-Year Institutions:</b>								
Missing	759	20.8	\$ 1.8	21.4	\$2,431	\$0.7	17.0	\$ 927
\$0 to \$9,999	1,289	35.3	3.3	37.8	2,528	1.2	29.7	954
\$10,000 to \$19,999	777	21.3	1.9	22.4	2,491	1.0	24.9	1,327
\$20,000 to \$29,999	501	13.7	1.1	12.6	2,166	0.8	18.3	1,507
\$30,000 to \$39,999	260	7.1	0.4	4.9	1,625	0.4	8.5	1,350
\$40,000 to \$49,999	54	1.5	0.1	0.8	1,227	0.1	1.3	989
\$50,000 to \$59,999		0.1	0.0	0.1	1,646	0.0	0.2	1,646
\$60,000 to \$69,999		0.1	0.0	0.0	2,097	0.0	0.1	2,097
\$70,000 and above		0.0	0.0	0.0	4,016	0.0	0.0	1,616
<b>Total</b>	<b>3,647</b>	<b>100.0</b>	<b>\$ 8.6</b>	<b>100.0</b>	<b>\$2,366</b>	<b>\$4.1</b>	<b>100.0</b>	<b>\$1,134</b>

Note: If fewer than five cases were in any cell, that cell and at least one other cell were left blank.

Source: Minnesota Higher Education Coordinating Board

**Table III.12**  
**State Grant Statistics by Expected Parental Contribution**  
**for Recipients Who Applied as Dependent Students**  
**Fiscal Year 1992**

Expected Parental Contribution (Rounded)	Average Adjusted Gross Income	Average Net Worth	Number of Recipients	Average Combined Federal Pell and State Grant	Average State Grant
\$ 0	\$12,621	\$18,754	14,104	\$2,995	\$1,389
200	22,812	26,244	1,683	2,919	1,844
400	23,823	27,675	1,823	2,724	1,769
600	26,357	28,763	1,918	2,535	1,693
800	28,386	31,703	1,912	2,403	1,679
1,000	29,247	32,277	1,769	2,332	1,704
1,200	31,164	33,373	1,712	2,173	1,678
1,400	32,564	34,479	1,727	2,008	1,620
1,600	33,805	35,197	1,570	1,888	1,575
1,800	34,463	36,011	1,428	1,754	1,547
2,000	36,194	37,855	1,226	1,552	1,426
2,200	36,767	37,843	1,139	1,498	1,426
2,400	37,398	38,380	1,067	1,253	1,215
2,600	39,498	39,253	883	1,270	1,248
2,800	40,919	41,680	700	1,344	1,330
3,000	41,803	41,296	519	1,608	1,602
3,200	43,810	44,663	387	1,564	1,559
3,400	43,724	48,435	278	1,925	1,924
3,600	43,541	47,380	275	1,806	1,806
3,800	45,978	46,854	254	1,678	1,678
4,000	48,652	48,443	210	1,550	1,550
4,200	48,353	49,761	209	1,381	1,381
4,400	49,736	46,266	210	1,163	1,163
4,600	49,128	46,618	203	1,048	1,048
4,800	51,292	52,843	147	863	863
5,000	52,068	51,338	154	673	673
5,200	52,335	56,643	137	483	483
5,400	51,803	60,488	149	302	302
5,600	52,747	58,427	56	136	136
All Recipients	25,938	29,122	37,849	2,370	1,499

Source: Minnesota Higher Education Coordinating Board

**Table III.13**  
**Minnesota Part-Time Grant Program**  
**Activity by Educational System**  
**Fiscal Year 1991**

System	Total Recipients	Total Grants	Average Annual Award
Technical Colleges	2,536	\$ 530,466	\$ 209
Community Colleges	2,248	787,956	351
State Universities	324	119,708	369
University of Minnesota	490	376,214	767
Private Four-Year	142	127,605	899
<b>Total</b>	<b>5,740</b>	<b>\$1,941,949</b>	<b>\$2,595</b>

Source: Minnesota Higher Education Coordinating Board

**Table III.14**  
**Minnesota Part-Time Grant Program**  
**Activity by Educational System**  
**Fiscal Year 1992**

System Attended	Total Recipients	Total Grants	Average Annual Grant
State Universities	143	\$ 50,291	\$352
Community Colleges	1,088	325,520	299
University of Minnesota	269	141,929	524
Technical Colleges	1,855	538,534	290
Private Four-Year	69	38,559	559
<b>Total</b>	<b>3,424</b>	<b>\$1,093,682</b>	<b>319</b>

Source: Minnesota Higher Education Coordinating Board

***Non-AFDC Post-Secondary  
Child Care Assistance  
Program***

**Objective:** To reduce the costs of child care for needy Minnesota post-secondary student parents who do not receive Aid to Families with Dependent Children (AFDC).

**Statutory Authority:** *Minn. Stat.* 136A.125 (1992).

**Background:** Recognizing that an increasing number of parents need affordable, quality child care in order to continue their

education at a college or university, the 1989 Legislature established the Non-AFDC Post-Secondary Child Care Assistance Program.

The Coordinating Board administers the program. It allocates funds to eligible colleges based on a formula that considers the number of undergraduate students who have applied for a State Grant and have children under age 13.

Campus financial aid administrators determine if the student is eligible and award the

grant. The child care award must cover the time that the student is in class, up to one hour of transportation between home, work, and school, and up to four hours a day between classes. At its discretion, the school can cover additional hours of child care for study time, or up to 20 hours for work. A co-payment from the family based on family size and income is subtracted from the total child care cost.

Recipients must be Minnesota residents who have dependent children under age 13 and attend

**Table III.15**  
**Non-AFDC Child Care Grant Program Activity**  
**by Educational System**  
**Fiscal Year 1991**

System	Fiscal Year 1991		
	Total Recipients	Total Grants	Average Grant
University of Minnesota	64	\$ 167,493	\$2,624
State Universities	279	392,471	1,407
Community Colleges	339	510,920	1,507
Technical Colleges	412	747,917	1,815
Private 4-Year Colleges	70	127,134	1,816
<b>Total</b>	<b>1,164</b>	<b>1,945,935</b>	<b>\$1,672</b>

Source: Minnesota Higher Education Coordinating Board

at least half time a Minnesota public post-secondary institution or a private, baccalaureate degree-granting college or university located in Minnesota. Some eligible schools may choose not to participate. Recipients also must meet income guidelines that are updated annually.

The award is made for the entire school year. The award is the rate charged by the child care provider (up to a county maximum set by the Board) times the number of hours of child care needed for a month, minus the recipient's required copayment, times the number of months in the school term. The amount of an award cannot exceed 60 hours per week. The award cannot exceed the cost of full-time child care. The minimum financial stipend is \$100.

Other requirements are that the child care provider be licensed, or legally nonlicensed, that the student be in good standing, not have a baccalaureate degree, not be enrolled full-time for more than eight semesters or twelve quarters and be pursuing a non-sectarian program leading to a degree, diploma, or certificate.

Students who receive a child care award and continue to enroll at the school must be given a child care award if funds are available. However, students must apply for continuation of funds by June 1 or lose priority ranking for funding.

**Status:** The 1991 Legislature appropriated \$2.5 million per year to the Coordinating Board for the 1992-93 biennium, up from \$4 million in the 1990-91 biennium. As shown in Tables III.15 and III.16, \$1,945,935 was awarded to 1,164 recipients in Fiscal Year 1991. The institution may choose to use 5.3 percent of the funds allocated to it to cover administrative expenses. In 1991, administrative expenses were \$75,798. In Fiscal Year 1992, \$2,207,561 was awarded to 1,260 recipients. Institutional administrative costs were \$93,929.

The 1991 Legislature made several statutory changes. Half-time was defined as a minimum of eight credits per quarter or semester, or the equivalent. A minimum award of \$100 was established. Academic progress was defined (see the Grant Program section). Eligibility of

private institutions was defined as a baccalaureate degree granting college or university located in Minnesota. It was specified that child care providers may not charge students receiving grants a rate that is higher than the rate charged to private paying clients.

The Board was given authority to base yearly allocations to private institutions on "relevant" factors, not necessarily use of funds in the last academic year. Language was passed stating that up to five percent of the institutional allocation, as determined by the Board, may be used for an institution's administrative expenses related to the child care grant program. Any money designated, but not used, for this purpose must be reallocated to child care grants.

The Coordinating Board has developed rules for the program and each year publishes, *Child Care Assistance for Post-Secondary Students* which describes the Non-AFDC Grant Program and provides suggestions for parents on evaluating child care options.

**Table III.16**  
**Non-AFDC Child Care Grant Program Activity**  
**by Educational System**  
**Fiscal Year 1992**

System	Fiscal Year 1992		
	Total Recipients	Total Grants	Average Grant
University of Minnesota	80	\$ 184,707	\$2,309
State Universities	234	380,384	1,626
Community Colleges	395	632,443	1,601
Technical Colleges	471	853,592	1,812
Private 4-Year Colleges	80	156,435	1,955
<b>Total</b>	<b>1,260</b>	<b>2,207,561</b>	<b>\$1,752</b>

Source: Minnesota Higher Education Coordinating Board

***Dislocated Rural Worker Grant Program***

**Objective:** To assist residents of rural Minnesota who have lost or about to lose their jobs in paying for post-secondary education programs that will help them prepare for employment.

**Statutory Authority:** *Minn. Stat. 136A.134 (1992).*

**Background:** The 1987 Minnesota Legislature, as part of a legislative package to assist the economy of Greater Minnesota, established a program of grants to dislocated rural workers.

**Status:** The 1991 Legislature, as part of the State Grant appropriation, provided \$500,000 to the Coordinating Board for the 1992-93 biennium.

Tables III.17 and III.18 show program activity for Fiscal Years 1991 and 1992.

In Fiscal Year 1991, the Board allocated \$250,000 to 53 schools. Thirty-five schools used all funds disbursed to them, 11 used partial funds and refunded the balance, and 7 schools refunded all money. In all, 367 students received awards.

The Board allocated \$250,000 for Fiscal Year 1992 to 63 schools. Twenty-nine schools used all the funds disbursed to them, 11 used partial funds, and 23 schools refunded all the money. Eighteen schools awarded grants to 6 or fewer students, and 12 schools awarded grants to 1 to 3 students.

In its Fiscal Year 1992-93 biennial budget request, the Board recommended that the appropriation be reallocated; the 1991 Legislature expressed the need for additional background. A staff report was presented to the Board in January 1992.<sup>1</sup>

The staff review concluded that the educational needs of most dislocated workers can be met through the federal and state dislocated worker funds and other financial aid programs.

The Coordinating Board reaffirmed its 1990 position that the appropriation, \$250,000 per year, for the Dislocated Rural Worker Grant Program be discontinued and funds reallocated within the student financial aid budget.

<sup>1</sup>Minnesota Higher Education Coordinating Board, *Review of the Dislocated Rural Worker Grant Program* (January 6, 1992).



**Table III.17**  
**Minnesota Dislocated Rural Worker Grant Program**  
**Activity by System**  
**Fiscal Year 1991**

System	Fiscal Year 1991		
	Total Recipients	Total Grants	Average Grant
University of Minnesota	2	2,668	\$1,334
State Universities	21	25,000	1,190
Community Colleges	94	68,632	730
Technical Colleges	241	115,382	479
Private 4-Year Colleges	5	3,478	696
Private Vocational Schools	—	—	—
<b>Total</b>	<b>367</b>	<b>227,067</b>	<b>\$ 619</b>

Source: Minnesota Higher Education Coordinating Board

**Table III.18**  
**Minnesota Dislocated Rural Worker Grant Program**  
**Activity by System**  
**Fiscal Year 1992**

System	Fiscal Year 1992		
	Total Recipients	Total Grants	Average Grant
University of Minnesota	—	—	—
State Universities	21	17,813	\$ 848
Community Colleges	94	68,632	730
Technical Colleges	318	118,010	371
Private 4-Year Colleges	3	4,362	1,544
Private Vocational Schools	1	671	—
<b>Total</b>	<b>437</b>	<b>209,758</b>	<b>\$ 671</b>

Source: Minnesota Higher Education Coordinating Board

**Table III.19**  
**Minnesota College Work-Study Program**  
**Activity by Educational System**  
**Fiscal Year 1991**

System	Total Recipients	Total Earnings	Total Hours	Average Earnings	Average Hours	Average Wage
Technical Colleges	1,566	\$1,077,954	245,433	\$ 688	156	\$4.39
Community Colleges	1,127	832,842	185,895	582	165	4.48
State Universities	1,500	1,642,992	383,437	1,095	256	4.28
University of Minnesota	1,185	2,006,331	310,088	1,693	262	6.47
Private 4 Year	1,410	1,512,407	307,964	1,073	218	4.91
Private 2 (Technical)	58	57,910	11,520	998	199	5.03
<b>Total</b>	<b>6,846</b>	<b>\$7,130,436</b>	<b>1,444,337</b>	<b>\$1,042</b>	<b>211</b>	<b>4.94</b>

Source: Minnesota Higher Education Coordinating Board

**Table III.20**  
**Minnesota College Work-Study Program**  
**Activity by Educational System**  
**Fiscal Year 1992**

System	Total Recipients	Total Earnings	Total Hours	Average Earnings	Average Hours	Average Wage
Technical Colleges	1,543	\$1,192,528	250,355	\$ 773	162	\$4.76
Community Colleges	1,230	932,955	204,270	759	166	4.57
State Universities	1,710	1,995,132	437,903	1,167	256	4.56
University of Minnesota	1,107	2,114,639	304,734	1,910	275	6.94
Private 4 Year	2,009	2,151,846	426,174	1,071	212	4.65
Private 2 (Technical)	69	58,031	12,187	841	177	4.76
<b>Total</b>	<b>7,668</b>	<b>\$8,445,131</b>	<b>1,635,623</b>	<b>\$1,101</b>	<b>213</b>	<b>5.16</b>

Source: Minnesota Higher Education Coordinating Board

### **Minnesota Work-Study Program**

**Objective:** To assist students in meeting their financial needs, to provide students with valuable work experience, and to provide handicapped persons, and persons over 65 with student assistance at low cost.

**Statutory Authority:** *Minn. Stat.* Sections 136A-233-136A.234 (1992).

**Background:** The State Work-Study Program was created by

the 1975 Legislature to supplement the Federal Work-Study Program. The program provides work opportunities to graduate and undergraduate post-secondary students enrolled in public and private colleges and vocational schools in Minnesota.

**Status:** The 1991 Legislature appropriated \$5,869,000 for Fiscal Year 1992 and \$5,869,000 for Fiscal Year 1993. This represented a \$415,000 increase per year in Fiscal Year 1993 to help accommodate increases in the minimum wage and

enrollment growth.

Total earnings were \$7,130,436 in Fiscal Year 1991 and \$8,445,130 in Fiscal Year 1992. Expenditures totaled \$5,400,046 in Fiscal Year 1991 and \$5,682,848 in 1992.

Tables III.19 and III.20 show activity under the program in Fiscal Years 1991 and 1992.

### ***Pre-Nursing Grant Program***

**Objective:** To provide grants to students who are entering or enrolled in registered nurse or licensed practical nurse programs, who have no previous nursing training or education, and who agree to practice in a designated rural area.

**Statutory Authority:** *Minn. Stat.* Section 136A.1352 (1992).

**Background:** The program was established by the 1990 Legislature as part of a package of rural health programs and is an incentive to encourage students to enter nursing and practice in rural areas.

To be eligible to receive a grant, a student must be:

- a resident of Minnesota;
- enrolled in a Minnesota, school, college, or program of nursing to complete an educational program that would lead to the student's first licensure as a licensed practical nurse or as a registered nurse;
- willing to agree to serve at least three of the first five years following licensure in a designated rural area; and
- able to meet the financial need criteria established for the State Grant program.

Grants are to be awarded for one academic year, but are renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent, but cannot continue after receipt of the nursing degree or certificate.

Students who do not have their degree in nursing may receive up to 20 percent of their combined Pell and State Grant if they are enrolled in a nursing program and promise to serve in a rural area. The percentage used in the award calculation is updated annually by the Board according to the amount of funds available.

If insufficient funds are available to meet the needs of all eligible applicants, the Board is to give priority to applicants who reside in a designated rural area and applicants attending post-secondary institutions outside the seven-county metropolitan area.

Campus financial aid administrators determine if the student is eligible and award the grant.

A recipient must serve in a designated rural area for three of the first five years after graduating with the nursing degree. A designated rural area means an area outside the cities of Duluth, Mankato, Moorhead, Rochester, St. Cloud, and outside the counties of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington.

**Status:** The 1990 Legislature appropriated \$120,000 to the Coordinating Board for Fiscal Year 1991. The program began in September 1990. In Fiscal Year 1991, \$111,402 was awarded to 256 recipients. The 1991 Legislature appropriated \$120,000 to the Coordinating Board for each year of the 1992-93 biennium. In Fiscal Year 1992, \$98,593 was awarded to 256 recipients.

### ***Nursing Grant Program for Licensed Practical Nurses***

**Objective:** To provide grants to licensed practical nurses who are entering or enrolled in an educational program that would lead to licensure as a registered nurse.

**Statutory Authority:** *Minn. Stat.* Sections 136A.1353 (1992) and 148.236 (1992).

**Background:** The 1990 Legislature established the program as part of a package of rural health initiatives. To be eligible a recipient must be:

- a resident of Minnesota;
- a licensed practical nurse enrolled in a Minnesota school, college, or program of nursing to complete an educational program that would lead to licensure as a registered nurse; and
- eligible under any additional criteria established by the school, college, or program of nursing in which the student is enrolled.

The grant is to be awarded for one academic year but is renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent. Schools may establish additional criteria to use in awarding grants. Criteria are to include consideration of the likelihood of a student's success in completing the nursing program and give priority to students with the greatest financial need.

Each school, college, or nursing program that wishes to participate in the grant program must apply to the Coordinating Board for grant money. Grants must be for a minimum of \$500 but not exceed \$2,500 per year.

The Board is to distribute funds each year to the schools, colleges, or programs of nursing applying to participate in the nursing grant program based on the last academic year's enrollment of students in educational programs that would lead to licensure as a licensed practical nurse.

**Status.** The program is funded by a \$5.50 fee from licensed practical nurses who must renew their licenses every two years. The program was scheduled to start for the 1991-92 academic year. However, voluntary contributions collected by the Board of Nursing arrived too late in the academic year to allow the Board to distribute funds to participating institutions according to statutory regulations; therefore, the program was postponed for the 1991-92 academic year.

### ***Nursing Grant Program for Registered Nurses***

**Objective:** To provide grants to registered nurses seeking to complete a baccalaureate or a program of advanced nursing education.

**Statutory Authority:** *Minn. Stat.* Section 136A.1354 (1992).

**Background:** The program was established by the 1990 Legislature as part of a package of rural health programs. To be eligible, a student must be:

- licensed as a registered nurse in Minnesota and have been employed as a nurse in the state for at least one year before re-enrolling in college;
- a resident of Minnesota;
- enrolled in a Minnesota school or college of nursing to complete a baccalaureate or master's degree, or a program of advanced nursing education; and
- eligible under any additional criteria established by the school, college of nursing, or program of advanced nursing education in which the student is enrolled.

The grant must be awarded for one academic year but is renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent. Schools may establish additional criteria. The criteria must include consideration of the likelihood of a student's success in completing the education program and give priority to: (1) students with the greatest financial need; and (2) students enrolling to complete baccalaureate degrees in nursing.

Grants are for a minimum of \$500, but must not exceed \$2,500 per year.

Each school or college of nursing, or program of advanced nursing education that wishes to participate in the program must apply to the Coordinating Board

for money. The Board will allocate funds based on the last academic year's enrollment of registered nurses in schools or colleges of nursing, or programs of advanced nursing education.

**Status:** The program began in the 1991-92 academic year. It was funded from a voluntary \$5.50 fee from registered nurses who must renew their license every two years. In Fiscal Year 1992 \$4,300 was awarded to recipients.

### ***Rural Physician Education Account***

**Objective:** To encourage, through loan repayment by the state, medical students to practice in designated rural areas.

**Statutory Authority:** *Minn. Stat.* 136A.1355 (1992).

**Background:** The program was established by the 1990 Legislature as part of a package of rural health programs and modified by the 1992 Legislature as part of the MinnesotaCare legislation.

To be eligible, a prospective physician must submit a letter of interest to the Coordinating Board. A student or resident, who is accepted, must sign a contract to agree to serve at least three of the first five years following residency in a designated rural area. A designated rural area is: all of Minnesota except the counties of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington; and the cities of Duluth, Mankato, Moorhead, Rochester, and St. Cloud.

Prior to June 30, 1992, the Coordinating Board was allowed to accept up to eight applicants who were fourth year medical students, up to eight applicants who were first-year residents, and up to eight applicants who were second-year residents. For

participation, for the period July 1, 1992 through June 30, 1995, the Coordinating Board may accept up to eight applicants who are fourth year medical students per fiscal year for participation. Applicants are responsible for securing their own loans. They may designate for each year of medical school, up to a maximum of four years, an agreed amount, not to exceed \$10,000, as a qualified loan. For each year that a participant serves as a physician in a designated rural area, up to a maximum of four years, the Board is to annually pay an amount equal to one year of qualified loans. Participants who move their practice from one designated rural area to another remain eligible for loan repayment. In addition, if a resident participating in the loan forgiveness program serves at least four weeks during a year of residency substituting for a rural physician, the participating resident may designate up to an additional \$2,000, above the \$10,000 maximum, for each year of residency during which the resident substitutes for a rural physician for four or more weeks. The substitution may be to temporarily relieve the rural physician of rural practice commitments to enable the rural physician to take a vacation, engage in activities outside the practice area, or otherwise be relieved of rural practice commitments.

If a participant does not fulfill the required three year minimum commitment of service in a designated rural area, the Coordinating Board shall collect from the participant the amount paid plus interest by the Board under the program.

**Status:** Because there is a three year residency requirement for physicians, no applicants were eligible for loan repayments in the 1992-93 biennium. However, interested students may contact the Board to indicate their intent. The Board will then

initiate the contract procedure during their first year of residency.

### ***Midlevel Practitioner Education Account***

**Objective:** To encourage, through loan repayments by the state, midlevel practitioners to practice in designated rural areas.

**Statutory Authority:** *Minn. Statute 136A.1356 (1992)*

**Background:** The program was established by the 1992 Legislature as part of the MinnesotaCare Bill. For the purpose of this program, midlevel practitioner means a nurse practitioner, nurse-midwife, nurse anesthetist, advanced clinical nurse specialist, or physician assistant.

To be eligible, a prospective midlevel practitioner must submit a letter of interest to the Coordinating Board prior to or while attending a program of study designed to prepare the individual for service as a midlevel practitioner. Before completing the first year of this program, a midlevel practitioner must sign a contract to agree to serve at least two of the first four years following graduation from the program in a designated rural area. A designated rural area includes all of Minnesota except the following counties: Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington; and the cities of Duluth, Mankato, Moorhead, Rochester, and St. Cloud.

The Coordinating Board may accept up to eight applicants per year for participation in the loan forgiveness program. Applicants are responsible for securing their own loans. Applicants chosen to participate in the loan forgiveness program may designate for each year of midlevel practitioner study, up to a maximum of two years, an

agreed amount, not to exceed \$7,000, as a qualified loan. For each year that a participant serves as a midlevel practitioner in a designated rural area, up to a maximum of four years, the Coordinating Board shall annually repay an amount equal to one half a qualified loan. Participants who move their practice from one designated rural area to another remain eligible for loan repayment.

If a participant does not fulfill the service commitment in a designated rural area, the Coordinating Board shall collect from the participant the amount paid by the Board on the participant's behalf.

**Status:** The 1992 Legislature appropriated \$28,000 for Fiscal Year 1993 to begin this program, and the Coordinating Board expects to use these funds for eight participants.

### ***Education Account for Nurses Who Agree to Practice in a Nursing Home***

**Objective:** To encourage, through loan repayment by the state, registered nurses and licensed practical nurses to practice in licensed nursing homes.

**Statutory Authority:** *Minn. Stat. 136A.1357 (1992).*

**Background:** The program was established by the 1992 Legislature as part of the MinnesotaCare Bill. To be eligible, a person planning to enroll or enrolled in a program of study designed to prepare the person to become a registered nurse or licensed practical nurse must submit a letter of interest to the Board before completing the first year of study of a nursing education program. Before completing the first year of study, the applicant must sign a contract in which the applicant agrees to practice nursing for at least one of the first two years

following completion of the nursing education program providing nursing services in a licensed nursing home.

The Coordinating Board may accept up to 10 applicants per year for participation. Applicants are responsible for securing their own loans. For each year of nursing education, for up to two years, applicants accepted into the loan forgiveness program may designate an agreed amount, not to exceed \$3,000, as a qualified loan. For each year that a participant practices nursing in a nursing home, up to a maximum of two years, the Board shall repay annually an amount equal to one year of qualified loans. Participants who move from one licensed nursing home to another remain eligible for loan repayment. If a participant does not fulfill the service commitment required for full repayment of all qualified loans, the Coordinating Board shall collect from the participant any payments made for qualified loans, plus interest.

**Status:** The 1992 Legislature appropriated \$15,000 in Fiscal Year 1993 for this program, which will fund five participants.

### ***Public Safety Officer's Survivors Benefit Program***

**Objective:** To provide an educational benefit to the survivors of public safety officers.

**Statutory Authority:** *Minn. Stat. Sections 299A.41-299A.46 (1992).*

**Background:** The 1990 Legislature established the program to provide an educational benefit to dependent children under age 23 and the spouses of public safety officers killed in the line of duty. Eligibility is determined by the Public Safety Department. A student must be enrolled in undergraduate degree or certificate programs at a

## Programs

Minnesota public post-secondary institution or a private, residential, two-year or four-year, liberal arts, degree granting college or university located in Minnesota.

Public safety officer is defined as:

- peace officer
- correction officer employed in a correctional facility
- firefighter
- legally enrolled member of the volunteer fire department
- reserve police officer
- good Samaritan complying with the request of a police officer
- driver or attendant of a licensed life support transportation service who is providing care.

Up to \$100,000 was made available annually from the State Grant Program's appropriation. The program provides a monetary award equal to the cost of the tuition of the school the student is attending or at a private school equal to the tuition at the most costly public school. The award must not affect a recipient's eligibility for a state grant.

Each award must be given for one academic year and is renewable for a maximum of six semesters or nine quarters or their equivalent.

The student presents the Public Safety Department's certification form to the aid administrator. The aid administrator encloses a copy of the form with the first request for funds. Funds must be requested for each term in which the student is enrolled.

The Coordinating Board has established program rules and disburses funds as requested by the schools.

**Status:** The program began in September 1990. In Fiscal Year 1991, \$18,041 was awarded to 10 recipients. In Fiscal Year 1992,

\$19,486 was awarded to 10 recipients.

### ***Summer Scholarships***

**Objective:** To provide financial aid for Minnesota secondary students who want to enrich their learning beyond those academic experiences provided by secondary schools.

**Statutory Authority:** *Minn. Stat.* Section 126.56 (1992).

**Background:** The 1985 Legislature created the Summer Scholarships for Academic Enrichment Program to provide scholarships to Minnesota secondary students (grades 7-12) wishing to attend summer academic programs sponsored by post-secondary institutions in the state. The program began in summer 1986.

The 1991 Legislature appropriated \$214,000 to the Coordinating Board for each year of the 1992-93 biennium.

In Summer 1991, scholarships were awarded to eligible students from families with parental Adjusted Gross Incomes ranging from zero to \$36,000, with 360 of the 432 scholarships being awarded to students from families with Adjusted Gross Incomes less than \$16,000. Varying percentages of program costs were covered depending on the number of dependent children in the family and the Adjusted Gross Income. In Summer, 1992, eligible students from families with Adjusted Gross Incomes less than \$18,000 received scholarships to cover total program costs for attending the program up to \$1,000. No varying percentage awards were given.

In 1991 and 1992, the Coordinating Board contributed \$2,500 toward the publication of the *Summer Enrichment Guide for Students of Color*, a publication produced by the Minnesota Minority Education

Partnership. The Partnership is a collaborative effort of individuals committed to increasing the number of Minnesota students of color who graduate from secondary and post-secondary institutions. The *Summer Enrichment Guide* designated eligible programs participating in the HECB Summer Scholarships for Academic Enrichment Program. This effort by the Partnership and the Coordinating Board has resulted in the increased participation and awareness of summer enrichment programs, not only by students of color, but students of low income families who would have been unable to attend such programs were it not for the scholarship program.

**Status:** As shown in Table III.21, participation in the program continued to increase during the past two years.

### ***Paul Douglas Teacher Scholarship Program***

**Objective:** To provide financial aid to encourage and enable outstanding high school graduates interested in teaching to become pre-school, elementary or secondary school teachers.

**Authority:** Title V, Part E of the Higher Education Act of 1965 as amended by the Human Services Reauthorization Act of 1984, P.L. 98-558.

**Background:** The Paul Douglas Teacher Scholarship Program was enacted by Congress in 1984. Congress appropriated \$14,639,000 for Fiscal Year 1991, and Minnesota's share was \$266,066. Congress appropriated \$15,006,339 for Fiscal Year 1992, and Minnesota's share was \$263,131.

All scholarship recipients are obligated to teach pre-school, elementary school, or secondary school for two years for each year of assistance they receive. Teaching economically disadvantaged students, or As a

**Table III.21**  
**Summer Scholarship Program Statistics**  
**Summers 1991 and 1992**

	1991	1992
No. of schools participating	26	25
No. of programs	79	60
No. of students enrolled	7,494	7,191
No. of scholarships	432	397
Ratio (scholarships to enrollment)	5.8%	6.0%
Dollar amount – scholarships	\$211,958	\$211,575
Dollar amount – average award	\$491	\$534
Recipients from:		
Minneapolis/St. Paul	189	219
Other	243	178
<b>Totals:</b>	<b>432</b>	<b>397</b>
Recipients by Grade Level:		
7	62	39
8	103	88
9	91	87
10	95	92
11	80	91
12	1	0
<b>Totals:</b>	<b>432</b>	<b>397</b>
Recipients by Income Levels:		
\$0-\$16,000	360	\$0-\$11,999 290
\$16-\$20,000	24	\$12-\$13,999 30
\$20-\$24,000	24	\$14-\$15,999 36
\$24-\$28,000	14	\$16-\$17,999 41
\$28-\$32,000	9	\$18,000+ 0
\$32-\$36,000	1	
\$36,000+	0	
<b>Totals:</b>	<b>432</b>	<b>397</b>
<b>Appropriation Summary: 1991-92</b>		
Total Appropriation	\$214,000	\$214,000
Total Available	152,012*	154,054
Total Awards	211,958	211,575
<b>Balance</b>	<b>(\$59,946)**</b>	<b>(\$57,521)***</b>

\*\$61,988 of the FY 91 appropriation was used to cover shortfall for programs operating during July/August, 1990

\*\*\$59,946 of the FY 92 appropriation was used to cover shortfall for programs operating during July/August, 1991.

\*\*\*\$57,521 of the FY 93 appropriation was used to cover shortfall for programs operating during July/August, 1992.

Source: Minnesota Higher Education Coordinating Board

**Table III.22**  
**Paul Douglas Teacher Scholarship Program**  
**Program Activity Summary**  
**1991-92 and 1992-93**

	Number	Dollar Amount
<b>1991-92 Academic Year: Recipients by System</b>		
University of Minnesota System	15	\$71,667
State University System	9	45,000
Private Colleges	29	131,386
Out of State Schools	8	40,000
<b>Total</b>	<b>61</b>	<b>\$288,053</b>
<b>1992-93 Academic Year: Recipients by System</b>		
University of Minnesota System	10	\$48,334
State University System	9	43,094
Private Colleges	26	130,000
Out of State Schools	12	60,000
<b>Total</b>	<b>57</b>	<b>\$281,428</b>

Number of 1991-92 Applications: 369

Number of 1992-93 Applications: 262

Source: Minnesota Higher Education Coordinating Board

handicapped students, or students with limited English proficiency reduces the obligation to one year of teaching for each year of scholarship assistance. Students are not required to teach in Minnesota.

Students who fail to fulfill their teaching obligation with 10 years of graduation must repay scholarship monies, including substantial interest plus collection fees.

**Status:** Since the program's inception, 203 Paul Douglas Teacher Scholarships have been awarded to Minnesota students.

Table III.22 shows program activities for 1991-92 and 1992-93.

**State Student Loan Program and Other Federal Loan Programs**

**Objective:** To improve access and choice of post-secondary education for Minnesota students by providing loans to

assist them in paying for the costs of education.

**Statutory Authority:** *Minn. Stat.* Section 136A.15-136A.179 (1991).

**Background:** The 1973 Minnesota Legislature authorized the Higher Education Coordinating Board to establish and administer a State Student Loan Program as a direct lending institution under the Federal Guaranteed Student Loan (GSL) Program (now called the Federal Stafford Loan Program).

Details of the Stafford Student Loan Program are provided in the previous biennial reports to the governor and legislature.

**Status:** Having been an active lender in the Stafford Loan Program since 1974, and recognizing that the private lending institutions had ultimately captured 94 percent of the Stafford Student Loan market by 1988, the Board voted to relinquish its role as lender of

last resort to the Higher Education Assistance Foundation. The Board said it would continue to monitor changes in federal legislation and accessibility of guaranteed loans to Minnesota residents. The Board pointed out that a 1986 change in federal law identified the Higher Education Assistance Foundation as the lender of last resort if it cannot find another lender to serve this function. The Board made its last Stafford Loan in August, 1989, and Minnesota's new designated guarantor, Northstar Guarantee, Inc., instituted its own lender of last resort program in 1991.

In May, 1991, the Higher Education Assistance Foundation (HEAF) went out of business due to a cash flow problem, and was taken over by a subsidiary of the Student Loan Marketing Association (SLMA), the country's largest secondary market for student loans. HEAF issued its last guarantee May 31, 1991. That same month, the U.S. Department of Education



**Table III.23**  
**Student Borrowing in Minnesota from the Higher Education Coordinating Board and Private Lenders Under the Guaranteed Student Loan Program Fiscal Years 1982-1992<sup>1</sup>**

Fiscal Year	No. of HECB Loans	Total Dollars	Avg. Loan Size	No. of Loans by Private Lenders	Total Dollars	Avg. Loan Size	Total MN Loans (HECB & Private Lenders)	Total Dollars	Avg. Loan Size
1982	37,458	\$73,474,066	\$1,961	47,430	\$104,981,002	\$2,213	84,888	\$178,455,068	\$2,102
1983	33,268	64,388,000	1,935	58,509	125,544,340	2,146	91,777	189,932,540	2,069
1984	27,685	55,113,012	1,990	66,297	145,053,869	2,187	93,982	200,166,881	2,130
1985	16,863	35,095,001	2,081	81,659	179,649,649	2,200	98,522	214,744,650	2,180
1986	8,442	18,047,816	2,138	91,145	203,447,416	2,232	99,587	221,495,232	2,224
1987	5,490	12,987,640	2,366	78,705	181,060,210	2,300	84,195	194,047,850	2,305
1988	1,975	4,622,374	2,340	87,499	211,856,011	2,421	89,474	216,478,385	2,419
1989	23	65,018	2,827	56,915	142,545,265	2,505	56,938	142,610,283	2,505
1990	0	0	0	69,380	200,292,989	2,887	69,380	200,292,989	2,887
1991	0	0	0	73,351*	162,078,745*	2,209	73,351	162,078,745	2,209
1992	0	0	0	86,560	222,597,069	2,572	86,560	222,597,069	2,572

<sup>1</sup>Fiscal Years, October 1-September 30.

\*One of the guarantee agencies was not able to provide data in accordance with an October 1-September 30 fiscal year definition.

Source: Minnesota Higher Education Coordinating Board, Higher Education Assistance Foundation, Northstar Guarantee, Inc., United Student Aid Funds, Great Lakes Higher Education Corporation, and Education Assistance Corporation.

replaced HEAF with a new guarantee agency, Northstar Guarantee, Inc., under the condition that it limit its market to Minnesota. HEAF had been a designated guarantor in seven other states or regions. Northstar issued its first guarantee that same month. The closing of HEAF also automatically attracted the services of other Midwest guarantee agencies, like U.S.A. Funds (USAF) from Indianapolis, Indiana, the Great Lakes Higher Education Assistance Corporation (GLHEC) from Madison, Wisconsin, and the Education Assistance Corporation (EAC) from Aberdeen, South Dakota. Consequently, the federal loan volume for Minnesota students since May, 1991, is shared primarily by four different guarantee agencies, not one. The data for Table III.23 (Student Borrowing in Minnesota from the Higher Education Coordinating

Board and Private Lenders Under the Guaranteed Student Loan Program Fiscal Years 1982-1992) has been assembled from information provided by these four guarantee agencies and the Higher Education Assistance Foundation.

However, one guarantee agency was not able to provide data for FY 91, which may explain the apparent drop in loan volume shown in the Table III.23 that year. During that fiscal year, there was also a nine month period between the announcement of HEAF's financial problems and the designation of Northstar Guarantee which might also have discouraged both students from borrowing, and banks from lending in the Stafford Student Loan Program. Yet another possible explanation is that some of HEAF's loans guaranteed during FY 91 were subsequently transferred to both Northstar

and Great Lakes as part of planned dismantling. While every attempt was made to avoid duplication of reporting, there is a possibility that there is some overlap of loans for that period between the three agencies.

Table III.24 shows borrowing by post-secondary system under the Stafford Student Loan Program between Fiscal Years 1982 and 1992. Table III.25 shows borrowing in Minnesota under the federal Parent Loans for Undergraduate Students (PLUS) and Supplemental Loans for Students (SLS) Programs between Fiscal Years 1982 and 1992. These programs provide loans to parents of dependent students, to graduate students and to independent undergraduates. Borrowers do not have to show need for these programs, but

**Table III.24**  
**Borrowing Under the Guaranteed Student Loan**  
**Program by Post-Secondary System**  
**Fiscal Years 1982-1992<sup>1</sup>**

System	FY 1982		FY 1983		FY 1984		FY 1985	
	No. Loans	Dollar Amount	No. Loans	Dollar Amount	No. Loans	Dollar Amount	No. Loans	Dollar Amount
University of Minnesota	16,531	\$ 41,114,159	15,593	\$ 39,191,292	14,888	\$ 38,196,329	16,930	\$ 43,677,653
State University	12,088	20,942,883	13,283	23,062,776	14,593	26,021,282	15,130	27,285,320
Community College	5,399	9,876,685	5,857	10,400,206	6,036	10,577,997	6,412	11,436,512
Tech. College	12,295	21,544,663	14,711	26,525,300	16,451	30,254,483	17,896	34,344,822
Private Two/Four Year <sup>2</sup>	25,330	55,580,372	28,433	63,933,817	79,547	63,856,779	27,069	64,050,086
<b>Totals</b>	<b>71,663</b>	<b>\$149,058,772</b>	<b>77,877</b>	<b>\$163,113,391</b>	<b>79,547</b>	<b>\$168,906,870</b>	<b>83,437</b>	<b>\$180,794,393</b>
System	FY 1986		FY 1987		FY 1988		FY 1989	
	No. Loans	Dollar Amount	No. Loans	Dollar Amount	No. Loans	Dollar Amount	No. Loans	Dollar Amount
University of Minnesota	19,789	\$ 50,053,222	16,930	\$ 44,432,338	18,283	\$ 52,938,842	19,188	\$ 56,679,911
State University	16,245	29,841,011	13,347	23,203,541	15,890	28,321,128	14,654	25,281,696
Community College	5,905	11,217,178	5,050	8,986,686	6,036	11,238,429	5,532	9,707,012
Tech. College	15,281	31,277,018	13,269	25,783,142	13,962	28,673,734	10,194	18,919,256
Private Two/Four Year <sup>2</sup>	25,033	59,830,643	25,476	64,117,574	31,112	81,522,677	22,635	59,439,016
<b>Totals</b>	<b>82,793</b>	<b>\$182,219,072</b>	<b>74,072</b>	<b>\$166,523,281</b>	<b>85,283</b>	<b>\$202,694,810</b>	<b>72,203</b>	<b>\$170,026,891</b>
System	FY 1990		FY 1991*		FY 1992			
	No. Loans	Dollar Amount	No. Loans	Dollar Amount	No. Loans	Dollar Amount		
University of Minnesota	18,687	\$ 55,810,731	18,308	\$ 55,498,260	19,474	\$ 62,704,228		
State University	18,020	33,999,474	15,932	30,962,134	17,751	36,396,692		
Community College	7,072	13,099,977	6,293	11,855,391	7,095	13,538,791		
Tech. College	11,179	21,227,043	10,236	19,780,224	12,769	25,202,157		
Private Two/Four Year <sup>2</sup>	26,543	71,911,609	22,582	63,762,960	29,471	84,755,201		
<b>Totals</b>	<b>81,501</b>	<b>\$196,048,834</b>	<b>73,351</b>	<b>\$162,078,745</b>	<b>86,560</b>	<b>222,597,069</b>		

<sup>1</sup>Includes Minnesota schools only; does not include Minnesota borrowers attending an institution outside Minnesota. Includes loans from private lenders and the state. Activity is for the federal fiscal year, October 1-September 30.

<sup>2</sup>Includes private collegiate, proprietary, and graduate institutions.

\*One of the guarantee agencies was not able to provide data in accordance with an October 1-September 30 fiscal year definition.

Source: Higher Education Assistance Foundation, Northstar Guarantee, Inc., United Student Aid Funds, Great Lakes Higher Education Corporation, and Education Assistance Corporation.

**Table III.25**  
**Student Borrowing in Minnesota**  
**Under PLUS/SLS Program,**  
**Fiscal Years 1982-1992<sup>1</sup>**

Fiscal Year	Number of Lenders	Number of Loans	Dollar Amount	Average Loan Size
1982	NA	552	\$ 1,376,259	\$2,493
1983	434	2,147	5,383,664	2,507
1984	434	3,094	7,811,897	2,524
1985	473	4,242	10,851,346	2,558
1986	467	4,422	10,112,101	2,287
1987	487	6,207	16,549,679	2,666
1988	488	13,860	39,797,698	2,871
1989	480	10,310	28,965,545	2,309
1990	467	16,573	51,803,728	3,126
1991	NA	12,715*	85,640,052*	2,803
1992	NA	17,337	48,779,026	2,814

<sup>1</sup>Federal fiscal years, October 1-September 30.

\*One of the guarantee agencies was not able to provide data in accordance with an October 1-September 30 fiscal year definition.

Source: Higher Education Assistance Foundation, Northstar Guarantee, Inc., United Student Aid Funds, Great Lakes Higher Education Corporation, and Education Assistance Corporation.

may have their credit worthiness examined. Students are required to apply for Stafford Loans and Pell Grants before applying for supplemental loans. Again, data from five different guarantee agencies were used to compile information for this table.

#### ***Student Educational Loan Fund (SELF)***

**Objective:** To help students who are ineligible for subsidized federal student loans, students who need to borrow more than is allowed under existing loan programs, and students who have limited access to other financial aid programs.

**Statutory Authority:** *Minn. Stat.* Section 136A.14-136A.1701 (1992).

**Background:** Based on its study of student borrowing needs and options, the Coordinating Board in May 1984 directed staff to pursue the development, funding, and implementation of a new, supplemental loan program

with a target date of fall 1984. Because of separate funding sources, there have been two phases of operation. The pilot program, Phase I, began June 1985, and ended September 1988. The continuation program, Phase II, began September 1988, and is still in operation.

This program is part of Minnesota's overall financial aid policy which provides grant assistance to students from families with limited financial resources but also expects students to contribute toward their education through savings, work, or borrowing.

Many of the program's provisions differ from those of existing loan programs. This program receives no subsidy or guarantee from the state or federal governments. Phase I was funded by the sale of tax-exempt revenue bonds, Phase II from other agency sources. No state appropriations are used in either program phase.

**Program Features:** Eligible institutions are those that have signed an agreement with the Higher Education Coordinating Board listing the duties and responsibilities of both the institution and the Board in administering the program. The institution must be located in the United States or its territories or chartered in the Canadian Province of Manitoba and must have been approved by the U.S. Department of Education for participation in federal financial aid programs. Eligible students must:

- be enrolled in an eligible school in Minnesota or be a Minnesota resident enrolled in an eligible school in another state or U.S. territory, or Manitoba,
- be enrolled at least half time in a program leading to a certificate, associate, baccalaureate, graduate, or professional degree,
- be making satisfactory academic progress as defined by the school,

**Table III.26**  
**Student Educational Loan Fund**  
**Total Cumulative Loans/Dollars Approved**  
**Fiscal Years 1985-1992<sup>1</sup>**

Fiscal Year	Number of Loans	Total Dollars Approved
1985	1,020	\$ 3,789,362
1986	4,492	12,445,911
1987	11,062	30,910,683
1988	21,283	59,259,477
1989	31,574	86,046,515
1990	44,674	121,184,156
1991	60,408	164,246,274
1992	75,652	206,023,404

<sup>1</sup>Federal Fiscal Year: October 1-September 30.

Source: Minnesota Higher Education Coordinating Board

- not be delinquent or in default of any student educational loan at the current or previous school,
- not be currently delinquent in payment of interest or principal on an outstanding loan from the SELF Program,
- have a credit worthy co-signer,
- demonstrate financial eligibility by meeting the "maximum effort" test.

The financial aid officer at the eligible school will determine the amount a student can borrow. The loan amount cannot exceed the cost of attendance, as defined by the institution, minus other financial aid that the student has been awarded or is eligible to receive. The SELF loan, in combination with student aid from all known sources, cannot exceed the cost of attendance at the institution. The cost of attendance is the total amount it costs to attend a member school. It includes actual tuition and fees charged for the loan period; room and board charged for the loan period (or a reasonable allowance, as determined by the school, for off-campus living); and an allowance for books, supplies, transportation and

personal expenses.

Cost of attendance	\$xxx
Less available financial aid	
Federal loans	
and grants	\$xx
State grants	xx
Institutional assistance	xx
Total Aid	xx
SELF loan amount	\$ xx

A student need not borrow the full amount for which he or she is eligible, although the minimum loan amount is \$1,000.

Undergraduate students can borrow a maximum of \$4,000 per year from SELF, not to exceed an aggregate indebtedness from all loan sources of \$4,000 times the number of years in school, or \$16,000, whichever is less.

Graduate students can borrow a maximum of \$6,000 per year from SELF not to exceed an aggregate indebtedness of \$25,000, including undergraduate debt. The minimum loan size is \$1,000.

The borrower must pay interest and/or principal on the loan and also must pay a guarantee fee. The interest rate on SELF loans

may change every week for loans made from Phase I, and every calendar quarter for loans made from Phase II. Interest will continue to vary throughout the life of the loan. For loans made from Phase I, the interest rate equals 3.25 percent in excess of the rate on the bonds sold to finance the program. Since June, 1985, the interest rate on Phase I loans has varied from 6.875 percent to 14.50 percent. From June, 1985 to October 1992, the average of weekly interest rate changes was 8.32 percent.

For loans made from Phase II, the interest equals 1.50 percent in excess of the average weekly sale price of the 13-week Treasury Bill sales for the previous calendar quarter. Since September 1988, the Phase II interest rate has averaged 8.31 percent.

Until July 1, 1989, all borrowers were charged a one-time guarantee fee of up to 6.25 percent of the loan amount. Fee proceeds were placed in a reserve fund to cover a portion of insurance claims in the event of nonpayment of interest and principal amounts by borrowers and co-signers. The fee was

**Table III.27**  
**SELF, by School Type**  
**Fiscal Year 1991**

FY 1991					
System	Loan Amount Approved	No. of Loans Approved	Percent of Loans Approved	Percent of Dollars Approved	Average Loan Size
University of Minnesota	\$ 6,125,733	2,077	13.2	14.23	\$2,949
State Universities	16,246,023	6,165	39.2	37.73	2,635
Community Colleges	1,699,461	746	4.7	3.95	2,278
Private Four-Year	10,591,938	3,592	22.8	24.60	2,948
Technical Colleges	2,333,323	909	5.7	5.42	2,567
Proprietary (Term Based)	1,884,489	719	4.5	4.38	2,621
Proprietary (Clock Hour)	629,946	243	1.6	1.46	2,592
Out-of-State	3,551,205	1,283	8.2	8.25	2,768
<b>Totals</b>	<b>\$43,062,118</b>	<b>15,734</b>	<b>100.0</b>	<b>100.00</b>	<b>\$2,737</b>

nonrefundable and was deducted from each loan amount when it was disbursed. But as of July 1, 1989, the guarantee fee was eliminated from the program because the default history of the SELF Program was low enough that a larger insurance fund was not needed. However, the default rates are monitored closely, and the Board reserves the right to reinstate a guarantee fee if the default rate begins to jeopardize the program's viability.

All borrowers must obtain a co-signer. Co-signers may include someone from the student's immediate family or other interested third parties. The co-signer must have demonstrated through past performance that he or she has not had difficulty in repaying debts. The Board will verify the credit-worthiness of co-signers by checking information available through one of several nationally located credit bureaus. Those not found in a credit bureau will complete a personal financial statement which is used to determine credit-worthiness.

The borrower must pay interest on a quarterly basis while in school. This is called the "in-

school period." Interest payments will start approximately 90 days from the disbursement of the loan check. The borrower may, if he or she chooses, begin repaying the principal while in school. During the first 12 months after graduation or termination of study, the borrower will be converted to a monthly interest repayment schedule. This 12 month period is called the "transition period." Borrowers of loans from Phase II have the choice of a second repayment schedule called the "Extended Interest Plan." This optional plan allows the borrower to extend the 12 month transition period an additional 24 months, for a total 3-year transition period of monthly interest only payments. While the "Extended Interest" plan lengthens the transition period by two years, it also shortens the repayment period by the same two years, making this optional plan a bit more expensive for the borrower.

For loans made from Phase I, the maximum loan repayment period is 10 years from the time the student graduates or terminates study, 15 years from the date of the first loan disbursement, or November 1, 2000, whichever is

least. For loans made from Phase II, the maximum loan repayment period is 10 years from the time the student graduates or terminates study, or 15 years from the date of the first loan disbursement, whichever is less. A shorter repayment period may be arranged. A minimum annual payment of \$600 of loan principal and accrued interest will be required of all borrowers, including SELF loans to spouses during the repayment period.

All of a borrower's SELF loan payments in Phase I where the same co-signer was used may be combined into a single bill when he or she enters the repayment period. All of a borrower's SELF loan payments in Phase II where the same co-signer was used may be combined into a single bill when he or she begins the in-school period of repayment.

Borrowers are encouraged to repay as quickly as possible. There is no penalty for prepaying SELF loans.

If the borrower who has left school is delinquent in payment beyond 120 days or has failed to meet any of the other conditions of the loan, the repayment

**Table III.28**  
**SELF, by School Type**  
**Fiscal Year 1992**

FY 1992					
System	Loan Amount Approved	No. of Loans Approved	Percent of Loans Approved	Percent of Dollars Approved	Average Loan Size
University of Minnesota	\$ 5,965,178	1,974	12.9	14.28	\$3,017
State Universities	15,038,263	5,770	37.7	36.00	2,606
Community Colleges	1,700,159	765	5.0	4.07	2,222
Private Four-Year	11,099,073	3,796	24.8	26.57	2,924
Technical Colleges	1,996,747	765	5.0	4.78	2,610
Proprietary (Term Based)	1,934,088	750	4.9	4.63	2,578
Proprietary (Clock Hour)	375,957	138	0.9	.90	2,724
Out-of-State	3,667,665	1,286	8.4	8.78	2,851
<b>Totals</b>	<b>\$41,777,130</b>	<b>15,244</b>	<b>100.0</b>	<b>100.00</b>	<b>\$2,740</b>

Source: Minnesota Higher Education Coordinating Board

responsibility will shift to the co-signer. If a loan should be in default, the program or its insurers will then take one or more of the following actions:

- Work to effect repayment through the Minnesota Revenue Recapture Act. Under this law, the borrower's and co-signer's or the co-signer's state income tax and property tax refunds can be diverted to repay amounts owed to the state.
- Take legal action against the borrower for repayment.
- Report the borrower's defaulted loan to the credit bureau.
- Report the co-signer's defaulted loan to the credit bureau.

Borrowers cannot have their loan obligations discharged through bankruptcy for five years after leaving school. Federal bankruptcy laws exclude from discharge loans made by a state agency, except in hardship circumstances.

Security for the program against the risks of death, default, and disability is provided solely by the Higher Education

Coordinating Board for Phase II of the program, and by the Higher Education Coordinating Board in conjunction with a nationally rated reinsurer for Phase I of the program.

**Funding:** The original source of program funding, a \$60 million issue of tax exempt revenue bonds in Fiscal Year 1985, was exhausted in September, 1988. To ensure the availability of loan capital for the program, the Coordinating Board in June 1987 authorized staff to restructure its student loan programs so that existing reserves can be used for the SELF program. A lender under the federal Guaranteed Student Loan Program since 1974, the Board had accumulated reserves in the State Student Loan Program and transferred the remaining assets to the Board's Loan Capital Fund. The fund was augmented in December 1990 with a \$20 million tax-exempt bond issue, and in September 1992 with a \$30 million tax-exempt bond issue; a \$10 million tax-exempt bond issue is proposed for 1993. As a result of these bond issues, the fund is expected to meet the loan capital requirements of the

SELF Program. The 1992 bond issue received a AAA rating by Moody's Investors Service Incorporated. The rating was based on the strength of the SELF Program. The 1992 bond issue and the proposed 1993 issue are made possible by legislation in 1992 that reserves for the Board, under the state's tax-exempt bonding allocation, up to \$40 million to finance the program. The fund is expected to meet loan capital requirements of the SELF Program until 1995.

**Status:** Tables III.26 through III.28 show activity under the program. To help respond to questions and concerns from borrowers, the Higher Education Coordinating Board in 1988 arranged for the installation of a toll-free telephone number at EduServ Technologies, Inc., formerly known as HEMAR, the agency which services SELF loans.

In fall 1992, the Board developed a videotape to inform SELF borrowers of their responsibilities and obligations. It was distributed to campuses and is used during disbursement interviews. One of the Board's Total Quality Management

**Table III.29**  
**GRIP Loans Outstanding as of**  
**October 12, 1992**

Program	Number of Borrowers	Outstanding Loan Principal to Date	Percent of Loans Approved	Percent of Dollars Approved
Chiropractic	115	\$2,071,681	65.7	85.5
Dentistry	8	92,045	4.6	2.0
Medicine/Osteopathy	28	301,732	16.0	6.6
Veterinary Medicine	19	190,240	10.9	4.2
Public Health	0	0	0.0	0.0
Pharmacy	1	3,977	0.6	0.1
Optometry	4	70,463	2.3	1.6
<b>Totals</b>	<b>175</b>	<b>\$2,730,137</b>	<b>100.0</b>	<b>100.0</b>

Source: Minnesota Higher Education Coordinating Board

Process teams has been working on improving service to students by reducing the amount of loan processing time from when the student's application reaches the Board's office to the time funds are disbursed to the schools. Expansion of federal loan limits and creation of an unsubsidized Stafford Loan, as authorized under the 1992 amendments to the federal Higher Education Act, could affect SELF demand if borrowers have more of their cost of attendance met by federal programs.

#### **Graduated Repayment Income Protection Program (GRIP)**

**Objective:** To help graduates of Minnesota schools in dentistry, medicine, pharmacy, veterinary medicine, public health and chiropractic medicine and Minnesota residents graduating from optometry and osteopathy programs repay their student loans with a repayment loan based on their projected annual income.

**Statutory Authority:** *Laws of Minnesota for 1985 First Special Session*, Chapter 11, Section 3, Subdivision 6, *Laws of*

*Minnesota for 1987*, Chapter 401 Section 2, Subdivision 6, *Laws of Minnesota for 1988*, Chapter 703, Article 1, Section 22, *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 6, and *Laws of Minnesota for 1991*, Chapter 356, Article 1, Section 2, Subd. 7.

**Background:** The first applications from graduates were received in February 1987. The 1987 Legislature approved continued funding for GRIP and added programs in public health and chiropractic medicine.

The 1987 Legislature mandated that the Minnesota Higher Education Coordinating Board study the potential for expansion of the Graduated Repayment Income Protection (GRIP) Program to all academic programs with specific attention to osteopathic medicine and optometry graduates and report in December 1987.

In December 1987, the Board recommended to the legislature that Minnesota residents graduating from optometry and osteopathy programs be included in GRIP, and that consideration to expand GRIP to graduates of other academic programs be

postponed until the fall of 1988.<sup>2</sup> This postponement was to enable the Board to:

- gather information on emerging commercial loan consolidation programs,
- work with better information on student debt load, and
- gain experience with GRIP.

The 1988 Legislature accepted the recommendations to add Minnesota residents graduating from optometry and osteopathy programs.

In October 1988, the Board received a staff report analyzing the implications of expanding GRIP.

The Board recommended that it delay action on the expansion of GRIP for two years to allow time for further experience with the

<sup>2</sup>Minnesota Higher Education Coordinating Board, *Expansion of the GRIP Program to Cover Academic Programs, Including Optometry and Osteopathy with Coordinating Board Recommendations* (December 1987).

**Table III.30**  
**Status of the Minnesota Medical and**  
**Osteopathy Loan Program**  
**As of May 1992**

	No. of Participants	Percentage of Students	No. of Loans	Cumulative Loan Amount	Average Amount of Debt
In School	0	0%	0	\$0	\$ 0
In Residency	0	0	0	0	0
Subtotal:	0	0%	0	0	0
In Repayment	25	12.4	91	527,300.00	21,092
Repaid	131	65.21	376	2,114,072.00	16,137
Subtotal:	156	77.61 %	467	\$2,641,372.00	
Rural Practice					
Completed	39	19.4	125	698,500.00	17,910
Incomplete	2	0.9	8	48,000.00	24,000
Subtotal	41	20.31 %	133	\$746,500.00	
Bankruptcy	4	1.99	12	66,538.85	-
Subtotal	4	1.99	12	66,538.85	
<b>Totals</b>	<b>201</b>	<b>100.00 %</b>	<b>612</b>	<b>\$3,454,410.85</b>	<b>\$17,186</b>

Average Number of Loans/Student = 3.0

Participants have located in the following communities for loan forgiveness purposes:

- Albany-Holdingford
- Arlington
- Belle Plaine
- Benson
- Bertha
- Big Fork
- Blue Earth
- Cambridge
- Cass Lake
- Chisago City

- Deer River
- Elbow Lake
- Foley
- Fosston-Bagley
- Hawley
- Henderson
- Long Prairie
- Madison
- Mahanomen
- Milaca

- Moose Lake
- Mora
- New Richland
- New York Mills
- Parkers Prairie
- Paynesville
- Pequot Lakes
- Perham
- Pine River
- Plainview

- Princeton
- Red Lake Falls
- Redwood Falls
- Roseau
- St. James
- Spring Grove
- Springfield
- Starbuck
- Windom

Source: Minnesota Higher Education Coordinating Board

limited GRIP Program and with commercial alternatives coming into the market. Additional time also would permit exploration of long-term financing options and analysis of need for the GRIP concept under changed circumstances.<sup>3</sup>

The 1989 Legislature directed the Board to study the possible inclusion of students in other academic programs and report its recommendations by December 1, 1990.

<sup>3</sup>Minnesota Higher Education Coordinating Board, *Analysis of Implications of the Expansion of the Graduated Repayment Income Protection Program with Coordinating Board Recommendations* (November 1988).

As a result of this study, the Board recommended that the GRIP Program not be expanded beyond currently eligible populations.

**Program Operation:** The GRIP helps graduates in specific professions repay their student loans by providing a repayment plan based on average annual income for the respective professions.

**Status:** During five years of operation, 175 borrowers were accepted into GRIP from the eight approved programs, as shown in Table III.29. This

included 115 chiropractors, 8 dentists, 28 physicians and osteopaths, and 19 veterinarians.

As of October 1992, \$4,537,544 had been required for GRIP loans.

### **Medical and Osteopathy Loan Program**

**Objective:** To provide financial assistance to medical and osteopathy students who agree to practice in rural communities in Minnesota designated as areas in need of medical doctors or osteopaths.



**Background:** The Medical and Osteopathy Student Loan Program was created by the 1973 Legislature to provide assistance to Minnesota students in medicine or osteopathic medicine who intend to practice in rural areas in Minnesota that have physician shortages. Up to 24 students were allowed to enter the program each year until a phaseout of it began in 1981.

**Status:** All revenue bonds that funded this program have matured. Currently 23 doctors with an outstanding indebtedness of about \$300,000 are making payments on their loans. The receipts from payments on these loans are deposited in the General Fund. Table III.30 summarizes the activity under this program.

### Nonfinancial Aid Programs

#### Introduction

In addition to the financial aid programs, Minnesota assists its residents through several other statewide programs. Described below are the interstate tuition reciprocity programs, MINITEX, the Private Institutions Registration Program, the Private Career Licensing Program, the Minnesota Post-High School Planning Program, the Optometry and Osteopathy Contracting Program, the federal Dwight D. Eisenhower Mathematics and Science Education Grants, Higher Education Innovative Projects for Community Service, and the Child Care Innovation Grant Program.

#### Interstate Tuition Reciprocity

**Objective:** To increase access and choice for Minnesota post-secondary students, to encourage the maximum use of educational facilities, and to minimize duplication of educational efforts among participating states and institutions.

**Statutory Authority:** *Minn. Stat.* Section 136A.08 (1992).

**Background:** Authorization to enter into reciprocity agreements with neighboring states was one of the first responsibilities assigned to the Higher Education Coordinating Board. This authority recognizes that opportunities for post-secondary education should extend beyond state boundaries and that historically states have tended to develop systems of post-secondary education facilities and programs in contiguous states. The reciprocity agreements have expanded educational choice for students, limited unnecessary duplication of programs and facilities around state boundaries, and reduced cost to the Minnesota taxpayer.

**Status:** Following is a summary of the status of the agreements during the past two years.

#### Minnesota-Wisconsin

**Agreement:** The reciprocity student under this agreement pays approximately the average tuition that they would pay at a comparable public institution in the home state. In Spring, 1991, the Coordinating Board negotiated with Wisconsin a change in one of the variables used in the formula for calculating reciprocity tuition schedules. Wisconsin bands tuition at 12 credits and the University of Minnesota bands tuition at 14 credits. The Minnesota State Universities and Community Colleges do not band their tuition. Research that has been conducted by the Coordinating Board indicates that the average number of credits taken by the reciprocity undergraduate student is 16. Because the total number of credits (the state pays on the entire total number of credits) and the total amount of tuition paid are used in the formula, it was proposed that the formula use the 16 credits. This insures that the student pays his/her fair

share and this also results in lowering the payment Minnesota will make to Wisconsin in Fiscal Year 1993.

#### Minnesota-North Dakota

**Agreement:** North Dakota students attending any Minnesota institution in the agreement pay 125 percent of tuition charged Minnesota resident students at that institution and the program in which the student is enrolled. Minnesota students attending any North Dakota institution encompassed in the agreement pay 125 percent of the tuition charged North Dakota students at that institution and in the program in which the student is enrolled.

If more students from one state receive additional services in the other state than occur in the reverse situation, the state sending the larger number of students will pay the state educating the larger number of students an amount equal to 25 percent of the resident undergraduate tuition at the University of North Dakota times the number of full-time equivalent students creating the difference.

#### Minnesota-South Dakota

**Agreement:** Students covered under this agreement enroll at institutions in the other state and pay the resident tuition of the enrolling institution and program. There is no reimbursement from one state to the other.

**Funding Status:** Because almost twice as many Minnesota students attend Wisconsin institutions, Minnesota has paid Wisconsin a balance of payments each year since the program began. In Fiscal Year 1992 (academic year 1990-91), Minnesota paid Wisconsin \$6.6 million. The Board reviewed this agreement in 1991 and negotiated with Wisconsin a change in one of the variables in the payment formula which is

**Table III.31**  
**Minnesota-Wisconsin Participation**  
**and Balance of Payment Trends,**  
**1981-82 – 1991-92**

	Academic Year										
	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90	'90-91	'91-92 <sup>2</sup>
<b>Minnesota Residents in Wisconsin<sup>1</sup></b>											
UW-Eau Claire	943	1,040	1,064	1,025	1,115	1,224	1,304	1,336	1,392	1,417	1,470
UW-LaCrosse	863	866	924	835	865	826	834	832	853	865	937
UW-Madison	1,320	1,410	1,523	1,502	1,780	1,855	1,988	2,219	2,458	2,666	2,687
UW-River Falls	1,959	1,961	1,993	1,758	1,921	2,119	2,168	2,376	2,311	2,303	2,504
UW-Stout	1,859	1,899	1,823	1,802	1,950	1,996	1,964	1,883	1,794	1,941	1,925
UW-Superior	503	470	430	354	548	639	688	704	780	865	996
Other	522	555	500	1,062	479	453	482	525	559	577	631
<b>Total</b>	<b>7,969</b>	<b>8,201</b>	<b>8,257</b>	<b>8,338</b>	<b>8,658</b>	<b>9,112</b>	<b>9,428</b>	<b>9,875</b>	<b>10,147</b>	<b>10,634</b>	<b>11,150</b>
<b>Wisconsin Residents in Minnesota<sup>1</sup></b>											
UM-Duluth	296	292	290	329	350	329	357	354	402	463	451
UM-Twin Cities	1,984	2,055	2,027	1,978	2,048	2,179	2,511	2,763	2,864	2,877	2,942
Mankato State	144	144	138	125	166	167	215	261	300	319	306
Winona State	617	633	634	626	682	763	933	1,181	1,317	1,336	1,458
Other	354	397	436	485	524	506	613	525	559	1,174	1,236
<b>Total</b>	<b>3,395</b>	<b>3,521</b>	<b>3,525</b>	<b>3,543</b>	<b>3,770</b>	<b>3,944</b>	<b>4,627</b>	<b>5,346</b>	<b>5,862</b>	<b>6,169</b>	<b>6,393</b>
Payments by Minnesota (millions) <sup>3</sup>	\$3.9	\$5.3	\$2.8	\$2.7	\$3.0	\$3.9	\$3.4	\$4.6	\$5.5	\$6.6	\$3.3
Net Cost per Student (thousands)	\$ .9	\$1.1	\$ .6	\$ .6	\$ .6	\$ .8	\$ .6	\$1.0	\$1.3	\$1.5	\$ .7

<sup>1</sup>Based on Fall Headcount.

<sup>2</sup>Based on Fall Headcount that has not been verified.

<sup>3</sup>Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1993 appropriation is used for the 1991-92 program activity.

<sup>4</sup>Was \$5.1 million prior to one-time adjustment of \$1.2 million.

Source: Minnesota Higher Education Coordinating Board

projected to reduce Minnesota's payment by more than \$2 million in Fiscal 1993. This results in remaining within the appropriated amount for the 1992-93 biennium.

In developing the biennial budget request for 1994-95, the Board is not able to fully assess the impact on the reciprocity payment that will be made by Wisconsin's proposed increase in tuition for the 1993-94 academic year (payment to be made in Fiscal Year 1995). Wisconsin has been considering a fairly large increase in the tuition to be

charged students in the public institutions. Minnesota's payment will increase with an increase in Wisconsin's tuition. Depending on how high the increase in tuition is, Minnesota's payment will increase accordingly.

Minnesota sends more students to North Dakota schools than North Dakota sends to Minnesota schools. Therefore, Minnesota makes a payment to North Dakota. The Board does not anticipate the payment to North Dakota increasing any more than a cost of living

increase for the 1994-95 biennium.

**Table III.32**  
**Minnesota-Wisconsin Annual Tuition,**  
**1992-93 Resident, Non-Resident,**  
**and Reciprocity Rates**

	Rates		
	Resident	Non-Resident	Reciprocity
<b>Wisconsin</b>			
1. Doctoral Institutions (UW-Madison and Milwaukee)			
Undergraduate	2,076	\$7,571	\$2,982 <sup>1</sup>
Graduate	2,969	9,555	3,382 <sup>1</sup>
Law	3,605	10,041	6,032
2. University Cluster (Green Bay, Parkside, Eau Claire, LaCrosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater)			
Undergraduate	1,686	5,871	2,032
Graduate	2,165	6,762	2,264
3. University Center System			
Undergraduate	1,380	4,862	1,692
<b>Minnesota</b>			
1. Doctoral Institutions (UMTC and UMD)			
Undergraduate	2,982	8,797	2,076
Graduate	3,382	6,762	2,969
Law	6,032	11,762	3,605
2. University Cluster			
Minnesota State Universities			
Undergraduate	2,032	4,022	1,686
Graduate	2,264	3,267	2,165
UM – Morris			
Lower Division	2,940	8,673	1,686
Upper Division	3,150	9,293	2,165
3. University Center			
Minnesota Community Colleges <sup>1</sup>	1,692 <sup>2</sup>	3,480 <sup>2</sup>	1,380 <sup>2</sup>
UM-Crookston	2,478	7,310	1,380

<sup>1</sup>Tuition schedule for reciprocity and resident tuition may vary due to averaging, different tuition plateaus, annual credits and/or rounding.

<sup>2</sup>\$2.25 activity fee deducted.

Source: Minnesota Higher Education Coordinating Board

**Table III.33**  
**Minnesota-North Dakota Participation**  
**and Balance of Payment Trends,**  
**1981-82 – 1991-92**

	Academic Year										
	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90	'90-91	'91-92 <sup>2</sup>
<b>Minnesota Residents in North Dakota<sup>1</sup></b>											
University of North Dakota	1,900	2,276	2,308	2,152	2,134	2,262	2,363	2,760	2,892	2,648	2,528
North Dakota State University	2,255	2,530	2,588	2,650	2,651	2,542	2,617	2,802	2,943	2,655	2,624
North Dakota College of Science	457	524	453	447	387	420	396	410	378	399	400
Other	127	127	187	193	181	165	158	167	164	164	167
<b>Total</b>	<b>4,739</b>	<b>5,457</b>	<b>5,536</b>	<b>5,442</b>	<b>5,353</b>	<b>5,389</b>	<b>5,534</b>	<b>6,139</b>	<b>6,377</b>	<b>5,866</b>	<b>5,719</b>
<b>North Dakota Residents in Minnesota<sup>1</sup></b>											
UM-Twin Cities	256	262	222	210	224	284	318	340	354	368	361
Moorhead State	2,702	2,385	2,333	2,464	2,730	2,705	2,918	2,960	2,967	2,994	2,847
Other	286	282	329	309	331	393	326	356	415	549	531
<b>Total</b>	<b>3,244</b>	<b>2,929</b>	<b>2,884</b>	<b>2,983</b>	<b>3,285</b>	<b>3,382</b>	<b>3,562</b>	<b>3,656</b>	<b>3,736</b>	<b>3,911</b>	<b>3,739</b>
<b>MN Residents in ND Vocational<sup>1</sup></b>											
Bismarck State College		1	1	1	6	1	1	3	3	5	9
UND Lake Region		0	1	1	1	3	5	2	1	1	3
UND-Williston		0	0	1	0	0	1	0	0	0	0
<b>Total</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>12</b>
<b>ND Residents in MN Vocational<sup>1</sup></b>											
East Grand Forks		267	300	259	319	273	325	340	382	486	465
Moorhead		355	437	449	409	414	403	414	429	479	477
Other		59	102	129	118	168	164	220	219	230	252
<b>Total</b>		<b>681</b>	<b>839</b>	<b>837</b>	<b>846</b>	<b>855</b>	<b>892</b>	<b>974</b>	<b>1,030</b>	<b>1,195</b>	<b>1,194</b>
Payments by Minnesota (millions) <sup>3</sup>	\$1.0	\$1.1	\$0.06	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.7	\$0.4	\$0.4
Net Cost Per Student (thousands)	\$0.7	\$0.6	\$0.1	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.4	\$0.5	\$0.5

<sup>1</sup>Based on Fall Headcount.

<sup>2</sup>Based on Fall Headcount that has not been verified.

<sup>3</sup>Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1987 appropriation is used for the 1985-86 program activity.

Source: Minnesota Higher Education Coordinating Board

**Table III.34**  
**Minnesota-North Dakota Annual Tuition,**  
**1992-93 Resident, Non-Resident,**  
**and Reciprocity Rates**

	Rates		
	Resident	Non-Resident	Reciprocity
N. Dakota State U, U of North Dakota and Minot State			
Graduate	\$2,070	\$5,544	\$2,592
Law	2,280	6,072	2,850
Medicine	8,160	21,804	10,206
Minnesota State Universities			
Graduate	2,264	3,267	2,830
University of Minnesota – Twin Cities			
Undergraduate (CLA – Lower Division)	2,772	8,177	3,465
Graduate	3,382	6,762	4,230
Law	6,032	11,762	7,540
Veterinary Medicine	6,795	10,194	8,493
Medicine	9,675	19,350	12,093
Dentistry	7,335	11,001	9,168
University of Minnesota-Duluth			
Graduate	3,382	6,762	4,230
Medicine	9,675	19,350	12,093
Minnesota Technical Colleges	1,618	3,236	2,023
<b>Undergraduate</b>			
U of North Dakota	1,860	4,968	2,328
North Dakota State U.-Fargo	1,860	4,968	2,328
Minnesota State Universities	2,032	4,022	2,540
U of M – Duluth (Lower Division)	2,772	8,177	3,465
U of M – Morris (Lower Division)	2,940	8,673	3,675
U of M – Crookston	2,478	7,310	3,099
Dickinson, Mayville, Minot, Valley City State Universities	1,530	4,080	1,908
<b>Undergraduate</b>			
North Dakota Colleges (Wahpeton College of Science	1,452	3,876	1,812
University of North Dakota Bottineau	1,452	3,876	1,812
Bismarck State College	1,452	3,876	1,812
University of North Dakota Lake Region	1,452	3,876	1,812
University of North Dakota Williston	1,452	3,876	1,812
Minnesota Community Colleges <sup>1</sup>	1,692 <sup>1</sup>	3,480 <sup>1</sup>	2,115 <sup>1</sup>

<sup>1</sup>\$2.25 activity fee deducted.

Source: Minnesota Higher Education Coordinating Board

**Table III.35**  
**Minnesota-South Dakota Participation**  
**and Balance of Payment Trends,**  
**1981-82 – 1991-92**

	Academic Year									
	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90	'90-91	'91-92 <sup>2</sup>
<b>Minnesota Residents in South Dakota<sup>1</sup></b>										
South Dakota State University	1,058	949	863	812	817	708	713	842	954	1,085
South Dakota State M&T	75	92	69	63	52	44	44	40	50	50
University South Dakota-Vermillion	120	114	113	99	112	114	124	128	127	186
Other	101	78	70	53	57	77	87	88	102	130
<b>Total</b>	<b>1,354</b>	<b>1,233</b>	<b>1,115</b>	<b>1,027</b>	<b>1,038</b>	<b>943</b>	<b>968</b>	<b>1,098</b>	<b>1,233</b>	<b>1,451</b>
<b>South Dakota Residents in Minnesota<sup>1</sup></b>										
UM-Twin Cities	368	343	314	325	405	407	432	423	436	415
Mankato State University	173	172	191	261	300	326	338	321	340	388
Moorhead State University	145	143	185	254	312	357	427	484	460	442
S.W. State University	117	179	236	271	315	319	377	381	352	331
UM – Morris	90	99	132	141	146	136	118	97	85	81
St. Cloud State University	63	71	59	69	80	76	70	88	125	119
Other	63	71	78	64	77	90	96	110	104	101
<b>Total</b>	<b>1,019</b>	<b>1,077</b>	<b>1,195</b>	<b>1,385</b>	<b>1,635</b>	<b>1,711</b>	<b>1,852</b>	<b>1,904</b>	<b>1,902</b>	<b>1,877</b>
<b>Minnesota Residents in South Dakota Vocational</b>										
Lake Area Vocational Technical Institute				27	31					
Mitchell Vocational Technical Institute				0	0					
Southeast Vocational Technical Institute				13	17					
Western Dakota Vocational Technical Institute				0	0					
<b>Total</b>				<b>40</b>	<b>48</b>					
<b>South Dakota Residents in Minnesota Vocational<sup>1</sup></b>										
Canby				39	50					
Granite Falls				42	68					
Pipestone				51	81					
Other				43	88					
<b>Total</b>				<b>75</b>	<b>287</b>					
Payments by Minnesota (millions) <sup>3</sup>	\$ .6	\$ .1	\$ .0	\$ .0	\$ .0	\$ .0	\$ .0	\$ .0	\$ .0	\$ .0
Payments by South Dakota (millions)	\$ .0	\$ .0	\$ .06	\$ .1	\$ .1	\$ .1	\$ .0	\$ .0	\$ .0	\$ .0
Net Cost per Student (thousands)	\$1.4	\$ .6	\$ .8	\$ .2	\$ .1	\$ .0	\$ .0	\$ .0	\$ .0	\$ .0

<sup>1</sup>Based on Fall Headcount.

<sup>2</sup>Based on Fall Headcount that has not been verified.

<sup>3</sup>Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1993 appropriation is used for the 1991-92 program activity.

Source: Minnesota Higher Education Coordinating Board

**Table III.36**  
**Minnesota-South Dakota Annual Tuition,**  
**1992-93 Resident, Non-Resident,**  
**and Reciprocity Rates**

	Rates		
	Resident	Non-Resident	Reciprocity
<b>Category I</b>			
U of South Dakota-Vermillion, South Dakota State University, South Dakota School of Mines and Technology			
Graduate	\$1,762	\$3,092	\$1,762
Medical	7,320	15,340	7,320
U of M – Twin Cities			
Graduate	3,382	6,672	3,382
Dentistry	7,335	11,001	7,335
Medicine	9,675	19,350	9,675
Law	6,032	11,762	6,032
Veterinary Medicine	6,795	10,194	6,795
Undergraduate (CLA – Lower Division)	2,772	8,177	2,772
U of M – Duluth			
Graduate	3,382	6,762	3,382
Medicine	9,675	19,350	9,675
Minnesota State Universities			
Graduate	2,264	3,267	2,264
South Dakota Colleges Graduate (Northern State, Black Hills State)	1,510	2,854	1,510
Graduate Dakota State University	1,510	1,510	1,510
<b>Category II – Undergraduates</b>			
U of South Dakota-Vermillion, South Dakota State University, South Dakota School of Mines and Technology	1,032	2,410	1,032
UM – Duluth (College of Letters and Sciences)			
Lower Division	2,772	8,177	2,772
Upper Division	2,940	8,673	2,940
UM – Morris			
Lower Division	2,940	8,673	2,940
Upper Division	3,150	9,293	3,150
UM – Crookston	2,478	7,310	2,478
<b>Category III – Undergraduates</b>			
South Dakota Colleges (Northern State, Dakota SU, Black Hills)	1,002	2,172	1,002
Minnesota State Universities	2,032	4,022	2,032
Minnesota Community Colleges <sup>1</sup>	1,692	3,480	1,692

<sup>1</sup>Activity fee deducted.

Source: Minnesota Higher Education Coordinating Board

**Table III.37**  
**Minnesota-Iowa Participation**  
**and Balance of Payment Trends,**  
**1981-82 – 1991-92**

	Academic Year										
	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90	'90-91	'91-92
Minnesota Residents in Iowa <sup>1</sup>											
Iowa Lakes Community College	56	62	74	68	78	50	50	52	50	N/A	N/A
Northwest Iowa Tech. College	10	4	6	2	13	11	6	7	13	N/A	N/A
Total	66	66	80	70	91	61	56	59	63	N/A	N/A
Iowa Residents in Minnesota <sup>1</sup>											
Jackson Technical College	46	66	73	55	66	92	69	49	38	N/A	56
Pipestone Technical College	12	17	13	13	17	12	8	7	3	N/A	11
Worthington Community College	50	48	43	47	54	50	35	55	48	N/A	44
Total	108	131	129	115	137	154	112	111	89	N/A	44

<sup>1</sup>Based on Fall Headcount.

Source: Minnesota Higher Education Coordinating Board



**Table III.38**  
**Actual and Projected Participation and Fiscal Trends**  
**Under Tuition Reciprocity Program,**  
**1984-85 to 1993-94**

Academic Year	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	Projected 1991-92	Estimated 1992-93	Estimated 1993-94
Fiscal Year	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Appropriations	\$2,800,000	\$4,000,000 <sup>1</sup>	\$3,700,000	\$4,300,000	\$4,300,000	\$5,050,000	\$6,625,000	\$5,050,000	\$5,050,000	\$5,050,000
MN Payments to										
Wisc.	\$2.7 m.	\$3.1 m.	\$3.9 m.	\$3.2 m.	\$4.6 m.	\$5.6 m.	\$6.6 m.	\$3.3 m.	\$4.5 m	\$4.5 m
N.D.	0	0	0	0	0	0	\$3.5 m.	\$ .4 m	\$ .5 m	\$ .5 m
S.D.	00	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>\$2.7 m.</b>	<b>\$3.1 m.</b>	<b>\$3.9 m.</b>	<b>\$3.2 m.</b>	<b>\$4.6 m.</b>	<b>\$5.6 m.</b>	<b>\$6.95 m.</b>	<b>\$3.7 m.</b>	<b>\$5.0 m</b>	<b>\$5.0 m</b>
Reciprocity Payments to MN										
SD	\$ .06	\$ .01	\$0.1	0	0	0	0	0	0	0
Net Payments	\$2.64	\$3.0	\$3.8	\$3.2	\$4.6	\$5.6	\$6.95 m.	\$3.7 m.	5.0 m	5.0 m
MN Residents in Reciprocity States										
Wisc.	8,338	8,658	9,112	9,428	9,875	10,147	10,634	11,150	11,596	12,060
N.D.	5,445	5,360	5,393	5,541	6,144	6,380	5,872	5,731	5,674	5,617
S.D.	1,115	1,067	1,086	943	968	1,098	1,233	1,449	1,536	1,628
Iowa	70	91	61	56	59	63	—	—	—	—
<b>Total</b>	<b>14,968</b>	<b>15,176</b>	<b>15,652</b>	<b>15,968</b>	<b>17,046</b>	<b>17,668</b>	<b>17,739</b>	<b>18,330</b>	<b>18,806</b>	<b>19,305</b>
Reciprocity State Residents in MN Schools										
Wisc.	3,543	3,770	3,994	4,629	5,346	5,862	6,169	6,383	6,638	6,904
N.D.	3,820	4,131	4,237	4,454	4,630	4,765	5,106	4,933	4,943	4,992
S.D.	1,195	1,560	1,922	1,711	1,852	1,904	1,902	1,877	1,879	1,883
Iowa	115	137	157	112	169	78	—	111	52	59
<b>Total</b>	<b>8,673</b>	<b>9,598</b>	<b>10,257</b>	<b>10,906</b>	<b>11,998</b>	<b>12,620</b>	<b>13,177</b>	<b>13,304</b>	<b>13,512</b>	<b>13,838</b>
Net Students	6,295	5,578	5,395	5,062	5,048	5,048	4,562	5,026	5,294	5,467
MN cost per net student	429	556	723	632	901	1,109	1,523	836	944	915
S.D. cost per net student	750	202	119	0	0	0	0	00	0	0

<sup>1</sup>1986 Legislature reduced amount to \$3,000,000.

Source: Minnesota Higher Education Coordinating Board

**Table III.39**  
**Actual and Projected MINITEX Activity**  
**Supported by State Appropriations**  
**Fiscal Years 1989-95**

	Actual FY 89 (1988-89)	Actual FY 90 (1989-90)	Actual FY 91 (1990-91)	Actual FY 92 (1991-92)	Estimated FY 93 (1992-93)	Estimated FY 94 (1993-94)	Estimated FY 95 (1994-95)
Libraries Served	110	110	109	109	109	109	109
Document Delivery	163,842	188,134	197,773	206,870	223,732	234,919	246,665
OCLC Libraries	93	94	95	96	97	97	97
People Trained at Work Sessions	N.A.	N.A.	424	629	700	770	840

Source: MINITEX Office

### **MINITEX**

**Objective:** To establish and facilitate a system of resource sharing of services among higher education libraries, state agency libraries, and other libraries that elect to contract for services.

**Statutory Authority:** *Laws of Minnesota 1991*, Chapter 356, Article 1, Section 2, Subdivision 8.

**Background:** The Minnesota Interlibrary Telecommunications Exchange (MINITEX) was established as a program of the Higher Education Coordinating Board to facilitate resource sharing among higher education and state agency libraries in Minnesota and to aid in the reduction of unit costs in these libraries. Since Fiscal Year 1988, MINITEX fulfilled this objective through three major activities: (1) document delivery, (2) creation and maintenance of a union list of serials holdings of the participating libraries and (3) a common data base of participants' books and non-print holdings through participation in a national program of on-line shared cataloging. In addition, MINITEX coordinates cooperative purchasing for participating libraries and provides secondary services on a reimbursement basis that, prior

to 1988, MINITEX provided without requiring reimbursement. These secondary services are periodical exchange and a reference service to participating libraries. MINITEX also provides leadership and support for collaboration among libraries exploring new ways to share resources.

State appropriations to the Coordinating Board support Minnesota post-secondary and state agency libraries participation in the MINITEX programs. In addition, public libraries in Minnesota participate through the Minnesota Department of Education Office of Library Development and Services. Libraries in North and South Dakota and Minnesota corporate libraries also participate under contracts that provide funding. Within Minnesota, 59 percent of MINITEX document delivery requests come from Greater Minnesota.

MINITEX services are designed to provide students, faculty, and other residents of Minnesota with maximum access to library and information resources around the state and region. Maintenance of the program is essential in Minnesota due to a high concentration of total state

library resources in the Twin Cities area and the continuing rise in the price of books, periodical subscriptions, and other library materials. Over 60 percent of document delivery requests are filled from the University of Minnesota/Twin Cities library collections, the Minneapolis Public Library and Information Center, and the Minnesota Department of Health Library. MINITEX staff go to these key Twin Cities library facilities, retrieve items from the shelves, and make photocopies when appropriate. The remaining requests are referred and filled from other MINITEX participating libraries which absorb the cost of retrieving the materials.

MINITEX provides its core service at low cost – one of the lowest cost per unit shared among libraries in the country. It has been recognized nationally as a model interlibrary resource sharing program. The increased volume of activity that has resulted from out-of-state contractual arrangements contributes to the low unit cost that MINITEX has maintained. In addition, participation of the Office of Library Development and Services, North Dakota, and South Dakota has broadened the base of library collections and,

**Table III.40**  
**Actual and Projected MINITEX Activity**  
**Supported by MINITEX Appropriations and Contracts**  
**Fiscal Years 1989-95**

	Actual FY 89 (1988-89)	Actual FY 90 (1989-90)	Actual FY 91 (1990-91)	Actual FY 92 (1991-92)	Estimated FY 93 (1992-93)	Estimated FY 94 (1993-94)	Estimated FY 95 (1994-95)
Libraries Served	220	220	225	227	229	229	229
Document Delivery	227,041	256,473	271,446	283,769	304,800	320,000	336,000
Periodical Exchanges	3,485	3,685	3,964	2,838	3,500	3,800	3,800
Reference	1,268	1,400	1,673	2,038	2,100	2,200	2,300
OCLC Libraries	164	164	162	163	162	162	162
People Trained at Work Sessions	N.A.	N.A.	468	955	1,050	1,155	1,270

Source: MINITEX Office

consequently, enhanced resource sharing among all participants, including Minnesota higher education and state agency libraries.

The Coordinating Board contracts with the University of Minnesota for MINITEX services. The University manages day-to-day operations of the program and services at the MINITEX office in Wilson Library and provides space, personnel, and accounting services at no charge. Coordinating Board staff determine the policy direction of the program, set the goals and objectives, define the services, develop budget requests, contract for major services, and represent MINITEX to the legislature and public. An advisory committee assists the Board.

Table III.39 identifies actual and projected activity supported by direct state appropriations in all major program areas from 1988-89 to 1994-95 while Table III.40 shows total program activity for the same period.

The 1991 Legislature appropriated \$1,208,000 for each year of the 1992-93 Biennium.

**Status:** Document delivery, the union list of serials, and on-line catalog are the core MINITEX services, and they continue to be provided at no cost to participating libraries. Periodical exchange and the reference service have been identified as secondary services and are being provided to participating libraries on a cost recovery basis. Because of the decrease in the number of libraries using these services (and, consequently, decreases in the number of reference questions and periodical exchanges), the unit costs and fees for these services have increased significantly since 1988.

To maintain full document delivery service, the 1991 Legislature responded by appropriating an additional \$125,000 to the base budget for the biennium beginning July 1, 1991. This appropriation has helped MINITEX to maintain its services. Requests by academic and state agency libraries for document delivery service increased 4.5 percent in Fiscal Year 1992 and are anticipated to increase by 7 percent in Fiscal Year 1993. With the increasing

use of electronic indices, the rising cost of journal subscriptions, and the lack of inflation any funding in many local library acquisitions budgets, MINITEX anticipates the demand for service to increase more than 10 percent during the next biennium.

With additional funding during the 1992-93 Biennium, MINITEX added staff and equipment to respond to the increasing demand for document delivery. Direct inter-city delivery connections were established between Mankato, Moorhead, and St. Cloud to increase the efficiency of direct borrowing between these cities.

MINITEX does not own books or periodicals itself, but rather it is the network through which libraries share material. MINITEX cannot help libraries share what they do not own. The underlying principle for participating in MINITEX is that 95 percent of the materials are provided locally, and MINITEX should not be expected to provide more than five percent of the information and materials needed by an institution. One of the key issues facing MINITEX

and the libraries of Minnesota is how to maintain information resources in times of severe fiscal constraint.

Over the next decade, telecommunications will provide one answer to this problem. MINITEX already is a leader in using telecommunications to provide access to information through the OCLC on-line cataloging system and the use of different telecommunications systems. Most recently, MINITEX has become the fiscal agent for licensing on-line reference databases that are available to University of Minnesota-Twin Cities campus libraries and libraries using the State University System MSUS/PALS on-line system (including state universities, community colleges, and eight private colleges). MINITEX will require additional funding to extend access to these databases for other libraries, to fund access to additional databases as well as to full text periodicals for all academic and state agency libraries in Minnesota, and to provide training in use of these databases and technologies. Funding also is needed to upgrade MINITEX's communications systems, especially to reduce telecommunications costs for libraries in Greater Minnesota to access MINITEX services.

### ***Private Institutions Registration Program***

**Objective:** To assure the authenticity and legitimacy of private institutions that provide post-secondary education to Minnesota residents.

**Statutory Authority:** *Minn. Stat.* Sections 136A.61-136A.71 (1992).

**Background:** The Private Institutions Registration Program was established by the 1975 Minnesota Legislature in response to an increasing

number of inquiries and complaints by students which pointed to possible abuses in the advertisement and delivery of post-secondary education in Minnesota. Implementation of the program began in 1977. Several amendments to the act were adopted by the 1978 Minnesota Legislature; they clarified the intent of the law and expanded its effect to include public schools located outside Minnesota which offer programs or courses within the state.

The program ensures protection of student records, disclosure of certain information to students and prospective students, financial stability of educational institutions, appropriate curriculum, faculty, and physical facilities for education programs, and adequate governance of educational institutions. The procedures also assist institutions by providing guidelines to private schools offering programs and courses in Minnesota, helping to protect legitimate and authentic institutions from unfair competition, and offering guidelines and assistance to developing institutions and experimental programs.

Schools under the purview of this program must register annually with the Coordinating Board. Once an institution has registered, the Coordinating Board staff reviews materials that have been submitted and recommends Board action concerning institutional names and the granting of degrees.

The Board maintains a list of registered schools, schools approved to offer specified degrees, and schools approved to use the name "academy," "college," "institute," or "university."

**Status:** By October 21, 1992, 83 institutions were registered with the Coordinating Board, 59 were approved to grant degrees, and

eight were approved only to use certain terms in their names. Sixteen were simply registered. Several institutions have been discouraged from operating in Minnesota or have been denied approval.

In 1991 and 1992, the Coordinating Board approved four Minnesota institutions and two out-of-state schools to offer degrees in Minnesota; a Minnesota institution was approved to use the term "college" in its name; and a Minnesota and an out-of-state institution were approved to use the term "institute" in their names. In addition, four previously approved Minnesota institutions were approved by the Board to offer new degrees. Two schools discontinued operating as post-secondary institutions in Minnesota; one discontinued offering a degree. In addition, one school's conditional approval was changed to approval. Table III.41 lists the changes in the list of registered and approved institutions from January 1991 through October 31, 1992.

### ***Private Business, Trade, and Correspondence Schools***

**Objective:** To assure the authenticity and legitimacy of private for profit career schools and to provide consumer protection for Minnesota learners.

**Statutory Authority:** *Minn. Stat.* 141.21-141.36 (1992).

**Background:** The program was established in 1968 by the Minnesota Legislature in response to concerns about the conditions under which private for profit career schools offered their services to Minnesotans. The program provides for licensing of institutions, teachers and solicitors, and for the approval of courses of instruction.

# **Table III.41** **Changes in the List of Registered and** **Approved Institutions** **January 1, 1991 – October 31, 1992**

## **New Name Approvals**

Duquesne University – Summer Institute	
Hazelden Chemical Dependency Training Program-Institute	
NEI College of Technology	(formerly Northwestern Electronics Institute)

## **New Degree Approvals**

Academy of Accountancy	Associate in Applied Science
Bethel College	Master of Education
Cardinal Stritch College	Master of Business Administration
College of St. Catherine	Associate of Arts
Globe College of Business	Associate in Applied Science
Minneapolis School of Business	Associate in Applied Science
Minnesota School of Business	Associate in Applied Science
Oak Hills Bible College	Bachelor of Arts*
Rosary College	Master of Arts**
St. Joseph's College	Associate of Science
St. Mary's College of Minnesota	Bachelor of Science
University of St. Thomas	Master of Science
	Master of Music

## **Conditional Approval Changed to Approval**

NAES College	Bachelor of Arts
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## **Registered Institutions Added to the List**

Healing Arts Educational Center

## **Institutions No Longer Offering Post-Secondary Education in Minnesota**

Drake University  
Duquesne University – Summer Institute

## **Degrees No Longer Offered in Minnesota**

Fielding Institute	Doctor of Psychology
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## **Institutions No Longer Required to Register**

Minnesota Cosmetology Education Center	(formerly Minnesota Cosmetology College)
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\*Conditional Approval until September 30, 1993.  
\*\*Joint Degree with the College of St. Catherine.

## Programs

The program ensures the provision of correct and truthful information to students, access to student records, the financial stability of private for profit career schools, appropriate curriculum, teaching staff, and facilities, as well as adequate governance of institutions. The statute and rules assist institutions also by providing guidelines for the operation of private for profit career schools. Also, through the administration of the statute and rules, Minnesota helps to protect legitimate institutions from unfair competition.

Schools governed by the statute must be licensed annually by the state, instructional staff must be approved, solicitors licensed, syllabi of courses and programs and school publications must be approved, and a number of state regulations satisfied.

The 1992 Legislature transferred responsibility for regulating private career schools from the Department of Education to the Coordinating Board, effective July 1, 1992.

Several reasons led to the transfer. In response to budget cuts, the Department of Education had de-emphasized the program. The program fits better within the Coordinating Board, which registers and approves institutions under the Private Institutions Registration Program; several private career schools that offer degrees are subject to both the private trade school licensing act and the Private Institutions Registration Program. Federal legislation to reauthorize the Higher Education Act of 1965 gives greater oversight to state agencies in the regulation of institutions.

**Status:** By October 31, 1992, 45 institutions were licensed and a number of applications were pending.

### ***Minnesota Post-High School Planning Program***

**Objective:** To provide information to help students make post-secondary education plans and to provide post-secondary institutions with information useful in the admission, advising, and placement of prospective students.

**Statutory Authority:** *Minn. Stat.*, Sections 136A.85-136A.88 (1992).

**Background:** In 1985-86, the Minnesota Higher Education Coordinating Board directed staff to review the Post-High School Planning Program. Coordinating Board staff consulted high school counselors, post-secondary personnel, high school juniors, and former students to seek improvements in the test and data base administration.

In fall 1986, the Board endorsed a proposal of the program's advisory task force to establish an integrated system of assessment and information to help Minnesota residents in eighth grade through adulthood to make better education and career decisions. The 1987 Legislature approved expansion of the program's statutory authorization to serve secondary students in grades 8 through 12 and adults.

Proposals were evaluated through extensive consultation with the constituencies served by the program. In 1988, the Board entered into a five-year contract with the American College Testing Company (ACT) to provide an assessment for college admission and to provide a background survey. ACT also provides data base management services.

**Program Components:** The program serves the following groups of people:

- **Eighth Grade Students.**

All eighth grade students in Minnesota public and private junior high and middle schools receive information about the wide variety of options for them in high school and beyond, and the importance of preparing well academically, and the availability of financial aid to help them afford post-secondary education.

- **High School Juniors.**

Testing in the junior year provides an assessment for college admission, and for a plans and background survey. High school juniors and their guidance counselors receive information on student aptitudes and interests to help them plan for education and careers after high school.

- **High School Guidance Counselors.** They receive information from the junior year testing program that helps them advise their students about plans for education and work beyond high school. The counselors also receive from the Board a comprehensive guide containing current information about Minnesota post-secondary education. It includes information on admissions policies of post-secondary institutions and academic program offerings. Counselors also receive a calendar of events, videotapes, financial aid information, and other materials to aid them in counseling students.

- **Parents.** Parents receive information on how they can help their children prepare academically and how they can prepare financially for their children's education beyond high school.

- **Adults.** Initial efforts have been made to summarize for adults beginning or returning to school the resources and opportunities available to them.

- **Post-Secondary Institutions.** Minnesota colleges receive information to help them identify students and adults whose talents, interests, and needs match their programs and

services. The information helps them recruit, admit, advise, and place new entering freshmen.

- **State Planners and Policymakers.** They receive an inventory of the talents, plans, needs, and other characteristics of students who release that information to the Post-Secondary highschool Planning Program.

**Status:** The 1991 Legislature appropriated \$188,000 for each year of the 1992-93 biennium for the program. In addition, the legislature appropriated \$65,000 for each year of the biennium for the parent information campaign.

- **Eighth Grade Students.** Approximately 60,000 *Future Choices* booklets and planning charts are sent to every school serving eighth grade students. Schools also can obtain a *Future Choices* videotape that emphasizes the link between high school course selection and life after high school.

- **Junior Year.** High school students who take ACT tests between February and June of their junior year and complete the *PASSPORT to Your Future Survey* become part of the Post-High School Planning Program. The *PASSPORT to Your Future* booklet includes a suggested calendar for juniors and seniors, brief financial aid information, a map showing the location of Minnesota post-secondary schools, and also their addresses and phone numbers.

In the first year of the contract with ACT, 7,091 high school juniors took ACT tests on the February PSPP date, and 4,228 completed the plans and background survey.

During the 1989-90 school year, two additional test dates were included with the program. In Minnesota 11,566 high school juniors took ACT tests on PSPP dates, and 20,877 completed the plans and background survey.

During the 1990-91 school year, 19,692 completed the plans

and background survey, and 21,261 took the ACT during the second semester of their junior year. During the 1991-92 school year, 24,444 completed the plans and background survey, and 22,230 took the ACT during the second semester of their junior year.

- **High School Guidance Counselors.** Minnesota high school counselors received *Life After High School: A Catalog of Resources*. One free copy of the *Minnesota Post-Secondary Education: A Guide for Counselors* was mailed to each high school. The *Guide* includes admissions criteria for post-secondary education institutions, a listing of instructional programs, and other information. Counselors also received ACT student and high school reports, Plans and Background reports, and other reports.

- **Parents.** *Get Ready*, a booklet for parents, was published in fall 1990 to address what parents can do to prepare financially and help their children prepare academically for post-secondary education. *Get Ready* was first published November 1990 in *Minnesota Monthly*, and an additional 100,000 copies also were distributed. The primary distribution has been to elementary school principals who coordinate distribution to parents through fifth grade teachers.

In 1991-92, 170,000 copies of *Get Ready* were distributed to parents throughout Minnesota. Fifty thousand copies were inserted in *Minnesota Parent*, a tabloid newspaper distributed free in locations throughout the Twin Cities metropolitan area, and about 70,000 were sent to elementary schools for distribution to parents of fifth grade students. Copies also were distributed at various fairs and conferences. An outreach program was initiated to target key messages to parents of minorities, lower income families, and children at risk. A

statewide teleconference was held, and it followed the topics in the *Get Ready* booklet; 36 post-secondary campuses carried the broadcast. Private sponsors provided \$9,000 to help support a wider distribution of the messages and materials.

An evaluation revealed that parents consider the *Get Ready* booklet a very helpful tool in preparing for their children's post-secondary education. In addition to receiving high marks for its very helpful and useful information, *Get Ready's* overall design received excellent reviews for its attractiveness, easy-to-read format, and inviting graphics.

In fall 1993, the Board revised the booklet, increased support from private sponsors to \$17,000, and expanded the outreach program begun the previous year.

A media campaign was conducted in conjunction with the release of the booklet.

- **Adults.** A brochure for adults beginning or returning to school is published and distributed, primarily at the State Fair.

- **Post-Secondary Institutions.** In the fall they receive a free computer tape with the background, interests, and high school rank information about high school juniors who have released the information to the Post-High School Planning Program. An earlier tape is also available for a fee.

- **State Planners and Policymakers.** They receive statewide data analysis of the PSPP data upon request.

Coordinating Board staff are continuing efforts to improve further the convenience and efficiency of the services to the various constituencies and to increase the participation.

### ***Osteopathy and Optometry Contracts***

**Objective:** To provide opportunities for Minnesota residents to pursue professional

**Table III.42**  
**Status of Participants in Optometry and**  
**Osteopathy Contract Program**  
**Fiscal Years 1982-1992**

Optometry	Fiscal Years										
	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
No. of Graduates	5	13	13	5	2	7	5	5	5	0	0
No. Completed Obligation	4	12	10	5	2						
No. in Process of Completing Obligation			1			4	5	5	3		
No. in Residency/Approved Delay									2		
No. in Repayment	1	1	2			2					
No. Discharged Through Bankruptcy						1					
<b>Osteopathy</b>											
No. of Graduates	7	8	8	5	6	5	5	5	4	0	0
No. Completed Obligation	6	6	3	2		1					
No. in Process of Completing Obligation		2	1	3	3	3	2	3			
No. in Residency/Approved Delay					2		3	2	4		
No. in Repayment	1		4		1	1					

Source: Minnesota Higher Education Coordinating Board

studies in optometry and osteopathy and to ensure a stable supply of qualified professionals in optometry and osteopathy for the state by contracting for student spaces in institutions located in other states.

**Background:** The Optometry and Osteopathy Contracting Program was established in 1977 to respond to projections of a diminishing supply of professionals in both health areas in Minnesota. Since there are no professional programs in either optometry or osteopathy in Minnesota, the method of contracting for a specified number of seats in each entering class is designed to assure a stable pool of professionals committed to practicing in the state.

The Board is authorized by statute to contract for placement of up to 10 seats in colleges of osteopathy and up to 13 seats in schools of optometry. However, the 1987 Legislature initiated a

phaseout of the program by eliminating funding for new participants.

**Status:** The 1989 Legislature recommended the phaseout of this program. The legislature also approved language repealing the program June 30, 1990. In a related action, the 1987 Legislature directed the Coordinating Board to study the potential expansion of the Graduated Repayment Income Protection Program (GRIP) to include graduates of optometry and osteopathic medicine programs.

In response to a Coordinating Board recommendation, the 1988 Legislature adopted language to include in GRIP Minnesota residents graduating from optometry and osteopathy programs. To date four osteopaths and four optometrists are participating in the GRIP program.

***Dwight D. Eisenhower***  
***Mathematics and Science***  
***Education Grants***

**Objective:** To help states improve the quality of science and mathematics instruction.

**Authority:** Dwight D. Eisenhower Mathematics and Science Education Act (P.L. 100-297).

**Background:** The Eisenhower Act allocates financial assistance to states to improve the skills of teachers and the quality of instruction in mathematics and science.

**1991 Program:** Minnesota received \$2,818,569 for 1991-92. The State Department of Education administered 75 percent of the state's allocation for expansion and improvement of inservice training of elementary and secondary teachers and for demonstration projects in mathematics and science. The Coordinating Board received 25 percent of the



Eisenhower funds. These funds were made available to post-secondary institutions on a competitive basis for inservice training of elementary teachers and secondary teachers and for programs to improve student understanding and performance.

The Coordinating Board in August 1991 approved 23 grants totaling \$616,682 to 14 higher education institutions. The 14 institutions were: University of Minnesota-Twin Cities (3 grants), St. Cloud State University (3 grants), Moorhead State University (3 grants), College of St. Scholastica (2 grants), Mankato State University (2 grants), University of Minnesota-Morris (2 grants), University of St. Thomas, St. Olaf College, College of St. Catherine, Southwest State University, the College of Saint Benedict/St. John's University, Southwestern Technical College - Granite Falls, Concordia College-Moorhead, and Augsburg College.

In August 1991, the Board received a report on the first six years of the program.<sup>4</sup>

**1992 Program:** Minnesota received \$3,389,213 for 1992-93. In August 1992, the Coordinating Board approved the awarding of 27 grants totaling \$892,920 to 16 higher education institutions.

The 16 post-secondary institutions were: University of Minnesota-Twin Cities (4 grants), Moorhead State University (3 grants), Mankato State University (3 grants), University of Minnesota-Morris (3 grants), College of St. Scholastica (2 grants), St. Cloud State University (2 grants), College of St. Benedict/St. John's University, Southwest State University, College of St.

Catherine, University of St. Thomas, University of Minnesota-Rochester Center, Bethel College, Concordia College-Moorhead, Hamline University, St. Olaf College, and Augsburg College.

From 1985 to 1992, the Coordinating Board approved 150 projects in mathematics and science using \$3,869,556 of federal grant funds.

Approximately 9,000 teachers and 3,000 students have been served directly. Projects have worked toward strengthening math and science education, especially in the early grades. Several projects have initiated specific on-going activities designed to increase access and participation of female, minority, and economically disadvantaged students in math and science programs.

### ***Higher Education Innovative Projects for Community Service***

**Objective:** To support innovative post-secondary projects to encourage students to participate in community service activities.

**Authority:** National and Community Service Act of 1990 (P.L. 101-610).

**Background:** In November 1990, the National and Community Service Act of 1990 was signed into law. The Act is intended to increase community service-learning involvement nationwide through supporting K-12, higher education, community-based and service corps programs.

**1992 Program:** For 1992-93 Minnesota received \$150,000 to support the Minnesota Higher Education Innovative Projects for Community Service Program. The federal program emphasizes strengthening service-learning in post-secondary educational

settings. Service-learning is defined as a method that is integrated in the students' academic curriculum and under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

The state priorities of the program were: supporting integration of service-learning into collegiate courses and curriculum; supporting demonstration programs to allow higher education institutions to train prospective K-12 teachers in the skills necessary to implement service-learning program; supporting the creation and/or expansion of extra-curricular service-learning programs; and providing statewide coordination, training, technical assistance, networking, policy development, and recognition support for campuses participating in the federally funded program. Matching grants were available to higher education institutions or public agencies working in partnerships with higher education institutions.

The Coordinating Board in September 1992 approved 12 grants totaling \$142,500 to 11 higher education institutions and one nonprofit organization. The 12 recipients were: Mankato State University, Augsburg College, Southwest State University, St. John's University/College of St. Benedict, Concordia College-Moorhead, the Brainerd Campus of the Brainerd/Staples Regional Technical College, University of Minnesota-Twin Cities, Metropolitan State University, the Staples Campus of the Brainerd/Staples Regional Technical College, Moorhead State University, Gustavus Adolphus College, and the National Youth Leadership Council.

<sup>4</sup>Minnesota Higher Education Coordinating Board, Dwight D. Eisenhower Mathematics and Science Program (August 5, 1991).

Two of the grant recipients will provide training in service-learning for teacher education students. Nine will strengthen service-learning as a component of the academic curriculum. The Minnesota Campus Service Initiative of the National Youth Leadership Council will provide on-going training, technical assistance, networking, policy development and recognition services to all higher education subgrant recipients.

An evaluation of the Campus Community Service Grant Program, funded by the 1989 Legislature, succeeded in achieving its three goals – providing role models for at-risk youth, providing a meaningful learning experience for college students, and serving as a catalyst for creating sustainable campus service-learning programs, according to an evaluation.<sup>5</sup>

### ***Innovative Child Care Program***

**Objective:** The purpose of the Innovative Child Care Grant Program is to encourage innovative approaches to providing or financing child care services to post-secondary students.

**Statutory Authority:** *Laws of Minnesota for 1991*, Chapter 356, Article 1, Section 2, Subdivision 2 and Article 8, Section 23.

**Background:** The 1991 Legislature provided \$300,000 for child care innovation grants for state fiscal years 1992 and 1993. Legislation stipulated that grants of no more than \$25,000 could go to the governing board of a post-secondary system, to a specific college campus or organization, or to a private, non-profit organization, and that

grant proposals must demonstrate a strong likelihood that the value of the services to be generated as a result of the grant substantially exceeds the amount of the grant. Grants may include, but are not limited to, establishment of a pool of volunteer child care providers from the local community, and enabling established child care centers to offer more flexible part-time, sick care and night child care service to students. The Board was directed to manage the grant application, review and approval process.

**Status:** Nine proposals in 1991 were selected from 34 applications. They were: Genesis II for Women Inc., non-profit organization, Minneapolis, \$18,475; College of St. Catherine, St. Mary's Campus, \$12,500; Carver-Scott Educational Cooperative, \$19,440; Willmar Community College and Willmar Technical College, \$20,130; Bi-County Community Action Programs, Inc., and Bemidji State University, \$23,960; Mesabi Community College and Mesabi Family YMCA, \$16,125; Dakota County Technical College, \$24,750; All Nations Indian Church, non-profit community day care, Minneapolis, \$5,000, and St. Paul Technical College, \$9,620.

The eight 1992 recipients were selected from 30 applications, with requests totaling almost \$500,000. They are Albert Lea Technical College, \$17,500; Dakota County Technical College, \$24,454; Willmar Community College and Willmar Technical College, \$25,000; Itasca Community College, \$15,355; Carver-Scott Educational Cooperative, a school district educational cooperative in Chaska, \$21,500; Discovery Place, a private, non-profit in Thief River Falls, \$10,271; Genesis II for Women, a private non-profit program in Minneapolis, \$16,133; and Parent Resource Center, Inc., a

private, non-profit in Austin, \$19,787.

A review of the program was presented to the Board in November 1992. It concluded that the funds could be used more effectively if reallocated to the Non-AFDC Child Care Program.<sup>6</sup>

<sup>5</sup>Minnesota Higher Education Coordinating Board, *Final Report on the Minnesota Higher Education Coordinating Board Campus Community Services Grant Program* (February 10, 1992).

<sup>6</sup>Minnesota Higher Education Coordinating Board, *Review of the Child Care Innovation Grant Program* (November 16, 1992).

### Appendix

The appendix contains summaries of the annual meeting of education governing boards, the Board's review and comment on annual reports of the Higher Education Facilities Authority, and a list of HECB reports and publications.

## **Summary of Annual Meeting of Education Governing Boards**

The need for change in the 1990s to manage for cost effectiveness and quality was the theme of the Annual Meeting of Education Governing Boards January 15, 1992 at the Hubert H. Humphrey Center of the University of Minnesota.

William F. Massy, professor of education and business administration at Stanford University and director of the Institute for Higher Education Research, said that institutions often see change as a "malaise." But change should, and can, be viewed as opening doors, not closing them.

Massy described the "Cost Containment Challenge," a method by which institutions can improve quality and inclusiveness, as well as build accountability without adding money for new initiatives.

Growth by substitution and restructuring where necessary are two basic strategies for containing costs, he said. Growth by substitution means achieving institutional excellence by developing more focused missions and improving performance. Restructuring, he said, can achieve program reductions and gains in productivity; it can generate savings by eliminating programs that no longer fit the institution's mission with the resulting savings used to make investments in the institution.

University of Minnesota President Nils Hasselmo and Regents' Chair Elton A. Kuderer described the lessons and strategies that emerged from the University's restructuring and reallocation process.

L. Edwin Coate, vice president for finance and administration at Oregon State University, said

that by using Total Quality Management, institutions of higher education can reduce costs while maintaining, even enhancing quality.

The meeting also included comments by Representative Lyndon Carlson and Senator LeRoy Stumpf; a report on state revenue prospects for higher education by Finance Commissioner John Gunyou; a summary of the Report of the Commission on Post-Secondary Education by Connie Levi, the chair; a discussion of program management strategies by members of the Higher Education Advisory Council; and three breakout sessions.

About 140 persons attended the meeting, which for the first time was telecast to 40 campuses. Proceedings of the meeting were prepared and distributed.<sup>1</sup>

## **Review and Comment on Higher Education Facilities Authority Annual Reports**

The Coordinating Board is required to review and comment on the annual report of the Higher Education Facilities Authority and to make recommendations that it deems necessary to the governor and legislature.<sup>2</sup>

In March 1991, the Coordinating Board approved for transmittal to the governor and legislature a paper commenting on the 1990 Annual Report of the Facilities Authority.<sup>3</sup> In February 1992, the Board approved a paper commenting on the Fiscal Year

1991 annual report of the Facilities Authority.<sup>4</sup>

The Board's papers provide background on the Authority and review and comment on the Authority's reports and issues in the use of tax-exempt financing for educational facilities.

**1990 Report:** Three projects totaling \$5,620,000 were financed in Fiscal Year 1990. The College of St. Benedict received financing to redeem the outstanding Series N bonds and to renovate East Apartments and the first and fourth floors of St. Gertrude Hall (\$1,680,000). Gustavus Adolphus College used proceeds from an issue to refund in advance of maturity, the outstanding principal of the Series 1983-A note (\$1,440,000). St. John's University financed the construction and furnishing of a new art building (\$2,500,000).

Also during the year, Golden Valley Lutheran College was successfully sold; this provided funds for the defeasement of the outstanding bonds of Series S and for payment of all the debts of the Trustee and Authority relating to the issue. The sale on September 20, 1990 was to the state of Minnesota for use as the Minnesota Center for Arts Education.

An analysis of the financial report found the Authority to be fiscally sound. The accumulated unrestricted funds in the General Operating Fund increased by 11 percent to \$1,005,987 at the end of Fiscal Year 1990. The balance now equals approximately 340 percent of the annual operating expenses of the Authority. As a result of a study which occurred in 1994, which analyzed the administrative fiscal requirements, the Authority

<sup>1</sup> Minnesota Higher Education Coordinating Board, "Coping with the 90s," *Managing for Cost Effectiveness and Quality: Proceedings of the Annual Meeting of Minnesota Education Governing Boards* (January 15, 1992).

<sup>2</sup> Minn. Stat. 136A.42 (1992)

<sup>3</sup> Minnesota Higher Education Coordinating Board, *Review and Comment on Fiscal Year 1990 Annual Report of the Minnesota Higher Education Facilities Authority* (March 1991)

<sup>4</sup> Minnesota Higher Education Coordinating Board, *Review and Comment on Fiscal Year 1991 Annual Report of the Minnesota Higher Education Facilities Authority* (February 1992)

changed its method of charging fees. It also established a formula which will rebate a pro-rate share of any excess funds that it has accumulated in the General Operating Fund to all colleges with outstanding bond issues of the Authority. Based on the established formula, no rebate of the \$1,005,987 balance will occur.

Eight projects totaling \$48,710,000 were financed in Fiscal Year 1991. Augsburg College financed the acquisition and installation of a new campus telecommunications system and a new administrative computer system (\$900,000). The College of St. Benedict used the proceeds from an issue for financing a portion of the acquisition, construction, furnishing, and equipping of a new science building (\$5,100,000). The College of St. Scholastica received financing for the expansion and renovation of the Auditorium and Student Union, construction of an addition to Tower Hall and renovation and expansion of the College's theater (\$3,400,000). Concordia College in Moorhead financing the remodeling of the College's field house, construction of a bell tower and improvements to the central campus mall, remodeling of the third and fourth floors of the Carl B. Ylvisiker library, expansion and upgrade of the College's electrical system, installation of central air conditioning for a large section of the campus, and the construction of tennis courts and parking lots (\$3,800,000). Gustavus Adolphus College used the proceeds of an issue for the construction, furnishing and equipping of Confer Hall and the acquisition and installation of an air conditioning system that serves five buildings on campus (\$3,000,000). Northwestern College of Chiropractic received financing to refinance a contract for deed for the main campus of the College; construction and furnishing the Center for Clinical

Studies; refurbishing the College's auditorium; and acquisition, improving, and equipping an outpatient teaching clinic (\$5,155,000). St. Mary's College used the proceeds of an issue to refund the outstanding Series Two-H bonds, which were used acquisition construct a theater and recital hall (\$2,950,000). The University of St. Thomas financed the acquisition of land and construction of the principal educational facility of the University's downtown Minneapolis campus (\$24,405,000).

An analysis of the financial report shows that the Authority is fiscally sound. The accumulated unrestricted funds in the General Operating Fund increased by 12 percent to \$1,222,836 at the end of Fiscal Year 1991. The balance now equals about 400 percent of the annual operating expenses of the Authority. As a result of a study in 1984 which analyzed the administrative fiscal requirements, the Authority changed its method of charging fees. Based on the formula, no rebate of the balance of the \$1,122,830 balance will occur for Fiscal Year 1991. In Fiscal Year 1991, however, the Authority did reduce its fees on new issues.

The 1991 Legislature increased the Authority's bonding authority from \$250 million to \$350 million.

## HECB Reports and Publications

*Report to Governor and 1991 Legislature* (January 1991)  
Report and Technical Report

*Mhecb Report*, agency newsletter

*Future Choices* (1991 & 1992), booklet and planning chart for eighth grade students

*Minnesota Post-Secondary*

*Education Directory* (1991 & 1992)

*Focus on Financial Aid* (1991 & 1992)

*Minnesota Higher Education Coordinating Board*, brochure describing agency (June 1991 and June 1992)

*State Fair Fact Sheets* (1991 & 1992)

*First Steps for Adults Beginning or Returning to School* (1991 & 1992)

*Summer Scholarships for Academic Enrichment* (1991 & 1992)

*Child Care Assistance for Post-Secondary Education Students* (1991 & 1992)

*Get Ready*, magazine for parents (1991 & 1992)

*Passport to Your Future* (1991 & 1992), booklet for 11th graders.

*Minnesota Post-Secondary Education: A Guide for Counselors* (1991 & 1992)

*Videos and Computer Tutorial*

SELF Program (1992)

Family Financial Statement (1991 & 1992, computer tutorial)

## Policy Reports

*An Examination of the Feasibility of Expanding GRIP* (October 19, 1990)

*Plan for Meeting Community College Needs in Duluth* (January 1992)

*A Review of Minnesota Teacher Education Programs & Labor Market for Teachers* (December 1991)

*Minnesota Teacher Education & Teacher Education Reform: An Update* (February 1992)

*Summary of M SPAN 2000, Minnesota Study of Post-Secondary Access & Needs brochure (March 1991)*

*M SPAN 2000, Minnesota Study of Post-Secondary Access and Needs, Summary, Conclusions & Recommendations (March 1991)*

*M SPAN 2000, Minnesota Study of Post-Secondary Access & Needs, Background Report (February 1991)*

*Metro Proposal: Response to M SPAN I: Analysis of Systems' Plans for Providing Undergraduate & Practitioner Oriented Graduate Programs in the Metro Area (February 21, 1991)*

## **Other Reports**

*Program Inventory and Off-Campus Activities of Minnesota Post-Secondary Education Institutions with Coordinating Board Recommendations (February 21, 1991)*

*Review and Comment on System Plans for Managing Enrollment and Review and Comment on System Reports and Mission Statement with Coordinating Board Recommendations (February 21, 1991)*

*Review of Dislocated Rural Worker Grant Program (January 1992)*

*Report on Rural Health Financial Aid Programs (January 1992)*

*1990 Engineering Report Update (December 1990)*

*Dwight D. Eisenhower Math & Science Education Program (August 1991)*

*Consumer Information for Prospective Students: System Standards & Design Selection (February 1991)*

*Final Report on MHECB Campus Community Services Grant Program (February 1992)*

*Review and Comment on Systems Cultural Diversity Reports (February 1992)*

*MINITEX Library Information Network, 1991 Annual Report (March 1992)*

*Review and Comment on the Fiscal Year 1991 Annual Report to the Minnesota Higher Education Facilities Authority (February 1992)*

*Review and Comment on Fiscal Year 1990 Annual Report to the Minnesota Higher Education Facilities Authority (March 1991)*

*MHECB 1991-92 Management Plan (October 1991)*

*MHECB 1992-93 Management Plan (October 1992)*

*MHECB Advisory Committee, Status Report 1991 (October 1991)*

*Coping with the 90s, Managing for Cost Effective & Quality, Proceedings of Annual Meeting of Minnesota Education Governing Boards (January 1992)*

## **Technical Papers and Data Reports**

*Financial Aid Awarded, Fiscal Year 1991 (October 1992)*

*Basic Data Series 19, Fall 1990 Enrollment Survey (June 1991)*

*Basic Data Series 20, Fall 1991 Enrollment Survey (May 1992)*

*Preliminary Fall 1991 Headcount Report (November 1991)*

*Preliminary Fall 1992 Headcount Report (Fall 1992)*

*Trends & Projections of New High School Graduates in Minnesota (November 1991)*

*Persistence in Minnesota Post-Secondary Education, 1984-1990 (January 1992)*

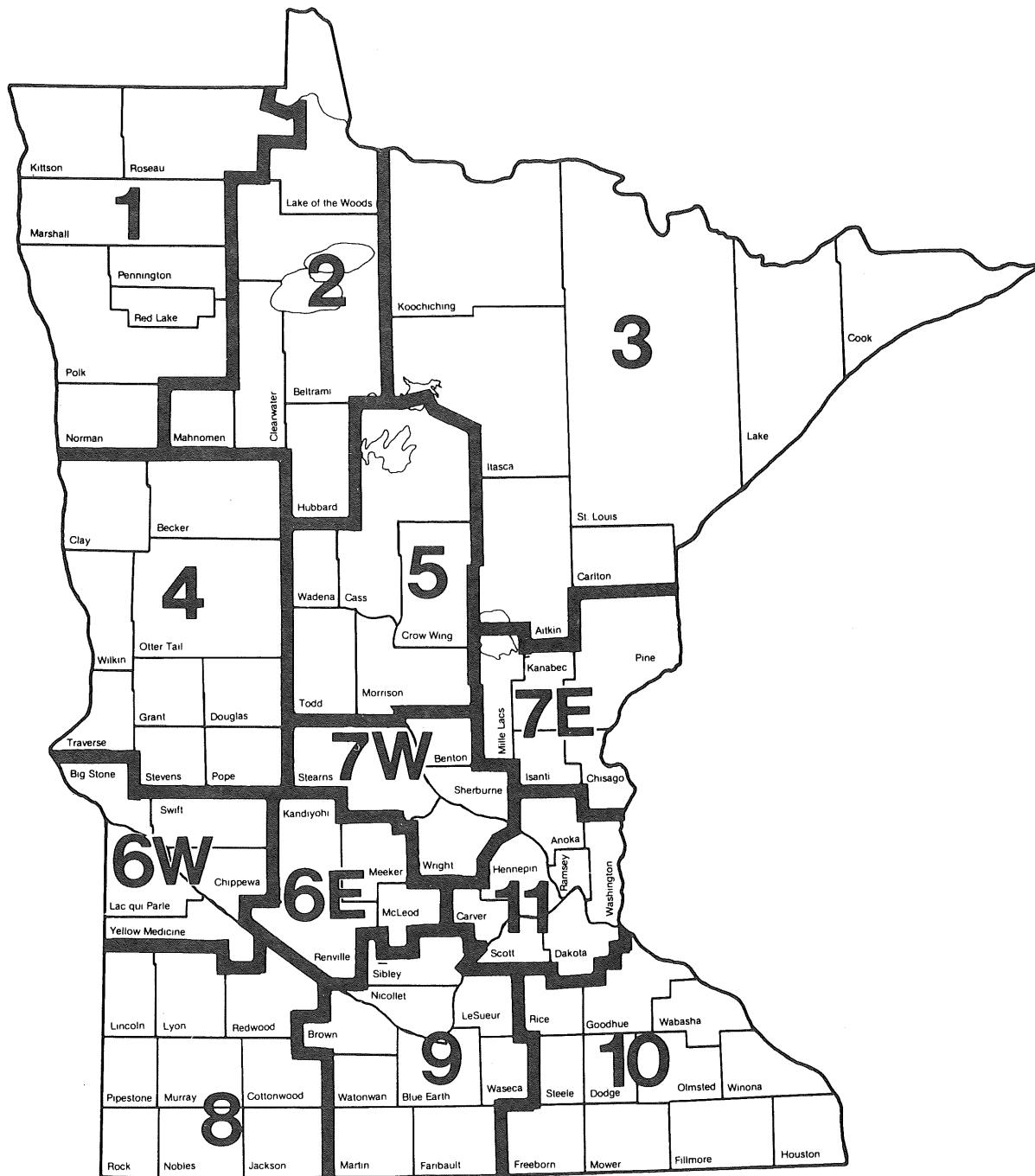
*Minnesota Teacher Education Students in Minnesota, Annual Report, July 1, 1900 - June 30, 1991 (February 1992)*

*Teacher Education in Minnesota, Annual Report, July 1, 1989 - June 30, 1990 (January 1991)*

*Report on Post-Secondary Education Fall 1991 Enrollments in Minnesota by Racial/Ethnic Group Through Fall 1991 (August 1992)*

*Report on Fall 1990 Post-Secondary Education Enrollments in Minnesota by Racial/Ethnic Group (August 1991)*

# Minnesota Planning Regions





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