

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: July 15, 2008

Agenda Item: Metropolitan Area Planning

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

To continue the Board's discussions about planning for growth in upper division and graduate capacity in the Twin Cities metropolitan area.

Scheduled Presenter(s):

Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

Outline of Key Points/Policy Issues:

Information is provided for Board discussion on:

- Proposed characteristics of an ideal framework to promote and guide expansion in the metropolitan area
- Suggested principles for future development of baccalaureate and graduate education in the Twin Cities
- Potential strategies for expansion of baccalaureate and graduate programs
- Potential strategies for use and development of facilities

Background Information:

Previous Board discussions occurred in September, 2007; January, 2008; and May, 2008.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*INFORMATION ITEM***

METROPOLITAN AREA PLANNING

In previous months, the Board has discussed the system's challenges in serving the growing population in the Twin Cities metropolitan area. This update includes suggested principles and analysis of options for developing more upper division and graduate capacity in the Twin Cities through Metropolitan State University or through the other state universities.

No Board action is requested at this meeting. Suggested Board discussion questions are found later in this document.

BACKGROUND

A presentation in September, 2007 reviewed demographic trends and proposed two conclusions:

- Because future population growth is uncertain and will occur over many years, the system can adapt gradually by expanding existing campuses, leasing additional facilities and using online instruction to replace some classroom needs.
- The system's current programs in the Twin Cities are concentrated in lower division associate degrees, diplomas and certificates offered through 10 two-year community and technical colleges. As the population attains higher levels of college participation and as more jobs require advanced skills, Twin Cities residents will need more access to baccalaureate and graduate education.

Subsequent Board discussions in January and May, 2008, focused on the merits of adopting a planned strategy or framework to guide expansion in the Twin Cities, especially of baccalaureate and graduate education. In discussions, Board members expressed a desire to include consideration of a new university for the Twin Cities.

Students age 25 and older make up approximately 44 percent of students who enroll in credit courses in the Metro Alliance¹ institutions. A recent market study of adult learners in the

¹The Metro Alliance consists of the 11 institutions in the Twin Cities region: Anoka-Ramsey Community College, Anoka Technical College, Century College, Dakota County Technical College, Hennepin Technical College, Inver Hills Community College, Metropolitan State University, Minneapolis Community and Technical College,

metropolitan area provides insight into their needs and preferences. The study, sponsored by the Metro Alliance and the Office of the Chancellor, surveyed Twin Cities adults age 25 to 54 who recently took undergraduate or graduate courses from any public or private institution. Results affirmed demand for more upper division opportunities. Adult students seek out programs that offer a convenient schedule and generally prefer locations near where they live.

The Senior Vice Chancellor for Academic and Student Affairs has met with the presidents of the Metro Alliance institutions to discuss these issues, including advocacy in the Twin Cities colleges for baccalaureate programs that can serve their alumni. Presidents of the seven state universities and the Senior Vice Chancellor will meet to discuss what roles the universities could be prepared to play in the Twin Cities in the short term and what strategies and policies could guide future development.

SERVING THE REGION WITH FRAMEWORK TO GUIDE FUTURE GROWTH

Rather than a detailed “master plan,” a regional framework could:

- Develop short term and long term strategies that will expand the system’s upper division and graduate educational opportunities in the Twin Cities metropolitan area, and
- Build on capacity as a system of higher education institutions located throughout the metropolitan area and the state.

An ideal framework for developing additional opportunities in the Twin Cities would incorporate the following attributes:

- **Flexibility:** Ability to adapt to changing program needs and demand over time
- **Geographic coverage:** Ability to serve populations across the metropolitan area
- **Cost effectiveness:** Containment of operating costs and capital outlays
- **Competitive:** Attractive to students from different learner segments², based on quality and convenience
- **System advantage:** Deploying the resources and power of a system of institutions to benefit students and employers
- **Right-sizing:** Capacity to handle developing demand, limited risk of excess capacity

Normandale Community College, North Hennepin Community College, and Saint Paul College.

²Learner segments were initially defined by PricewaterhouseCoopers and subsequently revised to identify the following six types of students served by the system: Employer sponsored learners, degree completion learners, college experience learners, pre-college learners, occupation/professional enhancement and life fulfillment learners, and remediation learners (may overlap with any of the first five segments).

SUGGESTED PRINCIPLES FOR A TWIN CITIES DEVELOPMENT FRAMEWORK

For Board discussion, the following principles for development of baccalaureate and graduate education in the Twin Cities are suggested. These principles were introduced in a document for the May, 2008 meeting of the Academic and Student Affairs Committee.

Institutional Roles and Responsibilities

- Metropolitan State University will remain the primary state university in the Twin Cities. As it is able and as documented demand warrants, Metropolitan State should continue aggressive development of new baccalaureate and graduate programs delivered on its own campuses and in partnership with the Metro Alliance colleges.
- There will be a role for the non-metropolitan state universities in meeting needs that cannot be addressed by Metropolitan State University.
- While a framework for expanding state university programs is desirable, assigning exclusive responsibility for geographic areas does not allow sufficient flexibility to take advantage of the different program capacities and strengths of each university or to create metro-wide programs.

Program Development

- Baccalaureate and graduate programs offered by non-metropolitan state universities in the Twin Cities should build upon the lower division capacity of the Metro Alliance institutions.
- Upper division programs should welcome students who have many types of prior lower division course credits. In other words, many students will not follow a traditional 2 + 2 pattern of two years at a community or technical college followed by transfer to a single baccalaureate institution for the final two years of the degree.
- Upper division and graduate programs should be delivered and marketed to Twin Cities residents who cannot move to attend the non-metropolitan universities and do not have access to local programs at the University of Minnesota or private institutions. To the extent possible, Twin Cities program development should expand opportunities and not compete with on-campus enrollments in the non-metropolitan universities.

Facilities

- Because development is occurring throughout the region, a single location would restrict access. However, it would be desirable to limit the number of locations for several reasons: to maximize public visibility and identity, to provide consistency for students

and faculty, to be able to offer on-site auxiliary services, and to incur fewer transaction costs for acquiring and modifying facilities.

- When capacity exists or can be built, existing system campuses should be a first choice for locating additional upper division and graduate programs.
- Leasing is an attractive option for testing the market in new locations and for meeting temporary needs.

STRATEGIC OPTIONS

To develop a framework for expanding the system's capacity to provide baccalaureate and graduate education in the Twin Cities, the Board could address two broad areas of potential strategy:

- The first set of strategic issues concerns how state university upper division and graduate programs should be organized. What should be the roles of Metropolitan State University and other state universities in the Twin Cities?
- A second related set of decisions involves how and where facilities should be created or modified to accommodate upper division and graduate enrollments and curriculum.

For initial discussion, a range of strategies has been identified for each of these issues. Attachment A provides information on the advantages and disadvantages of strategies that could be employed to facilitate program development. Attachment B provides similar information on different facilities strategies.

Program Strategies**Summary Analysis (See Attachment A for more detail)**

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|---|---|
| 1. Continue current practice | Rewards initiative and voluntary partnerships but may not be systematic, efficient, or adequate to serve needs, possibly confusing to the public |
| 2. Accelerated development of Metropolitan State University | Promotes expansion of the local university; requires dedicated resources; inhibits expansion of other state universities into the metro area |
| 3. Metropolitan State University as broker/coordinator | Takes advantage of Metropolitan State University's regional focus and resources at other universities; could inhibit expansion of other state universities in the metro area |
| 4. Designated or niche specialties | Takes advantage of strengths at different state universities; discourages duplication and competition in the metro area, but may retard future initiatives |
| 5. Existing relationships and partnerships | Builds on voluntary connections and success; probably inadequate to meet all future needs |
| 6. Systematic pairing of colleges and universities | Utilizes existing college campuses which are attractive sites for adult learners; could draw upon resources of all state universities; builds sustained partnerships; could be too inflexible and discourage other partnerships |
| 7. Metro-wide programs | Draws on capacity at multiple universities but can be difficult to develop; not possible for all programs |
| 8. Solicit proposals | Creates incentives to meet critical demands and to be responsive and cost-effective; requires targeted resources |
| 9. New university | Would have mission distinct from Metropolitan State University, including possible residential, traditional university opportunities; most expensive and long-term strategy |
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Facilities Strategies	Summary Analysis (See Attachment B for more detail)
1. Temporary leased space	Can be used to test market or for short term needs; less opportunity to build visibility or create specialized space
2. On college campuses: Use existing facilities	Attractive sites for adults learners; takes advantage of past investment in facilities but inadequate to offer all courses and programs currently in demand; shared space can become an issue
3. On college campuses: Build upper division/graduate centers	Attractive sites for adult learners; visible presence; takes advantage of auxiliary services in place; need acceptable policies regarding use of space
4. Standalone upper division/graduate centers	Can build a visible presence; may not have many services found on a campus; need acceptable policies regarding use if multiple universities offer courses
5. Online and blended courses	Popular with many students; reduces pressure on facilities, but not suitable for all students or programs
6. Permanent new campus	Requires certainty about significant increases in enrollment to sustain; could include residential facilities; no clear location to serve entire region; expensive and time-consuming to create

FOR BOARD DISCUSSION

- This document suggests characteristics of an ideal framework to promote and guide expansion in the metropolitan area. Do these attributes capture the desired vision for a system strategy in the Twin Cities? *(See second page of this agenda item)*
- Based on the system's mission and current capacity, do the suggested principles lay a reasonable foundation for future development of baccalaureate and graduate education in the Twin Cities? *(See third and fourth pages of the this agenda item)*
- Which strategies for expansion of baccalaureate and graduate programs and courses in the Twin Cities appear to have the best potential? *(See fifth page and Attachment A of this agenda item)*
- Which strategies for use and development of facilities merit further analysis? *(See above and Attachment B of this agenda item)*

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

- 1. Continue current practice: Metropolitan State University supplemented with programs initiated by other state universities (subject to program and facilities review procedures)**

How It Would Work

Under the system's current approach, Metropolitan State University is the sole system university with a permanent campus in the Twin Cities metropolitan area and offers most of the upper division and graduate instruction provided by the system in the region. Metropolitan State University expands programming as resources and demand allow.

Because Metropolitan State has not been able to address all program areas, other state universities offer individual programs as off-campus extensions of their main campuses. Universities take different approaches to these arrangements, sometimes partnering or locating on college campuses and sometimes choosing other locations. In order to be approved, proposals for these programs must demonstrate that they do not unnecessarily duplicate existing Metropolitan State or other state university programs.

Advantages

Under the current approach, over time, Metropolitan State University has developed more and more program options to serve Twin Cities residents. In limited circumstances, the system has approved programs proposed by other state universities when demand is strong and they have been able to make the case that they are not unnecessarily duplicating existing programs. Because universities initiate programs and partnerships, they are likely to make arrangements that suit their resources and priorities, a ingredient favoring successful outcomes.

Disadvantages

Metropolitan State University does not have the internally-generated resources to offer programs in all fields of study and locations in demand in the metropolitan area. When other state universities offer programs in the region, however, long term future development of Metropolitan State can be seen as threatened. Having multiple universities within the system serving the region could appear confusing to students and give the appearance of duplication.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

2. Accelerated development of Metropolitan State University

How It Would Work

The system could accelerate program development at Metropolitan State University by dedicating resources based on priority regional needs. Additional funding would allow the University to add programs that cannot be initiated with allocation funding and other university-generated resources.

Advantages

Metropolitan State University has established its reputation as a flexible institution with a history of serving adult learners. It currently offers courses on 8 of the 10 Metro Alliance college campuses. Focusing on one university in the metropolitan area could simplify student transfer and degree completion as well as marketing of upper division and graduate programs in the region. As a local institution, Metropolitan State has an advantage in managing programs over other state universities that must deploy resources at a distance from their home campuses.

Disadvantages

Funding to augment internally-generated resources at Metropolitan State would need to be set aside at the expense of other system priorities and needs in other regions of the state. Enhanced development at Metropolitan State would limit the potential for other state universities to offer their resources, and derive revenues from, Twin Cities markets. Some Twin Cities students might prefer local access to programs that could be offered by other state universities.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

3. Metropolitan State University as broker/coordinator in the Twin Cities

How It Would Work

In addition to directly serving the Twin Cities with its own programs, Metropolitan State University could be given responsibility for working with other state universities to expand upper division and graduate programs in the region. In some instances, Metro State might ask other universities to provide particular courses or other program components of a Metro State degree program based on their expertise and resources. Metro State could also invite other state universities to offer needed programs in the region, either in their entirety or by utilizing Metro State faculty for certain courses.

Advantages

Responsibility for coordinating upper division and graduate programs would be assigned to an institution familiar with local markets and needs. The metropolitan area would be able to benefit from programs made available through all system institutions. This strategy could be a transition as Metropolitan State University builds out its program offerings. It could allow Metropolitan State to develop capacity in new fields of study with the assistance of expertise in the other state universities.

Disadvantages

While system institutions bear particular obligations to their regions, the system has never employed designated geographic territories, which this option resembles. It would give one university a degree of control over the programs of other state universities.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

4. Designated or niche program specialties for state universities in the Twin Cities

How It Would Work

State university roles in the Twin Cities could be clarified by designating responsibilities for needed baccalaureate and graduate fields of study. To fill gaps that cannot be met through Metropolitan State University, designations would be in fields with unmet demand that have strong existing on-campus programs in the non-metropolitan state universities. An example could be Minnesota State University Moorhead's strengths in biology which are being brought to the northern metropolitan area.

Advantages

This strategy takes advantage of the developed capacity of different system universities and minimizes the potential for unnecessary duplication. Depending on interest and resources, there potentially could be a designated role for each university in supplementing Metropolitan State University programming in the Twin Cities.

Disadvantages

Program designations could reduce flexibility for other universities to offer their programs in the Twin Cities, even if program resources and expertise change over time. It is likely that some program needs could not be foreseen. Metropolitan State University could be prevented from developing future program areas.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

5. Further development of existing relationships and partnerships between colleges and universities

How It Would Work

State universities have existing programs and relationships in the Twin Cities that can continue to deliver baccalaureate and graduated education, either as they exist today or as a foundation for future growth. Metropolitan State University offers upper division or graduate courses on 8 of the 10 metropolitan area colleges. Bemidji State University, Minnesota State University, Mankato, Minnesota State University Moorhead, St. Cloud State University and Southwest Minnesota State University each provide programs on at least one Twin Cities college campus.

Advantages

Established partnerships between universities and colleges are partnerships of choice. Partners are selected because programs are related or other factors that promise success are in place. With experience, faculty and administrators of different institutions learn how to work together so that students can move seamlessly from lower to upper division.

Disadvantages

While existing state university offerings can provide a foundation for future growth, they are likely to be insufficient to address all needs in the Twin Cities. Some relationships between universities and colleges are relatively shallow—more like a landlord-tenant relationship than a true partnership. This type of connection provides limited benefits in creating new programs that depend on the lower division capacity of area colleges.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

6. Systematic pairing arrangements between colleges and state universities

How It Would Work

To build out baccalaureate and graduate programs in the Twin Cities, each college could be paired with one or more state universities that would offer upper division and graduate courses on its campus. Metropolitan State University might serve any or all college locations. For the non-metropolitan universities, pairings would likely be based on geographic proximity but they could also be based on programmatic connections. Universities and colleges could choose their partners under a process designed to include every college and all interested state universities.

Advantages

Market research indicates that college campuses are attractive locations for baccalaureate completion programs for Twin Cities adult learners. With a planned pairing strategy, partnerships between colleges and universities would be sustained, allowing the development of deeper connections over time. Potentially, there could be a role for each university in addressing Twin Cities baccalaureate and graduate education needs. Marketing could promote a network of programs utilizing each campus in the region.

Disadvantages

A pairing strategy might be too inflexible and reduce healthy competition in serving the Twin Cities market. Past state university experience with geographic territories in the Twin Cities was not successful and this strategy could display similar attributes. Metropolitan State University could be prevented from developing future program areas.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

7. Metro-wide programs delivered through multiple universities

How It Would Work

For program areas that are too large or complex for one university, several or all state universities could offer collaborative programs in the Twin Cities. Degrees would be awarded by one or more of the participating institutions. An example of a cooperative program is the new Doctor of Nursing Practice program provided by four state universities.

Advantages

The chief advantage of collaborative programs is that they take advantage of faculty and other resources available in more than one university. In place of several smaller, individually-designed programs, they can offer students a wider choice of course locations. Advising for potential students is simplified. For baccalaureate programs, a common lower division curriculum can be created for all “feeder” two-year colleges.

Disadvantages

This strategy probably cannot be applied as a generic approach to Twin Cities needs. Each program raises unique issues which must be handled on a case-by-case basis. Collaborative programs take more time and energy to develop than programs at a single institution. Degree authorization, tuition charges and revenue sharing complicate relationships.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

8. Solicit proposals from the state universities for expanded programs

How It Would Work

The Office of the Chancellor could manage program expansion in the Twin Cities by issuing a Request for Proposals for key degrees and areas of study.

In the State of Washington, the State Board for Community and Technical Colleges sought proposals from universities to provide bachelor's degrees on three of its campuses under contracts funded with a special appropriation.

Advantages

A competitive process would allow universities to publicly put forth their capabilities to provide high quality, responsive programs in the Twin Cities. Universities would take on responsibilities that fit their goals and resources. A Request for Proposals could focus on collaborative programs, online learning, or labor market needs that are priorities for the system. Employers could be involved in the selection for appropriate programs.

Disadvantages

Dedicated resources might need to be offered as an incentive. Over time, changing needs and conditions would have to be addressed.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

9. New baccalaureate and graduate degree-granting university

How It Would Work

To establish a second state university in the Twin Cities, the system could convert a two-year college into a university by adding upper division and graduate programming, or a wholly new institution could be created. The Higher Learning Commission, as well as the Board of Trustees, would be need to approve the mission of the new institution.

Advantages

A second state university offers an opportunity for Metropolitan State University to retain its historic focus on being a great urban university focused on the needs of urban learners. Depending on the location and mission chosen for a new university, it would be possible to include residential facilities and programming for students seeking a traditional university experience.

Costs to establish a new university would be reduced by using land and buildings of an existing college campus.

Disadvantages

This option requires solid projections of significant increases in demand. Unless roles were clarified, a second state university in the region would introduce more competition and potential for duplication with Metropolitan State University. A second state university would need to establish its reputation with potential students from scratch.

Growth in the Twin Cities is occurring throughout the region and there is no single location that can serve the needs of all Twin Cities residents. If an existing college were converted to a university, union issues would need to be resolved since college and university faculty are in separate bargaining units. Conversion of an open admissions college to a university could mean a loss of access and the community college mission in that part of the metropolitan area.

Most universities which started as upper division institutions, including Metropolitan State University, usually have not been sustained in that form. The economics of curriculum delivery, student preferences and community pressures usually lead to eventual transition to a full four-year baccalaureate program.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

1. Temporary leased space

Description

Space leased on the open market is not widely used for state university classes in the metropolitan area. Minnesota State University, Mankato, however, recently entered into a 5 year lease near the Southdale Center to provide upper division and graduate education to residents of the southwest metro/169 corridor.

All off-campus leasing requires a written lease or license/use agreement. Each president has authority to enter into leases up to \$100,000 or for 5 years or less. The Vice Chancellor and Chief Financial Officer approves leases in excess of \$100,000 or longer than 5 years. The Board of Trustees approves all leases valued at \$2 million or more.

Advantages

With a limited investment compared to most capital projects, leased space that is not considered a permanent location allows a institution to serve short-term needs or to test the market in a new area. When one institution leases space for its own use, it controls room assignments and other issues that can complicate shared space.

Disadvantages

Depending on the facility, there may be no student access to lounges, food service, student affairs offices or other support functions normally found on-campus. Leased space may not be optimally designed for the planned educational uses.

In contrast to leased space, the system and State of Minnesota hold a tangible asset with state-owned facilities. Over time, owning buildings is less expensive to institutions than leasing because, in part, state capital appropriations help pay for building or purchasing property.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

2. On college campuses: Use existing facilities

Description

With the exception of Anoka Technical College, all Twin Cities colleges hosted classes from one or more state universities in fall 2007.

Advantages

A recent market study showed that most Twin Cities adult undergraduates think that college campuses would be attractive sites for completing their bachelor's degrees. The colleges are distributed throughout the metropolitan area and can provide efficient shared access to auxiliary functions such as food service. Depending on their qualifications, college faculty may be available to teach some courses for the university. Little or no capital investment is needed beyond what the college would normally require. Nationally, there is anecdotal evidence that the ability to complete a bachelor's degree at the college location helps attract high achieving students to attend a community college for their lower division classes.

Disadvantages

Space on Twin cities colleges is heavily used, especially during premium evening hours. Lack of space has prevented Metropolitan State University and other universities from offering some desired courses on college campuses.

A variety of financial and scheduling arrangements are used to provide college space for university courses. When space is tight, the college is likely to give its own courses priority.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

3. On college campuses: Build upper division/graduate centers (used by one or multiple universities)

Description

Recently approved capital projects for North Hennepin Community College and Anoka-Ramsey Community College include science labs and other space to be used for upper division and graduate courses provided by state university partners. Normandale Community College is planning a similar project. One objective of these projects is to have a separate, visible presence that promotes the availability of bachelor's and graduate degrees at that location.

Advantages

This strategy has similar benefits to using existing college facilities but can also help solve a general shortage of space in the Twin Cities area. In a designated facility on the campus, the baccalaureate and graduate programs have greater visibility and opportunity for community that they do when integrated into the overall college space assignments.

Adult learners appear to like the convenience of completing their degrees on college campuses which are distributed across the metropolitan area. College faculty may have an opportunity to teach upper division courses that the university offers at the college. College campuses offer access to food services and other amenities that would not be available or would have to be built in an off-campus location.

Disadvantages

A capital investment is required to build or convert facilities. Since the college owns the facility, financial and other conditions of use could be unacceptable to the university.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

4. Standalone upper division/graduate centers (used by one or multiple universities)

Description

Faced with growing demands in areas without adequate higher education capacity, other regions have built university centers linked to a single university or housing multiple universities. Unlike freestanding institutions or branch campuses, instructional programs offered through higher education centers usually have limited local faculty or autonomy.

Multi-institution centers operate with a variety of sponsors and other arrangements. One of the oldest and largest centers, the Denver's Auraria Higher Education Center, operates under a separate board which manages facilities shared by the Community College of Denver and three public universities. In the Houston suburbs, the local community college district manages a permanent facility hosting six public universities. North of Chicago, the University Center of Lake County is governed by an independent board and includes 18 public and private universities offering classes on two campuses (one is on a community college campus) and several other locations.

Advantages

The motivation to establish a higher education center usually is to meet regional needs without creating a new institution or branch campus. Many are in rural areas or small cities. In addition to containing costs, a center can avoid politically difficult decisions to allow a single institution to serve the area. When multiple institutions are involved, there is greater flexibility over time to change the program mix as the market evolves. Larger centers can provide auxiliary services and amenities similar to a regular campus and divide the cost among participating institutions.

Disadvantages

Many centers host institutions that have separate governing boards and compete for students. When space is used by multiple institutions, room assignments and cost sharing are often perennial issues. Since the Twin Cities area is growing in most suburban/exurban areas, there is no single location that would provide access to residents from throughout the region. The experience in other states is that pressures to build a new institution or branch campus frequently remain.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

5. Online and blended courses that replace some facilities needs

Description

Online education will be significant component of the system's future capacity to serve Twin Cities residents. Although online education to residents of the metropolitan area can be provided by non-metropolitan institutions, national research shows that online students tend to choose local institutions. Three-fourths of the system's online students enroll in classroom courses at the same time.

Advantages

In a recent market study among Twin Cities residents age 25 to 44 who have taken graduate courses, 20 percent of the respondents prefer entirely online courses and another 40 percent would like some online work in combination with classroom instruction. Each online component that replaces a regular class session reduces demand on classroom space, parking and other facilities.

Disadvantages

Not all students are attracted to online instruction. Some subjects require hands-on work that cannot be accomplished online.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

6. One or more permanent new campuses

Description

A new campus could be built for Metropolitan State University, a branch of one of the other state universities, or a newly created state university. A campus would include a full array of services, such as faculty, administrative and student services offices, food services, and a library.

Advantages

A new campus offers the opportunity to establish Minnesota State Colleges and Universities in a growing or underserved area of the Twin Cities. It could include residential facilities to provide a traditional university experience which the system does not now offer in the metropolitan area.

Disadvantages

A critical level of anticipated enrollments is necessary to sustain an entirely new campus in the metropolitan area.

This option could be a long term solution, not a strategy for addressing immediate and short-term needs. Land would need to be acquired and significant capital funds appropriated. Wherever located, it would not be accessible to commuting students who live in all parts of the metropolitan area.

Because it is the most expensive option, funding requirements are most likely to detract from other system obligations and priorities.