

MINNESOTA HIGHER EDUCATION COORDINATING BOARD  
SUMMARY OF POLICY RECOMMENDATIONS 1967-1979



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## INTRODUCTION

This document presents the policy recommendations adopted by the Minnesota Higher Education Coordinating Board from 1967-1979. The recommendations are extracted from biennial reports to the governor and legislature; in addition, some recommendations come from supplementary documents or statements adopted by the Board.

The document is intended to serve as a reference guide for people who are familiar and unfamiliar with HECEB. It also serves to provide some historical perspective as the Board embarks on implementation of new responsibilities and the preparation of new policy recommendations. Also, the document provides an idea of the scope and nature of subjects the Board has addressed over the years, and one can trace the evolution of policies.

Although most of the content consists of specific recommendations, several more general statements are included because they provide background on the assumptions or principles upon which many recommendations were based.

The column on the left indicates the policy, statements, or recommendations. The year refers to the legislature which received the recommendation; thus, one should keep in mind that a recommendation to the 1977 Legislature was most likely adopted in the fall of 1976. The middle column indicates the reference source for the recommendation to assist the reader who may wish to look up the full discussion of the recommendation. The final column indicates what action was taken by the legislature or other groups only on a recommendation. In several instances the report of actions taken has not been completed.

Three appendices are included. The first provides a capsule history of the Board, the second lists the membership over the years and the third provides a full list of sources for the document.



I.O FINANCIAL AID

BOARD POLICY/RECOMMENDATION/STATEMENT

	FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1967	<p>Recommendation</p> <p>Recommends program of state scholarships or grants to ease financial burden.</p>	<p>Report of the Minnesota Liaison &amp; Facilities Commission for Higher Education, 7/1/65-9/30/66 pp. 15</p>	<p>Legislature established scholarship program. Provides \$250,000 for first year of program.</p>
1968	<p>Statement</p> <p>Board addressed issue of whether or not state should provide student financial aids, and if so, for whom and under what conditions. Adopted philosophy that every high school graduate...should be actively encouraged to enter post-secondary education and every effort should be made to remove barriers to post-secondary education.</p>	<p>A Philosophy for Minnesota Higher Education, pp. 7-15</p>	
1969	<p>Recommendation</p> <ol style="list-style-type: none"> <li>1. Recommends increased investment--\$2,750,000 for biennium to fund 1,200 new state scholarship recipients per year.</li> <li>2. Recommends establishment of state grant program based solely on financial need. Recommends initial appropriation of \$600,000 for biennium.</li> <li>3. Recommends legislature authorize each state institution of higher education to waive tuition for financially disadvantaged students for courses when the institution has available funds to cover the cost of their education.</li> </ol>	<p>Proposal for Progress pp/ 22-24</p>	<p>Legislature appropriates \$1,450,000 for biennium for scholarships.</p> <p>Legislature establishes state grant program and appropriates \$800,000 for biennium to aid economically disadvantaged.</p> <p>Study on disadvantaged youth began in September, 1969.</p>
1971	<p>Recommendation</p> <ol style="list-style-type: none"> <li>1. Reaffirms goal of assuring post-secondary education is financially available to all Minnesota residents. Recommends appropriation of \$3,820,850 for scholarships and grants for FY 1972 and \$7,496,850 for FY 1973. Appropriation to be divided equally between two programs.</li> <li>2. Recommends statutory authorization for Grant-in-Aid Program to provide continuity for programs.</li> </ol>	<p>Meeting the Challenge pp. 10-13</p>	<p>Legislature appropriates \$4,090,000 for scholarship program for biennium and \$3,240,000 for grants for biennium.</p> <p>Statutory authorization for grants approved.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

	FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
	<ol style="list-style-type: none"> <li>3. Recommends that students attending vocational schools be made eligible for scholarships to assure that all types of post-secondary education are financially available to Minnesota residents.</li> <li>4. To address costs of education, recommends that monetary limit for scholarship and grant awards of \$200 and \$800 be changed to \$100 to \$1,000.</li> <li>5. Recommends that functional limit or amount of scholarships and grants be changed from cost of tuition and fees plus \$100 for books and supplies to 1/2 of applicant's demonstrated need in order to assure that supplies with all levels of need will be treated equally.</li> <li>6. To make transfer from junior college to a four-year school economically feasible, recommends that junior college students not previously awarded a state grant be made eligible for a grant at time of transfer to an approved four-year school.</li> </ol>		<p>AVTIs eligibility authorized by legislature.</p> <p>Legislature authorizes limits of \$1,000 and \$100 not to exceed one half of applicants' financial need.</p> <p>Eligible students for grants now include persons who have completed at least one academic year of study at a two-year institution and seek transfer to a four-year institution.</p> <p>Adopted.</p>
<p>1973</p> <p>Recommendation Commission studied financial aid in connection with analysis of financing post-secondary education and appropriate tuition policy (see tuition section).</p> <ol style="list-style-type: none"> <li>1. Recommends \$9,175,000 for state scholarships and grants for FY 1974 and \$13,475,000 for FY 1975.</li> <li>2. Recommends maximum amount of award be increased from \$1,000 to \$1,200 to ensure state award can meet one half of student's need.</li> </ol>	<p>Responding to Change pp. 1-12</p>		<p>Legislature appropriates \$7,050,000 for scholarships and \$9 million for grants.</p> <p>Not approved.</p>
<p>1973</p> <p>Recommendation Commission assessed need for additional loan reserves in Minnesota. Survey of Federally Insured Loan Program in Minnesota conducted. In Fall 1972, it was found FISL loan meeting needs but "a major change in money market is apt to upset this rather delicate balance and these conditions should be monitored so necessary adjustments may be made." Alternatives to meeting unmet needs analyzed. Exploration of pilot state program to meet unmet needs recommended.</p>	<p>Responding to Change Appendix E, p. 101</p>		<p>State Loan Program enacted by 1973 Legislature. Made operable by sale of \$29.4 million in revenue bonds in February 1974.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p style="text-align: center;">Recommendation</p> <p>1975 1. Recommends removal of bonding limit for state loan program. (\$30 million)</p> <p>2. Recommends maximum annual amount of a state scholarship or grant be raised from \$1,000 to \$1,200.</p> <p>3. Recommends appropriation of \$21,556,000 for Scholarship and Grant Program for biennium.</p> <p>4. Recommends authority to transfer funds from scholarship fund to grant fund.</p> <p>5. Recommends establishment of pilot work study program with funding separate from scholarship and grant programs. Recommend appropriation of \$1 million for FY 1976 and \$2 million for FY 1977.</p> <p>6. Recommends addition of 20 new participants in Medical Loan Program in each year of biennium. Recommends \$44,850 for biennium to cover costs of issuing bonds and retiring interest on bonds not previously covered through investment income available to the program.</p> <p>7. Recommends amounts allocated to participating institutes be based on number of foreign students enrolled at each participating institution rather than on full-time equivalent enrollment of each institution. Recommend \$80,000 for each year of biennium.</p> <p>8. Recommends 1975 Legislature appropriate \$20,000 for biennium to continue Veterans Dependents Financial Aid Assistance Program at present level.</p> <p>9. Board recommends that private vocational schools be eligible for scholarship and grant program.</p>	<p>Making the Transition pp. 11-16</p>	<p>Authorization to issue revenue bonds in aggregate set at \$90 million.</p> <p>Maximum raised to \$1,100.</p> <p>Appropriation of \$10,750,000 for scholarships and \$17.9 million for grants.</p> <p>Recommendation Adopted</p> <p>Legislature approves work-study program. Appropriates \$1,750,000.</p> <p>Authorizes HECB to issue bonds to secure funds for renewing loans to medical students and \$120,000 for new loans.</p> <p>Appropriation of \$160,000 for biennium.</p> <p>Appropriation of \$20,000 for biennium approved.</p> <p>Legislature authorizes participation of private vocational schools in scholarship and grant program.</p>
<p style="text-align: center;">Recommendation</p> <p>1977 1. Recommends \$19,102,900 for FY 1978 and \$25,532,000 for FY 1979 under Grant-in-Aid Program to provide awards to all eligible applicants who show need.</p>	<p>Report to the 1977 Legislature, pp. 15-18</p>	<p>Appropriation of \$30,300,000 approved for grants for biennium.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
2. To provide for more equal treatment of students with need, recommend that combination of state grant and federal Basic Educational Opportunity Grant to which student is entitled not meet more than 75% of student's need.		Recommend policy taking into account BEOG's adopted.
3. Recommends that students who didn't receive grant at time of entrance to post-secondary education be made eligible to compete for grant-in-aid awards on an equal basis with students entering for first time.		Legislature authorizes eligibility of second year students in 1978.
4. Recommends authorization for part-time grant program with \$1 million appropriated for each year of biennium.		Part-time grant program authorized with biennial appropriation of \$750,000.
5. Recommends State Scholarship appropriation of \$8,034,000 for FY 1978 and \$10,109,000 for FY 1979 to meet needs for renewal awards and provide same number of initial scholarships as in 1976-77.		Biennial appropriation of \$16,752,984 approved.
6. Recommends coordination of State Scholarship and federal BEOG to which a scholarship recipient is entitled not to exceed 75% of student's need.		Recommended policy taking into account BEOG adopted.
7. To further test work study program, recommend \$1,250,000 for each year of biennium.		Legislature supports work-study program appropriates \$3.2 million.
8. To provide for better use of state work-study funds, recommends removal of statutory requirement for using specific portion of funds for work off-campus and that this be replaced with statement of legislative intent that funds be used for off-campus employment to the extent feasible.		Legislature approves changes in work-study program including removal of requirement that 50% of funds be used off campus.
9. Recommends continuation of Foreign Student Assistance Program and \$80,000 for each year of biennium. Recommends changes in allocation of funds to assure more effective use of appropriation.		Appropriation of \$160,000 for biennium approved as well as recommendation on funded reallocation.
10. Recommends removal of limit on authority to issue revenue bonds or modify limit so Board may have up to \$150,000,000 in bonds outstanding at one time.		Bonding authorization raised to \$125 million.
11. Recommends action be taken to classify all information files for financial aid as private and not available to public.		Recommendation on privacy of data adopted by legislature.

BOARD POLICY/RECOMMENDATION/STATEMENT

FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p>		
<p>1979 1. Recommends that beginning with FY 1981, the State Grant-in-Aid Program permit any full-time undergraduate enrolled in or accepted for admission to a degree or certificate program in good-standing in an eligible institution to be eligible to receive a grant-in-aid based on financial need.</p>	<p>Report to the Governor and 1979 Minnesota Legislature pp. 58-68</p>	<p>Recommendation Adopted.</p>
<p>2. Recommends that beginning with FY 81 the maximum grant-in-aid award be increased from \$1,100 to \$1,250.</p>		<p>Recommendation Adopted.</p>
<p>3. Recommends that beginning with FY 82, the maximum grant-in-aid award be increased from \$1,250 to \$1,400.</p>		<p>Recommendation Adopted.</p>
<p>4. Recommends that the appropriation to the Grant-in-Aid Program remain at the same level as for FY 1979, \$16,650,000, for each year of the biennium and if there are unexpected funds on June 30, 1980 they may be carried over into FY 1981.</p>		<p>Legislature appropriated \$12,103,600 for 1980 and \$11,630,800 for 1981. Due to the policy changes adopted (1 and 2 above) \$3,668,000 was appropriated for 1981.</p>
<p>5. Recommends that beginning with FY 1981, the maximum scholarship be increased from \$1,100 to \$1,250.</p>		<p>Recommendation Adopted.</p>
<p>6. Recommends that beginning with 1982 the maximum scholarship be increased from \$1,250 to \$1,400.</p>		<p>Recommendation Adopted.</p>
<p>7. Recommends that the appropriation to the scholarship program remain at the same level as for FY 1979, \$9,163,957, for each year of the biennium. If there are unexpected funds on June 30, 1980 they may be carried over into FY 1981.</p>		<p>Legislature appropriates \$9,922,500 for 1980, and \$11,338,500 for 1981.</p>
<p>8. Recommends that the 1979 Legislature continue the current level of funding and appropriate \$155,000 for each year of the biennium.</p>		<p>Legislature appropriates \$173,900 for 1980, and \$182,700 for 1981.</p>
<p>9. Recommends that the 1979 Legislature continue to appropriate \$500,000 to the Part-Time Student Grant Program for each year of the 1980-81 biennium.</p>		<p>Legislature appropriates \$375,000 for each year.</p>
<p>10. Recommends that the AVTI Tuition Subsidy Program remove the age barrier to eligibility for assistance under the program.</p>		<p>Recommendation Adopted.</p>
<p>11. Recommends that the Legislature continue to appropriate \$3,585,000 to the AVTI Tuition Subsidy Program for each year of the biennium.</p>		<p>Legislature appropriates one half of HECB's original request, \$1,792,500 for each year.</p>



BOARD POLICY/RECOMMENDATION/STATEMENT

FINANCIAL AID	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
12. Recommends that the 1979 Legislature continue to appropriate \$10,000 per year to the Veterans' Dependents Student Assistance Program for FY 1980 and 1981.		Legislature appropriates \$2,000 per year.
13. Recommends that the 1979 Legislature appropriate \$2.6 million to the State Work-Study Program for FY 1980 and \$3.6 million for FY 1981.		Recommendation Adopted.
14. Recommends that the statutory limit on the Minnesota State Student Loan Program bonding authority be increased to \$200 million outstanding at any one time.		Recommendation Adopted.
15. Recommends that the statutory exclusion of "refunding" bonds be changed to exclude "refunded" bonds.		Recommendation Adopted.
16. Recommends that the 1979 Legislature appropriate \$134,000 in FY 1980 and \$153,000 in FY 1981 for the Medical and Osteopathy Student Loan Program.		Legislature appropriates \$143,500 for FY 1980 and \$153,000 for FY 1981.
17. Recommends that the Board review alternatives for expansion of health professions loans with particular emphasis on the federal Health Education Assistance Loan Program and report to the Legislature by January 1980.		Recommendation Adopted.
18. Recommends that the 1979 Legislature continue to fund the Foreign Student Assistance Program at the current level of 80,000 for each year of the biennium.		Legislature appropriates \$45,000 per year to HECB and \$35,000 per year to the University of Minnesota.
19. Recommends that Minnesota Statute, Section 136A.162 be amended to cover all state supported financial aid programs in order to protect the privacy rights of financial aid applicants and their families.		Recommendation Adopted.



2.0 MEETING NEEDS OF DISADVANTAGED STUDENTS

BOARD POLICY/RECOMMENDATION/STATEMENT

MEETING NEEDS OF DISADVANTAGED STUDENTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Policy</p> <p>1967 Commission states that every Minnesota resident who earns a high school diploma should have a realistic opportunity to succeed in an institution of higher education. State higher education systems should make adequate provisions for meeting the needs of students who represent a wide range of differential abilities and financial means.</p>	<p>Report of the Minnesota Liaison and Facilities Commission for Higher Education, pp 1-13</p>	
<p>Statement</p> <p>1968 States that as matter of urgency every effort should be made to remove barriers to post-secondary education. States principle that opportunity to pursue post-secondary education is made available to all regardless of race, religion, sex or socio-economic status.</p>	<p>Philosopy for Minnesota Higher Education, pp. 1-15</p>	
<p>Statement</p> <p>1969 States that barriers which deter some Minnesota residents from post-secondary education be removed and all residents be given appropriate encouragement to pursue post-secondary education.</p> <ol style="list-style-type: none"> <li>1. Recommends guidance programs be strengthened to provide effective counseling and information services for all secondary and post-secondary education students.</li> <li>2. Recommends expansion of state scholarship program.</li> <li>3. Recommends creation of state grant programs to facilitate and encourage disadvantaged students to pursue post-secondary education. Grants to be awarded solely on basis of financial need to Minnesota's disadvantaged youth.</li> <li>4. Recommends every public institution be authorized to waive tuition for financially disadvantaged students when the institution has available funds to cover the cost of their instruction.</li> </ol>	<p>Proposal for Progress pp. 22-24</p>	<p>Legislature appropriates \$1,450,000 for biennium for scholarships.</p> <p>Legislature establishes a state grant program and appropriates \$800,000 for biennium to aid economically disadvantaged.</p> <p>Commission adopts resolution proposing study of post-secondary education needs of disadvantaged youth in Twin Cities. Study began in September of 1969.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

MEETING NEEDS OF DISADVANTAGED STUDENTS\*

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1971 Recommendation  
Reaffirms conviction that state pursue policy of fostering universal post-secondary education.

Meeting the Challenge  
pp. 14-19

1. Recommends that capacity of elementary and secondary schools to educate disadvantaged students be strengthened substantially in order that educational deficiencies of disadvantaged students may be overcome earlier.
2. Recommends legislature establish educational cooperative education center in Twin Cities to provide more effective cooperative efforts of all post-secondary education institutions in serving the largest concentration of state's disadvantaged population and to provide a better link between this population and post-secondary education. Recommend \$750,000 for biennium.
3. Recommends that 1971 Legislature make post-secondary education for disadvantaged students feasible by making substantial appropriations for student financial aids.
4. Recommends legislature provide funds necessary for public institutions of higher education to meet the needs of individual students, both advantaged and disadvantaged through effective counseling services.
5. To provide diversity of opportunities and facilitate the extension of post-secondary education to disadvantaged students by both public and private institutions, recommends that legislature authorize commission to enter into contracts with Minnesota private colleges providing for special payments for education of disadvantaged students.
6. Recommends that post-secondary education be made more accessible to urban disadvantaged population of Twin Cities by establishing a state junior college in St. Paul, strengthening programs for disadvantaged students at Metro State Junior College and increasing the capacities of AVTIs in Minneapolis and St. Paul.

Not Adopted.

Legislature appropriates \$3,240,000 for biennium for grants-in-aid.

Legislature establishes an act authorizing the commission to enter into contracts with Minnesota private colleges to encourage and facilitate the education of larger number of Minnesota residents.

Legislature calls for a staff study of need for and feasibility of a junior college in St. Paul or Minneapolis.

\*Defined as referring to youth from families in lower socio-economic segments of the state's population. Includes families from all racial and ethnic origins. Includes families from both urban and rural areas.

BOARD POLICY/RECOMMENDATION/STATEMENT

MEETING NEEDS OF DISADVANTAGED STUDENTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>7. Recommend legislature stimulate and facilitate development of appropriate programs in institutions meeting the needs of disadvantaged students by establishing an educational opportunity fund to support such ventures.</p>		<p>Not Adopted.</p>
<p>Recommendation</p> <p>1973 1. Reaffirms previous recommendation that the capacity of elementary and secondary schools to educate disadvantaged students be strengthened substantially in order that the educational deficiencies of disadvantaged students may be overcome earlier.</p> <p>2. Recognizing the need to make post-secondary education accessible to all Minnesota residents, including the disadvantaged, Commission recommends that legislature appropriate \$22,650,000 for State Scholarship and Grant Programs, thereby increasing this program by over 200 percent. Further recommends that all funds for new awards be allocated to the grant programs to provide greater access to post-secondary education for the economically disadvantaged.</p> <p>3. Restates previous recommendation that in order to facilitate more effective efforts of all post-secondary education institutions in serving the largest concentrations of Minnesota disadvantaged population and to provide a better link between this population and post-secondary education, the 1973 Legislature should appropriate \$750,000 to establish an experimental cooperative education center in the Twin Cities.</p> <p>4. Reaffirms previous recommendation that 1973 Legislature provides the funds necessary for Minnesota's public institutions to meet the needs of individual students, both advantaged and disadvantaged through effective counseling services. (Also see Commission's 1973 recommendation on tuition and financial aids)</p>	<p>Responding to Change pp. 42-44</p>	<p>Legislature appropriates \$7,050,000 for scholarships and \$9 million for grants.</p> <p>Not Adopted</p> <p>Not Adopted</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

MEETING THE NEEDS OF DISADVANTAGED STUDENTS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1975 Statement  
Reaffirms conviction that state must adhere to principle of equal opportunity and must pursue policy of meeting post-secondary education needs of increasingly larger proportion of Minnesota residents. Continued commitment by state to existing student aid programs can effectively lower or entirely remove financial barrier to post-secondary education. (See 1975 recommendations on Student Financial Aid for Scholarships, Grants, Loans and Work-Study).

Making the Transition  
pp. 11-16

See 1977 Recommendations for Student Financial Aid.

Report to the 1977  
Minnesota Legislature  
pp. 15-18





3.0 TUITION

BOARD POLICY/RECOMMENDATION/STATEMENT

TUITION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1969 1. States that students should be expected to provide a reasonable share of funds to support instruction. Recommends that policy of state in determining tuition and fee rates should be to expect that income from tuition and fees will provide approximately 1/3 of the amount expended for the teaching function as represented by direct and indirect expenditures for instruction and departmental research.</p> <p>2. Recommends that state's policy of requiring higher education tuition rates for summer sessions than for other terms be discontinued.</p> <p>Commission notes inconsistency of requiring tuition for vocational, as well as other programs, in college and universities, but not requiring tuition in AVTIs.</p>	<p>Proposal for Progress pp. 53-55</p>	<p>State Junior College Board, State College Board, and University of Minnesota Board of Regents adjusted tuition rates for the fall of 1969 reflecting this policy.</p> <p>Commission makes more thorough assessment of total problem of tuition in public institutions.</p>
<p>Recommendation</p> <p>1971 In order that costs may be shared appropriately between the student and the state, the Commission recommends that the policy of the state on tuition rates in state collegiate institutions be to expect that income from tuition provide approximately 30% of instructional costs as represented by direct and indirect expenditures for instruction and departmental research. This reaffirms 1969 policy recommendation on tuition and fees. Since variation among 3 collegiate systems in nature of fees created some confusion over the 1969 policy, this recommendation is stated in terms of tuition only but the intent remains the same.</p>	<p>Meeting the Challenge pp. 33-34</p>	<p>Not Adopted.</p>
<p>Recommendation</p> <p>1973 Issue of tuition policy was considered in context of broader issue of financing post-secondary education.</p> <p>1. Recommends \$22,650,000 for state Scholarship and Grant Program for the biennium. (See financial aid section).</p> <p>2. Recommends that state's policy on tuition rates in public institutions be that income from tuition be a maximum of 30% of instructional costs (as represented by direct and indirect expenditures for instruction and departmental research), at the University,</p>	<p>Responding to Change pp. 33-36</p>	<p>1977 Legislature authorizes tuition charge of \$2 per day for all AVTI students effective July 1, 1978.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

TUITION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>state colleges and for non-vocational programs at the junior colleges. Each student at AVTIs and in vocational programs in the junior college should pay a reasonable and justified proportionate share of the instructional cost. Accordingly, the Commission requests that the State Board for Vocational Education, in consultation with representatives of each institute, assess their instructional costs among AVTIs and report to the HECB by January 1, 1973 on a plan to implement the above recommendation. After consideration of this proposal, the HECB will report to the legislature on a plan for AVTIs.</p>		
<p>3. Recognizing that the proposed tuition policy will increase expenses for students who are currently enrolled in post-secondary education and who are not eligible to apply for state aid, the Commission recommends that \$4 million be appropriated for the biennium only, to be distributed to students at public post-secondary institutions who require assistance to offset the tuition increase in order to continue their education.</p>		
<p>4. As an additional impetus to equal access to post-secondary education, recommends that immediate studies be initiated by the state college and the University to establish tuition charges for lower division, upper division, graduate and professional students that will result in tuition charges, as a percent of instructional costs, to be more in balance for each of these levels. Recommends the State College System and the University should study this tuition level policy and report to the HECB by January 1974 in regard to the plans and problems in the future implementation of this policy.</p>		
<p>5. To determine the extent to which this policy enhances or inhibits equal access to post-secondary education and extent to which it contributes to the effective financing of Minnesota post-secondary education, it is recommended that the HECB continue to review the recommended tuition policy.</p>		
<p>6. Recommends that state policy on AVTIs and vocational courses in state junior colleges be that income from tuition be expected to equal 10% of instructional costs and that projected income based on this policy be considered by the legislature in making appropriations.</p>		Not Adopted.

BOARD POLICY/RECOMMENDATION/STATEMENT

TUITION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Policy/Objectives

- 1979 1. That the cost of providing post-secondary education should be shared in an equitable manner by all students through tuition and by the state through direct institutional subsidies and financial aid.
2. That as many citizens as possible should be able to attend institutions appropriate to their needs.
3. That all forms of post-secondary education should be financially accessible to students from all socio-economic groups.
4. That tuition policy and practices should be evaluated in relation to goals for post-secondary education.
5. That tuition policy should provide incentives to institutions and systems for efficient management of public resources.

Statements/Principles

1. Tuition price should be related to costs of instruction.
2. The percentage which tuition revenue represents of instructional costs should be the same in each public system.
3. Tuition revenue as a percent of instructional expenditure should not exceed 30% or be less than 25% in the public post-secondary systems.
4. Recognizing the disparity which exists between tuition rates in the public collegiate systems and the area vocational-technical institutes, it is recommended that the tuition increase for the area vocational-technical institutes be phased in gradually.

Recommendations

1. Recommends that tuition increases sufficient to provide that tuition revenue will represent 25 percent of instructional costs be made by the end of the 1979-81 biennium.
2. Recommends that tuition increases for the area vocational-technical institutes be phased in gradually and be 12.5 percent of instructional costs by 1981 and should not be less than one-half of the percentage in the collegiate systems.

Report to the Governor and 1979 Minnesota Legislature, pp. 40-43

By 1981 tuition revenue as a percent of instructional expenditure will equal 10.19% at AVTIS, 21.77% at community colleges, 20.66% at state universities, and 25.24% at the University of Minnesota.

BOARD POLICY/RECOMMENDATION/STATEMENT

TUITION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
3. Recommends that the staff of the Board work cooperatively with the House Appropriations Committee, the Senate Finance Committee, the Department of Finance and the systems of post-secondary education to jointly refine the definition of instructional costs for the purpose of setting tuition rates.		Not Adopted.



4.0 PLANNING FOR INSTITUTIONS

4.1 GUIDELINES ON GEOGRAPHIC ACCESS

4.2 RECOMMENDATIONS ON NEW INSTITUTIONS

4.3 ROCHESTER (REGIONS IX AND X)

4.4 SOUTHWEST STUDY

BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - GUIDELINES

Recommendation		
<p>1969 1. Recommends the following guidelines become the policy of the state on establishing and supporting institutions of post-secondary education.</p> <p>A. A publicly supported institution of post-secondary education should be located within 35 miles of every Minnesota community with a population of 5,000 or more.</p> <p>B. A public institution which offers at least the first 2 years of collegiate studies leading to a baccalaureate degree should be located within 20 miles of every Minnesota community with a population of 10,000 or more.</p> <p>C. When the peculiar characteristics of an area clearly indicate the desirability of establishing and supporting institutions in addition to those established and maintained through implementation of guidelines A&amp;B, the determination to establish additional institutions should be based upon the special intensity of need in the area and should be considered in the context of the total needs of the state for post-secondary education.</p> <p>2. Recommends that the legislature indicates its intention that all proposals for establishing new public post-secondary institutions of all types be referred to the HECB for prior review and recommendations shall be reported to the legislature and included in the Commission's biennial report.</p> <p>3. Recommend that:</p> <p>A. The legislature at the 1969 session (1) confirm the tentative designation by the 1967 Legislature of Fairmont as the location for a new state junior college; (2) designate the following additional five communities as locations for new state junior colleges: a) Alexandria, b) Cambridge, c) Hutchinson, d) New Ulm, e) Owatonna; and (3) provide the State Junior College Board with the necessary directions, authorization and resources to proceed with the planning of the campuses, the appointment of administration and faculties and the construction of buildings or a time schedule which provides for sound institutional planning and permits all six of the new junior colleges to be fully operational as soon as feasible, but not later than the fall of 1974.</p>	<p>Proposal for Progress pp. 13-20</p>	<p>Recommendation Adopted.</p> <p>1969 Legislature requested HECB to make recommendations on the possible establishment of an upper division state college and state junior college in St. Paul.</p> <p>1969 Legislature delegates power of review to HECC.</p> <p>1969 Legislature establish a junior college at Fairmont and another at a site to be designated by the state junior college from the Commission list of five recommended sites.</p>



BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - GUIDELINES	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>(Report on Commission's 1967-68 study and more detailed recommendations are contained in 1969 report to the Legislature)</p> <p>B. The HECC concurs with the recommendation of the University of Minnesota proposal that the Waseca southern school of Agriculture be phased out in an orderly manner and that a two-year collegiate-technical program be established leading to appropriate agricultural-related degrees.</p> <p>4. Recommends 1969 Legislature make a special appropriation of \$50,000 to finance a thorough study of needs and alternative solutions for post-secondary education in the Twin Cities and 7-county metropolitan area to be conducted by the HECC in cooperation with public and private post-secondary institutions.</p> <p>5. Recommends \$500,000 be appropriated by the 1969 Legislature to an appropriate agency for developing new institutions and/or expansion of existing institutions in the 7-county metropolitan area. The agency so designated as custodian of the appropriation should be empowered to make allocations from the appropriation to the Board of Regents, the State College Board, and/or the State Junior College Board for immediate implementation of the Commission study recommendations.</p>		<p>1969 Legislature appropriates \$165,000 for biennium for development of two-year technical agricultural college program at Waseca.</p> <p>Legislature requests a staff study of the current and emerging needs and alternative solutions for post-secondary education to be reported to Legislature and governor on or before November 15, 1970.</p>
<p>1971 Recommendation Recommends that the 1971 Legislature take necessary steps to assure that appropriate expansion, both through increasing the capabilities of existing public institutions to accommodate more students and through establishing new public institutions, can be accepted before 1978.</p> <p>1. Recommends 1971 Legislature provide sufficient building funds for rapid development of new institutions already authorized and recommended as well as for necessary improvement of physical facilities on existing campuses. The pattern of enrollment growth projected for the next two decades indicates that delaying construction of needed facilities on both new and old campuses would not be in the best interests of the state.</p>	<p>Meeting the Challenge pp. 20-22</p>	<p>Recommendation Adopted.</p> <p>1971 Legislature appropriates \$5,000,000 from Minnesota state building fund for a higher education facilities contingent account.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - GUIDELINES	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>2. Urges establishment of a state junior college in St. Paul. Recommends that 1971 Legislature appropriate funds to the Junior College Board adequate for the planning and establishment of this institution as soon as possible. The absence of a comprehensive 2-year commuter institution in a city with a population of 300,000 represents a serious deficiency in the state's admirable efforts to make post-secondary education opportunities as geographically accessible as practical for all Minnesota residents. Moreover, as the University of Minnesota continues to shift relative emphasis from lower division to upper division and post-baccalaureate programs, the need for additional lower division opportunities in the Twin Cities will become critical.</p>		<p>The junior college board shall study and recommend to the legislature the most feasible locations for additional state junior colleges.</p>
<p>3. A state college designed to accommodate about 5,000 upper division students and 3,000 lower division students by 1980 should be established in the Twin Cities metropolitan area. While the concept of a free-standing upper division institution is appealing, the expression of such institutions would suggest that a college which emphasizes upper division programs is a more realistic approach. Such a state college would increase the diversity of opportunities available to metropolitan state residents on a community basis. It would also provide the opportunity for developing new programs and other curriculum innovations. The legislature should provide funds to the State College Board for developing plans for a Twin Cities state college in order that a final decision by the 1973 Legislature on establishment of the institution may be based on a more complete assessment of the nature of the proposed institution, its curriculum, the students it would strive to serve, the investment necessary for developing an appropriate campus, and the way in which its role would relate to existing institutions. The HECC should be involved in development of these plans to the legislature in 1973.</p>		<p>1971 Legislature appropriated \$300,000 for biennium to be used by the state college board for planning and operating an educational program for a state college center to be organized in the seven county metropolitan area.</p>
<p>HECC takes favorable action on proposal for establishing an AVTI in East Grand Forks.</p>		<p>Favorable action taken in December, 1971.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - RECOMMENDATIONS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>1973 Recommendation                      Commission continues to believe that establishing a state junior college in St. Paul, as recommended in Report to 1969 Legislature is both feasible and desirable. Would fill void in distributing comprehensive lower division opportunities and meet needs of inner city residents.</p> <p>Commission recommends that no new AVTIs be authorized until such time as greater need and feasibility becomes evident. In addition, the increasing excess capacity at other public institutions in the state indicates that caution should be exercised in expanding existing AVTIs. Recommends State Board for Vocational Education not approve any additional construction at existing AVTIs without prior review of the proposed construction by the HECC.</p>	<p>Responding to Change pp. 35-39.</p>	<p>Establishing additional public post-secondary education institutions in some additional areas of the state is both desirable and feasible, but need is not pressing and such developments probably cannot command much priority among total post-secondary education needs of state now.</p> <p>Adopted.</p>
<p>1975 Recommendation                      During biennium the Board re-examined its guidelines on access "in light of changing enrollment patterns in order to establish new priorities for the establishment of merging institutions." Addressed number and location of Minnesota post-secondary education institutions.</p> <p>Statement                      The Commission reiterated its 1973 assertion that the enrollment decline now projected for higher education will require adjustment on the part of institutions. It said research is necessary to determine both the effects of possible decline on the institutions and programs and to develop effective statewide policies to provide a rational and orderly context for the adjustments. It listed the following issues requiring further study:</p> <p>(1) What are the identifiable consequences of enrollment declines? How are the institutional and program costs affected? What programs, and what are their characteristics that are most severely affected? How is the scope of offerings affected over time? Is program or institutional quality affected? Is institutional flexibility reduced?</p>	<p>Meeting the Challenge pp. 57-69</p>	<p>Board Addressed number and location of Minnesota post-secondary education institution.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - RECOMMENDATIONS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>(2) What institutional and program outputs can be identified and quantified? How are they related to regional and community needs? How do they relate to state plans for regional and economic development? What publics are served by individual institutions in the various regions?</p> <p>(3) What policy alternatives exist? What would be the effects of limiting enrollment at certain institutions? Of establishing incentives for attendance at other institutions? What possibilities and potentials exist in specializing programs and missions of selected institutions? What are the cost and programmatic advantages and disadvantages of selected merger or consolidation? What are the likely enrollment effects of merger? What possibilities exist for cost reduction and program specialization through the use of educational television?</p> <p>The Commission said that some questions can be addressed through ongoing and developing HECC activities--program review, budget review, etc. It concluded by saying that "as data become available from these processes, the desirability and necessity of specific Commission action on this issue of new priorities for the establishment or merging of institutions will become more clear.</p>		
<p>1975 Recommendation The HECC updated its position while responding to a recommendation of the Commission on Minnesota's Future that the governor initiate a study for consolidation of post-secondary education institutions by establishing a special task force and preparing recommendations for the 1977 Legislature.</p>	<p>Comments on recommendations by the Commission on Minnesota's Future on Post-Secondary Education (October 30, 1975)</p>	<p>Not Adopted.</p>
<p>1977 Policy Says sound enrollment policy should recognize that precipitous closing of institutions and/or programs should be avoided if possible. Every institution has positive effects on the area which it serves.</p> <p>Every reasonable effort should be made to use existing capacity through meeting legitimate education needs of a larger proportion of the population.</p>	<p>Report to the 1977 Minnesota Legislature pp. 11-13</p>	

PLANNING FOR INSTITUTIONS - RECOMMENDATIONS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation  
 In order to avoid any additional excess in physical plants, recommends that any construction to increase capacity of institutions should be approved only after thorough justification which fully recognizes enrollment declines and availability of underused facilities at other institutions.

Adopted.



BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - ROCHESTER	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>1971 Recommendation The Commission recommends that the 1971 Legislature appropriate planning funds to the University of Minnesota in order that a decision on the need for a University of Minnesota branch at Rochester by the 1973 Legislature may be based on more adequate information. If detailed study confirms present indication of need, a branch of the University of Minnesota should be established in Rochester. The HECC should be involved in the development of these plans, and it should make recommendations on implementation of these plans to the legislature in 1973.</p>	<p>Source: Meeting the Challenge p. 22</p>	<p>Legislature directs HECC to study need for U of M branch at Rochester or other additional state post-secondary education institutions in planning regions 9 and 10; to describe nature of any proposed institution for which Commission identifies need and feasible alternative types of institutions; to assess impact of any proposed institution on existing institutions.</p>
<p>1973 1. Recommendation Recommends that 1973 Legislature pass legislation establishing a Rochester Higher Education Consortium with the following characteristics and conditions:</p> <p>(1) The consortium shall be governed by a board consisting of the Higher Education Advisory Council plus the executive director of the HECC, who shall serve as chairman.</p> <p>(2) Shall be administered by a coordinating provost to be appointed by the board and to serve at the pleasure of the board.</p> <p>(3) The coordinating provost shall serve as chief executive officer of the board in addition to assuming primary responsibility for administration of consortium affairs under the policies prescribed by the board.</p> <p>(4) The board shall have the authority to support such other officers and employees as may be necessary for accomplishing the purposes of the consortium within the constraint of available funds; officers and employees of the consortium also may be employees of a cooperating institution or system at the discretion of the board and the cooperating institution or system.</p> <p>(5) The coordinating provost and the board shall be advised by a curriculum planning committee consisting of 1 representative each from Rochester State Junior College, Rochester AVTI, the University of Minnesota Rochester Extension Center, the Twin Cities campus of the University of Minnesota Clinic, Winona</p>	<p>Responding to Change pp. 30-34</p>	<p>Legislature authorizes HECB to develop three experimental regional projects in Rochester, Wadena and Iron Range. Appropriates \$175,000 for biennium.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - ROCHESTER

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

State College, Mankato State College and 2 representatives of private colleges in Regions 9 and 10 appointed by the Private College Council.

(6) The coordinating provost and the board also shall be advised by a citizens' advisory committee consisting of 5 persons appointed by the governor of Minnesota from Regions 9 and 10.

(7) The purpose of the Rochester Higher Education Consortium shall be to offer or arrange to have offered courses and programs at the upper division and graduate level which can be developed through cooperation of existing institutions and which will meet specific needs in Rochester and the immediately surrounding areas; emphasis should be placed on structuring offerings in such a manner as to minimize any adverse effects on Winona State College.

2. The Commission further recommends that the consortium board and provost be requested to develop a specific plan for fulfilling the purposes of the consortium with modest legislative appropriations, such plan to be submitted to HECC by July 1, 1974, and such plan to serve as a basis for recommendations by the Commission to the 1973 Legislature on continuing development of the consortium. The plan shall include but not be limited to resolution of such issues and problems as:

(1) Should the consortium offer degrees or should degrees be awarded by cooperating institutions?

(2) Should the consortium collect tuition for courses offered or should tuition be paid to a cooperating institution?

(3) Should the consortium pay salaries of instructors and other expenses incurred with offering courses or should such salaries and expenses be paid either singly or jointly by cooperating institutions?

(4) Should the Rochester Extension Center be continued as a separate entity or subsumed and replaced by the consortium?

(5) What specific courses and programs should be offered by the consortium over the next five years?



BOARD POLICY/RECOMMENDATION/STATEMENT

PLANNING FOR INSTITUTIONS - ROCHESTER

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

- (6) What is the projected amount of direct costs which should be covered by legislative appropriations to the consortium and the amount which should be assumed by cooperating institutions or secured from other sources during the next five years?
3. Commission further recommends that in addition to developing the plans for future development of the consortium, the board and coordinating provost be charged with stimulating, coordinating and implementing programs consistent with the purpose and conditions specified above as fully as feasible with the cooperation of participating institutions during the next biennium.
4. Further recommends that 1973 Legislature appropriate \$50,000 for the first year of the biennium and \$80,000 for the second year of the biennium to the consortium and that such appropriation be in addition to appropriations for the Rochester Extension Center for post-secondary education institutions in the area.



BOARD POLICY/RECOMMENDATION/STATEMENT

SOUTHWEST STUDY

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

- 1977 1. The state must work toward public policy which effectively addresses projected post-secondary education enrollment declines in southwestern Minnesota and elsewhere in the state. The need for additional adjustments in other components of post-secondary education in the state is likely. Preparation for additional possible adjustments should be initiated now in order to avoid crisis decision-making and unanticipated retrenchment. Planning for adjustments to anticipate a changing enrollment situation will require careful monitoring of future developments and full cooperation of institutions, systems and elected officials in seeking the most appropriate means for accommodating anticipated enrollment declines. The Board will provide leadership and initiate additional actions to stimulate formulation of viable plans. To be successful, this must be a cooperative effort involving the support and participation of the appropriate parties.
2. No action should be taken to close or consolidate institutions of post-secondary education. The evidence clearly indicates that every institution of post-secondary education contributes significantly to the quality of life in the area in which it is located. In addition, the proximity of educational opportunities for residents of an area is a benefit which should not be discarded. The Board has studied a variety of alternatives for closing and consolidating institutions in southwestern Minnesota. Thorough analysis of the potential gains and losses of closing institutions did not provide adequate justification for closing or consolidating any institutions in southwestern Minnesota at the present time.
3. The mission and conception of SSU should be modified to make the institution more consistent with present and projected needs in terms of both size and nature of the institution. This recommendation is based on the conclusion that SSU can have a viable future if appropriate conditions prevail. It recognizes that SSU has made and is making important contributions to the region and the state. It has enhanced the quality of life and serves as a major cultural resource for the region. It serves as a center for the arts and intellectual activities; it has stimulated improved attention to needs and problems of the region through

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pp. 5-9

community service; it has improved access to quality education for residents of the area, and it has provided an effective means for meeting special needs such as those of handicapped students. However, the previous expectation for a comprehensive institution with an enrollment of 4,000 students is not realistic and should be abandoned.

In order to make the mission of the institution consistent with the current and future needs, Southwest State University should be continued as a regional university with academic baccalaureate and vocational-technical degree programs designed to meet regional needs. This does not imply that any change in mission will create an unusual increase in enrollment.

The Board has considered the alternative of developing a technical university at Marshall and discarded it at this time for several reasons. Developing a technical university would require a substantial investment. Since many of the programs which might be offered by such an institution are already offered by other institutions in the state, the desirability of duplicating existing efforts at a time when declining enrollments appear to be inevitable is questionable. Furthermore, unless programs are terminated in other institutions the ability of a technical university located at Marshall to compete effectively for students on a statewide basis is uncertain. Accordingly, pursuing the alternative of a technical university to meet statewide needs must be viewed as a venture which could produce desirable results but for which the investment would be substantial and success is not assured.

Continuing SSU as a smaller institution designed to meet regional needs would make no unique contribution to the total program of post-secondary education in the state, but it assures appropriate attention to needs of the region and requires no additional investment. Implementation of this recommendation will require that the State University Board formulate programmatic configurations appropriate to a revised mission in time for consideration by the 1977 Legislature.

State University Board recommends that Southwest State University be continued as a liberal arts college with certain technical and occupational programs for which need could be demonstrated, but at a reduced staffing level.

Legislative leaders endorse position of State University Board for continuation of Southwest State with reduced enrollment expectations.

BOARD POLICY/RECOMMENDATION/STATEMENT

SOUTHWEST STUDY	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>In formulating these configurations, the Board urges the State University Board to continue emphasis on meeting the needs of handicapped students and to consider opportunities for building on this service through training programs to prepare personnel for work with handicapped persons. Particular attention also should be devoted to degree programs in agriculture and technical fields and the Board urges the establishment of a citizens' advisory committee, such as those that AVTIs already use, for those agriculture and technical programs considered. The committee should be charged with responsibility of studying the availability of students for courses, job opportunities for graduates and cost of the program. All systems of higher education should be consulted and be part of the planning for prospective programs. This study is concluded with conflicting views on the desirability of additional emphasis on the field of agriculture at Southwest State University. On the one hand, the Citizens' Advisory Committee makes a strong pleas for additional agricultural programs. On the other hand, both the Institutional Advisory Committee and the Higher Education Advisory Committee have advised the Board that evidence of the need for additional programs in agriculture in southwestern Minnesota has not been identified.</p>		
<p>4. Implementation of the revised mission for Southwest State University should begin immediately after legislative action during the 1977 session.</p> <p>5. Since an institution of the size and type proposed will not require utilization of all of the physical facilities available on the campus at SSU, the State University Board should continue to identify portions of the physical facilities which can be allocated for use by other agencies and activities. While determination of specific space needs and access cannot be accomplished until after a programmatic configuration is developed, it is apparent that physical space is excessive and that all appropriate means should be pursued to assure that the entire physical plant is utilized as fully as feasible in a way compatible with the needs of the institution. The State University Board might lease some of the space for compatible activities or it might turn some portions of the physical plant over to the Department of Administration for use by appropriate state, regional or local governmental agencies. The State Department of Health and the Transportation Department already are occupying space on the campus at Southwest State University.</p>		

BOARD POLICY/RECOMMENDATION/STATEMENT

SOUTHWEST STUDY

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

6. In order to assist in making post-secondary education in southwestern Minnesota responsive to regional needs and to facilitate interinstitutional cooperation and planning in responding to changing conditions, the Board recommends that the cooperation of institutions serving the region should be continued and improved. Attention should be given to areas within the region, such as the Fairmont area, which may suffer from inadequate accessibility to post-secondary opportunities.

5.0 REGIONAL PLANNING-EXPANDING INTERINSTITUTIONAL COOPERATION

BOARD POLICY/RECOMMENDATION/STATEMENT

*Plan*

REGIONAL PLANNING-EXPANDING INTER-INSTITUTIONAL COOPERATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>(See recommendations regarding Rochester) Recommendation</p> <p>1973 As means of facilitating increased inter-institutional dialogue and cooperation, Commission purposes to establish regional advisory committees throughout the state. These regional advisory panels would offer the probability of developing a forum for the discussion of unique area problems and the alternatives available for solving them. The committees would also serve as an additional body to articulate the needs of the area to neighboring regions and state-wide agencies.</p> <p>Advisory committee would have such duties as:</p> <p>(1) Exploring possibilities-facilitate the implementation of substantial inter-institutional cooperation among the post-secondary education institutions of the area.</p> <p>(2) Cooperating with existing and future regional planning commission to improve the total regional planning effort.</p> <p>(3) Assist in the assessment of regional post-secondary needs.</p> <p>(4) Working with HECC liaison staff, and making recommendations to HECC.</p> <p>(5) Coordinating the identification of regional community service needs and the existing institutional resources which could be marshalled to meet such needs.</p>	<p>Responding to Change pp. 59-61</p>	<p>See action to authorize three regional centers. Legislature directed HECB to test feasibility of improving ability of post-secondary education to meet regional needs through increased inter-institutional cooperation and coordinated planning.</p> <p>Legislature directs HECC to take the necessary steps to encourage and expand the sharing of facilities and course offerings through cross registration or other appropriate means, between all public and private institutions of higher learning in Minnesota report to the legislature by January 1, 1975.</p>
<p>1975 Recommend state continue to provide coordination expenses for the three existing regional projects (Iron Range, Rochester and Wadena) and that public and private institutions be requested to continue their cooperation with these projects. To sustain planning and coordination activities an appropriation of \$150,000 for 1976 and \$150,000 for 1977 is requested. Costs for institutional cooperation and services should be assumed to be part of the request of participating institutions.</p>	<p>Making the Transition pp. 81-85</p>	<p>Appropriation of \$247,813 approved for regional centers.</p>

*Plan*



BOARD POLICY/RECOMMENDATION/STATEMENT

REGIONAL PLANNING-EXPANDING INTER-INSTITUTIONAL COOPERATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommend that a discretionary development fund be established for the purpose of making selective investments through the regional projects in the following: program experimentation, equalization of student costs, contracting for special or unique services, development of inter-institutional programs, and meeting matching requirements for public and private grants. To initiate and sustain planning and implementation of this discretionary fund, an appropriation of \$25,000 in 1976 and \$250,000 in 1977 is requested.</p> <p>Recommend that institutions participating in regional and experimental projects be encouraged to continue expansion of the transferability and acceptance of credits earned from offerings under the aegis of the projects.</p> <p>Recommend 1975 Legislature appropriate \$30,000 for FY 1976 and \$40,000 for FY 1977 to establish operational regional advisory committees and related mechanisms for facilitating regional planning and coordination of post-secondary education in the areas of state which are not included in one of the three existing regional projects.</p>		
<p>1977 Recommendation</p> <p>Recommend Board continue to provide coordination expenses for three existing regional centers and that public and private institutions be requested to continue their cooperation with these activities. To sustain planning and coordination with these activities, an appropriation of \$189,071 for 1978 and \$197,148 for 1979 is requested. Costs for institutional cooperation and services (including donated space) should be assumed to be part of the request of participating institutions.</p> <p>Policy</p> <p>Recommends institutions participating in the regions served by the centers be encouraged to continue expansion of the transferability and acceptance of credits earned from offerings under the aegis of such cooperative efforts.</p>	<p>Report to the 1977 Minnesota Legislature</p>	<p>Legislature approves appropriation of \$487,219 for regional centers. This includes \$100,000 for new southwest and west central consortium.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

REGIONAL PLANNING-EXPANDING INTER-INSTITUTIONAL COOPERATION	SOURCE	LEGISLATIVE OR GOVERNINC BOARD ACTION
1979 Recommendations  1. Recommends that the 1979 Legislature appropriate \$241,700 for FY 1980 and \$241,700 for FY 1981 to sustain planning and coordination in the regional centers.  2. Recommends that public and private institutions be requested to continue their cooperation with these activities.	Report to the Governor and 1979 MN Legislature	Legislature appropriates \$234,200 for each year of the biennium.  Recommendation adopted.

6.0 PRIVATE HIGHER EDUCATION

BOARD POLICY/RECOMMENDATION/STATEMENT

	PRIVATE HIGHER EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1968	<p>Policy</p> <p>Interpretation of legislative mandate of Commission to include post high school education offered by <u>both public and private</u> institutions at all levels.</p>	<p>A Philosophy for Minnesota Higher Education pp. 1-15</p>	
1969	<p>Reiteration of 1968 interpretation. Reaffirmation of need for dual system in state; concern for "growing financial problems of private colleges and universities; plan for issue to gain major share of Board attention in next biennium. Concern that proportion of needs being met by private colleges has declined.</p>	<p>Proposal for Progress pp. 46-55</p>	<p>1969 Legislature requests staff study of needs and alternate solutions for post-secondary education in Minnesota including private colleges. Study of private colleges conducted for Board by five out-state educators with support of Bush Foundation Grant.</p>
1971	<p>Commission recommends three steps to stimulate greater use of private colleges in meeting needs.</p> <ol style="list-style-type: none"> <li>1. Increase investment in scholarship and grant program so students will have greater choice in public or private institutions.</li> <li>2. Establish higher education facilities agency authorized to issue bonds for construction of physical facilities on private college campuses.</li> <li>3. Establish Private College Contract Program. Payments to private colleges not to exceed \$500 per student in each institution which grants a bachelor's degree and \$400 per student in each institution which grants an associate degree for each Minnesota resident enrolled as a full-time student in excess of the number of residents enrolled as full-time students in each private college in the fall of 1970. In addition, an equal amount is to be paid to colleges for every student who receives a state grant under the Grant-in-Aid Program and is enrolled in each private college as a full-time student without regard to the number of students previously enrolled.</li> </ol>	<p>Meeting the Challenge pp. 23-26</p>	<p>Legislature approves increase in scholarships and grants.</p> <p>Legislature authorizes establishment of higher education facilities authority.</p> <p>Legislature approves establishment of Private College Contract Program. Appropriates \$2,700,000.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

	PRIVATE HIGHER EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1973	<p>Recommendation</p> <p>Recommends continuation of Private College Contract Program, appropriation of \$5.6 million for biennium.</p> <p>Recommends HECC assess effects of program since inception and make recommendations on future of program and alternatives to 1975 Legislature.</p> <p>Recommends that Higher Education Facilities Authority be authorized to issue bonds not to exceed \$45 million during each biennium.</p>	<p>Responding to Change pp. 45-47</p>	<p>Legislature appropriates \$1,476,200 for each year of the biennium.</p>
1975	<p>Recognition</p> <p>Recognition that shifting enrollment patterns suggest focus of Contract program be changed from emphasis on accommodating increasingly larger numbers of Minnesota residents. Program should provide incentives to private colleges to continue present level of service to Minnesota residents &amp; continue to serve students from low-income families. Recommends shift in formula - maximum payment for Minnesota resident who is not a grant recipient - \$120 to 2-year schools and \$150 to four-year schools; maximum payment for each grant recipient of \$400 to 2-year institutions and \$500 to 4-year institutions. Recommend biennial appropriation of \$5.6 million.</p>	<p>Making the Transition pp. 97-99</p>	<p>Legislature approves change in program focus. Adopts full funding of \$7.2 million, exceeding Board recommendation.</p>
1975	<p>Recommendation</p> <p>Recommends registration of private non-profit institutions and approval of degrees and use of name "college" or "university" and preservation of records.</p>	<p>Statement adopted by Board January 1975</p>	<p>Private Institution Registration Act adopted by Legislature.</p>
1977	<p>Recommends that change in Contract Program approved by 1975 Legislature be continued and 1977 Legislature provide appropriations of \$4,719,950 for FY 1978 and \$5,087,450 for FY 1979. This will allow full funding of amount authorized by formula.</p>	<p>Report to the 1977 Minnesota Legislature pp. 37-38</p>	<p>Program supported. Legislature appropriates \$4.4 million for FY 78 and \$4.8 million for FY 79.</p>
1979	<p>Recommendation</p> <p>1. Recommends that the current payment formula under the Private College Contract Program be continued.</p>		<p>Recommendation adopted.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

PRIVATE HIGHER EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>2. Recommends that the 1979 Legislature appropriate \$4,800,000 for FY 1980 and \$5,525,000 for FY 1981 for the Private College Contract Program.</p>		<p>Legislature appropriates \$4,630,000 for each year of the biennium. An additional \$475,000 is appropriated to cover policy changes in the Scholarship and Grant Program in 1981.</p>
<p>3. Recommends that the Private Institution Registration Program be continued and that additional funds be appropriated to cover management of the program.</p>		<p>Adopted</p>
<p>4. Recommends that the registration fees generated by the Private Institution Registration Program be returned to the state general fund.</p>		<p>Not adopted</p>
<p>5. Recommends that the 1979 Legislature appropriate \$20,000 for FY 1980 and \$20,000 for FY 1981 for management of the Private Institution Registration Program.</p>		<p>Legislature appropriates \$10,000 for FY 1980 and \$10,000 for FY 1981 for management of the program.</p>
<p>Recommendation</p>		
<p>1. Recommends that the Private Institution Registration Program be continued and that additional funds be appropriated to cover management of the program.</p>		<p>Private Institution Registration Program is continued, however additional funds are not appropriated.</p>
<p>2. Recommends that the registration fees generated by this program be returned to the state general fund.</p>		<p>Not Adopted.</p>
<p>3. Recommends that the 1979 Legislature provide appropriations of \$20,000 for each year of the biennium for the management of the Private Institution Registration Program.</p>		<p>Legislature appropriates \$10,000 for each year of the biennium.</p>

7.0 INTERSTATE PLANNING/RECIPROCITY

BOARD POLICY/RECOMMENDATION/STATEMENT

INTERSTATE PLANNING/RECIPROCITY	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1969 1. Recommends that future policies on admission of out-of-state students should be designed to maintain balance between number of Minnesota residents who attend post-secondary education institutions in other states and the number of students from other states who are educated in Minnesota.</p> <p>2. In admitting out-of-state students, first priority should be given to students covered by reciprocity agreements. In admitting students not covered by reciprocity, preference should be given to graduate students.</p> <p>3. Recommends that policy established by 1967 Legislature of seeking to improve availability and accessibility of advanced educational opportunities to Minnesota residents through reciprocity agreements with neighboring states be continued and extended to include post-secondary vocational education.</p>	<p>Proposal for Progress pp. 9-10 and pp. 20-21</p>	<p>General principle adopted.</p> <p>General principle adopted.</p> <p>General principle adopted.</p>
<p>Recommendation</p> <p>1971 1. Recommends that policy of seeking to improve availability and accessibility of post-secondary education opportunities to Minnesota residents through reciprocity agreements be continued and extended to include area vocational-technical schools.</p> <p>2. Recommends legislature give strong encouragement to interstate cooperative efforts which have been undertaken by Moorhead State College, North Dakota State University and Concordia College.</p>	<p>Meeting the Challenge pp. 27-28</p>	<p>Legislature authorizes extension of reciprocity to include public AVTIs.</p> <p>Adopted.</p>
<p>Policy</p> <p>1973 Board proposes to continue discussion with North Dakota toward an agreement and recommends continuation of the policy of seeking to improve availability and accessibility of post-secondary education opportunities, including vocational-technical programs, to Minnesota residents through reciprocity agreements with neighboring states.</p>	<p>Respond to Change pp. 40-41</p>	
<p>Recommendation</p> <p>1975 1. Proposes during biennium to expand efforts to develop effective interstate planning mechanisms with appropriate agencies in</p>	<p>Making the Transition pp. 75-79</p>	<p>1974 Legislature authorizes transfer of funds between Minnesota and Wisconsin.</p>



BOARD POLICY/RECOMMENDATION/STATEMENT

INTERSTATE PLANNING/RECIPROCITY	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Wisconsin that will lead to improved instructional program planning and development in post-secondary institutions in each state. Emphasis will be directed toward improved coordination in program planning and development at institutions on borders of the two states.</p> <p>2. Recommends legislature authorize transfer of payments between Minnesota and North Dakota in accordance with proposed agreement.</p> <p style="padding-left: 40px;">Policy</p> <p>3. Proposes to continue reciprocity discussions with South Dakota and Iowa.</p> <p>4. Recommends legislature authorize Commission to negotiate a reciprocal student aid agreement with those states with which a tuition reciprocity agreement with Minnesota exists.</p>		<p>Legislature authorizes transfer of funds between Minnesota and North Dakota, South Dakota under reciprocity.</p> <p>Authorizes for reciprocal student aid agreement as requested is granted.</p> <p>Not Adopted.</p>
<p style="padding-left: 40px;">Recommendation</p> <p>1977 Board proposes to pursue adjustments in Wisconsin and North Dakota reciprocity agreements to assure continued success. Proposes to pursue arrangements with South Dakota and Iowa.</p>	<p>Report to the 1977 Minnesota Legislature p. 39</p>	<p>Legislature ends open appropriation for reciprocity. Appropriates \$5,081,000 for FY 1978 and \$5,704,600 for payments for FY 1979 to HECB for reciprocity payments to Wisconsin. For payments to North Dakota, Legislature appropriates \$737,070 for biennium and for payments to South Dakota \$1,200,000 for biennium.</p> <p>Understanding that Board can, if necessary request additional funds from the Legislative Advisory Commission.</p>
<p style="padding-left: 40px;">Recommendation</p> <p>1979 1. Recommends that \$10,227,800 for each year of the biennium be appropriated by the 1979 Legislature to continue the interstate reciprocity programs with Wisconsin, North Dakota, and South Dakota.</p> <p>2. Recommends that the Board staff work to renegotiate the payment formula in the agreement with Wisconsin.</p>	<p>Report to the Governor and 1979 Minnesota Legislature pp. 68-70</p>	<p>Legislature appropriates \$10,075,500 for FY 1980 and \$9,363,000 for FY 81.</p> <p>Payment formula renegotiated. October, 1979.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INTERSTATE PLANNING/RECIPROCITY

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

3. Recommends that the Board staff seek to expand the agreements with North Dakota and South Dakota to include area vocational-technical institutes.
4. Recommends that the Board staff conduct a thorough evaluation of the reciprocal agreements and report the results to the legislature as soon as feasible.

Board is pursuing this recommendation.

Board is conducting a thorough evaluation and has completed a report entitled "Minnesota Participants in Tuition Reciprocity, 1979".

8.0 STRUCTURE AND MISSION OF MINNESOTA POST-SECONDARY EDUCATION

8.1 POSITIONS ON STRUCTURE AND MISSION

8.2 RELATIONSHIP OF VOCATIONAL SCHOOLS & JUNIOR COLLEGES

8.3 HIGHER EDUCATION COORDINATING BOARD

BOARD POLICY/RECOMMENDATION/STATEMENT

	STRUCTURE & MISSION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1967	<p>Policy</p> <p>Recommends that to extent feasible, all future changes in structure of Minnesota higher education, including governance and mission of existing institutions and establishment of any new institutions, should be made within the framework of the comprehensive plan and should, therefore, be decided after completion of the plan or as a result of progress toward preparation of the plan. Should there be needs for change which are so pressing that delaying decisions with alternative courses of action can be evaluated within the context of the comprehensive plan would cause serious difficulties, such problems should be deferred to the Commission for consideration before any decisions are made.</p>	<p>A Report of the Minnesota Liaison and Facilities Commission for Higher Education, pp. 14-18</p>	
1968	<p>Policy</p> <p>Adopts statement of philosophy for Minnesota higher education covering a general view of higher education and its place in Minnesota, basic principles which should guide the continuing development of higher education and goals which Minnesota higher education should be aimed at achieving.</p>	<p>A Philosophy for Minnesota Higher Education, pp. 1-15</p>	
1969	<p>Policy</p> <p>Primary concern is and should continue to be, with the role of each of the several systems. To facilitate maximum effectiveness, recommend responsibilities and mission of several components of Minnesota post-secondary education be clarified as follows:</p> <p><u>Private Trade or Vocational Schools</u> - Continue to limit offerings to short term programs which provide specialized training for specific occupational activities.</p> <p><u>AVTIs</u> - Lower division level programs which provide training for initial entry and retraining for advancement and adjustment in world of work. No change recommended in general nature of program offerings.</p> <p><u>Junior Colleges</u> - Continue to provide comprehensive commuting opportunities and two years of work applicable to baccalaureate degrees, technical programs leading to associate degree, general</p>	<p>Proposal for Progress pp. 39-45</p>	

BOARD POLICY/RECOMMENDATION/STATEMENT

	STRUCTURE MISSION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
	<p>studies leading to associate degree, vocational programs leading to vocational certificate, continuing education for adults and community service programs. Equal distribution between terminal occupational programs and 2 year transfer programs. Admission policies should give priority to high school graduates in 35 mile commuting distance.</p> <p><u>Private Institutions</u> - Enrollment will grow but percent of total enrollment to be accommodated is expected to continue to decline to 20% before stabilizing in 1980.</p> <p><u>State Colleges</u> - While major effort shall be teaching, proportion of effort devoted to research and public service should be increased. HECC supports development of an interinstitutional cooperative arrangement under which students in state colleges could work toward doctoral programs.</p> <p><u>University of Minnesota</u> - Better balance in distribution of students among instructional levels should be achieved both at UM and State Colleges, so that by 1980, distributions among lower-division undergraduates, upper division undergraduates, and graduate students at UM are 34%, 33% and 33% respectively, while the same distribution in state colleges are 56%, 32%, and 12%.</p>		
971	<p>Policy</p> <p>Notes important responsibility for state to prescribe mission. Commission says it will review the role and scope of each institution of post-secondary education. Proposes that the governing boards of the four public systems prepare detailed statements of the role and scope of each of their institutions in relation to the total pattern of post-secondary education, during the next biennium. Further proposes that these statements be forwarded by the governing boards to the Commission for review and comments and that these statements, together with HECC comments and recommendations, be reported to the 1973 Legislature.</p>	Meeting the Challenge pp. 29-30	
973	<p>Statement</p> <p>Says that lack of enrollment pressures will also provide the opportunity for post-secondary education institutions to look</p>		

BOARD POLICY/RECOMMENDATION/STATEMENT

STRUCTURE & MISSION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

beyond the traditional market for potential students. This will involve a reassessment of institutional purpose and mission in an effort to define broader roles that can be fulfilled.

Responding to Change.  
pp. VI-XVIII

BOARD POLICY/RECOMMENDATION/STATEMENT

STRUCTURE & MISSION-VOCATIONAL SCHOOLS AND JUNIOR COLLEGES	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1969 Recommends expanded cooperation between State Junior Colleges and AVTIs which are located in the same community. This would include</p> <ol style="list-style-type: none"> <li>(1) joint planning to avoid overlapping programs; (2) sharing the time of instructors and administrators where desirable; (3) allowing students enrolled in one institution to take some work in the other institution, where practical; (4) use of auxiliary facilities, such as cafeterias, libraries, auditoriums and gymnasiums by students at both institutions to the largest extent possible, and (5) operating joint extra-curricular programs. When new facilities are to be constructed, they should be located close together and designed for maximum cooperative use.</li> <li>The Commission recommends that all institutions which conduct vocational-technical programs follow, to the largest extent possible, a policy of qualifying for reimbursement from federal and state funds administered by the State Board for Vocational Education.</li> <li>If a local board expresses the desire to merge or to combine the vocational-technical school and junior college program offered in the community, the Commission recommends that this be accomplished by the local school district discontinuing the AVTI and the junior college taking over the program after program proposals have been submitted to and received favorable review by the MHECC and State Board for Vocational Education.</li> </ol>	<p>Proposal for Progress pp. 41-42</p>	<p>1969 Legislature directs HECC to "conduct an inquiry into the relationship between AVTIs and other institutions of higher education in Minnesota."</p>
<p>Recommendation</p> <p>971 1. Occupational programs should continue to be offered by all types of post-secondary education institutions. AVTIs should continue to offer a wide range of programs of 2 years or less which provide for initial occupational entry and retraining for advancement and occupational adjustment. State junior colleges located in areas which are not served by AVTIs should offer the range of occupational programs which would be provided by an AVTI if one were located in the area. State junior colleges located in areas which are served by an AVTI should offer a more limited range of occupational programs</p>	<p>Meeting the Challenge pp. 29-30</p>	

BOARD POLICY/RECOMMENDATION/STATEMENT

STRUCTURE & MISSION-VOCATIONAL SCHOOLS AND JUNIOR COLLEGES

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

depending on the population and needs of the area with emphasis on programs of two years in duration and those which are most closely related to the academic programs of the institutions. Public four-year institutions should offer occupational program of more than two years in duration. Four year institutions which are located in areas served by AVTIs, but not by junior colleges, also should offer some occupational programs of two years or less with emphasis on two-year programs which are closely related to their academic programs in order to meet the commuter needs of the area. Four year institutions also may appropriately offer a limited number of terminal occupational programs of two years or less for experimental or laboratory purposes or to meet the needs of students for whom completion of a four-year program is determined not to be an appropriate goal.

Statement

2. Expanded cooperation between higher education institutions and AVTIs which are located in the same or neighboring communities should continue to be encouraged. Economic incentives should be provided for those institutions which seek to adopt cooperative programs and which seek to add programs which are judged to insure that educational opportunity is made fully accessible to as many Minnesota residents as practical.

Policy

3. HECC program review should continue to include considerations of new and existing vocational and occupational programs, but should also generate information to identify programs required to meet current and emerging needs for vocational and occupational areas.

Policy

4. The HECC should review and make recommendations to the State Board for Vocational Education on the annual Minnesota State Plan for Vocational Technical Education, as it relates to post-secondary education. All institutions which conduct vocational-technical programs should follow, to the largest extent possible, a policy of qualifying for reimbursement from federal and state funds administered by the State Board for Vocational Education.



STRUCTURE & MISSION-VOCATIONAL SCHOOLS AND JUNIOR COLLEGES

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

5. Legislation should be enacted providing authorization for any AVTI to become a state institution under the State Junior College Board upon petition by the local school board to the Minnesota Junior College Board which will review the request and make recommendation to the HECC, which will take final action after consultation with the State Board for Vocational Education and will report such action to the legislature.

Not Adopted.

Recommendation

6. Legislation should request the State Junior College Board, the State Board for Vocational Education and the local school boards in those communities beyond the 7-county metro area, where both an AVTI and a state junior college exist, to explore, identify, and develop a plan to combine the two institutions in such communities. This cooperative plan should be reported, along with implications and problems evident in its implementation to HECC by July 1, 1972, in time for its consideration as part of the Commission's recommendations to the 1973 Legislature.

Not Adopted.

Statement

- 1973 The Commission commented on the relationship between AVTIs and junior colleges. It reiterated its guidelines from 1969 and 1971 and discussed governance options available. It said that "it appears that the crucial point for maximizing post-secondary education opportunity for all state residents is in the area of establishing and coordinating development of appropriate cooperative efforts among institutions."

Responding to Change pp. 62-67

Statement

The Commission said that effective implementation of the program review process and policy guidelines on vocational program offerings represent an effective response to the "bill of particulars" request from the 1971 Legislature "that HECC is requested to review the relationship between AVTIs and junior colleges in order to prevent unnecessary duplication of effort and programs."

Statement

Propose to undertake efforts during next biennium to bring about a higher level of interinstitutional cooperation for coordination within each area of the state.

BOARD POLICY/RECOMMENDATION/STATEMENT

STRUCTURE & MISSION-VOCATIONAL SCHOOLS & JUNIOR COLLEGES

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Policy  
Continues to urge that the officers and boards responsible for the junior colleges and AVTIs which are located in close proximity in areas of limited population assess fully and seriously the feasibility and problems of merging the two institutions. The HECB offers to assist with such assessments to the fullest extent possible as such assessment may be requested by the parties concerned. In view of possible damage to educational programs which could result from merging institutions without full consideration of and preparation for the problems involved, the Commission is reluctant to recommend merger of AVTIs and junior colleges located together in areas of relatively limited population. In view of the possible opportunity for strengthening institutions and achieving some economics, however, the Commission continues to believe that assessment of possible merger is desirable.

BOARD POLICY/RECOMMENDATION/STATEMENT

STRUCTURE & MISSION - HECC

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1967 Recommendation  
 Recommends minor changes in legislation which established the Commission.

- Permit each of boards represented on Commission to have a voice in determining who from among its membership/and/or its chief executive officer shall hold membership in the HECC. It is now mandated.
- Request authorization to use advisory committees.
- Request authority to set salary of executive director and to hire unclassified employees.
- Recommend HECC be designated as agency to administer all federal programs for which administration by a higher education agency is required.
- Recommend increase of \$50,000 per year in state appropriation.

A Report of the Minnesota Liaison and Facilities Commission for Higher Education pp. 14-18

Authorized to use advisory committees  
  
 Extended and expanded HECC authority to administer federal funds.

1969 Recommendation  
 In order to provide more effective coordination, the responsibilities of the HECC should be delineated in such a way as to focus the attention of the HECC more directly upon those matters which determine the direction of developments of post-secondary education: program planning, budgeting and new institutions.

1. Recommend legislature charge HECC with program review responsibility.
2. Says that in 1971 HECC will recommend ways in which it should become involved in budget review or coordination.
3. Says legislature should declare its intention that all future proposals for establishing new post-secondary institutions of all types be referred to HECC for review.

Proposal for Progress pp. 40-41 and pp. 11-14

Statutory authority for program review not granted by 1969 Legislature.

Statement  
 "Responsibilities of the agency are stated generally and emphasize voluntary coordination through planning. It is the judgment of the Commission that moving cautiously and focusing upon coordination through planning rather than through control has been wise."

BOARD POLICY/RECOMMENCATION/STATEMENT

STRUCTURE & MISSION - HECB	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation 1971 Proposes to continue with program review and requests statutory recognition for program review.</p>	<p>Meeting the Challenge pp. 41-42</p>	<p>1971 Legislature establishes statutory authorit for program review.</p>
<p>Recommendation 1973 Recommends extension of program review statutory authority to include private collegiate and non-collegiate institutions.</p>	<p>Responding to Change pp. 68-69</p>	<p>Program review authority extended by the 1973 Legislature to include private collegiate and non-collegiate institutions.</p>
<p>Recommendation 1975 Recommends budget review be established as statutory authority of HECB.</p> <p>In consideration of proposal to establish a superboard, the Board agreed that some change in structure is desirable but that the change should be in the form of refinement in the existing structure. Adopting the present structure to overcome any weaknesses and to fulfill the legislative expectations for the structure clearly was viewed as preferable to establishing a single board to govern all state post-secondary education institutions. Believes the disadvantages of placing all institutions under a single governing board are greater than the advantages, that the present structure has served Minnesota reasonably well, and that the present structure with appropriate refinements has greater potential than presently realized.</p> <p>Policy Members feel budget review should be strengthened; in some manner it should become an integral part of the budgeting and appropriations process, rather than an additional activity which is outside the process.</p>	<p>Making the Transition pp. 41-46</p> <p>Memorandum of November 7, 1975 to Senate Education Committee, Chairman Jerome Hughes from Richard Hawk regarding Commission response to questions on post-secondary education structure.</p>	<p>1975 Legislature establishes budget review as statutory duty of Board.</p> <p>Senate passes bill giving Board increased budgetary responsibilities. House passes bill with different provisions. No agreement reached between bodies.</p>

9.0 QUALITY

BOARD POLICY/RECOMMENDATION/STATEMENT

QUALITY	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Statement</p> <p>1968 Commission emphasized quality in assessing its philosophy. "While Minnesota has made important strides in increasing both the quantity and quality of education in recent years, quantity has been increased more substantially than has quality. Every possible effort must be made to further improve the quality of higher education in Minnesota. This is a matter of immediate, as well as long-range concern.</p>	<p>A Philosophy for Minnesota Higher Education pp. 8-9</p>	
<p>Statement</p> <p>1969 Says that while Minnesota colleges and universities are generally effective and perform well in terms of productivity and economy, the need for improvement or some factors associated with quality is evident.</p> <p>Statement</p> <p>Notes difficulty in assessing quality. Points out that high relationships have been found between quality and level of faculty salaries, library resources, percentage of faculty who have advanced degrees and pattern of ability levels of students in an institution.</p> <p>Policy</p> <p>Recommends it be state policy to provide post-secondary education at highest quality feasible and that all policies, plans and programs be accordingly developed and maintained.</p> <p>Recommends it be state policy to establish and maintain faculty salaries at levels necessary for Minnesota institutions to rank not lower than the third quartile (75th percentile) on national distributions of salaries in institutions of similar type.</p> <p>Recommends that all parties concerned make a conscientious effort to increase the percentage of faculty who hold a doctorate degree to a percentage in the state colleges which is comparable to the percentage in institutions of similar type.</p> <p>To provide minimum library resources necessary for adequate quality in state institutions, HECC recommends:</p>	<p>Proposal for Progress pp. 31-38</p>	

BOARD POLICY/RECOMMENDATION/STATEMENT

QUALITY	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>A. Library of University of Minnesota should continue to be strengthened in order that the greatest source of scholarly materials and recorded knowledge in the state may be continuously improved.</p> <p>B. A deficiency of approximately 600,000 volumes in the state colleges should be corrected during no more than 2 biennia, beginning in 1969, which will require, in addition to expenditures to continue the present acquisition rate, special appropriations of \$2,850,000 for each of the next 2 biennia.</p> <p>C. A deficiency of approximately 150,000 volumes in the state junior colleges should be corrected during no more than 2 biennia, beginning in 1969, which will require, in addition to expenditures to continue the present acquisition rate, special appropriation of \$562,500 for each of the next 2 biennia.</p>		





10.0 ACADEMIC PLANNING

10.1 PROGRAM REVIEW

10.2 OPTOMETRIC EDUCATION

10.3 OSTEOPATHIC EDUCATION

10.4 NURSING EDUCATION

10.5 MEDICAL EDUCATION

10.6 MANPOWER PLANNING

10.7 TEACHER EDUCATION PROGRAM

10.8 EARLY CHILDHOOD EDUCATION

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - PROGRAM REVIEW

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

<p>Recommendation</p> <p>1969 1. Recommends that it be the policy of Minnesota to make state-supported instructional programs in all areas of study and at all levels of instruction as geographically accessible to all residents of the state as is consistent with (1) maintenance of high quality (2) economy of effort considering relative costs of duplicative programs, and judicious use of resources to meet total needs of state for post-secondary education.</p> <p>2. Recommends legislature assign responsibility to HECC for coordination of instructional program offerings in all state-supported post-secondary education institutions through a program review procedure and that 1969 Legislature amend Minnesota Statutes 136A.04 by adding subsection (d) to read as follows: "review and express approval or disapproval upon all plans and proposals for new or additional programs of instruction or substantial changes in existing programs to be established in, or offered by the University of Minnesota, the state colleges, the state junior colleges and public AVTIs or centers and periodically review existing programs offered in or by the above institutions and to recommend discontinuing or modifying any existing programs, the continuation of which is judged by the Commission as not being in the best interests of the state; the Commission shall file a formal report with the legislature on the establishment or continuation of any program without Commission approval."</p>	<p>Proposal for Progress pp. 11-13 and pp. 40-41</p>	<p>Legislature directed Commission to conduct a state wide curriculum study "directed toward cooperative planning and development of undergraduate instructional systems." Study completed, 1971 with recommendations.</p> <p>Statutory authority for program review not granted by 1969 Legislature.</p>
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<p>Recommendation</p> <p>1971 Proposes to continue with program review and requests that 1971 Legislature give appropriate statutory recognition to Commission's responsibility for program review.</p>	<p>Meeting the Challenge pp. 41-42</p>	<p>1971 Legislature charged Commission with responsibility to "review, make recommendations and identify priorities with respect to all plans and proposals for new or additional programs of instruction or substantial changes in existing programs to be established in or offered by, the University of Minnesota, the state colleges, the state junior colleges, the public AVTIs, and periodically review existing programs offered in or by the above institutions and recommend discontinuing of which is judged by the Commission as being unnecessary or a needless duplication of existing programs."</p>
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BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - PROGRAM REVIEW	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
		<p>1. Board has reviewed and made recommendations on 1,500 proposed new programs.</p> <p>11 new institutions.</p> <p>12 areas of existing programs</p> <p>2. Inventory of all public and private programs.</p>
<p>Recommendation</p> <p>1973 Recommends that legislature extend the Commission's statutory responsibility for program review by amending Minnesota Statutes 136A.04 to include private collegiate and non-collegiate institutions of post-secondary education.</p>	<p>Responding to Change pp. 68-69</p>	<p>Program Review responsibility extended to include private collegiate and non-collegiate institutions</p>
<p>Statement</p> <p>1975 States that imperative needs for coming biennium are to improve further the review of new programs, expand efforts to review existing programs and to encourage increased coordination at the early developmental phases of program planning both in institutions and in pivotal program areas such as health, human services agriculture, teacher preparation for government service.</p> <p>Recommendation</p> <p>Recommends 1975 Legislature provide sufficient funds, as requested in the Commission's budget, provide for the continuing development of the academic planning and program review process as necessary for effective attention to decisionmaking in the context of the critical issues identified above.</p> <p>Policy</p> <p>Board reaffirms that all programs, experimental or traditional, that have been or will be established in the state, are subject to review. Based on Board's adoption of three recommendations made by its Advisory Committee on Non-Traditional Studies and six recommendations from the staff report.</p> <p>Policy</p> <p>Board approves procedures for identifying, transmitting and reviewing experimental programs. Procedures become part of existing guidelines for Program Review adopted in 1969.</p>	<p>Making the Transition pp. 47-52</p> <p>Staff report on Non-Traditional Studies, August 1975</p>	<p>Adopted.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - PROGRAM REVIEW	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1977 Recommendation Board urges acceptance of its biennial budget request for staff position and attendant support funds in order to maintain effort in coordination of health education.	Report to the 1977 Minnesota Legislature pp. 29-31	Not funded.

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING-OPTOMETRIC EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

- 1977 1. Based on Advisory Committee on Vision Care Education's assumption that the 1975 ratio of optometrists to population is adequate (and that there are no data to prove otherwise), Minnesota should subsidize the education of 13 optometrists per year to maintain the current level of optometric service.

Statement

2. The need for 13 optometrists per year to maintain the current level of optometric service is not great enough to justify establishment of a school of optometry by the state for meeting Minnesota's immediate optometric manpower needs.
3. The legislature should authorize HECB to contract for 13 seats per year at existing schools of optometry at total cost of \$156,000 for biennium plus administrative expenses.
4. HECB should enter into conversation with neighboring states during the biennium concerning the need for developing a regional system of optometry.

Report to the 1977  
Minnesota Legislature  
pp. 31-32

Contracting program approved. \$52,000 available for payments under contracts to school of optometry and \$135,000 to schools of osteopathy. Not more than \$30,000 available for administration expenses

Number of placements not to exceed 10 in college of osteopathy and 13 in college of optometry. Study of regional systems authorized.



BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - OSTEOPATHIC EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

- Recommendation
- 1977 1. Recommends that Minnesota should contract with existing colleges of osteopathy for 10 spaces per year for Minnesota residents.
2. The state should appropriate \$405,000 for the biennium to cover the cost of the contracting program; participating students should pay tuition at the same rate as a Minnesota resident attending the University of Minnesota medical school.
3. HECB should be designated as administrative agency responsible for processing student applications and for developing rules and regulations for the program, and should be provided administrative expenses by 1977 Legislature.

Report to the 1977 Minnesota Legislature pp. 31-32

See Optometric Education

- Recommendation
- 1979 1. Recommends that the Optometry and Osteopathy Contracting Program be continued without change in the authorized complement in seats in both optometry and osteopathy.
2. Recommends that the 1979 Legislature appropriate \$423,000 in FY 1980 and \$636,500 in FY 1981 for the Optometry and Osteopathy Program.

Report the the Governor and 1979 MN Legislature pp. 75-76

Recommendation Adopted.

Recommendation Adopted.





BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - NURSING EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

- 1977 Nursing education policies of the HECB should be designed to help meet the needs of the state for nurses by maintaining an approximate equilibrium between supply and demand for nurses in Minnesota. Projections and policies will differentiate between baccalaureate, associate degree/diploma and licensed practical nurses.
1. imate equilibrium between supply and demand for nurses in Minnesota. Projections and policies will differentiate between baccalaureate, associate degree/diploma and licensed practical nurses.
  2. By 1980, the statewide ratio of graduates of programs at the different levels of nursing education should be one-third RNs with baccalaureate degrees, one third RNs with associate degrees or diplomas, and one-third LPNs.
  3. Graduations from baccalaureate nursing programs should be allowed to increase (subject to the criteria regarding geographic distribution and career mobility, policies 5 and 6 below) until the statewide total of graduates of baccalaureate programs reaches a level of one-third of the total of all nursing graduates. At that time, if it is consistent with statewide needs, the associate degree and practical nurse programs may expand in proportion.
  4. No new hospital-sponsored diploma nursing programs which prepare students to become RNs should be approved. Existing programs shall not increase numbers of graduating students.
  5. In reviewing applications for new and expanding nursing education programs, preference should be given to proposals that further equitable geographic distribution of educational opportunities throughout all the health planning regions in the state.
  6. Nursing education programs that will expand opportunities for educational mobility should be supported. The impact of such programs on the ratio of levels of academic preparation of nursing personnel, and the impact on the size of the pool of working nurses shall be monitored.
  7. In order to alleviate the critical shortage of nurses with graduate preparation, nursing education opportunities at the graduate levels should be increased through the expansion of existing programs and the opening of new ones.

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pp. 32-36

Board authorizes a study on nursing education in Minnesota to be presented to the Board by March 1980.

Board endorses the need for some expansion in the number of baccalaureate degree nurses.

Board endorses the need for some expansion in the number of graduate education degree programs.

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - NURSING EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

8. The numbers being graduated from individual nursing education programs each year should be consistent with statewide planning policies and should be subject to HECB review.
9. The Advisory Committee on Nursing Education should continue to review nursing education policies annually and make recommendations to the HECB for keeping the policies responsive to nursing education needs of the state.
10. The Advisory Committee on Nursing Education should continue its efforts to improve its effectiveness in recommending policies that will keep the education of nursing in step with demand.

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - MEDICAL EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1973 Recommendation  
The 1971 Legislature requested that the University of Minnesota Regents in collaboration with the Ramsey County Hospital Commission develop and expand health education at the St. Paul Ramsey Hospital and in the St. Paul area. The legislation provided an advisory committee to assist the University and directed the Commission to provide staff service.

The Commission recommends that in view of the initial success of the experiment involving St. Paul Ramsey Hospital, that Hennepin County General Hospital be encouraged to develop parallel plans as recommended to the 1971 Legislature.

Statement  
The report of the Advisory Committee described successful progress consistent with the legislative intent as well as the Commission's medical education report to the 1971 Legislature.

Responding to Change p. 75 and Appendix T, pp. 186-197

The 1973 Legislature re-established the Advisory Committee. The Committee report was submitted to the University in December 1974. It was not included in the HECC report to the 1975 Legislat:



BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING-MANPOWER PLANNING	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Policy</p> <p>1968 Establishes as one of Commission's goals "to provide a pool of well-qualified personnel to serve the manpower needs of local communities, the state and the nation.</p>	<p>A Philosophy for Minnesota Higher Education, pp. 1-15</p>	
<p>Statement</p> <p>1969 1969 legislative report included appendix on manpower trends which must be considered as plans for higher education development. "Careful consideration must be given to the manpower needs of Minnesota before comprehensive planning to meet the educational needs of the citizens of Minnesota can proceed effectively."</p>	<p>Proposal for Progress Appendix A, pp. 57-66</p>	
<p>Recommendation</p> <p>1971 Recommends that the Commission continue to study the needs of students and develop information on manpower demands, both in the state and nation.</p>	<p>Meeting the Challenge pp. 29-30</p>	<p>Needs data included in all reviews and recommendations on need and existing programs, new institutions.</p>
<p>Statement</p> <p>1973 Commission notes that manpower considerations are essential to planning and coordination process. In several ways Commission provides for inclusion of manpower consideration either through its own endeavors or in collaboration with key agencies and decision makers. But manpower data is fragmented and Commission is severely handicapped by lack of manpower data.</p> <ol style="list-style-type: none"> <li>1. Recommends 1973 Legislature address the need for coordination of existing manpower planning, for the development of statewide manpower policies and for collecting and providing manpower data to state agencies that require such information in the execution of their planning responsibilities.</li> <li>2. In the absence of the above recommendation, recommends Commission be provided an appropriation of \$100,000 to develop an ongoing manpower data base that will enable it to improve its planning process.</li> </ol>	<p>Responding to Change pp. 70-72</p>	<p>Recommendation not Adopted.</p> <p>Recommendation not Adopted.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - MANPOWER PLANNING	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1975 In recognition of the inadequate manpower data available in the state, the fragmented manpower planning that occurs within the state, Commission recommends that legislature appropriate</p> <ol style="list-style-type: none"> <li>1. \$450,000 to establish the Interagency Manpower Planning and Information System to be governed by a board consisting of the chief executive officers of those agencies that use and produce manpower information in their planning efforts. Membership on the board would include but not be limited to the Department of Employment Services, HECC, Department of Education, Department of Labor and Industry and Department of Economic Development.</li> <li>2. In the absence of positive action on the above recommendations, the Commission recommends that it be provided the appropriation of \$100,000 to develop relevant manpower information that will enable it to improve its planning process and deal effectively with pressing problems confronting the state.</li> </ol>	<p>Making the Transition pp. 53-56</p>	<p>Federally-funded Minnesota Occupational Information System started in Minnesota under HECC leadership.</p> <p>No need for adoption as a result of establishment of MOIS.</p>
<p>1977 Request for revolving fund for Minnesota Occupational Information System made.</p>	<p>"Report to the Governor and 1979 MN Legislature."</p>	<p>\$50,000 provided by 1977 Legislature for Minnesota Occupational Information System revolving fund.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING - TEACHER EDUCATION PROGRAM

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

1979 Recommends that governing boards of institutions offering teacher education programs review expansion of teacher education programs beyond present levels.

2. Recommends that the Board review, in conjunction with governing boards and other appropriate reviewing authorities, the number, size, type, and statewide need for teacher education programs to determine if excess capacity exists and the advisability of phasing out or consolidating programs and/or schools.

3. Recommends that post-secondary institutions establish, on a permanent basis, information dissemination programs for students seeking admission to teacher education.

Report to Governor and 1979 Legislature pp. 43-46

Board is conducting a Teacher Education Program Review to be presented to the Board in April 1980

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BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING -

EARLY CHILDHOOD EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

- 1979
1. In reviewing proposals for new post-secondary programs for the education of early childhood personnel, preference should be given to proposals which also emphasize one or more of the following content areas: administration, parent education, and special education; further equitable geographic distribution of educational opportunities throughout all planning regions; and do not increase statewide capacity for early childhood personnel at the four-year level and below.
    - a. New programs at any level should be approved only if they are centered on a core early childhood education content and in addition are designed to offer additional emphasis for administration, parent education, and special skills.
    - b. Post-secondary education programs for early childhood personnel should be developed for Regions 1, 5, 6 and 8. This should be done without increasing statewide capacity for producing early childhood personnel at the four-year level and below. This recommendation suggests that already existing educational programs could be moved into other regions or areas of regions provided the capacity of programs is not increased.
    - c. Existing programs at all levels, (AVTI, community college, and four year) should consider the reallocation of resources to encourage geographic availability of post-secondary educational programs for early childhood personnel. These reallocations should be done without increasing statewide capacity for producing early childhood personnel at the four-year level and below.
    - d. Under present conditions, no additional capacity should be approved for post-secondary educational programs for early childhood personnel.
  2. Officials of early childhood programs at AVTIs, community colleges and four-year level institutions should continue to work toward transfer of credit between early childhood programs at different post-secondary educational institutions.

Report to the Governor  
and 1979 MN Legislature  
pp. 46-48

## ACADEMIC PLANNING -

## EARLY CHILDHOOD EDUCATION

## SOURCE

## LEGISLATIVE OR GOVERNING BOARD ACTION

3. Officials of early childhood programs at AVTIs, community colleges and four-year institutions should pursue coordination among programs in elementary education, early childhood education, child development, parent education, and special education at all levels of post-secondary education and employment settings.
4. The Minnesota Occupational Information System should maintain an up-to-date inventory of post-secondary education programs for early childhood personnel in Minnesota which would be available for distribution on request.
5. Continuing education providers should plan training in a variety of forms and a variety of content that are specific to different kinds of needs for training among different levels of early childhood personnel.
6. Each governing board offering continuing education for early childhood personnel should establish an on-going process for assessment and facilitation of these offerings to ensure the best geographic access possible.
7. Post-secondary educational governing boards and institutions should consider how to meet continuing education needs of early childhood personnel in geographic areas which do not have continuing education. If they cannot arrange this, they should work with other agencies to provide this instruction and report to MHECB on an annual basis requests for offerings that cannot be met.
8. The Board endorsed the following two recommendations and transmitted them to the Commissioner of Public Welfare.
  - a. Increased amounts of Title XX staff development funds should be spent for early childhood personnel who provide care or programs for Title XX recipients, particularly in underserved areas.
  - b. MHECB should communicate to Congress the documented need to maintain Title XX staff development funds for continuing education opportunities for early childhood personnel who provide care or programs for Title XX recipients.

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING -	EARLY CHILDHOOD EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>9. The Board received the following recommendation of the advisory committee and transmitted it to the State Board for Vocational Education: MHECB should communicate to the State Board for Vocational Education the importance of maintaining the priority and funding of continuing education for the training of early childhood personnel.</p>			
<p>10. The Board endorsed the following recommendation: Educational institutions, state agencies, and other groups should use the definitions of this project as a basis for developing common definitions for early childhood positions, competencies, and settings.</p>			
<p>11. The Board accepted advisory committee recommendations and transmitted them to authorities responsible for program development. Formal training programs aimed at head teacher, director/teacher and director positions should include some training in administrative competencies and in the value and availability of support services. These competencies should be included within the regular training programs, if possible. If this cannot be met in the regular program, then these competencies need to be offered in continuing education programs.</p>			
<p>12. The Board accepted advisory committee recommendation and transmitted it to authorities responsible for program development. Formal training programs for director positions in early childhood education should include a core of managerial competencies, knowledge of availability and procurement of support services, and a background of teaching and guidance competencies.</p>			
<p>13. Post-secondary educational institutions for early childhood personnel should provide a means for coordination between instructors of competencies in the support service cluster and the instructors of other early childhood competencies.</p>			
<p>14. The Board accepted advisory committee recommendation and transmitted it to authorities responsible for program development. All formal training programs aimed at head teacher, director/teacher or director positions should show evidence of a theoretical basis for curricular decisions, program development and implementation.</p>			

BOARD POLICY/RECOMMENDATION/STATEMENT

ACADEMIC PLANNING -

EARLY CHILDHOOD EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

15. Developing educational programs for early childhood personnel in parent education should take into account the different models of parent education and should afford career mobility between parent-education models.
16. The Board received the following two recommendations and transmitted them to the State Planning Agency:
  - a. MHECB should routinely coordinate with state agencies on the collections and review of data and information about early childhood personnel so as to assure that activities of other agencies which affect the planning for preparation of early childhood personnel be known.
  - b. MHECB should accept the responsibility, in conjunction with the State Planning Agency's Interagency Committee on Young Children and Their Families, to develop a mechanism for on-going coordination of education for early childhood personnel.
17. The Board received the following advisory committee recommendation: MHECB with the support of other agencies should conduct a study in four years and periodically thereafter to examine educational needs of early childhood education personnel.
  - a. Directors of post-secondary educational programs for early childhood personnel should develop systems to collect information about numbers of students admitted and graduates, and placement of graduates (including setting, position, salary, region). This information should be collected annually for each graduating class and be available in 1981 for reporting to MHECB.
  - b. The Advisory Committee on Education for Early Childhood Personnel should be reconvened in 1980 to collect comparable new data and to review these recommendations.

11.0 BUDGET PLANNING

BOARD POLICY/RECOMMENDATION/STATEMENT

BUDGET PLANNING	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Statement</p> <p>1969 Commission notes that the amount and kind of information now made available to the governor and legislature will not provide an adequate basis for reviewing budget requests and appropriating funds to support post-secondary education in the future. Recommends that governor and legislature give serious consideration to establishing a more sophisticated budgeting system which reflects as accurately as possible the differential costs of instruction in the various program areas at each level of instruction and the nature of the activity to be supported in the functions of research and public service. The Commission, in cooperation with institutions, will strive to develop procedures for more thorough analyses of costs and necessary levels of support.</p>	<p>Proposal for Progress p. 53</p>	
<p>Recommendation</p> <p>1971 Recommends that requests for operating budgets and appropriations for the 1971-73 biennium be made in accordance with common definitions and concepts for Work Load and Full-Time Equivalent Student Definitions, Graduate Assistants as Full-Time Equivalent Faculty, Gross Square Footage Relative to Plant Operation and Maintenance, 1971-73 Biennial Budget Format for Plant Operation and Maintenance, Student Faculty Ratios.</p> <p>Proposes to devote major efforts during next biennium to study of the costs and financing of post-secondary education in Minnesota.</p>	<p>Meeting the Challenge pp. 35-37</p>	<p>Chief executive officers of three systems which submit legislative budget requests agreed to these bases in August of 1970.</p> <p>1971 Bill of Particulars instructed Commission, in part to attempt "to develop a uniform method of identifying the applicable cost factors for the three systems" in the determination of the instructional cost.</p>
<p>Recommendation</p> <p>1973 Recommends that the determination of the cost of instruction in all post-secondary education institutions be based on computation in accordance with guidelines on what should be deleted from cost computation and what should be included. (See 1975 Report to Legislature).</p> <p>1. 1, accordance with guidelines on what should be deleted from cost computation and what should be included. (See 1975 Report to Legislature).</p> <p>2. Recommends Standard Data Elements and Definition for Facilities that will be applied by all Minnesota post-secondary institutions and systems.</p>	<p>Responding to Change pp. 21-24</p>	<p>Adopted.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

BUDGET PLANNING	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>--Use of Standard Data Elements and Definition in Facilities and Space Utilization (See 1973 report for detail).</p> <p>--Institution and systems will continue to cooperate in state-coordinated efforts to provide facilities information which assures a high degree of compatibility in state-wide and national reporting.</p> <p>--A review and update of facilities files, including definition and standard data elements, will be accomplished at least once a year.</p> <p>--Common coding formats and editing programs could be developed for facilities data elements, if such coding and editing programs are considered useful for institutional systems and statewide procedures.</p> <p>--A program-type budget for operation and maintenance of buildings and grounds will be prepared for inclusion in the 1973-75 Biennial Budget. This presentation will be in addition to the regular object of expenditure budget.</p>		
<p>Policy</p> <p>1973 Concludes it would be inappropriate to continue using the "6 cell" faculty-student staffing formula in review of systems' budgets. Although formula provided a mechanism for evaluating the requests of the institutions on a comparable basis and although it was adoptive to changes in enrollment trends by level of instruction, it did not nor was intended to provide the basis for a staffing entitlement. To continue using the formula during a period of leveling or declining enrollments would only add to the complexity that exists in the present budgetary process.</p> <p>Commission urges systems to exert immediate efforts to reallocate staff and programs in manner that is adoptive to present and projected enrollment trends in order to return staff patterns to their 1971 level. Also urges legislature to recognize this period as one of adjustment and to use 1971 approved staffing patterns.</p>		<p>1973 Legislature says HECC upon request of state finance officer may develop a budget review system and compatible reporting format for systems; to review budget requests, including construction for four public systems and conduct continuous analysis of financing, obtain report from private institu-</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

BUDGET PLANNING	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendations that budgeting systems being developed in each of the systems be investigated to identify areas of incompatibility and to develop a plan for the implementation of an intersystem budgetary process that would serve the needs of individual systems while, at the same time, provide comparable budgetary information to the legislature in order to improve the decision-making process in the appropriations process.</p>		<p>tions receiving state funds. Include budgetary recommendations in reports to governor and legislature no later than November 15, 1974. \$120,000 appropriated for this purpose.</p>
<p>1975 Recommendation</p> <p>Recommends legislature establish budget review as statutory responsibility of Commission. Commission will seek clarification of legislative intent of relationship of Commission budgeting activities to those of other state agencies. Lists developmental priorities for budget review during 1976-77 biennium:</p> <ul style="list-style-type: none"> <li>--Refine program classification structure</li> <li>--Develop programmatic reporting format</li> <li>--Recommend systems develop mission statements that specify programmatic responsibilities</li> <li>--Work with systems to generate logical space planning system</li> <li>--Establish coordinated time schedules for preparing budget information</li> <li>--Assist systems in determining costs for staff, etc. in developing program budget system</li> <li>--Develop standard set of data elements and cost analysis methodology to present direct and indirect costs associated with primary and support educational activities.</li> <li>--Review formula budgeting</li> </ul>	<p>Making the Transition pp. 41-46</p>	<p>Legislature establishes budget review as statutory responsibility of Commission. Authorizes development of budget report format in cooperation with legislative committees, post-secondary education systems and departments of Finance and Administration. Authorizes HECC to review budget request to conduct continuous analysis of financing of post-secondary education systems and institutions and obtain report from private institutions</p>



12.0 REDUCING RATE OF INCREASE IN COSTS (1973)

BOARD POLICY/RECOMMENDATION/STATEMENT

REDUCING RATE OF INCREASE IN COSTS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1973 Policy  
 In conjunction with tuition policy deliberations, Commission addressed problem of meeting rising costs of post-secondary education how to hold costs without limiting access or impairing quality. Vehicle for Commission consideration was the 1972 Report Of the Carnegie Commission on Higher Education--The More Effective Use of Resources: An Imperative for Higher Education.

"The Higher Education Coordinating Commission believes the rate of increase in costs must be reduced and recommends implementation of the Carnegie proposal as follows:

1. HECC recommends that all Minnesota institutions and post-secondary education systems take immediate efforts to reduce the time required for completing post-secondary education programs of all types by at least 15% and wherever possible by 25%
2. Recommends that all institutions and post-secondary education systems make any scheduling adjustments feasible for achieving more effective use of physical facilities and that decisions to expand the physical facilities of institutions be based on careful assessment of needs including alternative means for effective use of existing facilities.
3. HECC recommends that (1) institutions proceed with deliberate care in deciding to propose new instructional programs at the advanced graduate level and (2) the legislature proceed with appropriate caution in appropriating funds to support new programs at the advanced graduate level.
4. HECC recommends that a policy of maintaining only those institutions that can achieve sufficient size to provide quality instructional programs at the lowest feasible cost guide further state action insofar as this policy does not conflict with the goal of providing geographical accessibility to all Minnesota residents. HECC further recommends that the policy related to maintaining institutions with enrollments of less than the Carnegie recommended minimum size be continuously reviewed.

Responding to Change  
 pp. 13-20

Not Adopted.

BOARD POLICY/RECOMMENDATION/STATEMENT

REDUCING RATE OF INCREASE IN COSTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>5. HECC recommends that all institutions and systems assess opportunities for raising the student faculty ratio and that systems and institutions experiment with larger student-faculty ratios in some institutions and programs in order to determine the effects of modest increases in student-faculty ratios on the quality of education.</p> <p>6. HECC recommends that each of systems and institutions carefully assess each individual situation with a view to identify any opportunities for achieving savings through modest increases in faculty workload.</p> <p>7. HECC recommends that legislature stimulate and support efforts to improve the budgeting process at the institutional system and state levels and that the legislature and systems make adequate provisions for effective middle-management personnel.</p> <p>8. HECC recommends that the educational quality and costs of alternative off-campus approaches be carefully evaluated and that such approaches be implemented and continued to the extent that quality can be maintained without increasing student costs.</p> <p>9. HECC recommends that opportunities for achieving savings and/or improving the educational setting by combining 2 small institutions into one larger institution by realistically assessed and that all institutions explore every feasible opportunity for achieving the advantages which may be available through consortia or other cooperative arrangements.</p> <p>10. HECC recommends legislature not attempt to achieve savings by unwarranted reduction in funds for (1) necessary maintenance, (2) library expenditures for new books and journals, (3) student aid and (4) salaries, as such reductions in faculty salaries lead to excessive turnover.</p> <p>11. HECC agrees with Carnegie Commission that state policies must be designed to solve the problems of effective use of resources despite difficulties listed in Carnegie report and gives its full support and endorsement to the following solution:</p>		<p>Not Adopted.</p>

REDUCING RATE OF INCREASE IN COSTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>(1) general tests of performance and general formulas for support by the state.</p> <p>(2) general reliance on market such as money received through hand of students and let them conduct the search for lower costs, higher quality, and greater diversity.</p> <p>(3) greater self discipline within the academic enterprise, a greater sense of responsibility for effective use of resources.</p> <p>12. To aid institutional self discipline, the HECC endorses and recommends the following Carnegie Commission proposals:</p> <ul style="list-style-type: none"> <li>--Improve budget-making process.</li> <li>--Obtain better data and make it more widely available within the academic community</li> <li>--Maximize flexibility in creation of space and in making commitments to people.</li> <li>--Set up quota of 1-3% of "liberated money each year to be used for reform or for new projects.</li> <li>--Have competent central staff with adequate authority.</li> <li>--Create incentives to save.</li> <li>--Convince faculty of need to be more cost conscious.</li> </ul> <p>13. HECC commits itself to pursuing the actions recommended by the Carnegie Commission for states and coordinating agencies, and recommends that the legislature, governor and other state agencies follow these recommendations as follows:</p> <p>The state's (and their coordinating councils) base budgets on broad formulas that consider quantity and quality of output and cost among comparable standards for optimum size of each type of campus; share savings with institutions; support</p>		

BOARD POLICY/RECOMMENDATION/STATEMENT

REDUCING RATE OF INCREASE IN COSTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>private institutions to a reasonable extent and in reasonable ways; encourage year round operations if only by looking at year round utilization rates among campuses when deciding where new construction is most justified; provide for differentiation of functions among systems and campuses; support the extension of the D.A. degree; inaugurate "open" universities on a state or regional basis; and look at the general situation and leave the detailed adjustments to the campus.</p>		



13.0 ENROLLMENTS

BOARD POLICY/RECOMMENDATION/STATEMENT

ENROLLMENTS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>1968 <b>Statement</b> States that during the decade ahead, enrollments are expected to double.</p>	<p>A Philosophy for Minnesota Higher Education, pp. 5</p>	
<p>1969 <b>Statement</b> States that meeting the expanding needs will require accommodating 90,000 more students by 1980 than were accommodated in 1968-69, an increase of 62%. Enrollments will reach 271,400 by the year 2000. The number of faculty and other professional personnel will have to be increased by at least the same rate. Additional physical facilities including some new campuses will be needed.</p> <p><b>Statement</b> Largest numerical enrollment increases will occur in the first 2 years after high school, but the greatest rate of increase will occur at the post-baccalaureate degree level.</p> <p><b>Policy</b> Recommends that deliberate and positive steps be made continuously to close the gap between the present ratio of post-secondary education enrollments to high school graduates in the 18 through 21 age group in order to achieve the 85% objective by 1985.</p>	<p>Proposal for Progress pp. 1-4, pp. 5-8</p>	
<p>1971 <b>Statement</b> States that immediate plans should be made for developing permanent capacity for about 222,000 full and part-time students by 1978. This represents an increase of 68,365 over the 1969 enrollment of 153,635. The issue is how much of the projected growth can and should be accommodated in existing institutions and how much capacity should be generated through establishment of new institutions. Even with a permanent capacity for 220,000, Minnesota post-secondary education institutions will need to stretch their capacities in order to accommodate peak enrollment of over 234,000 in 1980 on a temporary basis. Relief from pressures of increasing enrollments is expected to come as Minnesota experiences a decline in prime post-secondary education age groups after 1980. Present projections indicate that permanent capacity for 222,000 students should be adequate through 1988.</p>	<p>1971 Meeting the Challenge pp. 20-21</p>	



BOARD POLICY/RECOMMENDATION/STATEMENT

ENROLLMENTS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Post-secondary education capacity must be expanded to accommodate larger numbers of students to meet needs efficiently, the expansion must be initiated immediately and should be completed by 1973.

1973 Statement  
 Commission notes that after dramatic decade of growth, in 1972 fall enrollments did not increase for the first time in 20 years. For the first time since the 85% enrollment goal was defined, enrollments in Minnesota post-secondary education have fallen below the goal. This downturn presents several problems. The gap between the goal and actual enrollments is expected to widen.

Responding to Change  
 pp. VI-XV.

1975 Statement  
 Points out that the most certain and most obvious force which will impinge on post-secondary education in next quarter of century is the declining number of youths and substantial decline in number of youths between 18 and 25. Decline will require either reduction in scope or reallocation to provide increased service to other clients. Economic condition, social attitudes and other unknowns will combine with changing population characteristics in determining post-secondary education enrollments. As pool of potential clients in 18-25 age group declines the pool of potential clients in older age groups will increase. The ways in which and intent to which new potential clients respond to offers of service from post-secondary education remain to be seen. At the moment, the learning society remains an uncertain goal.

Making the Transition  
 pp. 1-5

1977 Statement  
 States that the most serious planning and policy issue now facing Minnesota post-secondary education is how to accommodate projected enrollment fluctuations. Total full-time equivalent enrollments are projected to decline from 1982-1995 when they will approximate enrollments in 1979.

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 Minnesota Legislature  
 pp. 11-13

Adopted

To stimulate planning at all levels, Board recommends that each Minnesota institution stimulate a comprehensive report developed by its governing board on plans and preparations for adjustments in programs, staffing, funding requirements and facilities for accommodating changing enrollments through the decade of the 1980's to the HECB for review and comment by September 1, 1977.



14.0 STATE INVESTMENT IN POST-SECONDARY EDUCATION

BOARD POLICY/RECOMMENDATION/STATEMENT

INVESTMENT IN POST-SECONDARY EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Statement</p> <p>1968 States position that necessary improvements in educational productivity and rising costs will require large investments, the return on which will be highly favorable, because the need is great and the required investment is large, the continuing development of higher education must be (a) based upon careful comprehensive planning, (b) related to meaningful policies and clear objectives, and (c) accomplished through a well-coordinated effort designed to assure educational effectiveness and reasonable economy of effort.</p>	<p>A Philosophy for Minnesota Higher Education, pp. 7-11</p>	
<p>Statement</p> <p>1969 States that meeting the expanding need for post-secondary education will require increasing the investment in post-secondary education as well as modifying the approach to funding.</p> <p>Statement</p> <p>Since quality relates to investment, the amount of state support per student, on which Minnesota ranks below average, should be increased.</p> <ol style="list-style-type: none"> <li>1. Recommends that governing boards of all state institutions of higher education should be encouraged and given the flexibility necessary to secure funds from federal and private sources for purposes which are consistent with the missions of their institutions.</li> <li>2. Institutional officers, as well as representatives of both the executive and legislative branches of State government should continue and increase their efforts to encourage larger congressional appropriations to support higher education.</li> </ol>	<p>Proposal for Progress pp. 46-55</p>	
<p>Recommendation</p> <p>1971 Says that Minnesota's investment in post-secondary education will have to be increased substantially in order to meet increasing needs. Meeting post-secondary education needs of Minnesota will require growth and expansion.</p>	<p>Meeting the Challenge pp. 7-9, pp. 20-22</p>	<p>Legislative Appropriation was increased.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INVESTMENT IN POST-SECONDARY EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

	INVESTMENT IN POST-SECONDARY EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1973	<p>Statement</p> <p>Says that rising costs coupled with need to preserve and improve post-secondary education through the strengthening and appropriate modification of existing programs and development of new approaches which reflect emerging needs and changing conditions will require a substantial increase in the state's investment in post-secondary education. The support provided by citizens of Minnesota must be continued and expanded.</p>	<p>Responding to Change pp. XV-XViii</p>	
1975	<p>Statement</p> <p>Notes that economic conditions and employment opportunities affect what is expected of post-secondary education, participation in post-secondary education and resources available to post-secondary education with pervasive unknowns for the immediate future.</p>	<p>Making the Transition pp. 1-5</p>	
1977	<p>Statement</p> <p>Says that funding policy in period of fluctuating enrollments should be clarified now and institutions should be responsible for effectively allocating resources to accommodate changing enrollment patterns and student interests.</p> <p>In recognition of problems associated with accommodating a temporary enrollment bulge, recommends that appropriation made by 1977 Legislature for post-secondary education institutions for which an enrollment increase is anticipated should consist of two identifiable components: the basic appropriation reflecting current enrollments and a supplemental appropriation to accommodate any temporary bulges.</p>	<p>Report to the 1977 Legislature pp. 11-13</p>	<p>Legislature adopted spirit of the recommendatio</p>
1979	<p>Recommendation</p> <p>Recommends that post-secondary institutions, faculty and students continue efforts to make most effective use of existing federal resources.</p> <p>Recommendation</p> <p>Recommends that post-secondary governing boards and chief executives redouble efforts to check conditions and expectations prior to authorizing submission of grant applications or funding requests.</p>	<p>Report to Governor and 1979 Minnesota Legis- lature pp. 52-54</p>	<p>Support is reflected in legislation which provid incentives for institutions, faculty, and studen to seek federal funding.</p> <p>Governed by Minnesota Statute 16A.55</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INVESTMENT IN POST-SECONDARY EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation Recommends that the governor and legislature establish contingency funds to compensate for refused or reduced federal funds where federal conditions or priorities conflict with state policy or objectives.</p>		<p>Legislature appropriates \$55,739 to HECB (as the 1202 Commission) in the form of a contingency fund</p>
<p>Statement Recommends that the Board and systems of post-secondary education in Minnesota work cooperatively to evaluate the impact of federal funds in the state and communicate the results to Congress and the legislature.</p>		
<p>Recommendation Recommends that the Board and the legislature continue to relate state student assistance policies and appropriations to the availability of federal student assistance.</p>		<p>Legislative approval is continued. Support is reflected in HECB financial aid formula which limits awards to 75% of students need when combined with the amount of federal Basic Educational Opportunity Grant.</p>

15.0 INSTRUCTIONAL TECHNOLOGY

15.1 COMPUTERS

15.2 MINNESOTA INTERLIBRARY TELECOMMUNICATIONS EXCHANGE (MINITEX)

15.3 INTER-INSTITUTIONAL TELEVISION

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-COMPUTERS	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Policy</p> <p>1969 Notes complexity of problem of using computers for both teaching and research. To assess potential benefits more thoroughly, Commission, with assistance of a technical advisory committee, has undertaken a study of present and potential uses and benefits of computers in Minnesota higher education.</p>	<p>Proposal for Progress pp. 36-38</p>	
<p>Recommendation</p> <p>1971 The Governor's Advisory Committee on State Information Systems completed a study saying that post-secondary education's requirements for computers to serve instructional purposes as well as research and administrative functions can be met through implementation of a master plan for cooperative planning and utilization of computers. Commission feels that action by legislature implementing recommendations would be an efficient approach to providing necessary computer capacity.</p>	<p>Meeting the Challenge pp. 38-40 (See Appendix M, pp. 70-87)</p>	<p>HECC Authorized by legislature to be responsible for developing plans and policies for assuring coordinated and efficient development of the use of computers and related information systems in higher education and recommending implementation to Commissioner of Administration.</p>
<p>Policy</p> <p>Commission adopts following statements of general policy and approves master plan of report on that basis:</p> <p>All institutions and systems of higher education, prior to development of their legislative requests, shall identify to the HECC their plans for computing both facilities and for operating costs. These plans should provide detailed information on budgeted costs and program justification. The HECC shall review these proposals to determine how these plans are coordinated with the Master Plan, how they approximate the goals and where they deviate from. The Commission shall prepare a Summary Report for each legislature on the progress that has been made towards achieving the Master Plan goals. This Summary Report shall also include recommendations regarding the requests which are being submitted by the institutions and systems, and by the Commission itself.</p> <p>For ongoing, or operations, computing activities, the responsibility for planning and for preparing legislative requests shall rest with the individual systems of higher education. Funding will be appropriated to the individual systems.</p> <p>The computer report identified four programmatic areas of a developmental nature. These are:</p>		



BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-COMPUTERS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

(a) a development center for Computer Assisted and Computer Managed Instruction.

(b) statewide automated library system.

(c) within each biennium, a program of grants for projects in research and in development related to computing in higher education (a continuation of an existing program).

(d) grants to private colleges in support of their computing activities. For these four activities, the responsibility for planning shall rest with HECC. For a grants program (c and d), the HECC also will prepare legislative request and receive the appropriations. For activities which involve both new facilities and operating support (a and b), the legislative requests will be prepared jointly by the Commission and those individual systems which plan to make use of the facilities. Appropriations for the initial facilities will be made to the Commission; appropriations for operating costs associated with the developmental activities themselves will be made to the appropriate system or agency including the HECC itself. The HECC shall assign management responsibility for the facility to another board or agency.

Adjustments in implementing plans presented to the legislature in accordance with procedures outlined in No. 1 above shall be subject to review by the HECC.

The HECC proposes to review periodically the effectiveness of the policies being adopted here and to make or recommend such changes as it deems desirable.

1973 Recommendation  
Based on its review of the requests of the three public systems of higher education and its review of the Computer Advisory Report, the HECC finds these requests to be consistent with or reasonable deviation from the State Plan, and therefore, recommends their approval to 1973 Legislature.

Recommendation  
Recommends \$185,000 to be appropriated by the 1973 Legislature to improve the coordination, review and use of computer technology

Responding to Change pp. 48-51

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-COMPUTERS

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

By Minnesota post-secondary institutions. Purposes for these funds are:

1. Establishment within HECC office of position of Coordinator of Post-secondary Education Computing.
2. Establishment of fund for reimbursement of non-publicly funded private colleges providing staff or facilities for use in state-wide projects. (About \$35,000).
3. Establishment of a fund to support the use of the statewide time-shared computer facility for research and development projects, innovative instructional usage, or ongoing activities (approximately \$45,000).
4. Subsidies for computing costs incurred by private colleges for instructional and administrative computing utilizing publicly supported facilities (about \$85,000).

HECC endorses concept of a consortium for providing computer services for all educational institutions (elementary and secondary as well as post-secondary) and urges that planning for such an arrangement should continue.

1973 Legislature supported establishment of Minnesota Educational Computing Consortium to establish statewide communications network to link all education agencies to an instructional computer. Governed by Board appointed by each educational system, Commissioner of administration and Governor's office.

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-MINITEK	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1971 In January 1969, a two-year pilot demonstration project (Minnesota Inter-Library Teletype Experiment) was funded by joint efforts of Hill Foundation and Library Division of the State Department of Education. (The project was designed to test the feasibility of sharing University of Minnesota library resources with out-state libraries.)</p> <p>Recommends statewide computer aided library system. Notes that need for such a system can be seen through the experimental inter-library loan service--cooperative system (MINITEK 1969) which is an initial stage in testing the potential use for a statewide computer system.</p>	<p>Meeting the Challenge pp. 38-40</p>	<p>Legislature appropriates \$300,000 to Commission for MINITEK. HECC to be responsible for coordination and management of programs in cooperation with state college system, junior college system, University of Minnesota and private colleges.</p>
<p>1973 In order that continuing service may be provided under the MINITEK program and that the program may be further developed according to objectives for the biennium, the Commission recommends that \$597,200 be appropriated for the biennium.</p> <ol style="list-style-type: none"> <li>1. Inter-library service, \$440,000.</li> <li>2. Serial Data Base (\$57,200)</li> <li>3. Regional Sharing \$28,000</li> <li>4. Unique Collection Development \$72,000.</li> </ol>	<p>Responding to Change pp. 55-58</p>	<p>Legislature appropriates \$497,000 for MINITEK.</p>
<p>Recommendation</p> <p>1975 In order that continuing service may be provided under the MINITEK Program and that the program may be further developed during the next biennium, the Commission recommends that \$956,860 be appropriated for the following purposes:</p> <ol style="list-style-type: none"> <li>1. Statewide Sharing of Resources (\$600,000). Budget request based on 150,000 requests per year at \$2 per request.</li> <li>2. Serials Data Base (\$100,000).</li> <li>3. Catalog Support Services (\$180,000).</li> </ol>	<p>Making the Transition pp. 101-106</p>	<p>Legislature appropriates \$700,000 for MINITEK.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-MINITEX	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>4. Reference and Information Network (\$20,860).                      5. Collection Development (\$40,000).                      6. Continuing Education (\$16,000).</p>		
<p>1977 Recommendation                      In order that continuing service may be provided under the MINITEX Program within the current mandate and level of effort. Board recommends that an appropriation of \$450,000 for FY 1978 and \$450,000 for FY 1979 to insure the continuation of statewide sharing of all types of libraries through the inter-library service and to maintain an updated serials data base. The budget request is based upon an estimated 160,000 requests per year at a per unit cost of \$2.25.</p>	<p>Report to the 1977 Minnesota Legislature pp. 47-49</p>	<p>Legislature appropriates \$825,000 for biennium.</p>
<p>1979 Recommendation                      Recommends that an appropriation of \$475,000 for FY 1980 and \$515,000 for FY 1981 be made to the MINITEX Program.</p>	<p>Report to the Governor and 1979 Minnesota Legislature pp. 73-75</p>	<p>Recommendation Adopted.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-INTERINSTITUTIONAL TV	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1969 Recommends 1969 Legislature proceed with funding for implementation of the recommendations of the interinstitutional TV feasibility study as presented to the 1967 Legislature.</p> <p>1965 Legislature had appropriated \$150,000 to finance interinstitutional TV feasibility study which was conducted under supervision of Board of Regents. 1967 Legislature took a second step by providing funding for partial implementation of the recommendations and two experimental regional production centers were established. 1967 Legislature appropriated \$350,000.</p>	<p>Proposal for Progress pp. 36-38</p>	<p>Legislature continued statewide TV program by appropriating \$540,000 which provided for third regional production center and initial implementation of the "interinstitutional development project" as recommended in the feasibility study.</p>
<p>Recommendation</p> <p>1971 Recommends six additional regional production centers be established.</p> <ol style="list-style-type: none"> <li>1. The centers serve the intrainstitutional needs of the resident institution and those of the junior and private colleges, as well as to provide facilities for inter-institutional production. These centers are available to the elementary and secondary schools to the extent that the capability of the facilities permit.</li> <li>2. To encourage development of TV materials on an inter-institutional basis, funds should be provided for programming of such materials for broadcast and closed-circuit distribution. This project administered through HECC will continue to make grants to institutions submitting proposals for the cooperative development of TV courses related instruction and materials. The proposals would cover the institutions' additional costs for personnel and materials.</li> <li>3. A TV coordinator should be provided at the state level. This person needs to communicate what other institutions within the state and nationwide are doing in various aspects of TV instruction.</li> <li>4. This person would need to encourage balanced development of TV capability within the state and develop ways by which faculty members from various institutions can join in efforts to improve instruction via use of television.</li> <li>5. To maintain an ongoing evaluation of interinstitutional TV and to provide new effectiveness, a continuing program of research should be established.</li> </ol>	<p>Meeting the Challenge pp. 38-39</p>	<p>Legislature appropriates \$330,000 for biennium to HECC which is responsible for coordination of management of program with systems.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-INTERINSTITUTIONAL TV	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>6. To provide needed experience in exchange of communications signals among several institutions of post-secondary education, a pilot model interconnection system should be provided. This system could accommodate TV and other education communications activities between the University of Minnesota, Minneapolis, University of Minnesota, Morris, Southwest Minnesota State College, and Willmar State Junior College, and similar connection between Mankato and Southwest State Colleges. Implementation to require appropriation of \$947,000 per year for FY 1972 and 1973.</p>		
<p>1973 Recommendation  Recommends that in order to provide for the continued development of the interinstitutional TV program to areas and evaluate the program, to provide for the expansion of the regional production centers, and to provide for the replacement of worn-out or obsolete equipment, \$1,181,000 be appropriated by the 1973 Legislature. This includes allocation for:</p> <ol style="list-style-type: none"> <li>1. Inter-institutional development projects (\$490,000)</li> <li>2. Planning, research and feasibility study update (\$45,000)</li> <li>3. Regional production centers (\$396,000)</li> <li>4. Regional Center and Experimental Classroom Center Improvement and Replacement of Equipment (\$250,000).</li> </ol> <p>Affirms original recommendations of the 1965 Feasibility Study that the HECC be responsible for management of inter-institutional TV in Minnesota. The uses and application of TV for post-secondary education transcend institutional and system boundaries. The legislature has supported this concept. The Commission believes this procedure is still valid to maintain maximum potential of the program on a statewide basis.</p>	<p>Responding to Change pp. 52-54</p>	<p>Legislature appropriates \$375,000 for programs. Directs HECC staff to study need for and use of instructional TV in Minnesota post-secondary institutions and update 1965 feasibility study.</p>
<p>1975 Recommendation  1974 Update study was completed during biennium to assess impact and future promise of inter-institutional TV program operated on a regional basis under the HECC since 1967.</p>	<p>Making the Transition pp. 107-112</p>	

BOARD POLICY/RECOMMENDATION/STATEMENT

INSTRUCTIONAL TECHNOLOGY-INTERINSTITUTIONAL TV	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Commission stated its belief that funds which might otherwise be appropriated for the current inter-institutional TV program would be better invested if the major portion of these funds were used to support intrainstitutional TV activities and a modest portion of the funds were used to assess the broader use of TV and other mass media for delivering post-secondary education to a larger population. Commission recommends:</p> <ol style="list-style-type: none"><li>1. That the current approach to inter-institutional TV be discontinued and that no funding for this approach be provided for the biennium.</li><li>2. That all inter-institutional TV equipment which was purchased with inter-institutional TV funds be transferred to those individual institutions at which such equipment currently is located, effective July 1, 1975.</li><li>3. That equipment transferred to individual institutions be used for intra-institutional TV activities and available for contract use for any inter-institutional programming for which equipment is suitable and accessible.</li><li>4. That the major portion of funds which otherwise might be used to support the current approach to inter-institutional TV programming be used to support intra-institutional TV activity to the extent that budget requests for such support can be justified.</li><li>5. That the 1975 Legislature appropriate \$50,000 to HECC for assessing the potential and development plans with respect to state policy and action on use of TV and other educational media for delivering post-secondary education to the larger population. Detailed plans for this effort will be developed by the HECC executive director with the Higher Education Advisory Council.</li></ol>		<p>No funds appropriated by 1975 Legislature.</p>





16.0 CONTINUING EDUCATION AND COMMUNITY SERVICE

BOARD POLICY/RECOMMENDATION/STATEMENT

	CONTINUING EDUCATION	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1968	<p>Policy</p> <p>Commission adopts as one of its goals for Minnesota higher education "to facilitate and to stimulate life long learning through continuing education of adults."</p>	A Philosophy for Minnesota Higher Education pp. 15-16	
1969	<p>Statement</p> <p>Commission states that continuing education has an important role to perform in the future progress of Minnesota and is an increasingly important form of public service.</p>	Proposal for Progress pp. 29-30	
1971	<p>Policy</p> <p>Commission notes that absence of direct support, except for agriculture extension, has inhibited effort to meet continuing education needs. Proposes to work toward development of comprehensive, coordinated statewide plan for adult and continuing education and community service activities. Recommends that the 1971 Legislature provide funds for credit bearing continuing education programs at levels commensurate with funding for regular academic programs, thus eliminating any cost differential of day and evening school classes to the student; provide more adequate funds for personnel to develop and administer non-credit continuing education programs, the need in each instance to be determined by the individual systems. Particular attention should be given to development of instructional technology that will maximize the effective use of limited teaching resources.</p>	Making the Challenge pp. 31-32	
1973	<p>Recommendation</p> <p>Recommends that the Commission conduct a comprehensive statewide study of alternative academic programming (including correspondence, credit by exam, external degree) and alternative modes of program delivery (including mail, electronic media, competency-based negotiations); that questions on funding of continuing education be studied within the context of a comprehensive examination of the financing of post-secondary education in Minnesota.</p>	Responding to Change pp. 73-74	Led to establishment of Advisory Committee on Non-Traditional Studies
1975	<p>Policy</p> <p>Recommends state and post-secondary education community reaffirm principle that post-secondary education as a plurality of types, levels and origins should be realistically available and accessible to all Minnesota residents.</p>	Making the Transition pp. 17-19	

BOARD POLICY/RECOMMENDATION/STATEMENT

CONTINUING EDUCATION

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

As guide for future policy analysis, financing and institutional practice, recommends that all degree credit bearing instruction within an institution or system be subjected to the same evaluative standards and procedures, and that degree credit bearing instruction in public institutions be subsidized in proportion to costs regardless of site, time and mode of delivery.

Recommends that all other forms of instructional activity be considered continuing education and that the objective be to provide comparable subsidies to all public institutions for similar continuing education activities within guidelines related to the costs of the activities.

As an effort to better meet individual, institutional and state needs for accounting for non-credit continuing education, extension and inservice training activities, recommends that all post-secondary education institutions work with Commission staff to identify and implement a classification of measurement units based on the nature of the activities. This process should also identify institutional responsibility for the maintenance of client and activity records and provide guidelines for access to these records. In an effort to improve the level of information and to improve the assessment of the implications of policy alternatives in continuing education, extension and off-campus delivery, Commission will provide leadership in rationalizing statewide and institutional records relating to students, expenditures and sources of income, increase level of specificity in budget review process and continue policy analysis for the financing, organization and delivery of all continuing education, extension and off campus delivery of credit bearing activities.

1977 Policy  
 Recommends that any institution or agency delivering non-credit post-secondary education within the state for which units of participation are offered follow as a general guide the Continuing Education Unit and Guidelines as developed by the National Task Force on the Continuing Education Unit.

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Some institutions adopted it.



BOARD POLICY/RECOMMENDATION/STATEMENT

COMMUNITY SERVICE	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Policy</p> <p>1968 Identifies goal for Minnesota higher education "to apply the resources and expertise within the community of higher education to direct services to the larger community to the fullest extent that such services are consistent with the teaching and research function of higher education." Adopts position that teaching, research and public service must be recognized as three complementary but distinctive function of higher education. Appropriate levels of support must be provided for each.</p>	<p>A Philosophy for Minnesota Higher Education pp. 1-15</p>	
<p>Recommendation</p> <p>1969 States that "every public institution should be expected to maintain a significant program of public service which is 1) designed to use effectively the particular strengths of that institution, 2) aimed at meeting specific and identifiable needs of the people of the local community and state and 3) has as its core a suitable program of continuing education.</p>	<p>Proposal for Progress pp. 29-30</p>	
<p>Recommendation</p> <p>1971 Recommends appropriation of \$500,000 (\$200,000 as matching funds and \$300,000 for state grants to institutions) for FY 1972 and \$700,000 (\$200,000 as matching funds and \$500,000 for state grants to institutions) for FY 1973 to be used as matching funds for programs receiving federal assistance under Title I of PL 89-329 and for state grants to collegiate institutions for support of community service programs.</p>	<p>Meeting the Challenge pp. 31-32</p>	<p>No action.</p>
<p>Recommendation</p> <p>1973 Proposes to continue the work toward the development of a comprehensive, coordinated plan for further education and community service activities. Recommends appropriation of \$60,000 per year to assist in matching federal funds available for community service projects and/or to provide a fund from which full state grants may be made for projects requiring funds in excess of federal funds available or projects which differ from federal funding guidelines. For the federal matching funds, the ratio of one-ninth institutional, two-ninths state and six-ninths federal is recommended.</p>	<p>Responding to Change pp. 73-74</p>	<p>No action.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

COMMUNITY SERVICE	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Policy                      Recommends that in all aspects of continuing education and community service appropriate encouragement be accorded organized consorti and other inter-institutional efforts to meet the changing needs of regional and statewide clientele.</p>		
<p>1975 Recommendation                      Recommends that the historical commitments to public service within the missions of post-secondary education institutions be reaffirmed and that the improvement and enhancement of this aspect of institutional activity be a primary objective in the next biennium.</p> <p>In recognition of the real and potential service resources resident in the faculties of Minnesota post-secondary institutions, recommends that legitimate public service activities be recognized as an integral part of faculty responsibility and concomitantly a serious factor in promotion and salary decisions.</p> <p>Recommends the appropriation of \$250,000 for next biennium to be allocated to post-secondary education institutions among proposals which demonstrate an urgent need and have the endorsement of the intended clientele.</p>	<p>Making the Transition                      pp. 95-96</p>	<p>Principles not to be acted on by Legislature.</p>

17.0 TRANSFER

BOARD POLICY/RECOMMENDATION/STATEMENT

TRANSFER	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>Recommendation</p> <p>1971 HECC studied transfer experience as part of its curriculum study. HECC examined student transfer patterns in order to assess compatibility among programs and the success of students who transferred in order to determine whether or not programs are sufficiently compatible to permit transfer students to complete programs without serious loss of time and credit.</p>	<p>Meeting the Challenge (See appendix O Statewide Curriculum Study Resume and Recommendations)</p>	<p>Commission directed staff to explore various practices and indicate problem areas requiring policy formulation by the Commission.</p>
<p>Recommendation</p> <p>1975 In 1973 the Higher Education Coordinating Commission appointed a transfer study committee of representatives from each of the post-secondary education systems to study undergraduate transfer. After reviewing the study findings the Commission made several recommendations.</p> <ol style="list-style-type: none"> <li>1. System offices should develop a special publication describing their policies and procedures regarding transfer into, out of, and within the institutions of the system and that this publication be updated whenever transfer policies are modified at any institutions within the system. This publication should be made available to all students interested within, into, or out of the system.</li> <li>2. In order to minimize administrative problems which were found to be a major complication in transfer among institutions, the institutions should instruct transfer offices to assign a high priority to the mailing of transcripts to receiving institutions so that transcripts are mailed within 48 hours of the time the request was submitted by the student.</li> <li>3. Transfer credits should be granted for courses where the earned grade is "D" when credit is granted for "D" grades for equivalent courses completed in the receiving institution.</li> <li>4. Receiving institutions should accept an Associate in Arts degree as an equivalent to their own liberal or general education requirements.</li> </ol>	<p>Making the Transition pp. 21-30</p>	



BOARD POLICY/RECOMMENDATION/STATEMENT

TRANSFER	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>5. Unsatisfactory grades earned several years previously should not handicap a student for either admission or graduation.</p> <p>6. Each institution should designate an official to coordinate programs related to transfer students to maintain communication with other institutions, systems and statewide offices and develop a program whereby its faculty is systematically and periodically informed regarding problems related to the transfer of students into and out of that institution.</p> <p>7. Institutions are encouraged to develop inter-institutional agreements regarding the admission of transfer students and the acceptance of credits for specified academic programs in order to establish procedures that will minimize credit loss that results from unique programmatic requirements existing in different programs in different institutions.</p> <p>8. Each institution should provide avenues and procedures for transfer applicants to appeal administrative decisions, and information regarding the availability of appeal and review should be communicated in the systemwide transfer publication.</p> <p>9. Special programs for disadvantaged and other groups should be extended to transfer students so that they might have the same advantages as any other new student entering the institution.</p> <p>10. Undergraduate financial aid awarded by the institution should be made equally available to the transfer students.</p> <p>11. To provide overall coordination and direction to the alleviation of existing transfer problems and to the development of consistent transfer problems among post-secondary institutions in the state, the Commission recommends that the Higher Education Advisory Council, using staff available to it through system or institutional offices, be assigned the responsibility for monitoring existing transfer policies and procedures and implementing the recommendations outlined above in order to eliminate problems that currently exist. In addition, the Higher Education Advisory Council should:</p>		

BOARD POLICY/RECOMMENDATION/STATEMENT

TRANSFER

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

- A. Conduct a survey of transfer students to determine the reasons for transfer and the problems during and resulting from transfer;
- B. Initiate and conduct a special study of issues related to transfer of credits to and from non-traditional programs and institutions, such as the Minnesota Metropolitan State College, the University of Minnesota Without Walls, and public and private vocational schools;
- C. Initiate and conduct regional conferences, seminars, and meetings designed to facilitate transfer of students;
- D. Compile a statewide index of course titles, numbers and descriptions for post-secondary education to facilitate the evaluation by one institution of courses offered by other institutions and to provide a suitable format for such descriptions;
- E. Assign a designated official within each system the responsibility for coordinating transfer policies and procedures within the system, for working with institutional representatives in institutions in the system who have responsibility for transfer policies and procedures, and for working with similar officials in other systems;
- F. Submit a report to the Higher Education Coordinating Commission not later than August, 1976 reviewing the progress made in the implementation of the recommendations outlined above and providing recommendations for desired changes in statewide policy for transfer. The Higher Education Advisory Council should report annually thereafter on the status of transfer in Minnesota institutions.

1975. Concludes by endorsing recommendation of statewide transfer committee that this form of voluntary cooperation will be more effective in solving transfer problems and promoting free flow of students than will legislative action that requires transfer among institutions and systems without regard to the unique characteristics of the institutions and programs.

BOARD POLICY/RECOMMENDATION/STATEMENT

TRANSFER

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

1977 Recommendation  
Board received a report from the Higher Education Advisory Council reviewing progress made in implementation of 1975 recommendation. According to a task force convened by the Advisory Council, "Difficulties where they arise, stem less from policy or disagreements with policy than from a lack of awareness about existing policy; our findings, suggest a need for further improvement in communication about current policies and some ongoing inter-institutional dialogue about policy. The HEAC reported "that transfer issues have been essentially resolved and the procedures worked out." The HECB accepted the report of the Higher Education Advisory Council Task Force on student transfer.

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1977 Legislature directed HECB to study and monitor student transfer and make recommendations to legislative committees prior to January 1, 1978 and January 1, 1979. Transfer study was presented to the Board in April, 1979.



18.0 RECRUITMENT

BOARD POLICY/RECOMMENDATION/STATEMENT

RECRUITMENT

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

	RECRUITMENT	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
1975	<p>Recommendation</p> <p>Concerned that ethical practices be followed and the welfare of the prospective student receive primary consideration, members of the Higher Education Coordinating Commission and Higher Education Advisory Council studied the issue of acceptable recruiting standards at Minnesota institutions. As a result of these deliberations, the Commission recommends that all post-secondary education institutions follow these guidelines:</p> <ol style="list-style-type: none"> <li>1. It is an appropriate function of institutions of post-secondary education to encourage citizens of the state to become students in order to enhance their own development and to increase their potential service.</li> <li>2. In the exercise of that function, it is proper for institutions to disseminate broadly information about educational programs in general and institutional programs in particular and to consult with potential students personally about their needs and interests and the institution's relevant offerings.</li> <li>3. It is appropriate to use the mass media to acquaint potential enrollees and their parents with programs available at institutions. It may be necessary to do so when other audiences than current high school students are addressed. Such dissemination should be positive and should not make unfair or unfavorable references to other systems or institutions.</li> <li>4. It is imperative that institutions and their representatives be completely honest and accurate in assessing the adequacy of their offerings to meet the needs and interests of the student. This should include disclosure of any deficiencies that may be experienced by the student in the event of transfer or for the purposes of certification for employment.</li> <li>5. In counseling prospective students, the welfare of the student must be the paramount consideration. Institutional representatives should be sufficiently informed about available educational options to know when programs at other institutions are better suited to the student's needs and interests, and should advise the student when this is the case.</li> </ol>	<p>Making the Transition pp. 31-35</p>	<p>Legislature adopted the recruitment guidelines.</p>

BOARD POLICY/RECOMMENDATION/STATEMENT

RECRUITMENT	SOURCE	LEGISLATIVE OR GOVERNING BOARD ACTION
<p>6. A student who is regularly enrolled at any institution should not be considered a potential enrollee at another institution unless: a) he is completing his course of study at his present institution, b) he has formally requested information or counsel from that institution, or c) has formally notified that institution of his intention to transfer to it.</p> <p>In addition, the Commission urges all institutions to follow the Statement of Principles of Good Practice adopted by the National Association of Secondary Schools and College Admissions Officers and Minnesota Association of Secondary School Counselors and College Admissions Officers as an appropriate code of conduct for representatives of state institutions.</p> <p>Finally, the Commission will seek recognition of the guidelines by institutions in other states included in interstate reciprocity agreements for which the Commission is responsible.</p>		





19.0 STATEWIDE TESTING

## STATEWIDE TESTING

## SOURCE

## LEGISLATIVE OR GOVERNING BOARD ACTION

1975 Recommendation  
 Recognizing the long history of the Statewide Testing Program in Minnesota, and the desire of the Association of Minnesota Post-Secondary Educational Institutions that it be continued, the Commission will assume responsibility for the program if it is requested to do so by the legislature and if the Commission is provided with necessary funds. In addition, regardless of legislative action, the Commission will establish a committee to examine statewide assessment and to develop recommendations regarding overall goals and desirable procedures for a statewide assessment program in Minnesota. Representation on the committee will include the Minnesota Department of Education (Instruction Division and Vocational-Technical Education Division), State College System, University of Minnesota, State Community College System, Minnesota Private College Council, Minnesota Association of Secondary Principals, Minnesota School Counselors Association, Minnesota Association of Private Vocational Schools.

Making the Transition  
 pp. 113-114

Not approved by legislature.

1979 Recommendation  
 In order to stabilize the funding base for the program and provide its services to all post-secondary institutions, the Board recommends that the 1979 Legislature appropriate \$130,626 for each year of the biennium.

Legislature appropriates \$119,100 for each year of the biennium. Post-High School Planning Program will continue to charge private post-secondary education a participation fee.

BOARD POLICY/RECOMMENDATION/STATEMENT

POST-HIGH SCHOOL PLANNING PROGRAM

SOURCE

LEGISLATIVE OR GOVERNING BOARD ACTION

Recommendation

1979 Recommends that in order to stabilize the funding base for the Post-High School Planning Program and provide its services to all post-secondary institutions, the 1979 Legislature appropriate \$130,626 for each year of the biennium.

Report to the Governor and 1979 Minnesota Legislature pp. 72-73

Legislature appropriates \$119,100 for each year of the biennium and directs the Board to continue to charge private post-secondary institutions a participation fee.



APPENDIX A  
BRIEF HISTORY OF MINNESOTA  
HIGHER EDUCATION COORDINATING BOARD

1965 Establishment of Minnesota Liaison and Facilities Commission for Higher Education.

Membership: 8 citizen members from congressional districts appointed by governor with advice and consent of Senate. Seven selected for knowledge and interest in higher education and one for knowledge and interest in vocational education.

2 members--presidents of private colleges or universities

4 members--chairman of University of Minnesota Board of Regents, president of State College Board, president of State Junior College Board, president of State Board of Education.

4 members--president of University of Minnesota, executive director of State College Board, executive director of State Junior College Board and state commissioner of education

Total of 18 members

Duties:

- A. Continuously study and analyze all phases of higher education and develop plans to meet needs.
- B. Continuously engage in long range planning, including, as needed, planning with other states and agencies.
- C. Act as successor to any commission with these powers.

Program Administration: None

Other New Duties, Authorities, Requirements:

1. Authority to appoint executive director or director
2. Submit biennial report to governor and legislature
3. Administer federal funds under Higher Education Facilities Act of 1963.

1967 Creation of Minnesota Higher Education Coordinating Commission.

Membership:

8 citizen members--same as 1965

2 members--presidents of private colleges or universities

8 members--two each as representatives of the University of Minnesota Board of Regents, State College Board, State Junior College

Board and State Board of Education--to be members  
or chief executive officers--appointed by governor with  
advice and consent of Senate.

Total of 18 members

Duties: No change

Program Administration: State Scholarship Program created.

Other New Duties, Authorities, Requirements:

1. Authority to appoint advisory committees
2. Authority to enter into reciprocal agreements with other states concerning non-resident tuition.
3. Extension and expansion of authority to administer federal funds which require administration by a higher education agency.
4. Authority to appoint professional employees in unclassified state service and fix salaries.

1969 Membership: No change

Duties: No change

Program Administration:

1. State Grant-in-Aid Program created
2. Inter-institutional Television Program

Other New Duties, Authorities, Requirements: None

1971 Membership:

8 citizen members from congressional districts

3 citizen members at large

Total of 11 members

Creation of Higher Education Advisory Council including the president of the University of Minnesota, chancellor of State College Board, chancellor of State Junior College Board, commissioner of education and executive director of Minnesota Private College Council.

Council is to make recommendations to the Commission, review and comment on proposals before the commission, report to the Commission at each meeting and provide assistance to the Commission.

Duties: (D) Make recommendations on plans and proposals for instructional programs and periodically review existing programs for four public post-secondary education systems.

Program Administration:

1. Private College Contract Program created
2. Minnesota Interlibrary Telecommunication Exchange (MIITEX)

Other New Duties, Authorities, Requirements: None

1973 Membership: No change

Duties: Program review extended to include private collegiate and non-collegiate institutions.

Program Administration:

1. State Student Loan Program established
2. State Work-Study Program established
3. Three regional centers established
4. Medical and Osteopathy Loan Program established

Other New Duties, Authorities, Requirements: Engage in budget review and develop compatible budgetary format for public post-secondary education system at request of chief finance officer of state.

1974 Membership: No change

Duties: No change

Program Administration:

1. Foreign Student Assistance Program established
2. Veterans Dependents Assistance Program established

Other New Duties, Authorities, Requirements:

1. Authorization for transfer of funds for implementing new, unlimited reciprocal tuition agreement with Wisconsin.
2. Biennial report requirement on percentage of men, women, and racial minorities in professional programs.

1975 Name changed to Higher Education Coordinating Board.

Membership: No change

Duties: (E) Statutory authority for budget review.

Program Administration: Private Institutions Registration Act

Other New Duties, Authorities, Requirements: Authorization for transfer of funds for reciprocal tuition agreements with North Dakota and South Dakota.

1976 Membership: No change .

Duties: No change

Program Administration: No change

Other New Duties, Authorities, Requirements:

1. Sponsor annual meeting of post-secondary education boards
2. Study needs for optometric and osteopathic education

1977 Membership: no change

Duties: Study, review, and recommend state policies on student transfer.

Program Administration:

1. Part-time Student Grant Program created
2. AVTI Tuition Subsidy Program created
3. Nursing Scholarship Program transferred to HECB
4. Optometry, osteopathy contracting

Other New Duties, Authorities, Requirements:

1. Explore feasibility of cooperating with neighboring states in development of regional system for providing optometric education.
2. Post-secondary education consortium for southwestern and west-central Minnesota.

Note: Various other duties and responsibilities have been assigned to the Board most biennia. Most of these assignments have been included in biennial appropriations bills or have come from the governor.

Membership: No change

Duties: No change

Program Administration:

1. Post-High School Planning Program



Other New Duties, Authorities, Requirements:

None

1979 Membership: no change

Duties: no change

Program Administration:

1. Latino Outreach Program

Other New Duties, Authorities, Requirements:

1. MOIS Study
2. Study Teacher Training Programs Availability
3. Faculty Salary Study
4. Latino Study
5. Community College Study



APPENDIX B  
MEMBERSHIP OF  
MINNESOTA LIAISON & FACILITIES COMMISSION  
FOR HIGHER EDUCATION

(July 1, 1965-September 30, 1966)

APPOINTED MEMBERS:

Warren P. Eustis, First Congressional District  
John Otterness, Second Congressional District  
Josie Johnson, Third Congressional District  
John E. Carroll, Fourth Congressional District  
Leonard Lindquist, Fifth Congressional District  
Jack Lynch, Sixth Congressional District  
Emil L. Presteman, Seventh Congressional District  
\* Lawrence R. Yetka, Eighth Congressional District  
Brother Josephus Gregory, F.S.C., Private Colleges  
Sidney Rand, Private Colleges

\*Resigned September of 1965

EX-OFFICIO MEMBERS:

Charles W. Mayo, chairman  
University of Minnesota Board of Regents

O. Meredith Wilson, president  
University of Minnesota

Norman A. Nelson, president  
State College Board

Bevington Reed, chancellor  
State College Board

Edwin W. Rawlings, president  
State Junior College Board

Philip Helland, chancellor  
State Junior College Board

C.F. McGuiggan, president  
State Board of Education

Duane Mattheis, commissioner  
State Department of Education

Richard Hawk, executive director

HIGHER EDUCATION COORDINATING COMMISSION

(March 1968)

Arnold Stoa, Winona, First Congressional District  
Edwin T. Herbig, Jr., Waseca, Second Congressional District  
Melvin A. Hammarberg, Edina, Third Congressional District  
Lee Slater, St. Paul, Fourth Congressional District  
Leonard Lindquist, Minneapolis, Fifth Congressional District  
Jack Lynch, Willmar, Sixth Congressional District  
Chris N. Christu, Moorhead, Seventh Congressional District  
Harold Grams, Virginia, Eighth Congressional District  
Brother J. Gregory, F.S.C, Winona, Private Colleges  
Sidney Rand, Northfield, Private Colleges  
Elmer L. Andersen, St. Paul, University of Minnesota Board of Regents  
Malcolm Moos, Minneapolis, University of Minnesota Board of Regents  
Robert R. Dunlap, Rochester, State College Board  
Peter S. Popovich, St. Paul, State College Board  
Philip Helland, St. Paul, Junior College Board  
Robert A. Mahowald, St. Cloud, Junior College Board  
Duane Mattheis, St. Paul, Board of Education  
George Rossman, Grand Rapids, Board of Education  
Richard Hawk, executive director

1 9 6 9

Arnold Stoa, Winona, First Congressional District  
Edwin Herbig, Waseca, Second Congressional District  
Melvin A. Hammarberg, Edina, Third Congressional District  
Lee Slater, St. Paul, Fourth Congressional District  
Leonard Lindquist, Minneapolis, Fifth Congressional District  
Jack Lynch, Willmar, Sixth Congressional District  
Chris N. Christu, Moorhead, Seventh Congressional District  
Harold Grams, Sr., Virginia, Eighth Congressional District  
Brother J. Gregory Robertson, F.S.C., Winona, Private College  
Sidney Rand, Northfield, Private Colleges  
Elmer L. Andersen, St. Paul, University of Minnesota Board of Regents  
Malcolm Moos, Minneapolis, University of Minnesota Board of Regents  
G. Theodore Mitau, St. Paul, State College Board  
Peter S. Popovich, St. Paul, State College Board  
Philip Helland, St. Paul, Junior College Board  
Robert A. Mahowald, St. Cloud, Junior College Board  
Duane J. Mattheis, Grand Rapids, Board of Education  
Richard Hawk, executive director

1 9 7 1

Arnold Stoa, Winona, First Congressional District  
Edwin Herbig, Jr., Waseca, Second Congressional District  
John W. Mooty, Edina, Third Congressional District  
J. Peter Devine, St. Paul, Fourth Congressional District  
Leonard Lindquist, Minneapolis, Fifth Congressional District  
Jack Lynch, Willmar, Sixth Congressional District  
Chris Chistu, Moorhead, Seventh Congressional District  
Harold Grams, Sr., Virginia, Eighth Congressional District  
Sister Mary Richard Boo, O.S.B., Duluth, Private Colleges  
Sidney Rand, Northfield, Private Colleges  
Howard Casmev, Golden Valley, Board of Education  
George Rossman, Grand Rapids, Board of Education  
Philip Helland, St. Paul, Junior College Board  
Robert A. Mahowald, St. Cloud, Junior College Board  
G. Theodore Mitau, St. Paul, State College Board  
Elmer I. Malone, Minneapolis, State College Board  
Elmer Andersen, St. Paul, University of Minnesota Board of Regents  
Malcolm Moos, St. Paul, University of Minnesota Board of Regents  
Richard Hawk, executive director

1 9 7 3

Barbara Clark, Northfield, First Congressional District  
Edwin Herbig, Jr., Waseca, Second Congressional District  
Joe Robinson, Minneapolis, Third Congressional District  
J. Peter Devine, St. Paul, Fourth Congressional District  
Leonard Lindquist, Minneapolis, Fifth Congressional District  
Jack Lynch, Willmar, Sixth Congressional District  
Harding Noblitt, Moorhead, Seventh Congressional District  
Harold Grams, Sr., Virginia, Eighth Congressional District  
Erwin Goldfine, Duluth, at-large  
Donald Hamerlinck, Wadena, at-large  
Carl Kroening, Minneapolis, at-large  
Richard Hawk, executive director

1 9 7 5

Barbara Clark, Northfield, First Congressional District

Eunice Johnson, Butterfield, Second Congressional District

Judy Hamilton, Minnetonka, Third Congressional District

Mary Schertler, St. Paul, Fourth Congressional District

Carl Kroening, Minneapolis, Fifth Congressional District

Jack Lynch, Willmar, Sixth Congressional District

Harding Noblitt, Moorhead, Seventh Congressional District

Emil Erickson, Virginia, Eighth Congressional District

Erwin Goldfine, Duluth, at-large

Donald Hamerlinck, Wadena, at-large

Gerald Vizenor, St. Paul, at-large

Richard Hawk, executive director



1 9 7 7

Barbara Clark, Northfield, First Congressional District, (Resigned September 1976)

Eunice Johnson, Butterfield, Second Congressional District

Judy Hamilton, Minnetonka, Third Congressional District

Mary Schertler, St. Paul, Fourth Congressional District

David Lebedoff, Minneapolis, Fifth Congressional District

Jack Lynch, Willmar, Sixth Congressional District

Harding Noblitt, Moorhead, Seventh Congressional District

Emil Erickson, Virginia, Eighth Congressional District

Vladimir Shipka, Grand Rapids, at-large

Donald Hamerlinck, St. Cloud, at-large

Gerald Vizenor, St. Paul, at-large

Richard Hawk, executive director

September 1977

Kathryn Jarvinen, Winona, First Congressional District

Eunice Johnson, Butterfield, Second Congressional District

Judy Hamilton, Minnetonka, Third Congressional District

Maxine Gaines, St. Paul, Fourth Congressional District

Geraldine Carter, Minneapolis, Fifth Congressional District

Jack Lynch, Willmar, Sixth Congressional District

Harding C. Noblitt, Moorhead, Seventh Congressional District

Emil Erickson, Virginia, Eighth Congressional District

Vladimir Shipka, Grand Rapids, at-large

Donald Hamerlinck, St. Cloud, at-large

Verna Wood, Bemidji, at-large

Clyde R. Ingle, executive director

1978

Kathryn Jarvinen, Winona, First Congressional District

Eunice Johnson, Butterfield, Second Congressional District

Richard Van-Wagner, Edina, Third Congressional District

Maxine Gaines, St. Paul, Fourth Congressional District

Geraldine Carter, Minneapolis, Fifth Congressional District

Jack Lynch, Willmar, Sixth Congressional District

Harding C. Noblitt, Moorhead, Seventh Congressional District

Emil Erickson, Virginia, Eighth Congressional District

Vladimir Shipka, Grand Rapids, at-large

Donald Hamerlinck, St. Cloud, at-large

Verna Wood, Bemidji, at-large

Clyde R. Ingle, executive director

Current - 1979

Kathryn Jarvinen, Winona, First Congressional District

Eunice Johnson, Butterfield, Second Congressional District

James Krause, Golden Valley, Third Congressional District

Maxine Gaines, St. Paul, Fourth Congressional District

Geraldine Carter, Minneapolis, Fifth Congressional District

Jack Lynch, Willmar, Sixth Congressional District

Harding C. Noblitt, Moorhead, Seventh Congressional District

Emil Erickson, Virginia, Eighth Congressional District

Vladimir Shipka, Grand Rapids, at-large

Donald Hamerlinck, St. Cloud, at-large

Verna Wood, Bemidji, at-large

Clyde R. Ingle, executive director



## APPENDIX C

### SOURCES

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A Philosophy for Minnesota Higher Education - A View of Higher Education - Some Fundamental Principles, Goals for Higher Education - Minnesota Higher Education Coordinating Commission, March, 1968.

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Comments on Recommendations By the Commission on Minnesota's Future on Post-Secondary Education, October 30, 1975, Minnesota Higher Education Coordinating Commission.

Memorandum of November 7, 1975 to Senator Jerome Hughes, chairman, Senate Education Committee regarding Commission Response to Senate Education Committee Questions on Post-Secondary Education Structure.

Report to the Governor and 1979 Minnesota Legislature, Minnesota Higher Education Coordinating Board, January 1979.