

## Long-Term Sustainability and Growth Plan for the North Hennepin Community College Buffalo Site

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### **Executive Summary**

North Hennepin Community College (NHCC) has had courses offered at the Buffalo High School for over twenty years. Since 2003 the college has seen a steady decline in the enrollment of the courses at the Buffalo Site.

The college tasked a Luoma Action Learning project team to do an analysis of the decline in enrollment at the Buffalo Site. Following the analysis the executive sponsors requested a strategic plan that could help turn around the enrollment and increase numbers. The project team studied the data provided by the college and some of the research that had been conducted for the college and realized there was not enough data pertaining to Wright County area to do a root cause analysis and make a solid recommendation.

A survey was developed to gather data from business leaders, students, and community members of Wright County to see if they knew of NHCC's presence in their area. The survey also looked into a needs assessment of what educational opportunities were desired and when would be the best time to offer them. After studying all of the data returned from the survey, interviewing other Minnesota State Colleges and Universities (MnSCU), the college's strategic vision, and looking at MnSCU's "Charting the Future" initiative the team developed recommendations.

The recommendations are as follows:

- Hire a Site Coordinator/Admissions Specialist
- Fully Funded Five-Year Marketing Plan
- Programming: offer degree programs that align with job growth and PSEO offerings
- Relocate site
- Partner with local business and/or public office
- Improve signage
- Create concurrent enrollment at Buffalo High School
- Create the opportunity for completion of associates through bachelors

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## **Introduction**

The Luoma Leadership Academy is a program designed to cultivate and develop leadership talent for employees of the Minnesota State Colleges and Universities system. Luoma Leadership Academy participants learn theories, practices, and skills in an 18-month leadership development program. The skills acquired are intended to help participants apply the various leadership styles presented to their daily responsibilities as needed. As a part of the Academy, action projects were assigned to groups of participants to further the learning and training.

Our Luoma Leadership Academy Action Team was charged with evaluating the sustainability of the North Hennepin Community College (NHCC) Buffalo Site. The team's main project objective was to identify the cause of enrollment decline and to develop a plan to achieve a successful outcome for the educational needs of Buffalo and Wright County.

In recent years, the North Hennepin Community College (NHCC) Buffalo Site has seen a steady decline of student enrollment at this location. The action learning team evaluated the NHCC Buffalo Site and based on research, the team developed a set of recommendations designed to promote the college's educational opportunity growth and long-term sustainability in Buffalo.

## **Objective**

The objective of this project was to identify the cause of the enrollment decline at NHCC Buffalo Site and to develop a plan to achieve a successful outcome for the educational needs of the city of Buffalo while increasing the success of NHCC enrollment at an offsite location. The team developed a project charter (Appendix A) where we defined the challenges NHCC is facing and the project sponsors approved the project scope as follows:

- Identifying key stakeholders and communicating with them
- Gathering survey data from business, community, college staff and students and K-12 schools
- Collecting other research and data as needed
- Creating a proposal and plan for the college to consider
- Presenting the plan to project sponsors
- Presenting the plan at the second Luoma Academy session

The project recommendations will have different potential impacts on various stakeholders in the following ways:

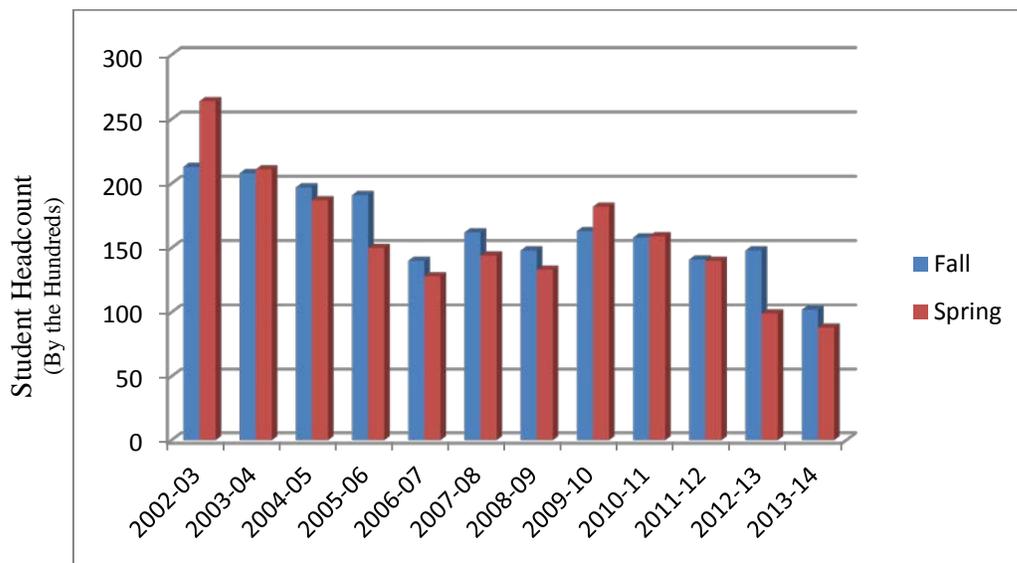
Systems/Units Impacted	Potential Impact
Buffalo High School	<ul style="list-style-type: none"> <li>• To change the “Look” of NHCC in Buffalo High School and the city of Buffalo</li> </ul>
NHCC	<ul style="list-style-type: none"> <li>• Change marketing strategy</li> <li>• Funding may increase should the plan recommend a new location</li> <li>• Staffing levels may change</li> <li>• Increased enrollment/more revenue</li> </ul>
Professional Training and Development	<ul style="list-style-type: none"> <li>• There may be opportunities to partner with businesses and provide a different level of training in Buffalo</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Opportunity for faculty to teach more at an off-site location (more than just evening)</li> <li>• Commute time to work may change</li> </ul>
Students	<ul style="list-style-type: none"> <li>• More educational opportunities for students in Wright County</li> <li>• Reach out to and fit the needs of a more diverse student population (i.e. non-traditional, first generation)</li> <li>• Possible college level courses and non-credit continuing education could be taken close to home in Buffalo</li> <li>• Cost effective option for students</li> <li>• Easy commute</li> </ul>

### History

North Hennepin Community College (NHCC), founded in 1966, is one of 30 colleges in the Minnesota State Colleges and Universities System (MnSCU). North Hennepin is located in Brooklyn Park, MN and serves over 10,000 students per year. In addition to the main Brooklyn Park campus, the College offers online classes as well as in-class courses at a satellite site in Buffalo, MN. There are over 50 programs/majors of which students can complete an associate degree or certificate.

NHCC’s target student population area has been from the neighboring cities of Brooklyn Park; however, they have had a long standing partnership with the Buffalo School District for over 20 years providing evening courses to college students (College, 2014). Since the 1990’s NHCC has offered a variety of course offerings at Buffalo High School (M. Leimbek, personal communication, Sept. 2013), however, in recent years the college has seen a drastic decline in enrollment. Enrollment at the NHCC Buffalo site has dropped by almost 50% from 2010-2011 to 2013-2014 academic years (J. Reinke, personal communication, July 2013 & May 2014). The graph below demonstrates the pattern of enrollment by academic year since 2002 to present year.

**Buffalo Enrollment by Academic Year**



(J. Reinke, personal & written communication, July 2013 & May 2014)

To give a clear picture of numbers as it relates to enrollment the table below highlights the decline in numbers from 2010-2011 to 2013-2014 (this current academic year).

<b>Academic Year</b>	<b>Enrollment</b>
2010-2011	376
2011-2012	281
2012-2013	288
2013-2014	190

The enrollment for the Buffalo site peaked in the academic year 2002-2003. During that year, there was a big commitment from the college and people were invested in the site (M. Leimbek, personal communication, Sept. 2013). The first employee (part time) was hired around the year 1999 with duties tied to the Buffalo site. This employee lived, worked, & was involved in the community (M. Leimbek, personal communication, Sept. 2013). Enrollment went up following the hire. The Buffalo community had a dedicated staff member that promoted the options and opportunity (M. Leimbek, personal communication, Sept. 2013). After the peak, the enrollment dropped dramatically. The end of the year 2005 through the academic year 2007-2008 the college had not fully dedicated staff member to manage the enrollment of Buffalo Site (M. Leimbek, personal communication, Sept. 2013). They had a slight increase in enrollment between the years 2007-2010 and have since seen a steady decline. In that last year or two the college again has not had a dedicated staff person to support the Buffalo site (Project Sponsors, personal communication, July 2013).

## **Marketing**

According to project sponsors, marketing of the Buffalo site has not always been strong. The institution had only dedicated between \$200 up to \$600 per year for approximately 20 years. There has not been a consistent marketing plan with the exception of placing an ad in the community education bulletin in Buffalo and a postcard mailing that was done for four years. Lack of funding resources had been the main cause of insufficient marketing. However, in the spring of 2013 North Hennepin Community College was able to dedicate \$10,000 towards marketing efforts. Dollars spent funded billboards that advertised in the Buffalo area, direct mailing, postcard mailings, digital advertising, and cable ads. These efforts took place between

the months of April and July of 2013 with a target enrollment for fall 2013 and targeted the population of 30-45 year olds and the Hispanic/Latino population speaking residents.

### **Course Offerings**

During academic year 2013-2014 North Hennepin offered the follow classes at its satellite site:

Biology I	College Writing I
Economics Macro (Principles of)	Hiking
Intermediate Algebra	Psychology (General)
Psychology (of Adjustment)	Public Speaking (Fundamentals)
Sociology (Introduction)	Writing II (Preparation for College)

In 2010-2011 NHCC offered these courses:

Academic Development	Accounting
Biology	Business
Economics	English
History	Math (developmental)
Psychology	Sociology
Speech	

During this current academic year 2013-2014 one less course was offered with lower student enrollment. In 2010-2011 courses were not as broad in their offerings. During both years general education courses were offered, however it appears from the information provided above that in 2010-2011 the courses offered had a degree focus. Three of the 11 courses offered were under one academic department in the business area.

### **Opportunity**

While North Hennepin Community College has had some struggles with enrollment at the Buffalo satellite site the city and its surrounding areas seem promising. Buffalo High School,

servicing as NHCC's satellite site, is located in Wright County approximately 29 miles from NHCC. Wright County includes the following cities: Albertville, Annandale, Buffalo, Clearwater, Cokato, Delano, Hanover, Howard Lake, Maple Lake, Monticello, Otsego, Rockford, St. Michael, South Haven, and Waverly. With it being the 2<sup>nd</sup> fastest growing county in MN, the total population is 127,336 – 10<sup>th</sup> largest county in the state (Macht, 2013).

The geographic area of Wright County has a large population of 25-44 year olds, approximately 44% of all those over the age of 18, which fits the target population of NHCC (Macht, 2013). Of those that are 25 years of age and older 58% of them have a high school diploma or its equivalency up to some college, but no degree attainment. This percentage of people is not prepared for the workforce that is requiring degree completion.

Wright County has projected employment growth from 2010 through 2020 in the following targeted industries:

- Health Care jobs will grow in excess of 16,314 jobs (40.3%)
- Transportation jobs will grow in excess of 1,890 jobs (25.5%)
- Manufacturing jobs will grow in excess of 4,122 jobs (11.6%)

The city of Buffalo and Wright County offer great opportunities for an institution of higher education to serve residents and prepare them for the workforce. North Hennepin Community College has an advantage to be the college of choice for Wright County residents. Having been the first higher education institution to offer courses in Buffalo and market to their residents NHCC has first-mover advantage. North Hennepin continues to be the only higher education institution in Wright County. The next closest school is the Minnesota School of Business in Elk River, Sherburne County. We know from the Aslanian study conducted for North Hennepin in 2012 that students, particularly adult students, are looking for affordable costs (Aslanian & Jeffe, 2012), therefore, NHCC would be an ideal option over Minnesota School of Business. In

addition to lower costs, the Aslanian Study found that adult students prefer to study closer to home (Aslanian & Jeffe, 2012). NHCC offers both of these options.

### **Research Methods**

The Luoma Action Learning Project Group employed several methods of research. First and foremost, the team was very conscious of not drawing conclusions prior to having studied the results of the research. The process is a question based process so as to determine the true root cause of a problem or the issue at hand. After being presented with the issues facing the Buffalo site, our initial research was done by going through the data and information provided to the team by the college as it pertained to the enrollment numbers of the previous years, going back to 2003. We also reviewed the marketing plan and budgets for the last couple of years. Coupled with the enrollment and marketing data, the group also gathered as much information as the school had about the NHCC Buffalo site. This information included the following documents:

- NHCC Master Academic Action Plan 2013-2018
- NHCC Master Academic Plan Resource Requirements FY14-FY16 – 7/9/13
- NHCC Master Academic Framework 2013-2018
- NHCC Master Student Affairs Plan FY2014–FY2019
- MnSCU Board of Trustees Board of Academic and Student Affairs Minutes – 1/22/2014
- Increasing the Global Competitiveness of Twin Cities Metro Area – 1/22/2014
- Charting the Future (MnSCU Report) - 11/20/13
- NHCC SEM Strategy Rankings – 7/15/2013
- Stacked for Growth? Wright Co. Demographic & Economic Stats – 7/11/2013
- Image and Market Study (Aslanian Market Research) – 7/2012

The next stage of our research involved talking to different organizations in the Wright County area. The team reached out to the Buffalo High School, the Rotary Club, the Chamber of Commerce, Wright County Technical Center (WCTC); and we also had conversations internally

with NHCC's Admissions and Outreach and Foundation departments. Some of the contacts were beneficial and others left us with more questions or we received little helpful information. For instance, the Wright Country Technical Center was contacted but because they never responded to our inquiries, the only information that could be gathered was from their website or NHCC staff who had been in contact with the WCTC (Appendix B). The Aslanian report of 2012 also did not serve to be as beneficial as originally anticipated due to the fact that it did not include a substantial sample size of respondents from the Wright County area. However, as noted below, the Aslanian report does support our recommendations to increase the Buffalo site's enrollment as it pertains to adult learners.

During this whole process we continued to ask questions. Such as what has been the cause of enrollment dropping? What are the needs in Wright Country? What are the students requesting? What are the business needs? Given the data that was compiled up to this point the team realized we didn't have sufficient data that could answer those questions well. The team decided to develop a survey. The purpose of the survey was to gather data directly from Wright County to be able to ascertain its needs. The demographic of Wright County is very different from that of Hennepin County and Brooklyn Park in particular. We wanted the survey to be universal in nature and to be able to gather information from anyone no matter if they were a business owner, a Rotary member, or a student.

### **Data Analysis**

The project team created a survey to gather Wright County resident's perspective of access and effectiveness of the NHCC Buffalo site. The survey was engineered to obtain

information from a wide variety of citizens from Wright County and more specifically the immediate Buffalo area.

Of the 165 survey respondents a majority were from Buffalo (Buffalo 52%, Monticello 7%, Maple Lake 6%, St. Michael 6%, Montrose 4%, Annandale 4% with the following cities representing less than 4%: Albertville, Clearwater, Cokato, Delano, Hanover, Howard Lake, Otsego, Rockford, South Haven, and Waverly.) The average age of the respondents were represented evenly:

Average age	% of respondents
18-24	28%
25-34	16%
35-44	21%
45-54	24%
55+	11%

Of the respondents, 69% were female and 31% were male.

Statistically, the cultural background of survey respondents was nearly identical to the city of Buffalo’s data (CLRChoice, 2014) (Appendix C). The questions of the survey were formulated with the goal of assisting the project team in determining possible causes for the decline in enrollment at the NHCC Buffalo Site. The primary focus of the survey was to determine respondent’s opinion of awareness, location, courses/programs offered, and the higher education needs of the community.

**Survey Summary**

**Awareness**

Respondents were asked if they are aware of the college courses offered in Buffalo through NHCC?

Yes	61%*
No	39%

*\*Note: Of all the survey respondents at least 54 of those took the survey at the Buffalo site (includes prospective students at the FAFSA Complete Night and two NHCC Buffalo Site classes) so the 61% may be higher than a representative sample of the community.*

A breakdown of the results indicates 52% of business leaders were aware of the Buffalo Site and 48% offer some type of financial incentive for employees to continue their education. The survey also indicates that 45% of business leaders feel the courses offered at the Buffalo Site meet the needs of the community and 41% would be interested in taking courses.

Of the 61% that responded that were aware of the Buffalo Site, 52% indicated they were aware due to “School,” 26% due to “word of mouth,” and 22% were aware due to “print media.”

**Location**

Respondents were asked to give their opinion about the location for NHCC courses being offered at the Buffalo High School. They were able to check all that apply to three choices of convenience, good signage and collegiate feel.

Convenient	80%
Good Signage	60%
Feels Collegiate	53%

Further analysis shows that 87% of business leaders indicated the Buffalo site does not feel collegiate. Of students who have taken classes at the Buffalo Site, 32% indicated the Buffalo site does not feel collegiate.

**Courses/Schedule**

Respondents were asked if they would be interested in taking college level courses or continuing education in or near the city of Buffalo.

Yes	55%
No	45%

Respondents were asked to check all that apply in what would be the most convenient time to attend classes.

Evening	78%
Weekend	46%
On-Line	46%
Late Afternoon (3 pm - 6 pm)	22%
Weekday	20%
Early AM (7 am - 9 am)	16%
Early Afternoon (12 pm - 3 pm)	14%
Late AM (9 am - noon)	14%

Respondents were asked to check all that apply for what types of programs they were interested in.

Continuing Education (Job Training)	35%
Occupational Program (Associates Degree)	33%
Liberal Arts	31%
Occupational Certificate	20%
Other	19%

Respondents were asked “what is their primary reason for taking classes at NHCC Buffalo Site?”

Location	74%
Schedule	72%
Cost	53%

### **Satellite Site Interview Summary**

Project team members conducted interviews with other MnSCU Institutions that have similar satellite site locations. There were four full interviews conducted. The individuals and institutions interviewed were: the Director of Program Development at Anoka Ramsey Community College, the Interim Dean of Business and Social Sciences at Inver Hills Community College, the Redwood Falls Center Director at Minnesota West Community and Technical College, and the Associate Vice President of Enrollment Management at Metropolitan State University. Each institution took on their own focus depending on the structure of the satellite site locations.

The interviews provided the team with information on how various aspects of the site are coordinated. They focused on things such as: reasons why each institution opened a satellite location, where is the site located, how did the college decide to offer classes at the site, what is the site staffing structure, how is the site marketed, how does the college decide on what classes are offered, etc. A sample set of interview questions were developed as a guide for the interviews with not all questions being asked during each interview. A complete summary of each interview can be found in Appendices D, E, F and G.

### **Background Information**

The institutions interviewed opened or offered classes at a site location for various reasons and have been open for varied amounts of time. Those reasons included community requests or involvement, good location for their student population, and/or outreach opportunities to other communities. One institution felt that extending offerings to other service areas might provide additional enrollment for the institution. That institution used an Aslanian

Study to help them identify population areas in which they could consider holding classes.

Another institution used a needs/wants survey to help determine class offerings at a particular site location. The site locations were opened at various times (2009, 2013, or within the past five years). The number of satellite sites for each institution varied from 2-14 and were located in high schools, a government center, a work force center, a YMCA, other MnSCU institutions and a corporate business. All of the institutions interviewed have lease agreements for the majority of the sites in which classes are offered with the exception of one site. The Inver Hills Community College Thomson Reuters location is ran and operated at no cost to the institution.

Metropolitan State University was the only four-year liberal arts institution that was interviewed. The findings regarding number of satellite locations were incomparable to the two-year colleges that were interviewed. It is unique because its standing as a four-year institution allows them to partner with other two-year community and technical colleges within MnSCU to offer classes. They have had classes held at up to 10 community and technical colleges. In addition, they have multiple campus locations other than their main campus. One of their sites is located in the Burnsville Workforce Center where Inver Hills Community College also holds classes.

## **Structure**

The overall structure of the sites varied from one institution to the next. While one site has ITV equipped classrooms and a small computer lab for student use, the other sites might have one or two regular classrooms, or have an entire floor or building of a facility for class offerings. The sites are set up based on the needs of the classes offered. Classes offered at each site location were determined by college staff and/or administration. One institution stated that at

one point the Director of Adult Programming determined what classes to offer without the foundation of a needs assessment being conducted. This appeared not to be the best way to make a decision about course offerings according to the interviewee. Another institutions original design was to deliver classes that would help a student complete the Minnesota Transfer Curriculum (MnTC) or Associate of Arts (A.A.) degree in an 8-week hybrid class structure. That particular institution's focus has changed from offering the MnTC or A.A. degree to just offering classes at the site locations. Inver Hills primarily offers Business and Liberal Arts classes. Metropolitan State, because of its uniqueness in partnering with two-year schools, has offered courses that complement the two year course offerings. They focus on the degree (bachelors) completion and specific degree offerings. Most of the intuitions focus on evening classes. However, there was one that primarily focuses on the delivery of the A.A. degree with classes being offered between the hours of 8 am – 6 pm.

### **Site Supervision**

The general supervision of the site locations varied as well. They varied from having a Director that is on-site and directs all of the day to day operations including advising, registration, financial aid, marketing, recruitment, and maintaining the budget of the site to having no one present to supervise operations. Metropolitan State and two other institutions have shared student services personnel to staff the site. The shared staff is with Normandale and IHCC. Two institutions do not have staff on-site permanently but rather have staff members rotating from the main campus assisting with the site location. The staff helping manage the site locations are positions such as: a Dean of Business and Social Sciences, admission department staff, the faculty delivering courses and other staff as deemed necessary. Minnesota West

Community and Technical College's Site Director has the opportunity to get involved in the community, make connections with local business and industry, and high schools. Inver Hills Community College has made the decision to hire an admission representative that will be housed at the site location starting in fall 2014.

### **Enrollment Trends**

The enrollment trends for the site locations for the institutions varied. Two of the institutions saw strong enrollment at first but have seen a steady decline in the past few years. The decreases in enrollments were mainly attributed to an improved economy. One of the institutions is currently evaluating all of the site locations and class offerings in order to determine how they will move forward. Inver Hills Community College has seen stable or strong enrollment at each of their two satellite site locations.

### **Advertising and Marketing**

The institutions used various forms of advertising and marketing for the site locations. Print media advertising and marketing included community brochures, fall and spring college mailers, and handouts at orientation events. Other forms of advertising and marketing included: college website, radio advertising, open houses, community brochures, and table displays staffed by college staff at certain locations, and involvement in community events, such as parades, Rotary and the Chamber of Commerce. Institutional departments often involved in the marketing and advertising efforts include Admission and Recruitment, Continuing Education and Customized Training, and the Site Director. One institution admits that marketing is strong at the launch of a site opening, but tends to die down after it gets up and running. Their next steps for

improvement would be to consider dedicating dollars to marketing their satellite sites to promote and demonstrate commitment to “flexibility and convenience”.

## **Challenges**

The institutions were asked what their biggest challenges are in maintaining a satellite site location. Overwhelmingly, institutions felt that a lack of enough communication plays a big part in the challenges that are present at satellite sites. Other challenges for the institutions interviewed included providing assistance to struggling students, providing seamless services, maintaining the connection to the larger college community, and maintaining strong enrollments at each of the satellite locations. Anoka Ramsey Community College has experienced a decline in enrollment at many of their satellite locations and is currently evaluating all of the site location class offerings to determine how the institution will move forward.

## **Advice**

The institutions interviewed were asked to provide some advice for other satellite site locations such as North Hennepin Community College—Buffalo. A summary of the advice:

- Provide a key contact person such as a Site Coordinator or Admission Counselor
- Have a high level of coordination and communication between the different departments from advising, admission, recruitment, marketing, faculty, and academic departments
- Look for ways to integrate the site location into the larger community
- Provide seamless student services which include advising

In addition to the formal interviews that were conducted a few institutions had noteworthy information regarding satellite sites. Minneapolis Community and Technical College moved their Aviation program which was off site back to campus early May. Dakota Community and

Technical College are pulling out of their Apple Valley site and all faculty are going back to Rosemount due to cost of space at the site. Unfortunately, formal interviews were not available to be conducted within the given timeframe. Future discussions with such institutions to find out more about their decisions to close down satellite sites may be worth having in order to be proactive about what to prepare for and do prior to making decisions to close satellite sites (see Appendix H for contact information).

### **Site Interview Evaluation**

In reviewing all interviews there are a few themes that rise to the surface that allow the following conclusion regarding the success of satellite sites:

- Communication is key to having a successful satellite site
- Having a key point person for the satellite site that is visible and present at the site is essential
- Increased awareness of the location and marketing the site is helpful including integrating the site and site coordinator into the larger community to build relationships
- Satellite sites call for different marketing strategies compared to the main campuses

The top marketing strategies used for the satellite sites were word of mouth promotion, print media, and dedicating marketing dollars to promote the satellite site from the point of inception through the continued existence of the site. Word of mouth seems to bare a lot of weight as to how people find out about courses offered in their community. Therefore, having someone integrated into the community that is able to build relationships will benefit a satellite site tremendously. The more people that know about the opportunity and options of college in their backyard the more the word will spread. Creating partnerships with local business/industry or school districts may also assist in the long term sustainability of a site location.

Print media is widely used. Such things as brochures, flyers, handouts, and mailers are regularly used to inform the community about the possibilities. The print media provides a visual with core information needed to peak interest. In order to build the capacity to have successful word of mouth spread and create print media to get out to the masses the college must set aside dedicated marketing dollars for the site. Continued dedicated marketing dollars will assist in the sustainability of the satellite site locations.

Lastly, it appears that the most successful sites had conducted a needs assessment of the community in order to decide on the direction of the site. A needs assessment helps to drive the courses, programs, training opportunities, and services offered at a satellite site. Based on the research that the team has conducted, the needs assessment & analysis compiled from our survey data, we would like to share with you our recommendations.

### **Recommendations**

The following section reveals several recommendations beginning with the option that could be implemented in the short term and finally a more long term option. The team recognizes North Hennepin Community College's Mission and Vision and feels that it is important to reference it while making these recommendations.

#### **Our Mission**

*Engaging students, changing lives*

North Hennepin Community College creates opportunities for students to reach their academic goals, succeed in their chosen professions, and make a difference in the world.

#### **Our Vision**

*Opportunity without limits, learning without end, and achievement beyond expectation*

#### **Our Guiding Values**

*We believe in the power of education to change lives. Toward that end, we:*

- Inspire intellectual curiosity
- Embrace diversity of all kinds
- Foster trust and respect
- Expect quality and continuous improvement

- Encourage creativity and innovation
- Promote individual responsibility and integrity
- Invest in professional and personal development
- Build strong, collaborative partnerships
- Serve as responsible stewards of college resources

**Our Strategic Goals**

*Access, Opportunity, and Success*

Maintain academic standards and stable enrollments while increasing retention and completion.

*Innovation and Relevance*

Maintain curriculum that is relevant and effective while developing innovative new courses and programs.

*Culture of Commitment*

Develop a more rewarding, engaged, and inclusive college environment.

*Workforce and Community*

Expand effective partnerships within and beyond our community.

Recommendations at a Glance

<p>Recommendation #1</p> <ul style="list-style-type: none"> <li>• Hire a Site Coordinator/Admissions Specialist</li> <li>• Fully Funded Five-Year Marketing Plan</li> <li>• Focused Academic Programming</li> </ul>
<p>Recommendation #2</p> <ul style="list-style-type: none"> <li>• Relocate site</li> <li>• Partner with local business and/or public office</li> <li>• Improve signage</li> <li>• Create concurrent enrollment opportunities</li> </ul>
<p>Recommendation #3</p> <ul style="list-style-type: none"> <li>• Increase the number of baccalaureate degrees granted in the Twin Cities</li> </ul>

**Recommendation #1 (Status Quo 2.0)**

**Site Coordinator/Director:** The NHCC Buffalo site has seen a steady decline in enrollment for the past 5 years. A few years back NHCC's Buffalo site coordinator retired and has not been replaced permanently. The team feels that having a full-time director/coordinator position on-site is important for the sustainability of the site. Although this position will be expected to build and grow community relationships, marketing and be an advocate for the site;

other responsibilities should be outlined prior to hiring and may possibly include advising, student services, and all operations of the site. Having a position located at the site will increase awareness, accountability, and knowledge of site needs.

**5 Year Marketing Plan:** Although there has been some marketing done in the past, the funding for it has fluctuated and has not always been a priority. The survey indicated there is a need for more awareness that NHCC offers college classes at the Buffalo High School. The team feels a consistently funded and high level marketing strategy is vital to the success of the Buffalo site. Of the community members that took the survey, only 26% heard about the Buffalo site by word of mouth.

A site coordinator/director who is committed, energetic, and personable could create community relationships and partnerships that would increase word of mouth awareness tremendously. This position could also be expected to create the marketing plan; saving dollars by not hiring a marketing firm.

**Programming:** Based on the survey data, NHCC should strongly consider offering enough courses at the Buffalo site so that students can complete an AA or AAS degree. The degrees or certificates offered, in addition to the general AA and AAS, should have an emphasis on training for the healthcare, manufacturing or transportation fields (based on the Wright County Demographic data). The college should also consider working with area high schools to pursue a greater breadth of Post-Secondary Enrollment Options (PSEO) opportunities.

**Recommendation #2 (Location, Location, Location)**

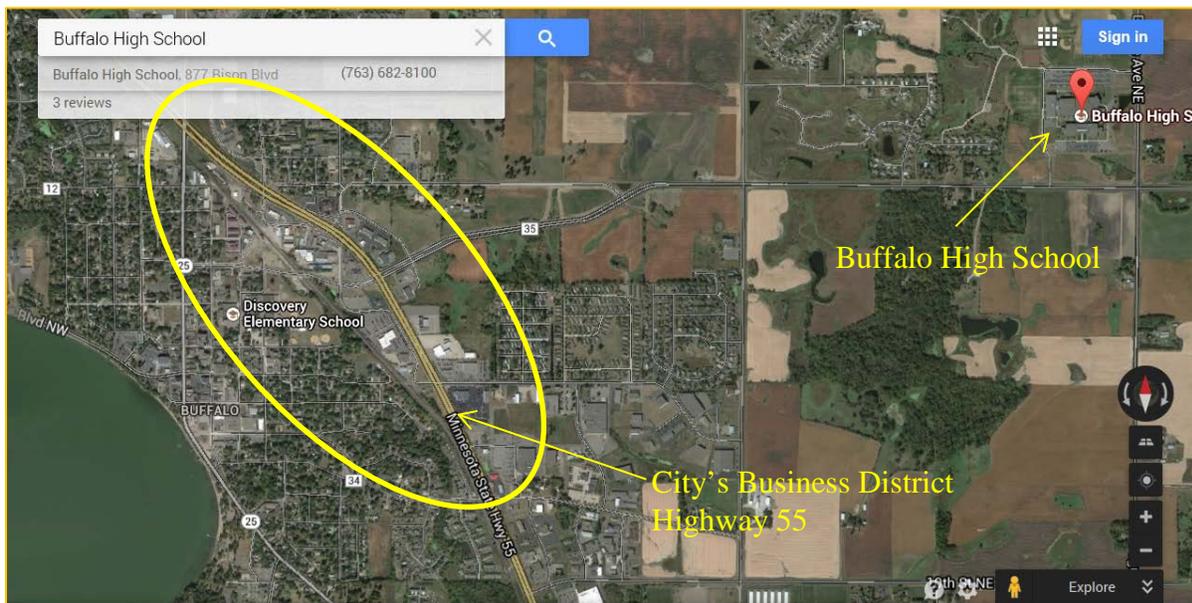


The partnership with the Buffalo High School is a long standing positive relationship that has remained strong for over 20 years. While NHCC has offered classes at the high school for many years it may not be the location that yields the greatest results for increasing enrollment of community members. NHCC Buffalo site’s location is a major concern when it comes to marketing and visibility of the building where courses are currently held. Buffalo High School, built in 1971 (Buffalo Hanover Montrose Schools, 2014), is located roughly 2.1 miles away from the nearest business, 5 miles from the far side of town and is surrounded by farm land. The map below gives a glimpse of Buffalo’s high school location and the surrounding area.



Buffalo High School surrounded by fields  
877 Bison Blvd, Buffalo, MN

This location is a hindrance more than an asset to making the community aware of the opportunity to take courses. It is located in an area that is not frequently visited except by high school students and some families. If the intention of a higher education site in Buffalo was to serve the ever expanding Buffalo community and its neighboring surroundings and their adult learners, then a more centrally located site on or just off a frequently traveled road would benefit its mission greatly.



The area encircled above is Highway 55 and serves as a main entrance in and out of the community of Buffalo. If NHCC partnered with a local business and/or public office that is located around this concentrated area it would provide more visibility of the college and the opportunity to attend classes locally. As an example, Inver Hills Community College (IHCC) partnered with Thompson Rueters in Eagan, MN to offer classes on their property. The partnership affords the college no-cost classroom space.

In addition to the location, signage needs to improve drastically. Currently the only signage that exists is a sign that directs visitors where to go for specific areas of the high school.

The sign is relatively small, approximately 2'x2', and includes the letters "NHCC" that are imbedded in between "Main Office," "Visitors," and "...Student and Event Parking." The general public may not know what the acronym NHCC represents. Any signage that exists should include a full spelling of the college name and perhaps a logo in order to associate it to North Hennepin Community College. Providing such signage could also better inform parents that drop off and pick up their high-schooler that the opportunity to attend college is in their backyard. If the site stays at the high school for the short term or long term changing the signage might help to improve the recruitment of adult learners.



Sign is located on Dague Ave. NE off of  
20<sup>th</sup> St NE and is approximately 2'x2'

Location and signage is also very important to creating a collegiate feel. Improving both of these important recommendations will allow students attending classes to feel a connection with their college, to make it their "home." The continued partnership with the high school is still very valuable and could remain strong even if the Buffalo site relocated within the city's business district. However, the partnership would need to be redefined and restructured.

In order to continue fostering the relationship with Buffalo High School and maintain a good relationship while relocating the satellite site, it is recommended, as also noted above, that NHCC consider looking at options of creating concurrent enrollment agreements during the

school day and in the high school. This currently does not exist. NHCC classes are located at the high school in Buffalo, but have minimal amounts of high school students that take NHCC classes as Post-Secondary Education Option students. Having a concurrent enrollment for high school students would be another way for enrollment to increase for the Buffalo satellite site and provide an opportunity to keep the strong partnership intact. Cisco Telepresence is one potential tool that would support this initiative and is currently being deployed by the college on the Brooklyn Park campus.

### **Recommendation #3 (Outside the Box)**

Referencing MnSCU's "*Charting the Future*," and NHCC President Emeritus' and current Interim Vice Chancellor for Academic and Student Affairs Dr. John O'Brian's presentation "*Increasing the Global Competitiveness of the Twin Cities Metro Area*," the project team believes that NHCC including its Buffalo site expansion could be the beginning of a much larger conversation. Leadership should strongly consider these documents when contemplating next steps and truly consider Option #4 within the "*Increasing the Global Competitiveness of the Twin Cities Metro Area*," which suggests "authorizing a two-year metro area college in the system to offer baccalaureate degrees." (Appendix I) This suggestion left the team intrigued for a number of reasons. First of which, Wright County is the 2<sup>nd</sup> fastest growing county in the state and considering three out of the top five fastest growing counties border Wright County it would only make sense if MnSCU decided to build a campus or convert an existing campus to a four year degree granting institution near this location would be logical. (Macht, 2013). Secondly, North Hennepin Community College seems to be located well within the metro area and it also

has property on which to expand. Finally, while reviewing the Buffalo site surveys you will find that many of the respondents, without any encouragement, suggested many baccalaureate degrees and other advanced degrees as definite needs of the community. (Appendix C) A sentiment that was not lost in the “*Charting the Future*” document either. Under “strategic direction 2” it states that MnSCU’s “...educational delivery system must respond more quickly to population changes and market needs, better matching our capacity with the balance between honoring our commitment to serve communities across the state and at the same time, investing where demand is increasing.” Later the document sites a 2013 report by the Georgetown University Center on the Workforce, “74% of all jobs in Minnesota in 2020 will require some postsecondary education.” On page 5 of the “*Increasing the Global Competiveness of the Twin Cities Metro Area*” presentation, tells us that the Twin Cities area has over 100,000 students in its colleges when tabulated by headcount and compared to the rest of Minnesota only totaling just under 88,000. However, when looking at State University headcount the Twin Cities area only educates just over 11,000 compared to more than 72,000 in Greater Minnesota. Currently, the system has significant capacity to serve two-year college students in the metro area, but there is a great need to better serve students interested in obtaining a baccalaureate degree (Appendix J). In addition, Trustee Sundin stated that, “Academic Centers don’t offer an urban identity, she said, and full expansion of Metropolitan State University should be part of the solution, but probably can’t be the only way for the system to meet the urgent need for more baccalaureate education (Appendix J). MnSCU Board of Trustees Chair Clarence Hightower stated that does not want to see the new university option be taken off the table at this time. MnSCU Chancellor Steven Rosenstone added that, “...developing a plan for increased baccalaureate education in the metropolitan area will be integral to the future success of the system. MnSCU is uniquely

situated to meet the higher education needs of the growing metropolitan population.” Therefore, we believe that before any long term contracts are signed and agreements made, NHCC leadership should have serious conversations with MnSCU leadership about the possibility of being a direct partner in the creation of an eighth State University. It seems that Wright County is asking for one.

The recommendations offered above range from relatively easy to quite challenging to implement. Some are very short term fixes and some may take several years. The team acknowledges that the work needed to implement the recommendations might be costly and time consuming, however, the team also believes that the potential outcomes could be significant not only for North Hennepin Community College but also the state and region as a whole. The Luoma Action project team, in addition, feels strongly that recommendation number one, in its entirety; coupled with recommendation number two will yield greater enrollment numbers than adopting and implementing just one of the recommendations. The third and final recommendation is something that the team feels NHCC should consider having conversation with MnSCU leadership about the possibility of being a direct partner in the creation of an eighth Minnesota State University. While this recommendation may seem “out of the box”, it could be part of the long term future of the NHCC Buffalo Site.

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LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix A: Action Project Charter**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### A. General Information

<b>Project Title:</b>	<b>North Hennepin Community College Buffalo Site Sustainability</b>		
<b>Brief Project Description:</b>	The Luoma Leadership Team will evaluate sustainability for the North Hennepin Community College (NHCC) Buffalo Site. Based on research, the team will develop a strategic plan designed to promote the college's educational opportunity growth and long-term sustainability in Buffalo.		
<b>Prepared By:</b>	Joseph Collins		
<b>Date:</b>	January 24, 2014	<b>Version:</b>	1

### B. Project Objective

The objective of this project is to identify the cause of enrollment decline at the NHCC Buffalo Site and to develop a plan to achieve a successful outcome for the educational needs of the city of Buffalo while increasing the success of NHCC enrollment at an offsite location.

### C. Assumptions

- The resources listed in the Master Academic Plan Resource Requirements will be available to the Luoma team including sponsors and the college.
- The Luoma team members will dedicate sufficient time to the project - i.e., averaging about 16 hours per month



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### D. Project Scope

#### **In Scope:**

- Identifying key stakeholders and communicating with them
- Gathering survey data from business, community, college staff and students and K12
- Collecting other research and data as needed
- Creating a proposal and plan for the college to consider
- Presenting the plan to project sponsors
- Presenting the plan at the second Luoma Academy

#### **Out of Scope:**

- Executing the plan
- Promoting the plan after the Luoma presentation
- Obtaining funding to support the plan



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### E. Project Milestones

Milestones	Deliverables	Date
Finish our initial meetings to define the problem	Finalize project charter	10/18/13
Meet with sponsors via conference call	Feedback on survey and identify key stake holders and others to distribute survey	11/8/13
Distribute survey's to area businesses & rotary	Start collecting data of needs assessment	12/10/13
Meet with project sponsors	Discuss charter, our progress and plans moving forward	2/6/14
Compile and analyze data of survey	Determine cause of enrollment decline and have a list of educational needs of community.	2/28/14
Create a first draft of a proposal and sustainability plan for NHCC—Buffalo based on the results of the research	A document that outlines ideas to increase enrollment in the Buffalo site and allow for continual growth	3/28/14
Finalize the plan for NHCC	Report	3/30/14
Create the first draft of the presentation for NHCC sponsors	The presentation of research and outcomes	4/15/14
Finalize presentation	The final draft of presentation	5/1/14
Present the plan to the Buffalo Project Sponsors	Presentation	6/1/14
Create the first draft of the Luoma presentation with lessons learned	Draft of presentation	6/1/14
Finalize Luoma presentation	Final Presentation	6/15/14
Present the plan at the second Luoma week	Presentation	7/14/14



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### F. Impact Statement

Systems/Units Impacted	Potential Impact
Buffalo High School	<ul style="list-style-type: none"> <li>To change the "Look" of NHCC in Buffalo High School and the city of Buffalo</li> </ul>
NHCC	<ul style="list-style-type: none"> <li>Change marketing strategy</li> <li>Funding may increase should the plan recommend a new location</li> <li>Staffing levels may change</li> <li>Increased enrollment/more revenue</li> </ul>
Professional Training and Development	<ul style="list-style-type: none"> <li>There may be opportunities to partner with businesses and provide a different level of training in Buffalo</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>Opportunity for faculty to teach more at an off-site location (more than just evening)</li> <li>Commute time to work may change</li> </ul>
Students	<ul style="list-style-type: none"> <li>More educational opportunities for students in Wright County</li> <li>Reach out to and fit the needs of a more diverse student population (i.e. non-traditional, first generation)</li> <li>Possible college level courses and non-credit continuing education could be taken close to home in Buffalo</li> <li>Cost effective option for students</li> <li>Easy commute</li> </ul>



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### G. Roles and Responsibilities

<p><u>Sponsor:</u> Jane Reinke, Janet McClelland, Nerita Hughes Provides overall direction on the project. Responsibilities include: approving the project charter, securing resources for the project, keeping abreast of major project activities, making decisions on escalated issues, and assisting in the resolution of roadblocks.</p>
<p><u>Action Learning Coach:</u> Joseph Collins Focuses on the learning of the group. Does not work on the problem during the meeting, but asks questions only. Manages project logistics – e.g., meeting times and locations, assist with the SharePoint documents, communication liaison with campus contacts, etc.</p>
<p><u>Team Members:</u> Carmen Bradach Jennifer Bendix Kristine Ramos-Walker Brad Krasaway</p> <p>Work on the deliverables of the project. Responsibilities include: understanding the work to be completed, doing research, gathering and analyzing information, communicating with key stakeholders, interacting with the project team and sponsors to accomplish the project.</p>
<p><u>Customer:</u> Lisa Larson (representing NHCC) The person (or unit) requesting the deliverable. Responsibilities include: partnering with the sponsor or project team to create the project charter, signing off on the project charter, approving any changes to the charter, taking ownership of the deliverables.</p>
<p><u>Subject Matter Experts:</u></p> <ul style="list-style-type: none"> <li>• North Hennepin Community College's Academic Affairs</li> <li>• North Hennepin Community College's Student Affairs</li> <li>• Professional Training and Development</li> <li>• Other staff, faculty, and administrators at the NHCC to be determined</li> <li>• Potentially Cisco's partners if telepresence plays a role in the plan.</li> </ul> <p>Provide expertise on a specific subject. Responsibilities include: providing expertise to the project team related to the NHCC Buffalo project.</p>



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### H. Resources

Resource	Constraints
Time	Lack of
Funds	Not be able to send out paper survey to Buffalo residents
Travel	Distance of team members

### I. Project Risks

Risk	Mitigation Strategy
Scope Creep	<ul style="list-style-type: none"> <li>• Strict adherence to project charter</li> <li>• Regular stakeholder communication</li> <li>• Documentation of discussions</li> <li>• Creation of detailed objectives with assignment of task owners and timelines</li> </ul>
Insufficient resources for plan execution	Regular communication about the plan and strategy to make sure the College's master plan and budget is modified to support the initiative.
Too small of a sample pool for survey/not able to reach specific populations	<ul style="list-style-type: none"> <li>• Continuously monitoring data results and adjusting accordingly</li> <li>• Continue to strive for more outreach</li> </ul>

### J. Success Measurements

All deliverables completed and handed over on time

- Identifying key stakeholders and communicating with them
- Gathering survey data from business, community, college staff and students and K12
- Collecting other research and data as needed
- Creating a proposal and plan for the college to consider
- Presenting the plan to project sponsors
- Presenting the plan at the second Luoma Academy



## Project Charter for the Long-Term Sustainability and Growth Plan for North Hennepin Community College's Buffalo Site.

### K. Signatures

Name	Signature	Date
Lisa Larson (Executive Sponsor)		
Jane Reinke (Project Sponsor)		
Janet McClelland (Project Sponsor)		
Nerita Hughes (Project Sponsor)		
Jennifer Bendix		
Carmen Bradach		
Joseph Collins		
Brad Krasaway		
Kristine Ramos-Walker		

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix B: Wright County Technical Center Information**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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## **Wright Technical Center General Information**

Research compiled from the Wright Technical Center Website: [www.wtc.k12.mn.us](http://www.wtc.k12.mn.us)

### **Serves the communities of:**

Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Howard Lake-Waverly-Winsted, Maple Lake, Monticello, and St. Michael-Albertville.

### **Mission:**

To cooperate with member school districts to guide students through career exploration and skills development

### **Vision:**

To provide an array of state-of-the-art career and technical programs and other educational opportunities in collaboration with member districts

### **History:**

For most of its 30+ years of history the Center has provided Career and Technical Education and Alternative Education opportunities for area students.

### **Key Points:**

1. Provide in-depth, state of the art educational programs for high school students.
2. Offers specialized career and technical training that is not otherwise offered through area high schools.
3. Students earn high school credit and satisfy district graduation requirements.
4. Prepares students for today's competitive and dynamic workplace.
5. Articulation with post-secondary education to award college credits
  - a. WTC has credit agreements with the following Minnesota Technical Colleges: Alexandria Technical College, Anoka Technical College, Hennepin Technical College, St. Cloud Technical College, Staples Technical College, Saint Paul Technical College, and Ridgewater College. WTC also has credit agreements with Dunwoody College of Technology and Regency Beauty School.
  - b. The terms of the agreement varies with each collegiate institution. In some cases, students actually enroll in the college as well as the WTC. Where this happens, the credit earned is transcript college credit. In others, students earn credit that is activated with enrollment in the college after high school graduation. The Terms of the agreement varies with each collegiate institution
6. Involvement of community and industry partnerships

7. Upon completion of the WTC programs, students are prepared to enter the workforce and/or continue their education at two or four year colleges and universities.

**Career and Technical Programs:**

- Automotive Technology
- Early Childhood & Elementary Careers
- Construction Technology
- Health Science Technology
- Cosmetology Careers
- Law Enforcement and First Responders
- Landscape and Greenhouse Careers
- Graphic Communications
- Welding Technology
- Project Lead The Way - Engineering

**Learning Center Courses offered:**

- English
- Social Studies
- Mathematics
- Health/Phy Ed
- Life Science
- Physical Science
- Art

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix C: Qualtrics Survey Raw Data**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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# Initial Report

Last Modified: 01/23/2014

1. Are you aware of the college courses offered in Buffalo through North Hennepin Community College (NHCC)?

#	Answer	Bar	Response	%
1	Yes		100	61%
2	No		65	39%
	Total		165	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.39
Variance	0.24
Standard Deviation	0.49
Total Responses	165

2. How did you hear about the college courses offered in Buffalo? (Please select all that apply)

#	Answer	Bar	Response	%
1	Print media		22	22%
2	Word of mouth		26	26%
3	Internet		16	16%
4	School		51	52%
5	Radio		1	1%
6	Work		3	3%
7	Television		0	0%
8	Other		19	19%

Other
I went to NH in Buffalo
billboard
Community Education
billboard
Counseling Team
Advisor
NHCC
Found out when I was enrolling in classes.
I am currently going their
Parents
conselor
Community
Friend
Family taking Buffalo classes
High School
Husband
When I signed up for class I found out where class was held.

Statistic	Value
Min Value	1
Max Value	8
Total Responses	99

3. Have you taken or are you currently taking any courses through North Hennepin Community College in Buffalo? (Located in the Buffalo High School)

#	Answer	Bar	Response	%
1	Yes		54	55%
2	No		45	45%
	Total		99	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.45
Variance	0.25
Standard Deviation	0.50
Total Responses	99

4. What was or is your primary reason for taking classes at North Hennepin Community College - Buffalo Site?

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	Cost	17	12	17	2	1	49	2.14
2	Schedule	24	15	8	1	0	48	1.71
3	Location	35	5	5	3	2	50	1.64
4	Job Requirement	6	10	17	5	6	44	2.89
5	Degree/Certification Offered	8	11	15	3	3	40	2.55
6	Other (Please Specify Below)	3	3	8	1	3	18	2.89

Statistic	Cost	Schedule	Location	Job Requirement	Degree/Certification Offered	Other (Please Specify Below)
Min Value	1	1	1	1	1	1
Max Value	5	4	5	5	5	5
Mean	2.14	1.71	1.64	2.89	2.55	2.89
Variance	1.04	0.68	1.30	1.45	1.28	1.63
Standard Deviation	1.02	0.82	1.14	1.20	1.13	1.28
Total Responses	49	48	50	44	40	18

5. Please describe your other reason(s) for taking class at the Buffalo Site.

Text Response	
Location	
Convenience of driving to Buffalo over Brooklyn Park for select classes.	
Convenience for a non traditional student	
Worked well with my schedule.	
Close to home	
Close to my work	
Convient location	
I live in Buffalo and I signed up late ofr my classes they wern't available.	
I live in Rockford Township and it only made sense to drive 7 miles than 30 to Brooklyn Park for the same class.	
Because I live right behind the High School and I needed to bump my GPA up before I can transfer to a four year.	
I live close by	
needed science credits for high school. (I'm PSEO) Took one class-meteorology.	
Wanted credits	
I like the smaller class sizes and for some reason it seem less formal and more fun while keeping a good deal of learning.	
Location, location, location!	
Thru word of mouth - The Biology class that I'm taking was a great class - Because the teacher Deb Morerg explains it where you can understand it (the teaching) I don't like to drive to the location - It's the teacher and teaching.	
Closer to home, works w/my current work schedule.	
After alot of research, this is the class I wanted.	
Close to home.	
Good teacher!	
Close to home + work.	
Convenience	
Night and helps with my other classes.	
Only available location.	
Signed up late, only bio class available.	
Cheaper than taking gen bio at St. Kates! (Where I go to school) I live in Buffalo	
Smaller classes	
The Professor.	

Statistic	Value
Total Responses	28

6. Please give us your opinion about the location for NHCC courses being offered at Buffalo High School:

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	Convenient Location	82	37	19	4	6	148	1.75
2	Feels Collegiate	30	45	57	7	2	141	2.33
3	Visible (Good Signage)	32	52	39	11	5	139	2.32

Statistic	Convenient Location	Feels Collegiate	Visible (Good Signage)
Min Value	1	1	1
Max Value	5	5	5
Mean	1.75	2.33	2.32
Variance	1.10	0.84	1.06
Standard Deviation	1.05	0.92	1.03
Total Responses	148	141	139

7. Would you be interested in taking college level course(s) or continuing education in or near the city of Buffalo?

#	Answer	Bar	Response	%
1	Yes		85	55%
2	No		69	45%
	Total		154	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.45
Variance	0.25
Standard Deviation	0.50
Total Responses	154

8. How soon would you be interested in beginning classes?

#	Answer	Bar	Response	%
1	3 months		33	41%
2	6-9 months		20	25%
3	1 year		16	20%
4	18 months or more		12	15%
	Total		81	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.09
Variance	1.20
Standard Deviation	1.10
Total Responses	81

9. What would be the most convenient time for you to attend classes there? (Please select all that apply)

#	Answer	Bar	Response	%
1	Early AM (7 AM - 9 AM)		14	16%
2	Late AM (9 AM - 12 PM)		12	14%
3	Early Afternoon (12 PM - 3 PM)		12	14%
4	Late Afternoon (3 PM - 6 PM)		22	26%
5	Evening (6 PM - 9:30 PM)		66	78%
6	Weekday		20	24%
7	Weekend		39	46%
8	Online		39	46%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	85

10. What program(s) would you be interested in? (Please select all that apply)

#	Answer	Bar	Response	%
1	Liberal Arts Degree (Associates Degree)		25	31%
2	Occupational Programs (Associates Degree)		27	33%
3	Occupational Certificate/Diploma		16	20%
4	Continuing Education Credits (Job Training)		28	35%
5	Other		19	23%

Other
Masters or Higher Already have Bachelors
topics of interest
Art and Design - Graphic Design
Business
not sure yet
nursing
generals
Sign language
BA
Science classes
RN mobility A&P I & II
General classes
Microbiology, AIP II, Nursing Classes
Nursing
Nursing program
Nursing

Statistic	Value
Min Value	1
Max Value	5
Total Responses	81

11. Are you a business owner or organization leader?

#	Answer	Bar	Response	%
1	Yes		47	31%
2	No		103	69%
	Total		150	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.69
Variance	0.22
Standard Deviation	0.47
Total Responses	150

12. Do you offer any of the following educational resources? (Please select all that apply)

#	Answer	Bar	Response	%
1	Continuing Education Credits (What Kind & Where)		2	4%
2	Tuition Assistance		13	28%
3	Employee Continuing Education Program		10	21%
4	Loan Repayment Program		2	4%
5	None		25	53%
6	Other		5	11%

Continuing Education Credits (What Kind & Where)	Other
	generals toward BA
	Flexible work schedule
	Pay raise provided with training
Ongoing staff development	

Statistic	Value
Min Value	1
Max Value	6
Total Responses	47

13. Are you currently employed?

#	Answer	Bar	Response	%
1	Yes		90	88%
2	No		12	12%
	Total		102	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.12
Variance	0.10
Standard Deviation	0.32
Total Responses	102

14. Who is your employer?

Text Response
Micro Machine Inc
Dura Supreme
St. John's Lutheran Church
Christ the King Retreat Center
Pipeline Supply
Insurance Center of Buffalo
School District
City of Buffalo
real estate
city of buffalo
Reliable Medical Supply
wRight Lumber
Central Minnesota Mental Health Center
Cigna
healthcare
Wright Technical Center
Wright County
ISD 877
REM
Functional Industries
a school and I am also checking for my students.
Government
Wright County
Platinum Plus
KidKare
Dollar Time
Auto Value Auto Parts Monticello
Ruth Restaurant
Slavic Translation Services Inc. (Family Business)
Job Group
Pelican Lake Nursery
Lunds Foods + Wayzata Public Schools
Perkins Family Restaurants and Bakery
Carpentry Contractors Co
Crocs Shoe
Dairy Queen
Norms Wayside
IDS 877
Everett & Vanderwiel, PLLP
Culvers
City of Buffalo
River Inn
Subway
Mcdonalds of Buffalo, MN
K & K Foods
Norman C
Mark Olson
Holiday
Buffalo Applebees
Applebees
Walmart
P and M Trust

FOR Design
West Metro Buick GMC
KFC
Subway
Western National Insurance co.
Qdohs
A Clinic
Taco Bell
Nike/Saint Therese
Walgreenns
Park Nicollet
Wright County Community Action
General Mills
Maple Grove Hospital
AMC Arbor Lakes 16
Applebees
Center for Diagnostic Imaging
Park Nicollet
Fantastic Sams
City of Mpls

Statistic	Value
Total Responses	72

**15.** Does your employer offer any of the following educational resources?  
 (Please select all that apply)

#	Answer	Bar	Response	%
1	Continuing Education Credits (What Kind & Where)		6	8%
2	Tuition Assistance		23	29%
3	Employee Continuing Education Program		10	13%
4	Loan Repayment Program		3	4%
5	None		43	54%
6	Other		8	10%

Continuing Education Credits (What Kind & Where)	Other
	help pay for training
	No idea
	I don't know
	Not sure
	PHD
	CPR Certification
	Poy of CEU's + offer some on site
Insurance CE - throughout MN	
Insurance	
for workshops	
Various & varied sites	
anywhere	

Statistic	Value
Min Value	1
Max Value	6
Total Responses	80

16. Please give us your opinion about the statement below:

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	The courses offered by NHCC at the Buffalo High School meet the needs of the community	31	53	52	1	1	138	2.19

Statistic	The courses offered by NHCC at the Buffalo High School meet the needs of the community
Min Value	1
Max Value	5
Mean	2.19
Variance	0.66
Standard Deviation	0.82
Total Responses	138

17. What type of courses do you feel would meet the needs of the community?

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	Credit courses toward a general two year degree (Associates Degree)	64	60	11	0	0	135	1.61
2	Credit courses toward an occupational certificate/diploma/degree	58	66	11	1	0	136	1.67
3	Non-credit continuing education courses (Job Training)	36	60	31	1	0	128	1.98

Statistic	Credit courses toward a general two year degree (Associates Degree)	Credit courses toward an occupational certificate/diploma/degree	Non-credit continuing education courses (Job Training)
Min Value	1	1	1
Max Value	3	4	4
Mean	1.61	1.67	1.98
Variance	0.40	0.43	0.56
Standard Deviation	0.64	0.66	0.75
Total Responses	135	136	128

18. Please tell us a little more about the types of coursework you would like to see.

**Text Response**

Personally I would like to see continuing education topics in the Human Resources field.

English, Creative Writing, Technical writing, Communications, Professional Business Communication.

utility trades, electrical technician, machining, welding, mechanic.

Marketing, Promotions, Administrative and Website Updating and Maintenance

Affordable classes to benefit working students.

Opportunity for Graduate level courses, don't want to have to drive to St Cloud or Metro area.

General interest courses about weather, environment etc.

I don't really know what you offer, so I can't answer the questions

I did not know that NHCC was at BHS I may be interested in a not for credit class if it interested me. History classes perhaps

Business office skills, sales and marketing; healthcare refreshers

volunteer management, accounting for non-finance people, human resources

Nursing program pre-reqs and full program.

Health care or business

Nursing

From my students I would like to see an occupational skills program similar to what is offered at Ridgewater in Willmar or at Central Lakes in Brainerd.

Any continuing education about Autism, behavioral intervention, sign language Active Habilitation. Some of this previously came through training available Through the Department of Human Services. That is no longer available.

Coursework for community - electrician, welding, plumbing - trades. LPN, MA.

Just a lot of content as this is applicable to a lot of people

PSEO options

Basically all the courses that you can take at the campus.

Arts-Photography

Computer, I want to be a computer engineer

I was signed up for one more class here but a day before it was canceled due to low enrollment. Kinda bummed.

Doesn't matter to me I am transferring next year.

Construction Management courses.

More science type courses.

I do not mind the present course work system, I do feel that the reduction of instructor presence can be problematic.

Occupational and degree specific classes (I.E. Other than "General" Classes).

Ethics

"in between rigoris + layed back"

More courses you would see @ a college, to have that college view for life.

I would like to see more science courses offered at Buffalo.

Move classes around Engineering.

More variety, only certain courses where you need specific interest.

Health classes

Something for a 4 year term.

Engineering

I like the liberal arts area music programs languages and such.

I like the more hands on stuff.

Something related to education.

Challenging, it should feel like college.

Automotive.

Courses that include economics and math. Useful stuff. I don't know.

Physical therapy, massage therapy.

More sciences in the classrooms out here allow for a lot more demonstration during lecture. Having same instructor for lab + lecture is nice too. I think the demand for the populations continue to grow in the surrounding towns.

I enjoy the courses so far offered at NHCC

Any courses that will help any individual further their education and increases their chances at employment.

A & P I & II more classes in general

More classes

More Sciences

Kinesiology.
Classes offered for nursing.
All.
More Science, Nursing.
Nursing + Generals
More health classes.
Science Courses
I think it's fine the way it is.
More science classes
Nursing related - Microbiology, psch, ehctics, AP I, AP II
Field study
More general classes - general chem, math, art, history, english, etc.
Job training.

Statistic	Value
Total Responses	63

19. Is there anything else you would like us to know?

Text Response
I would like to be on a mailing list for the catalog or email alert when catalog is put up for the QT. mariellyn@vitaldyne.com I would promote employees taking classes in Buffalo.
n/a
I am the manager of the Wise Penny Thrift Shop in Buffalo. I'd be interested in talking with someone from NHCC about starting an unpaid internship program or offering internship opportunities at the Wise Penny for students that are taking classes in retail, management, etc. You can contact me at 763-350-9241. Thanks! Brittany McFadden
I think this is a great opportunity for students and adults in our community. I am of retirement age so I wouldn't probably be taking classes any more but I know several that have and really appreciated that it was in this community so they didn't have to drive too far at night. I think you are doing a great job with the campus and should keep it going!!!
There is a huge need for an OSP program for students with disabilities that would assist with training and job placement.
No
No
No, not really.
Nope
N/A
I would like to see an easier method of instructor-student contact then through email.
More advertisements about school
Nope.
Nope.
Nothing.
No.
Not at this point.
Not really.
Visual is more this generation.
What courses do they have?
No.
No.
Nope.
No.
Not really.
Please do not stop offering college classes in Buffalo. This location is the MAIN reason I can still go to school & work.
I am doing really well, thanks.
No
No.
Nope :)
No

Statistic	Value
Total Responses	31

20. Gender: Please specify your gender

#	Answer	Bar	Response	%
1	Male		42	31%
2	Female		95	69%
	Total		137	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.69
Variance	0.21
Standard Deviation	0.46
Total Responses	137

21. Age: Please specify your age.

#	Answer	Bar	Response	%
1	18-24 years old		37	28%
2	25-34 years old		21	16%
3	35-44 years old		28	21%
4	45-54 years old		31	24%
5	55+ years old		14	11%
	Total		131	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.73
Variance	1.89
Standard Deviation	1.38
Total Responses	131

22. Race / Ethnicity: (Select all that apply)

#	Answer	Bar	Response	%
1	Caucasian		126	93%
2	Hispanic or Latino		5	4%
3	African American		3	2%
4	American Indian		1	1%
5	Asian /Pacific Islander		1	1%
6	Other		3	2%

Statistic	Value
Min Value	1
Max Value	6
Total Responses	135

23. What city do you live in or near?

#	Answer	Bar	Response	%
1	Alberville		2	2%
2	Annandale		5	4%
3	Buffalo		65	52%
4	Clearwater		3	2%
5	Cokato		3	2%
6	Dayton		0	0%
7	Delano		4	3%
8	Hanover		3	2%
9	Howard Lake		2	2%
10	Maple Lake		7	6%
11	Monticello		9	7%
12	Montrose		5	4%
13	Otsego		3	2%
14	Rockford		3	2%
15	South Haven		1	1%
16	St. Michael		8	6%
17	Waverly		2	2%
	Total		125	

Statistic	Value
Min Value	1
Max Value	17
Mean	6.33
Variance	22.01
Standard Deviation	4.69
Total Responses	125

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix D: Site Interview with Anoka Ramsey Community College**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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Institution Name: Anoka Ramsey Community College  
Institution Contact: Michael Werner, Director  
Interview Date: May 1, 2014  
Interviewed by: Jennifer Bendix

**1. Where is the satellite or site located?**

- a. Anoka Ramsey Community College
- b. 9 locations in East Central Minnesota and the North Metro
  1. Blaine National Sports Center
  2. Columbia Heights High School
  3. Elk River Area High School
  4. Fridley High School
  5. Monticello High School
  6. New Brighton Community Center
  7. North Branch High School
  8. Saint Francis High School
  9. YMCA – Emma B How Family

**2. What is the structure of the satellite location? i.e. – how many classrooms, computer lab, science labs, etc.**

- a. There are different classes offered at each location. The ARCC website promotes to students that they can pick a place and a pace that works best for them.

**3. How did your institution decide to open a satellite location?**

- a. The “College on the Corner” program was developed as an outreach program that provided college classes to a variety of locations. The college enrollments (main campus) were strong so it was decided to spread out within certain areas to see if additional enrollment might be possible. Anoka-Ramsey Community College used the Aslanean Study to help them identify population areas in which they could consider holding classes at.
- b. The “College on your Corner” program was implemented when it was needed most; the college is not sure if it is sustainable with decrease in enrollment

**4. How long has the satellite locations been in place?**

- a. 2009 for most of the locations; exact dates for all of them were not available as they were set up prior to the new Director starting at Anoka Ramsey

**5. What have your enrollments looked like? Have you noticed a decrease in enrollments? If yes, do you know why the decrease in enrollment?**

- a. The site location enrollments were strong at first but have seen a steady decline in enrollments in the past few years.
- b. The college is currently evaluating all of the site location class offerings in order to determine how they will move forward.

**6. What type of community involvement do you have at the satellite location?**

- a. Community involvement varied; some communities contacted the college and asked if there might be an opportunity for college classes be taught within their community

**7. What is the staffing structure at the satellite location?**

- a. No staff on site at the satellite locations; staff at the main campuses handle things

**8. What are some of the main responsibilities of the staff at the satellite location?**

- a. N/A

**9. Who at the institution supervises the staff at the satellite location or who does the staff report to?**

- a. N/A

**10. What student services are provided at the satellite location?**

- a. N/A

**11. What types of classes are offered at the satellite location?**

- a. Scheduling is tricky for the college; staff look at the main campus schedules and then decide on what to offer at those satellite locations; try not to offer similar classes on campus to those offered at site locations – for example: if Speech is offered on Wednesday nights at the main campus then they will consider offering that class a different night at a site locations
- b. Reference question 12 information

**12. How are classes offered at the satellite location?**

- a. Classes were offered in different formats such as:
  - i. 16-week, on-location formats;
  - ii. 14-week semester hybrid (partially on-location, partially online) formats (English Writing, Geology); or
  - iii. 10-week hybrid (partially on-location, partially online) moderately-accelerated semester formats (Art, Biology, Career Development, Economics, English Literature, Geography, History, Health, Philosophy, Political Science, Psychology and Sociology).
- b. Original design – eight week hybrid classes; allowed students to move through more quickly; course rotation; some our traditional 16 week classes; students could complete the MnTC or AA based on a rigorous schedule;

**13. Has the institution had to cancel classes at the satellite location due to enrollments?**

- a. Yes – there have been reduction in enrollments
- b. Reduction in enrollment; jeopardized the series of classes; college did have to cancel some classes; restricted classes due to low enrollments;

**14. What do you believe to be the biggest challenge in maintaining a satellite location?**

- a. N/A – we didn't discuss this during our interview

**15. How does your institution typically market and promote the satellite location?**

- a. College website provides students with information on College on the Corner and sites available
- b. Students could search the class schedule and find classes that were offered at various site locations
- c. Advertising completed in various Community Education brochures; often times no charge for the Community Education brochure advertising; it was the communities way of partnering with the college; use faculty that may live in that area;
- d. Changed language recently on the website about the College on the Corner program as the college is making some changes to the program and reviewing how they will move forward with this program; the goal isn't to get your MnTC and Associate in Arts degree;
- e. Marketing efforts – blurb in most spring and fall mailers; created some handouts that were included in orientation; revamped webpage; click on location; look at the website and find the information; cancelations – 12-15 needed for enrollments

**16. Is this satellite staff member responsible for marketing of the satellite location or does someone else within the college handle that?**

- a. College staff handle the marketing for the site locations

**17. What advice would you give to an institution that currently has a satellite location?**

- a. Review

- 18. Who owns the building or does the college lease the space? What type of space does the satellite location have? Ie. Rooms, labs, etc? What type of lease agreement is in place?**
- a. Lease space; lease prices have gone up;
- 19. What are the hours of operation for the satellite location? Ie – when are classes offered, staffing available, etc?**
- a. Sites are located in various places; classrooms are available when classes are in session
- 20. What type of signage does the satellite location have?**
- a. N/A
- 21. Do you market the satellite location differently than the main campus? Marketing strategies for the satellite location? Does the satellite location have a separate budget and plan?**
- a. Marketing is handled by staff at the main campus

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix E: Site Interview with Inver Hills Community College**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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Institution Name: Inver Hills Community College  
Institution Contact: Ann T. Deiman-Thornton, Interim Dean of Business and Social Sciences  
Interview Date:  
Interviewed by: Kristine Ramos-Walker

- 1. Where is the satellite or site located?**
  - a. Burnsville's Workforce Development Center/Building
  - b. Thomson Reuters (Eagan)
- 2. What is the structure of the satellite location? i.e. – how many classrooms, computer lab, science labs, etc.**
  - a. At the Burnsville's Workforce Development Center IHCC has the whole second floor to deliver courses. At Thomson Reuter they dedicate one classrooms.
- 3. How did your institution decide to open a satellite location?**
  - a. The Burnsville Workforce Development Center was a good location in terms of the student population and the geographical area of the South Metro suburbs. The students that take courses at this site live in or work in that part of town.
  - b. IHCC has had an ongoing relationship with Thomson for many years (4-5 years). They allow two higher education institutions in their "Thomson University" onsite training facility. The current institutions are Inver Hills Community College and St. Mary's University. Some students that take courses at the Thomson site are employees of Thomson and some are not.
  - c. Marketing enrollment admissions department did a survey of needs/wants. They asked "what programs are you most interested in?" Out of surveying the students body they have arranged a schedule to offer a customer service certificate.
- 4. How long has the satellite location been in place?**
  - a. Thompson—5 years
  - b. Burnsville just recently opened in Fall 2013
- 5. What have your enrollments looked like? Have you noticed a decrease in enrollments? If yes, do you know why the decrease in enrollment?**
  - a. No decrease at Thomson. Enrollment is small; one classroom two nights a week; 40-60 students
  - b. As a new site Burnsville served 274 students during fall 2013 and 300 students during spring semester 2014. They offer 13-16 classes at the Burnsville site
  - c. All classes at both off campus sites offer only evening classes at that time. At the Burnsville site they have access to about six more classrooms that are available day and weekend.
- 6. What type of community involvement do you have at the satellite location?**
  - a. N/A
- 7. What is the staffing structure at the satellite location?**
  - a. At this time Ann T. Deiman-Thornton, Interim Dean of Business and Social Sciences is the site (for both) supervisor, however she is not physically located at either sites. Ann does check in regularly and works closely with the Workforce Center. And the admissions and enrollment areas IHCC have some role in it recruitment of students.
  - b. IHCC will be hiring an admissions rep that will be full time starting summer 2014 to work at the Burnsville location.
  - c. Space is leased at the Burnsville site and there is no cost at the Thomson site.
- 8. What are some of the main responsibilities of these staff at the satellite location?**
- 9. Who at the institution supervises the staff at the satellite location or who does the staff report to?**
  - a. At this time there is no staff to supervise. The person they hire will work out of the admissions office.
- 10. What student services are provided at the satellite location?**
  - a. Just classes are offered at this time. Open Houses are done at Burnsville Site. The coordinator (admin rep/education coordinator will also advise students on a limited capability) will then provide orientation on site for students when the person is hired. The coordinator will address any student needs. An IT rep is also at the site (Burnsville) every week.

- 11. In terms of offering classes how is that decided, i.e. what classes to offer?**
  - a. Former director of adult programming always determined what classes to offer. There did not seem to be any reason for what classes were offered.
  - b. More recently IHCC has conducted a needs and wants assessment of students to determine what classes to offer.
- 12. What types of classes are offered at the satellite location?**
  - a. Business and Liberal Arts
- 13. When are classes typically offered at the satellite location?**
  - a. Evening
- 14. How are classes offered at the satellite location?**
  - a. N/A
- 15. Has the institution had to cancel classes at the satellite location due to enrollments?**
  - a. No
- 16. What do you believe to be the biggest challenge in maintaining a satellite location?**
  - a. A lot of communication and coordination at high level is needed. When there is a lack of enough communication then challenges are presented. A full time person will help tremendously. Faculty and students need to be well supported.
- 17. How does your institution typically market and promote the satellite location?**
  - a. Open Houses at both locations. Admissions and recruitment departments assists in getting the word out through regular open houses at Burnsville. At Thomson the director of adult learning puts out a table several times in a semester by their cafeteria.
  - b. They also have done print, radio and their Continuing ED and Training department heavily promotes.
- 18. Is this satellite staff member responsible for marketing of the satellite location or does someone else within the college handle that?**
- 19. What advice would you give to an institution that currently has a satellite location?**
  - a. Make sure you have a high level of coordination and communication. Interdepartmental communication is a must between Advising, admission, recruitment, marketing, faculty and academic departments. Dedicate a person for the location. Have a key contact for the location and make sure the key contact is responsive and supportive.
- 20. Who owns the building or does the college lease the space? What type of space does the satellite location have? i.e. Rooms, labs, etc.? What type of lease agreement is in place?**
  - a. The building/classroom space at the Burnsville Workforce Center is leased by IHCC. At Thomson there is no fee for IHCC to offer classes there
- 21. What are the hours of operation for the satellite location? i.e. – when are classes offered, staffing available, etc.?**
  - a. Evening and only faculty from IHCC are there on site at the Burnsville location. At Thomson they have their staff.
- 22. What type of signage does the satellite location have?**
  - a. Burnsville sign has a big sig on outside of building and on all classrooms on the 2<sup>nd</sup> floor. Thomson R. only has a sign on the on classroom door.
- 23. Do you market the satellite location differently than the main campus? Marketing strategies for the satellite location? Does the satellite location have a separate budget and plan?**
  - a. Yes the satellite site locations are marketed differently. The off site locations are marketed towards the non-traditional, adult learning population that have multiple obligations. They also have it geared towards career focused.
  - b. They dedicated \$10,000 in marketing costs for off-site locations.

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix F: Site Interview with Metropolitan State University**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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Institution Name: Metropolitan State University  
Institution Contact: Amy Dunn, Associate Vice President of Enrollment Management  
Interview Date: March 27, 2014  
Interviewed by: Kristine Ramos-Walker

**1. Where is the satellite or site located?**

- a. Midway Location (additional leased campus)
- b. Co-Located Space with MCTC called Management Education Center
- c. Co-Located Space at Hennepin Tech called Law Enforcement & Criminal Justice Education Center
- d. Co-located at Burnsville Workforce Center
- e. Partnership sites which include:
  - i. Anoka Ramsey Community College
  - ii. Anoka Technical College
  - iii. Century College
  - iv. Dakota County Technical College
  - v. Hennepin Technical College
  - vi. Inver Hills Community College
  - vii. Minneapolis Community & Technical College
  - viii. Normandale Community College
  - ix. North Hennepin Community College
  - x. Saint Paul College

**2. What is the structure of the satellite location? i.e. – how many classrooms, computer lab, science labs, etc.**

- a. The structure of space varies for each location. Midway has various office suites and classroom spaces on 2-3 floors of the building including a computer lab.
- b. The co-location of MCTC has provided for a full building dedicated to Metropolitan. This location also has various classrooms and a computer lab or two.
- c. The co-located space with Hennepin Technical College has various classroom space and computer labs.
- d. The Burnsville Workforces Center is in collaboration with Inver Hills Community College.
- e. Classroom space is provided at each of the 2-year colleges.

**3. How did your institution decide to open a satellite location?**

- a. Unsure (new administrator)

**4. How long has the satellite location been in place?**

- a. Unsure (new administrator)

**5. What have your enrollments looked like? Have you noticed a decrease in enrollments? If yes, do you know why the decrease in enrollment?**

NOTE from interviewer: Interviewee provided a handout of application data from some of the Metro Alliance schools. The data tells numbers of applicants from the 2-year colleges that applied to Metropolitan State between the years of 2009 to 2012. This does not exactly share information for enrollment data of their satellite sites.

- 6. What type of community involvement do you have at the satellite location?**
  - a. N/A
- 7. What is the staffing structure at the satellite location?**
  - a. Currently we have a shared student services person at both the Normandale Partnership Suite and Burnsville Workforce Center. Other than that, most of the staffing that occurs at these sites are regular employees who rotate to these sites on a periodic basis.
- 8. What are some of the main responsibilities of these staff at the satellite location?**
  - a. The staffing that is permanent out of these locations would be: a receptionist at the Normandale Partnership Suite and a hybrid Advisor/Admissions Counselor out of the Burnsville Workforce Center.
  - b. The periodic employees would include: faculty, advisors, and admissions counselors.
- 9. Who at the institution supervises the staff at the satellite location or who does the staff report to?**
  - a. See question and answer #8
- 10. What student services are provided at the satellite location?**
  - a. At most locations you can receive advising services, however we are currently working on a distributive student services model which would include a one stop shop service at each location.
- 11. In terms of offering classes, how is that decided, i.e. what classes to offer?**
  - a. The process is determined by the Provost and Dean of the Colleges.
- 12. What types of classes are offered at the satellite location?**
  - a. Depends on need and partnership. We typically offer courses that are specific to the partnership with that institution whether it is degree completion or dual enrollment but specific to a major or degree program.
- 13. When are classes typically offered at the satellite location?**
  - a. Early Am (7-9 am)- never
  - b. Late AM (9-12 pm) - occasional
  - c. Early Afternoon (12-3 pm) - occasional
  - d. Late Afternoon (3-6 pm) - frequently
  - e. Evening (6 pm – 9:30 pm) – most frequently
  - f. Weekday – most frequently
  - g. Weekend - occasional
- 14. How are classes offered at the satellite location?**
  - a. N/A
- 15. Has the institution had to cancel classes at the satellite location due to enrollments?**
  - a. Yes, on occasion
- 16. What do you believe to be the biggest challenge in maintaining a satellite location?**
  - a. Communication between satellite location and all necessary department at the home university. In addition, you need to make sure that students have the opportunity for seamless service at the location of their choice.

**17. How does your institution typically market and promote the satellite location?**

- a. Print media—yes
- b. Word of Mouth—yes
- c. Internet—yes
- d. School—yes
- e. Radio—sometimes
- f. Work—no
- g. Television—no
- h. Other, please specify: \_\_\_\_\_

**18. Is this satellite staff member responsible for marketing of the satellite location or does someone else within the college handle that?**

- a. N/A

**19. What advice would you give to an institution that currently has a satellite location?**

- a. Communication is key for a successful collaboration and satellite site to function well.

**20. Who owns the building or does the college lease the space? What type of space does the satellite location have? i.e. Rooms, labs, etc.? What type of lease agreement is in place?**

- a. Leased space.

**21. What are the hours of operation for the satellite location? i.e. – when are classes offered, staffing available, etc.?**

- a. Mainly evening

**22. What type of signage does the satellite location have?**

- a. Some signage particularly at our co-located sites and the Midway campus.

**23. Do you market the satellite location differently than the main campus? Marketing strategies for the satellite location? Does the satellite location have a separate budget and plan?**

- a. We do market them initially upon launch. Afterwards however, we don't but should. So there is not a separate budget or marketing plan. I think this really is the next phase of development for us. Now that we have these sites, we need to market to the masses about them so they understand we are near them in proximity and it demonstrates our commitment to flexibility and convenience.

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix G: Site Interview with Minnesota West Community College and  
Technical College**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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Institution Name: Minnesota West Community and Technical College  
Institution Contact: Michael Van Keulen, Center Director  
Interview Date: April 2014  
Interviewed by: Jennifer Bendix

1. **Institution Name:**
  - a. Minnesota West Community and Technical College Redwood Falls Center
2. **Institution Contact:**
  - a. Michael Van Keulen, Center Director
3. **Where is the satellite or site located?**
  - a. Within the Redwood County Government Center in Redwood Falls, MN
4. **What is the structure of the satellite location? ie – how many classrooms, computer lab, science labs, etc.** Two ITV equipped classrooms, Student Lobby/Computer lab with four student workstations, office for center director
5. **How did your institution decide to open a satellite location?**
  - a. The college was approached by members of the Redwood Falls Community, who wanted a college in their town. Minnesota West had recently opened a similar satellite location in Fairmont, MN, so it had been through the process before. Also, with 5 campuses, the college already had a strong distance learning history to draw upon.
6. **How long has the satellite location been in place?**
  - a. Since fall of 2009
7. **What have your enrollments looked like?**
  - a. Very strong growth during first three years to 54 FTEs and 90 total students.
8. **Have you noticed a decrease in enrollments?**
  - a. Yes. Enrollment declined during year four by about 10 FTEs.
    - i. If yes, do you know why the decrease in enrollment? Mainly improved economy. Enrollment dropped college wide when the economy began to improve in 2012 & 2013.
9. **What type of community involvement do you have at the satellite location?**
  - a. We have a Learning Center Board that was responsible for the start-up of the center. They no longer meet regularly, but they do still exist. Communication with them is infrequent.
10. **What is the staffing structure at the satellite location?**
  - a. One full time staff member – Center Director – plus two part time work study students.
11. **What are some of the main responsibilities of the staff at the satellite location?**
  - a. Advising, Registration, Admissions & Financial Aid assistance, Marketing & Recruiting, Maintaining Operating Budget, Other Duties as Assigned by College
12. **Who at the institution supervises the staff at the satellite location or who does the staff report to?**
  - a. Center Director reports to Campus Dean at Granite Falls
13. **What student services are provided at the satellite location?**
  - a. Advising, New Student Orientation, Admissions & Financial Aid Assistance, Some Tutoring
14. **What types of classes are offered at the satellite location?**
  - a. Primarily Liberal Arts, some Business, Accounting, Administrative Assistant, and Medical courses as well.

15. **When are classes typically offered at the satellite location?**
  - a. Late AM (9-12 pm)
  - b. Early Afternoon (12-3 pm)
  - c. Late Afternoon (3-6 pm)
16. **How are classes offered at the satellite location?**
  - a. ITV; Center has the ability for face-to-face classes, which happen infrequently
17. **Has the institution had to cancel classes at the satellite location due to enrollments?**
  - a. Unsure how to answer this question. If there are no students from the Redwood Falls center registered for a specific class, the ITV connection to Redwood Falls is turned off. However, the class is still broadcast to other sites.
18. **What do you believe to be the biggest challenge in maintaining a satellite location?**
  - a. Providing assistance for struggling students. Maintaining the connection to the larger college community. Lack of flexibility of the director due to staffing size. Providing a sufficient variety of classroom based (ITV) courses in an age of increased online courses.
19. **How does your institution typically market and promote the satellite location?**
  - a. Print media
  - b. Word of Mouth
  - c. Radio
  - d. Other, please specify: Participation of the Center Director in local community events, such as parades, Rotary, Chamber of Commerce.
20. **Is this satellite staff member responsible for marketing of the satellite location or does someone else within the college handle that?**
  - a. Falls primarily upon the Center Director
21. **What advice would you give to an institution that currently has a satellite location?**
  - a. Look for ways to integrate it into the larger college community. Also, continue to focus on increasing awareness of the location via local marketing.
22. **Who owns the building or does the college lease the space?**
  - a. **Redwood County**
23. **What type of space does the satellite location have? Ie. Rooms, labs, etc?**
  - a. See answer #4
24. **What type of lease agreement is in place?**
  - a. 5-year lease
25. **What are the hours of operation for the satellite location?**
  - a. **8 am – 6 pm Monday – Friday. Ie – when are classes offered, staffing available, etc?** Generally, the center is open with a person working (Center Director or student worker) when classes are running.
26. **What type of signage does the satellite location have?**
  - a. Large, permanent sign along street in front of building, attached to the Redwood County Government Center sign. Large overhang with college name and logo over entrance to the center.
27. **Do you market the satellite location differently than the main campus?**
  - a. **Yes.**
28. **What are some marketing strategies for the satellite location? Focus is on liberal arts and online degrees. Also, on personalized service. Does the satellite location have a separate budget and plan? Yes.**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix H: Contact Information for Additional Satellite Sites**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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## **Institutions to Possibly Obtain Information from Regarding Closures of Satellite Sites**

**Institution Name:** Minneapolis Community and Technical College  
**Institution Contact:** Trena Mathis, Faculty, Air Traffic Control  
[trena.mathis@minneapolis.edu](mailto:trena.mathis@minneapolis.edu)  
952-826-2420  
**Interview:** Was not conducted, but she may have information as to why the satellite site was being closed and sent back to the campus  
**Information shared by:** Kristine Ramos-Walker

**Institution Name:** Dakota Community and Technical College  
**Institution Contact:** Mike Opp, Interim Vice President of Academic and Student Affairs  
[Mike.opp@dctc.edu](mailto:Mike.opp@dctc.edu)  
651-423-8319  
**Interview:** Was not conducted, but he may have more information as to why the satellite site is being closed and sent back to the campus  
**Information shared by:** Kristine Ramos-Walker

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix I: Increasing the Global Competitiveness of Twin Cities Metro Area**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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# Increasing the Global Competiveness of the Twin Cities Metro Area



January 22, 2014  
Board of Trustees

## Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.



# Consultation since June

- Meet and Confer:
  - MSCF on 9/27/13
  - IFO on 9/13/13
  - MAPE on 11/2/13
  - AFSCME on 10/11/13, 12/13/13
  - MSUAASF on 9/6/13, 11/22/13
- CAOs/CSAOs 7/11/13 and 11/7/13
- MSUSA and MSCSA on 10/4/13, 11/1/13
- Leadership Council on 11/4/13

# Board of Trustees June discussion

Agreement that unmet need and future demographic changes require growing access to baccalaureate education in the metro area:

- Nearly 1 million more people over three decades creating an incremental 570,000 jobs – 100% of growth is in communities of color
- 421,800 of these incremental jobs will need to be filled with employees who hold a post-secondary credential
- 210,900 of these incremental jobs will need to be filled with employees who hold a baccalaureate degree

## Findings: sectors of strength validated and refined to better reflect region's economy today

### **Financial Services and Insurance**

- Financial advisory
- Banking
- Insurance

### **Health and Life Sciences**

- Bio technology
- Medical devices
- Healthcare IT
- Healthcare providers

### **Innovation Technology & Advanced Manufacturing**

- Advanced manufacturing
- R&D centers
- Software/IT development
- Energy/renewables

### **Headquarters & Business Services**

- Corporate headquarters
- Creative services
- Professional services
- Data centers

### **Food and Agribusiness**

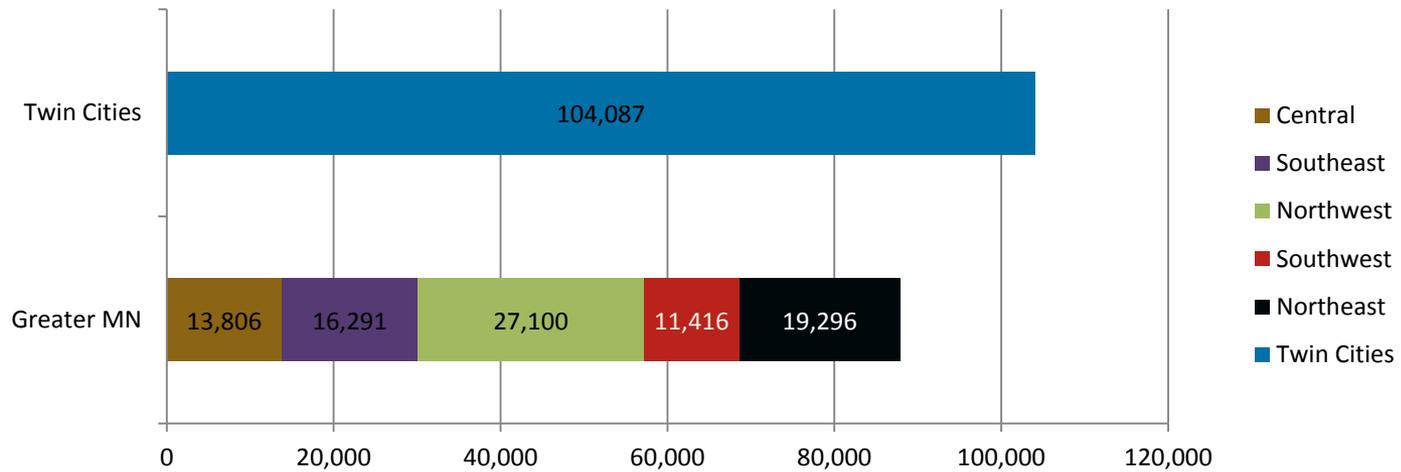
- Agribusiness
- Nutrition
- Agrichemicals
- Seed production

- Water filtration
- Water purification
- Food processors
- Food production

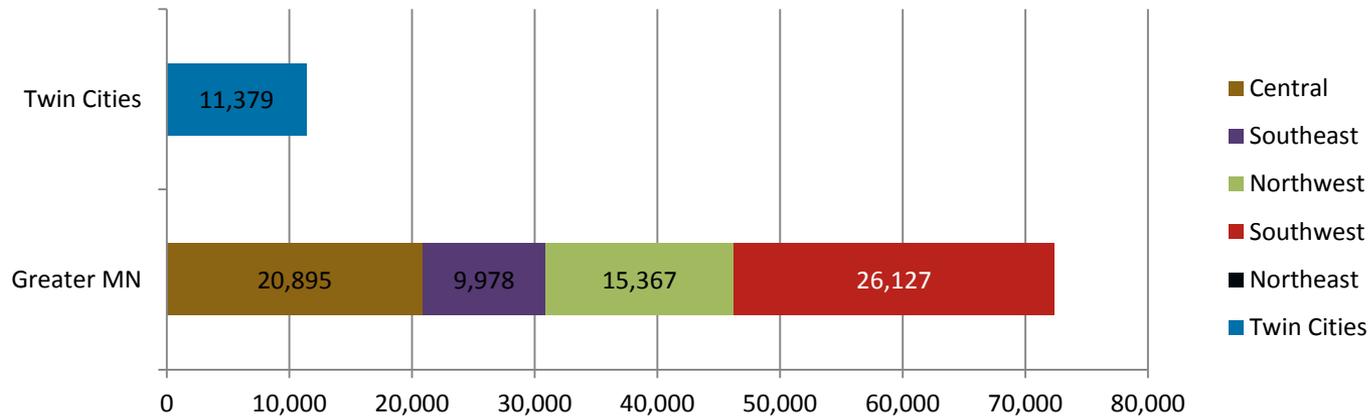
*~30% of the region's jobs are in these 5 sectors of strength*

# Board of Trustees June discussion

College Headcount, 2012



University Headcount, 2012



# Board of Trustees June discussion

- Current approach (Metropolitan State University and bilateral college-university partnerships) is not meeting all the metro area baccalaureate needs
- Concept support for strategy
  - Partner with business and industry to prepare graduates for the high demand jobs and professions
  - Deliver an extraordinary education that supports student success
  - Make it affordable and accessible to the metro area's diverse student populations
- Concept support for “academic centers”

# Academic centers concept and features

- Experientially-based: learning by doing, multidisciplinary, and applied (connections to employers as appropriate)
- Innovative approaches to learning, including technology-enhanced interaction and innovation
- Globally focused: graduates capable of communicating across geographic and cultural boundaries to serve diverse populations and reach global markets
- Geographically accessible (public transportation)

# Academic centers concept and features

- High tech
- High touch - full array of support services (not necessarily affiliated with one of the center colleges/universities)
- Flexible: face-to-face, hybrid, fully online offerings
- Intentional focus on multiculturalism, diversity, and global awareness
- Jointly developed by college and university faculty to the extent possible
- Competency driven outcomes

# Board discussion

✓ **Concept  
Support for  
Academic  
Centers**

**GO BIG!  
OR GO HOME!**

# “Go Big” options considered



# Criteria: is this option workable?

- How difficult will this option be to implement?
- How much resistance will there be to this option in the current system culture?
- How much time will be needed for this option to be implemented?
- What is the cost in dollars or resources to implement this option?
- Is it politically feasible?

# Criteria: does this option reduce barriers to baccalaureate completion?

- Confusion in admissions process (multiple admissions)
- Advising discontinuity (“siloes” advising vs. unaffiliated)
- Inconvenience – changing from two to four-year sites
- Lack of desired academic programming
- Low awareness
- Transfer hurdles (real and perceived)
- Naming confusion (“I didn’t know BSU was a MnSCU university.” “What’s a MnSCU?”)
- Lack of integrated catalog showing all baccalaureate offerings
- Not appealing to underserved populations

# Options ruled out

- Status quo → Not an option, does not meet the need
- Expand bilateral college-university partnerships → Should continue, but does not fully meet the need
- Create an new university in the metro area → Too costly, unnecessary duplication, politically infeasible

# Options considered

Options are not mutually exclusive, and reaching a single solution is not required. An eventual plan could be a combination of several approaches.

# Option #1

Create new academic centers (as discussed in June)



# Option #2

Significantly expand Metropolitan State University's baccalaureate capacity

- Develop targeted high growth, high impact program areas
- Set graduation targets
- Consider additional location near light rail/public transportation
- Develop a viable funding model



# Grow Metropolitan State University

- From 2006-2013:
  - FYE increased 34%
  - Bachelor's degrees conferred increased 71%
- Projections show continued steady increases through 2020.
- Gaps remain in certain program areas



# Possible Model: Arizona State University's Phoenix Campus

<https://campus.asu.edu/downtown>



# Features of ASU – Phoenix Campus

- 2<sup>nd</sup> site for university
- Builds on downtown light rail
- Started with existing programs (Colleges of Public Programs, Nursing and Healthcare Innovation and University College)
- Now 9 colleges (including graduate)
- Significant university and city benefit (\$200M economic impact, 2,000 jobs)
- \$223M in city bond funding
- Went from napkin scribbles in 2004, to 10,000 students in a decade, and 15,000 projected by 2020

# Option #3

Transform an existing metro area college to a branch campus of an existing system university

- Focus on building on two-year program offerings/strengths (and laddering to baccalaureate)
- Strategically add four-year programs
- IFO and MSCF bargaining units embraced on campuses
- Start with one campus
- Consider adding campuses, consider each college offering specialized focused programs

**Minnesota State University –  
[-----] Campus**



# Option #4

Authorize two-year metro area colleges in the system to offer baccalaureate degrees

- 22 states are implementing at some level
- Focus on new programs, not competing with existing offerings
- Significant hurdles: strong resistance, legislative change, mission change, and accreditation change

# Additional tactics

There are tactical steps that should be considered along with previous options, such as

- Aggressive marketing of MnSCU's metropolitan campuses
- Bold naming strategies to raise awareness and coordinate branding (e.g., all metro colleges become Minnesota State College – Bloomington Campus, St. Paul Campus, Minneapolis Campus, etc.)
- Cross-listing of all metro area offerings (traditional, hybrid, and online) available to metro area students

# Next steps

- January Board discussion
- January-Feb Develop proposed plan
- January- Additional consultation
- \_\_\_\_\_ Bring plan to board for approval
- Following Approval: Begin implementation

# Questions for discussion

What are your thoughts about these options?

Any options you would suggest we rule out or focus on?

Other discussion?

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

**Appendix J: MnSCU Board of Trustees Board of Academic and Student  
Affairs Minutes 1/22/2014**

LONG TERM SUSTAINABILITY AND GROWTH PLAN  
FOR THE BUFFALO SITE

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**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
JANUARY 22, 2014**

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**Academic and Student Affairs Committee Members Present:** Chair Margaret Anderson Kelliher, Trustees Duane Benson, Cheryl Dickson, Dawn Erlandson, Alfredo Oliveira, Maria Peluso and Louise Sundin.

**Other Board Members Present:** Trustees Clarence Hightower, Alexander Cirillo, Thomas Renier and Elise Ristau.

**Leadership Council Representatives Present:** Chancellor Steven Rosenstone, Interim Vice Chancellor John O'Brien.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on January 22, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 9:02 am.

**1. Minutes of Update on the Itasca Workforce Alignment Group, November 20, 2013**

*Trustee Benson moved that the minutes from the Nov. 20, 2013 update on the Itasca Workforce Alignment Group meeting be approved as written. Trustee Sundin seconded and the motion carried.*

**2. Minutes of Meeting of November 20, 2013**

*Trustee Benson moved that the minutes from the Nov. 20, 2013 meeting be approved as written. Trustee Oliveira seconded and the motion carried.*

**3. Pine Technical College – Change in Institution Type and Name Change (Second Reading)**

**Presenters:**

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs  
Robert Musgrove, President, Pine Technical College

This was the second reading of Pine Technical College's request for a mission change to become a comprehensive technical and community college. The college also is requesting a change in name to Pine Technical and Community College.

If the Board of Trustees approves the mission change, students at Pine Technical College would be able to complete an Associate in Arts (AA) degree.

The Pine Technical College service area remains well below state averages in bachelor's degree attainment and that deficit ultimately results in lower incomes, greater levels of poverty and higher rates of unemployment than the rest of Minnesota and Wisconsin, Interim Vice Chancellor O'Brien said.

As for facilities, the college has demonstrated that there is substantial room for growth to accommodate the classroom-based courses taught in the AA degree. Past attempts to partner with other colleges to offer the AA degree on the Pine City campus have proven to be unworkable for students.

The mission change also will allow undecided students to enter Pine Technical College with a declared AA major and be eligible for financial aid. This means they can maintain eligibility for financial aid while exploring degree and career options, including those in technical areas.

The mission change is supported by other internal and external stakeholders, including students, college leaders, area school boards, city and county governments, as well as employers in the area, Interim Vice Chancellor O'Brien said.

Pine Technical College's history, heritage and culture are centered on technical education and will continue to be, even if the mission is changed, President Musgrove told the Trustees.

Trustee Dickson said she endorses the mission change, since this part of the state has been underserved. People in Chisago and Pine counties will be pleased with this action, she said.

*Trustee Benson made a motion that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the change in institution type and corresponding mission proposed by Pine Technical College. Trustee Dickson seconded and the motion carried.*

*Trustee Benson made a motion that upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Pine Technical College to Pine Technical and Community College. Trustee Dickson seconded and the motion carried.*

#### **4. Mesabi Range Community & Technical College: Proposed Name Change**

**Presenter:**

Carol Helland, Interim Provost, Mesabi Range Community & Technical College

Mesabi Range Community & Technical College is proposing to change its name to Mesabi Range College. The name change is strongly supported by internal and external college stakeholders, Interim Provost Helland said. The college is commonly referred to as Mesabi Range College by various constituent groups within the region and market research has shown support for a formal name change.

Community preference is a major factor in a name change, Interim Vice Chancellor O'Brien said. Provost Helland said her community prefers the shorter name. She added the new name better reflects her college's mission as a comprehensive college offering both technical and liberal arts programs, as well as new university programs now on the Virginia campus.

*Trustee Dickson moved that upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Mesabi Range Community & Technical College to Mesabi Range College. Trustee Erlandson seconded and the motion carried.*

**5. Proposed Amendment to Board Policy 2.2 State Residency (First Reading)**

**Presenter:**

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

The Prosperity Act passed by the state legislature in 2013 provides that students who meet certain requirements shall be charged resident tuition at state colleges and universities. This legislation requires that current Board policy on resident tuition be amended to accommodate the additional students who qualify for resident tuition.

Associate Vice Chancellor Mercer said the amendment has been reviewed by bargaining unions, students, campus administrators and the system's Academic Affairs Policy Council.

Trustee Benson asked for a clarification of "high school" in Part 4, Subpart A, number 6. He said it is unclear if "high school" in this reference means grades 7-12 or just grades 9-12.

The amendment will come before the board for a second reading in March.

**6. Proposed Amendment to Board Policy 3.36 Academic Programs (First Reading)**

**Presenter:**

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

Associate Vice Chancellor Mercer said the policy pertaining to Academic Programs was reviewed as part of the annual policy review cycle. Suggested revisions in this policy include:

- In Part 2, revise the definition of "credit." A revision of the definition of "credit" would place less emphasis on instructional time and incorporate new language on student learning outcomes.
- In Part 7, delete language regarding annual academic program review summary reports to the chancellor. Deletion of this language would reduce the reporting burden on colleges and universities. A requirement for colleges and universities to regularly review programs would continue without change.

**7. Proposed New Policy 3.40 Recognition of Veteran Status (First Reading)**

**Presenter:**

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

The proposed new policy establishes a requirement that state universities establish local policies to recognize veteran status as a positive factor in the admission decisions made by graduate and professional programs. The policy also requires that universities maintain records on the number of veterans who apply and the number accepted to graduate and professional programs so that this information may be reported to the Legislature.

Chair Anderson Kelliher noted that this is the last meeting which will be staffed by Associate Vice Chancellor Mercer, who is retiring Feb. 7, 2014. Chair Anderson Kelliher thanked her for her many years of service. Associate Vice Chancellor Mercer said it has been a joy and privilege to have a career in higher education.

## **8. Meeting the Baccalaureate Needs of the Twin Cities Metro Area**

### **Presenters:**

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

Over the next three decades, the Twin Cities area population will increase by nearly 1 million people and it's estimated over 400,000 jobs will be created. Many of those jobs will need to be filled by someone who has a baccalaureate degree.

Currently, the system has significant capacity to serve two-year college students in the metro area, but there is a great need to better serve students interested in obtaining a baccalaureate degree.

In June 2009, the Board of Trustees discussed a Metropolitan Area Planning Report which suggested two broad strategies be adopted to increase baccalaureate education in the metro area:

- Strengthen Metropolitan State University, working to increase its capacity to serve students in selected programs.
- Encourage other state universities to provide more upper-division programming at metropolitan two-year colleges.

The success of the Metropolitan State University model has been limited for various reasons, Interim Vice Chancellor O'Brien said:

- The growth of the St. Paul campus is limited because of few land development options.
- While Metropolitan State University has a strong track record of reaching underserved and adult student populations, the university is less successful in reaching student populations attracted to other types of universities.
- Metropolitan State University does not have academic programs in several key workforce areas: chemistry, cognitive science, biochemistry, physics, statistics, engineering and world languages.

Although the enrollment at Metropolitan State University has grown by 20 percent and the number of degrees conferred is up by 38 percent since 2008, it appears expanding the university cannot be the exclusive approach taken to meet the growing student and workforce needs in the metropolitan area, Interim Vice Chancellor O'Brien said.

While the bilateral partnership model has been successful in increasing baccalaureate opportunities in the metropolitan area, it also has limitations:

- It is based solely on institution initiative, not on system response.
- These partnerships have provided students access to a very limited number of baccalaureate programs, not a broad array of offerings.
- Only 209 full-year equivalent (FYE) students enrolled in the non-metropolitan state baccalaureate programs in FY12.
- The partnership model does not leverage collective resources or the creative capacity of university faculty across the system.

Following the June presentation to the Board of Trustees, consultation on a metropolitan baccalaureate strategy was conducted with various groups, including union groups, chief academic and student affairs officers, student organizations and the Leadership Council.

Four options as a way to increase baccalaureate educational opportunities in the metropolitan area were presented. He noted these options are not mutually exclusive and a combination of two or more might be needed.

- **Option 1: Academic Centers**

Academic centers would be open to all system institutions, allowing them to offer an array of programs and support services. They would be housed in leased space in locations where there is high student demand and easy access to public transportation and would utilize smart classrooms and deliver classes face-to-face, online and a blending of both.

Programming at the centers could focus on six high-demand areas:

- Health/life sciences
- Business and business services
- Food and agribusiness
- Information and communication technology
- Financial services and insurance
- Advanced manufacturing and energy

Curriculum could be jointly developed by college and university faculty to the largest extent possible. The curriculum would have an experiential focus and have competency-driven outcomes. Business and industry could have an advisory role and curriculum should align with K-12 career technical education to ensure it meets workforce needs.

- **Option 2: Grow Metropolitan State University**

This option would have the system significantly expanding Metropolitan State University's baccalaureate capacity. Targeted high-growth, high-impact program areas could be developed. An additional location near light rail or public transportation could be part of this plan.

- **Option 3: Transform an existing metro college into a branch campus of an existing system university**

The focus of this option would be building on two-year program offerings and strengths. It could start with one campus; additional campuses could be added, with each college offering specialized, focused programs.

- **Option 4: Authorize two-year metro colleges to offer baccalaureate degrees**

Twenty-two states are implementing this at some level. The focus would be on new programs, not competition with existing offerings. This option would involve legislative, mission and accreditation changes and there may be union issues.

The creation of a new university in the metropolitan area was ruled out as an option because of the cost, potential unnecessary duplication and probable political hurdles, Interim Vice Chancellor O'Brien said.

Additional tactics which should also be considered as part of the metropolitan baccalaureate strategy include:

- Aggressive marketing of MnSCU's metropolitan campuses;
- Bold naming strategies to raise awareness and coordinate branding;
- Cross-listing of all metro area offerings available to metro area students.

Trustee Oliveira said he likes the idea of a downtown university site or academic center. He said he also likes enhancing system branding through the use of bold naming strategies.

Board Chair Hightower said he would be better able to assess the options if there were more information about the capacity each option would offer to the system and how each would meet the challenges of the need for increased baccalaureate programming.

It is hard to estimate, Interim Vice Chancellor O'Brien said, but a conservative projection would be that through the implementation of academic centers, by 2024 the system could increase the number of baccalaureate degrees conferred in the metropolitan area by 1,700.

He added that the metropolitan baccalaureate strategy must not only focus on attracting new students, but also on ways to ensure current students complete their degrees.

Trustee Sundin said she is disappointed that the new university option was taken off the table. Academic Centers don't offer an urban identity, she said, and full expansion of Metropolitan State University should be part of the solution, but probably can't be the only way for the system to meet the urgent need for more baccalaureate education. She added she likes option 3, transforming an existing metro college into a branch campus of an existing system university.

The system needs to fill a niche other colleges and universities are not currently filling in the metropolitan area, Trustee Erlandson said. Locations should be geographically balanced, she added.

Board Chair Hightower said he is excited about option 2, which involves growing Metropolitan State University. But he added he does not want to see the new university option be taken off the table at this time.

Based on the number of Trustees who indicated an interest in a new university option, Chair Anderson Kelliher said that option should be included in future discussions.

Trustees must not lose sight of the base reason for higher education and not get too focused on only graduating students to meet workforce needs, Trustee Benson said. The system needs to focus on graduating well-rounded students who can read, write and communicate well. Those are the types of people employers have consistently said they need, he said.

Trustee Dickson agreed. The system needs to focus on providing an affordable, extraordinary educational experience to students, not merely channeling people into workforce slots. Pressures of workforce should not move the system into a mode where it is only training people for jobs, rather than educating people for life, she said.

Chair Anderson Kelliher said the system needs to blend these educational goals. Students need to be provided with an education that prepares them to be successful in the workforce, while also allowing them to become well-rounded individuals. These goals should not be separated, she said.

Consultation and planning on the metropolitan baccalaureates will continue over the next months. It is likely to be included in the discussions on implementation of the Charting the Future plan.

Chancellor Rosenstone added that developing a plan for increased baccalaureate education in the metropolitan area will be integral to the future success of the system. MnSCU is uniquely situated to meet the higher education needs of the growing metropolitan population, he said.

The meeting adjourned at 10:46 am  
Respectfully submitted,  
Margie Takash, Recorder