



MINNESOTA STATE



MINNESOTA STATE

Driving Economic and Social Vitality across Minnesota

FY2022 Economic Contribution Analysis

January 2023

Prepared by

Parker Phillips
assess. analyze. assert!

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Minnesota State Makes an Impact

26 colleges
7 universities
54 campuses



62,125 jobs supported and sustained throughout Minnesota

\$8.4B in economic impact

1 out of every \$49 in the Minnesota economy is supported by Minnesota State
2% of the Minnesota economy

- 13,496 Minnesota State employees
- The number of jobs directly and indirectly supported by Minnesota State would almost fill U.S. Bank Stadium (seat capacity 66,655)
- One out of every 46 jobs in the state is supported or sustained by Minnesota State

charitable giving and volunteerism

\$109.3M

\$649.2M generated in state and local taxes



\$9.6B in impact for those alumni living and working in the state

- 52,111 jobs supported each year
- An estimated \$385.9B in impact generated by alumni over a 40-year career



300,000 students attend annually



32-59% of Minnesota State students graduate with no debt at all, depending on the academic award received

NEARLY **\$11** is leveraged in the statewide economy by Minnesota State for every \$1 in state appropriation

\$4.5B in student spending annually



Lowest tuition in Minnesota

4,023 academic programs



9,953



customized and specialized training, occupational, and professional classes

84.5% job placement in a related field of study

36,000+ degrees, certificates, and diplomas awarded annually

EXECUTIVE SUMMARY



MINNESOTA STATE



MINNESOTA STATE MISSION:

The core commitments of Minnesota State are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities, and taxpayers the highest value/most affordable higher education option.



MINNESOTA STATE VISION:

It is the core value of Minnesota State to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

ABOUT MINNESOTA STATE

“Minnesota State is the most effective tool the state has to ensure opportunity and prosperity for its citizens and communities.”

Roger Moe
Minnesota State Board of Trustees Chair



The colleges and universities within Minnesota State believe in the power of education to transform individuals, families, and communities. To fulfill this mission, Minnesota State provides high-quality instruction to students at an affordable cost while working with community partners to ensure lessons learned inside the classroom translate to essential and marketable skills outside of the classroom.

The landscape of higher education was drastically altered by the COVID pandemic, yet the network of colleges and universities that make up Minnesota State rose to the occasion by offering online courses and degrees, hybrid classes, and gave students a choice on how they wanted to attend classes. To support the entire student, Minnesota State introduced a range of services promoting physical, emotional, and mental wellness.

“The colleges and universities of Minnesota State are woven into the fabric of the 47 communities within which they are located. Our campuses provide access to an extraordinary education for all Minnesotans – no matter their background, and are often the social and cultural drivers in the communities we serve. We are the workforce engine for the state, and we are vital to the state’s economic, cultural, and civic development.”

Devinder Malhotra, PhD
Minnesota State Chancellor

ABOUT MINNESOTA STATE

Minnesota State recognizes a one-size-fits-all approach to education does not work. Individual colleges and universities tailor the myriad of programs offered to meet the unique needs of a range of students. From project-based learning that invites students to collaborate in tackling real-world issues to hands-on experiential learning using industry-leading equipment, education at Minnesota State goes far beyond the walls of the classroom to serve the needs of its diverse student body.

At Minnesota State, diversity takes many forms. From various races and ethnicities to different

social classes and generations of students, Minnesota State embraces the rich diversity of students on each campus. Equity 2030, an intentional way to remove barriers that keep students from achieving their full potential, was introduced in 2019. The initiative involves equity-minded collaboration with community partners to establish an inclusive, safe, and anti-racist environment on Minnesota State campuses.

When a student succeeds, the community succeeds. The more than 36,000+ degrees granted by Minnesota State each year translate into workers who can bring applicable skills and insight, as well as a respect for different cultures and opinions, to their communities. Upon graduation, 84% of Minnesota State students work in jobs connected to their field of study. Education does not stop there, as the colleges and universities provide continuing education for more than 100,000 employees of local businesses, strengthening the vision of Minnesota State to provide opportunities for all Minnesotans, their families, and their communities.

Minnesota State serves more Black and Indigenous students, as well as students of color, than all other higher education providers in Minnesota combined.



62,085 Black and Indigenous students, and students of color

17.8%
First-Generation College Students

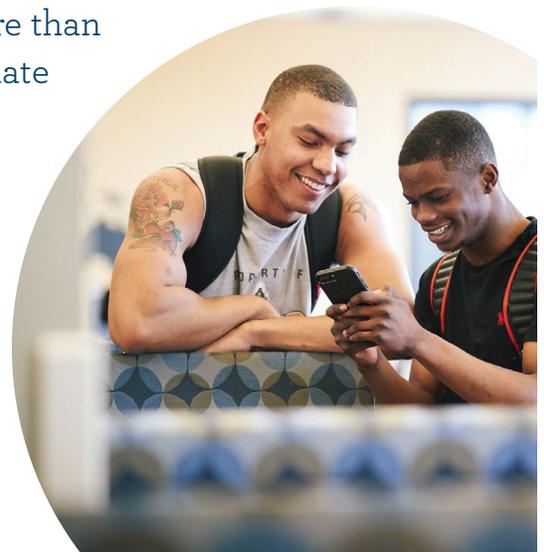


64,468
Students Aged 25 or Older



37%
Pell Eligible Students

7,253 Veterans and Service Members



This economic impact study measures the contribution of Minnesota State to the Minnesota economy. The goal of this analysis is to provide a full and credible assessment of the total economic, employment, and state and local tax impact of Minnesota's largest provider of higher education and 11th largest employer in the state.

The primary tool used in the performance of this study is the I-O model and dataset developed and maintained by IMPLAN Group LLC.

Primary financial data used in this study was obtained from the colleges and universities of Minnesota State and included operating budget, payroll, and benefits for employees for fiscal year 2021 and a 10-year average of capital spending.

Secondary data was used to estimate spending by visitors and students (full-time and part-time) exclusive of tuition and fees. This study includes a quantification of all in-state and out-of-state students to capture how Minnesota State is training and retaining the workforce Minnesota needs to fuel its workforce demands.

Additional information about the IMPLAN methodology and its application in this study is available in Appendix C.

MINNESOTA STATE STUDY PROFILE

Data used in the study provided by:
The individual colleges and universities of
Minnesota State

Study Type:
Economic contribution analysis

Geography
State of Minnesota
Six Minnesota Department of
Economic Development Regions (DEED)

Study Year
Fiscal Year 2022



What does the Minnesota State impact contribution analysis show?

In FY2022, the colleges and universities of Minnesota State generated an economic impact of **\$8.4 billion** in the state: \$4.7 billion direct and \$3.7 billion indirect and induced. This impact is the result of operational spending, capital spending (10-year average), payroll and benefits paid to employees, student spending, and visitor spending.

Based upon this impact, \$1 out of every \$49 in the Minnesota economy is supported by Minnesota State. In 2021, Minnesota's Gross Domestic Product was \$412,001,000,000.

It is important to note that the economic contribution of Minnesota State extends throughout the entire state of Minnesota. Indeed, the colleges and universities of Minnesota State play an integral role and serve as economic development engines in the communities they serve, in both rural and urban areas of the state.

Definitions:

Direct Effect: Impacts generated as a result of spending by Minnesota State on capital projects, operations, and pay and benefits. Also included in this category is student and visitor spending.¹

Indirect Effect: The increase in demand for goods and services in industry sectors that supply or support the colleges or universities, their students, and their visitors.

Induced Effect: The third wave of impact created as a result of spending by Minnesota State, its employees, students, and suppliers. Induced impacts estimate the effect of increased household income including housing, household goods, entertainment, food, clothing, transportation, and other categories of household spending.

“Minnesota State is a part of the fabric of our communities. Most of our students, employees, and alumni live and work in the regions we serve. Many of the nurses, mechanics, police officers, and more are graduates of our colleges and universities.”

Hara Charlier, PhD
President, Central Lakes College

¹ Direct impacts include direct impacts from operational spending, student spending, and visitor spending. Based on operations alone, Minnesota State has a direct impact of 13,496 jobs and \$1.8 billion.

MINNESOTA STATE GENERATES IMPACT ACROSS MINNESOTA



Direct

Operational Expenditures,
Capital Expenditures, and
Student Spending

Indirect

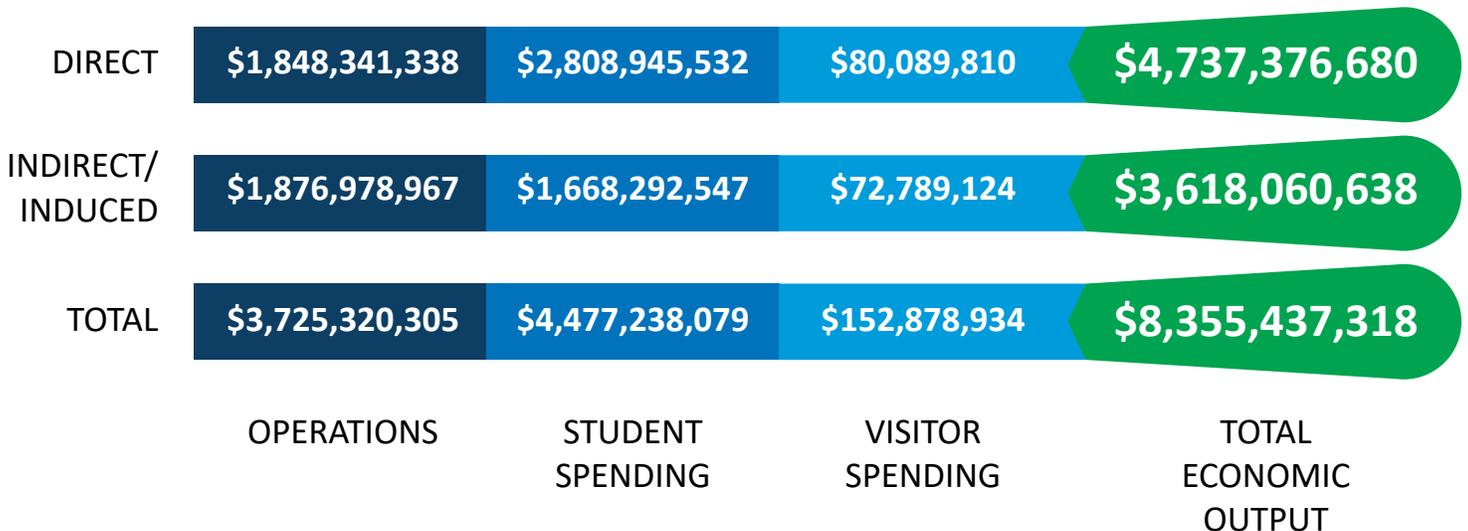
Supply Chain Spending
(multiplier)

Induced

Household Spending
(multiplier)

The combination of indirect and induced impact is commonly referred to as the multiplier effect. Minnesota State expands the local economy through both direct and indirect means. Income generated from direct employment at Minnesota State is subsequently used to purchase local goods and services, creating a ripple effect throughout the statewide economy.

MINNESOTA STATE Economic Contribution



Student Spending Impacts

Student spending, exclusive of tuition, fees, and on-campus housing, plays a significant role in the impact Minnesota State has on the economy, and for the purposes of this study, student spending has been included in the direct portion of the impact.

In 2021, 300,000 students enrolled in credit and non-credit courses, and their spending included off-campus housing, food, entertainment, retail purchases, and personal care. Whether pursuing continuing education credits or attending classes part-time or full-time, students spent money beyond their tuition and fees.

For FY2022, the state appropriation totaled \$793,747,108. For every \$1 in state appropriation, Minnesota State leveraged nearly \$11 in the statewide economy.



Minnesota State is the catalyst for social and economic vibrancy and mobility across the state. The colleges and universities of Minnesota State are places of hope and opportunity for people who dream of becoming the state's next generation of professionals and leaders; its campuses are places where all Minnesotans can create better futures for themselves, their families, and their communities.

The success of Minnesota State would not be possible without state support.



The COVID pandemic and resulting economic downturn altered the field of higher education. While the colleges and universities of Minnesota State adapted in many ways to ensure students could continue toward their academic goals, the pandemic and its aftermath affected many students' ability to continue their education. Despite lower enrollment numbers, Minnesota State found many ways to positively impact the communities it serves.

MINNESOTA STATE SUPPORTS AND SUSTAINS JOBS

Minnesota State supports a total of **62,125 jobs** (full-time and part-time) in Minnesota. This includes employees of Minnesota State (13,946 full and part-time jobs) and the impact of capital spending, operational spending, student spending, supplier spending, and visitor spending for a direct job impact of 43,413.

As a result of these direct jobs, 18,712 indirect/induced jobs are supported in the statewide economy. These jobs are created by supply and equipment vendors, contractors, and laborers for the construction and renovation of college and university facilities, hotels, restaurants, and retail stores in support of the Minnesota State workforce as well as its students, suppliers, and visitors. Other jobs supported in the Minnesota economy include: real estate, retail, and services (restaurants, child care centers, and health care).

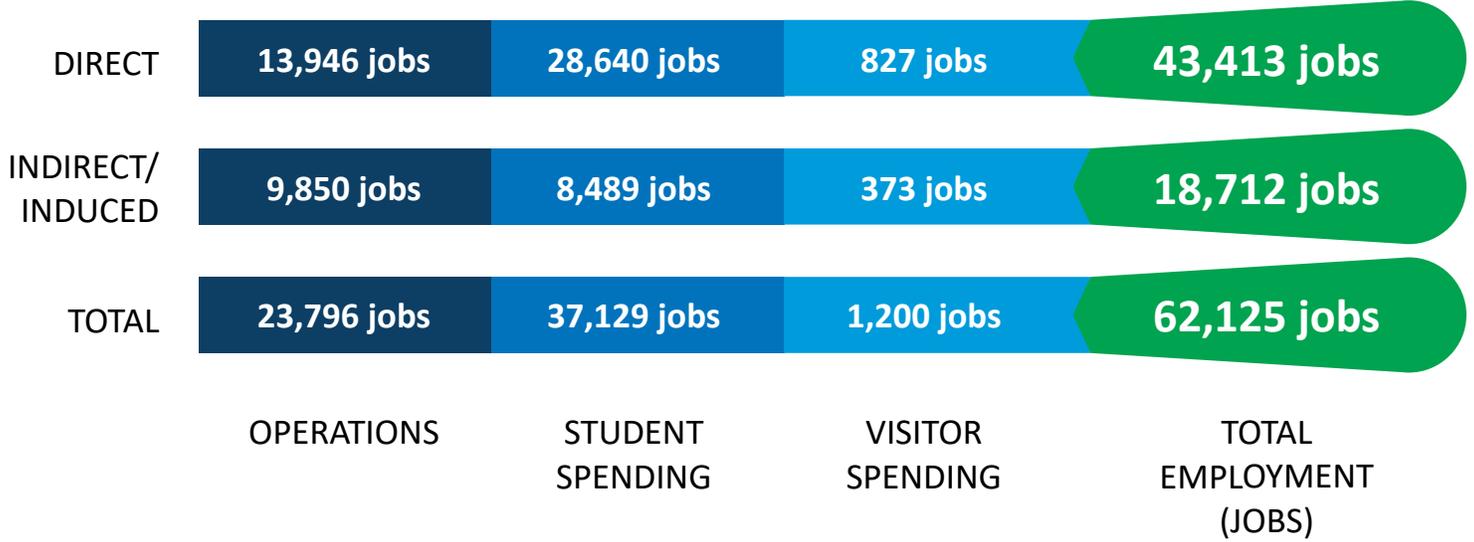
With 14,000 employees, Minnesota State is the 11th largest employer in the state.



One out of every 46 jobs in the state is attributable to the colleges and universities of Minnesota State.

MINNESOTA STATE SUPPORTS AND SUSTAINS JOBS

MINNESOTA STATE Employment Impact



MINNESOTA STATE CONTRIBUTES TO THE LOCAL AND STATE TAX BASE



MINNESOTA STATE Annual State and Local Tax Impact

DIRECT	\$51,038,782	\$42,517,587	\$53,147,882	\$282,477,276	\$429,181,527
INDIRECT/ INDUCED	\$25,834,630	\$21,524,771	\$26,906,861	\$145,752,495	\$220,018,757
TOTAL	\$76,873,412	\$64,042,358	\$80,054,743	\$428,229,771	\$649,200,284
	SUB COUNTY GENERAL	SUB COUNTY SPECIAL DISTRICTS	COUNTY	STATE	TOTAL STATE & LOCAL TAX IMPACT

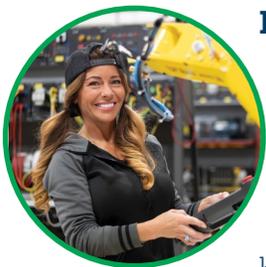
State and local government revenues attributable to the presence of Minnesota State totaled **\$649.2 million** (\$429.2 million direct and \$220.0 million indirect/induced) in FY2022. Through its local spending, as well as direct and indirect support of jobs, the presence of Minnesota State strengthens the local and statewide tax base. Minnesota State is an integral part of the state's economy – generating impact, supporting and sustaining jobs, and generating tax revenue. Specific taxes, generated at the state and local level, include employee and employer contributions to state and local social insurance funds, sales taxes, personal property tax, taxes paid on motor vehicle licenses, and payments of fines and fees.



Medical Technology Student Gives Back to Clinic in African Home

Growing up in Togo, West Africa, Kodjo Vossah-Messan ('19) observed firsthand how a lack of medical equipment can impact the lives of individuals in the community. “We had a small clinic, but it was not equipped,” he said. “I saw a couple aunties die there. They went in for labor and they died delivering the baby because there was no equipment.” His community in Africa inspired Vossah-Messan to pursue a career in medical technology that began when he was a student at Anoka Technical College. Colleagues at Hennepin County Medical Center, where Vossah-Messan worked in the maintenance department with the biomed tech team, encouraged him to apply to the college. Vossah-Messan admits he, as a person of color, first found the campus intimidating but quickly became very comfortable at Anoka Tech, primarily because of the many amazing people he met. With a degree in hand, Vossah-Messan has taken a more technical role at the hospital and is able to fix medical equipment the hospital no longer needs to send back to his home in Africa.

Kodjo Vossah-Messan
Anoka Technical College, Class of 2019



Breaking the Mold by Being Bold

Nik Jones has followed a “Be Bold Break the Mold” motto for most of her life. As one of the few women in Hennepin Technical College’s Automation Robotics Engineering Technology program, Jones is working to break barriers and expand opportunities for other female engineers. The college’s “Be Bold Break the Mold” mentorship program provides support to female students entering non-traditional careers. Jones regularly attends meetings with guest speakers from engineering fields, networks with other female experts in the field, and meets with her mentors to discuss personal goals and how to achieve them. The program has given Jones so much, she talked to college officials about the importance of expanding mentorship opportunities for other students. According to Jones, the teachers at Hennepin Tech have been a fundamental part of her success. “I attribute my academic success to the care that I received at Hennepin Tech. Everyone goes above and beyond. The teachers and tutors are amazing. This place has become a family. I know everyone’s name by heart. They’ve enriched my life deeply and inspired me to believe anything is possible,” she said. Jones is a leader at Hennepin Technical College, serving as a member of student senate and participating in other organizations. She credits her ancestry, which is French, German, and Iroquois Nation, with showing her the importance of giving back as she considers the needs of future generations. “Thinking ahead seven generations is my obligation,” she explained.

Nik Jones
Hennepin Technical College, Class of 2022



Reporting for Class from 7,800 Miles Away

Distance learning expanded the possibility of college for many individuals even though not all distance learners logged in from 7,864 miles away like Southwest Minnesota State University graduate SIRRINA MARTINEZ ('21). A member of the Minnesota National Guard, Martinez finished her senior year while deployed to the Horn of Africa and credited online learning options and instructor flexibility with helping her complete her degree. “A lot of military people have our lives get uprooted, but we don’t want to be 50 when we finish our degree,” she said. “By moving online, SMSU is really helping these working adults and military personnel. My faculty members have been so supportive.” In the National Guard, Martinez works as a public affairs noncommissioned officer telling the stories of the work soldiers do as part of the task force’s mission. This connects to the academic work Martinez did at Southwest Minnesota State University, where she completed her degree in communication with concentrations in public relations, broadcast and digital media, and a minor in graphic design. In addition to her studies and military work, Martinez works as a part-time civilian journalist for the Pipestone County Star. “I’m a multimedia journalist, which includes writing, video and photography,” she said. “I credit being able to do this with my pre-existing knowledge — what I learned at SMSU and my work as a civilian reporter.”

SIRRINA MARTINEZ
Southwest Minnesota State University, Class of 2021

GIVING BACK ACROSS MINNESOTA

Campuses across Minnesota State are committed to community service and partnerships. From art, cultural, and sporting events to lectures and other educational opportunities, the colleges and universities of Minnesota State are active members of their communities. Faculty and staff serve on local boards, and students volunteer at community organizations, further connecting Minnesota State to the communities it serves.

Based upon assumptions derived from the U.S. Census Bureau and the University of Maryland's Do Good Institute² regarding donation amounts and volunteerism rates by age, income level, and employment status, it is estimated that Minnesota State employees and students give more than **\$109.3 million** annually in charitable donations (\$15.4 million) and volunteer services (\$93.9 million). These benefits are in addition to the \$8.4 billion annual impact.



² For the purposes of this study, it is assumed that 24.9 percent of staff and faculty donate \$2,164 annually, and 14.9 percent of students donate \$250 each year. Volunteer impacts are based upon assumptions found in the U.S. Census survey of charitable giving, and the value of a volunteer hour, estimated at \$29.95 per hour, was obtained from University of Maryland's Do Good Institute. For the purposes of this breakout analysis, it was assumed that 27.2 percent of staff and faculty volunteer and 23.3 percent of students volunteer.

GIVING BACK ACROSS MINNESOTA

The following is a snapshot of how the colleges and universities of Minnesota State are giving back.

Pi Theta Kappa, the international honors society at **Alexandria Technical & Community College**, focuses on scholarship, leadership, fellowship, and service. Students complete many projects including sending holiday cards to residents of nursing homes, collecting food for the campus food pantry, and sponsoring speakers on campus.

The sustainability committee at **Anoka-Ramsey Community College** is making an impact on campus and beyond. Founded in 2017, the committee introduced sustainable practices that will have a lasting impact. In addition to adding campus organics recycling, the committee worked with Minnesota GreenCorps to complete a greenhouse gas assessment to make Anoka-Ramsey Community College sustainable. The sustainability committee also educates the surrounding community about best practices and environmental actions.

Anoka Technical College partnered with Hope for the Community, a local nonprofit, to support the Feed Your Need Food Pantry for students on campus. The idea for the food pantry came from members of the student senate who worked with campus administrators to open the pantry in 2019. While officials anticipated the pantry to be popular, demand has exceeded expectations.

More than 100 students access about 50 pounds of food at the the pantry each week. The food pantry is supported by campus food drives as well as by Second Harvest Heartland, a local nonprofit hunger-relief organization.

The U.S. Geological Survey donated the Shingobee Headwaters Aquatic Ecosystem Site to **Bemidji State University** in 2021. Since then, students have taken the lead in surveying lakes, wetlands, and streams on the site. The university plans to develop educational opportunities allowing other colleges and community organizations to use the site for research related to climate change and ecosystems.

Northwest Technical College (NTC) has participated in the Give Kids a Smile program for more than 15 years. As part of the event, NTC dental assisting students work with area dentists to provide free screenings to local children. Between 50 and 60 children are usually seen during the event, which translates to more than \$4,000 worth of free dental care provided by NTC students.

Athletes at **Central Lakes College** are committed to giving back to the community. Student athletes regularly read to children at local libraries, pack meals for homeless shelters, and volunteer their time at Camp Confidence as a way to enhance the partnership between the community and the college.

Viktor the Viking, the Minnesota Vikings mascot, joined mascots from other sports teams to create a video about how to sort items into recyclables, organics, and trash bins. The public service announcement, produced by **Century College** students, will be shown at sporting events in an effort to reduce the amount of trash generated. A typical Vikings game can generate as much as 35 tons of waste, enough to fill two full-sized garbage trucks. Students in a video production course at Century College wrote the script, designed props, and filmed the video as part of their classwork.

Dakota County Technical College and **Inver Hills Community College** come together every year to host a day of service. Students, employees, alumni, and community members give back through service projects on campus and in the surrounding community. Service projects include building homes with Habitat for Humanity, street cleaning with Adopt-A-Highway, creating structures for a community garden, and packing meals to be distributed to those who are in need.

Fond du Lac Tribal & Community College teaches students about cultural responsibility, lessons graduates take with them into the workplace and community. Law enforcement graduates are hired by local and regional police departments, and nursing graduates work for local hospitals, behavioral health programs, and treatment centers. A respect for different perspectives

and ways of life, which is foundational at Fond du Lac Tribal & Community College, stays with graduates as they make an impact in the community.

Each year, the students in the landscape, horticulture, greenhouse, and urban forestry program at **Hennepin Technical College** host a plant sale. After growing plants in various production classes at the college, students sell a variety of hanging plants, flowers, vegetables, succulents, and fairy gardens to members of the community. Funds raised from the sale benefit the Hennepin Technical College Foundation that supports student success initiatives and scholarships.



By hosting and sponsoring a number of events, **Lake Superior College** plays an active role in the community. Each year, the college sponsors a golf outing and an annual dinner and community celebration to benefit the Lake Superior College Foundation. The college also sponsors several community events including the Duluth Airshow, the Christmas City of the North Parade, Greater Downtown Council movies in the park and sidewalk days, and Grandma's Marathon, the unofficial kickoff to summer in Duluth.

Signature events held at **Minnesota State University, Mankato** invite community members to campus to learn about and celebrate themes relevant to the university and the community. For nearly fifty years, Minnesota State Mankato has hosted an annual Pan African Conference, which brings speakers to campus to discuss a central theme, such as equity in education. In addition, Minnesota State Mankato hosts the Mankato Area International Festival where cultures of the university's many international students are shared with members of the community through music, fashion, and food.

Metropolitan State University introduced a new GROW-IT Center, a community and university agricultural center for research, outreach, workforce development, innovation, and teaching. The purpose of the GROW-IT Center is to promote sustainable urban food production, healthy

food access, and ecological preservation, while inspiring and preparing future generations to address food issues. GROW-IT offers an educational opportunity for university students as well as members of the community and elementary, middle, and high school students. Demonstrations and community workshops are also available. One of GROW-IT's strategic goals is to produce edible plants for community-based market gardens and local food pantries.

Minneapolis Community and Technical College celebrates the life of Dr. Martin Luther King, Jr. with a virtual celebration each year. The event encourages students and community members to reflect on King's dedication to equality and the impact of the Civil Rights Movement. Local high school seniors are invited to submit a speech or performance piece as part of the event, and scholarships are awarded to contest winners.

An electrical class on the Hibbing campus of **Minnesota North College** worked with high school students on the construction of a home for a local family through Habitat for Humanity. Students collaborated with the family and community partners to build the home, which was finished in July 2022. Most of the labor was completed by the construction class at Hibbing High School, while the electrical class at Minnesota North College provided the electrical work.

Minnesota State Community and Technical College hosts two presidential advisory council meetings each academic year on its campus. More than 75 representatives from community businesses and industries, agencies, and secondary and postsecondary schools are part of the councils. The meetings help college administrators stay connected with leaders, provide input on opportunities, and create an inclusive and vibrant community culture.

A pillar of **Minnesota West Community & Technical College** is the Community Healthcare Worker (CHW) certificate program. The program is designed to prepare healthcare workers to perform a range of health-related functions while bridging gaps between cultures that may exist in healthcare settings. Community

health workers
work with
local



healthcare and community organizations to increase cultural competence, improve access for racial and ethnic minorities, and promote healthy communities.

Minnesota State University Moorhead partners with Moorhead's Churches United on a range of community service projects. Social work students volunteer and intern at local organizations, and student athletes complete community service through the partnership. MSUM art students recently worked on Project Art for Change, a mural project to make a homeless shelter feel more like home. The year-long project involved more than 200 students, faculty, and community volunteers who collaborated to paint five murals that brighten the space and bring awareness to the issue of homelessness in the community.

Normandale Community College offers a Leadership Through Service program for students with unmet financial needs or who are first-generation college students to volunteer for thirty hours throughout the semester to earn scholarships. Ten students take part in the program each semester, and most volunteer for two hours a week. Participants volunteer at nonprofit organizations they select and choose sites that align with their professional and personal goals. In addition to the scholarships, students develop leadership experiences through the program.

GIVING BACK ACROSS MINNESOTA

The American Association of Colleges and Universities designated **North Hennepin Community College** as a Truth, Racial Healing and Transformation Center. As one of only 14 Campus Centers in the nation, North Hennepin Community College will serve as a connector, inviting conversations and bringing various community organizations together on issues connected to race and social healing. The college is working closely with the city of Brooklyn Park on an initiative to support equity and inclusion within the college and the community.

The **Northland Community & Technical College** criminal justice club coordinated a Shop with a Cop program in the local community of Thief River Falls. Local children from low-income families were invited to go shopping with law enforcement officials as part of the program.

Each summer, **Pine Technical & Community College** participates in the Pine City Area Chamber of Commerce's Freedom Fest celebration. The college hosts a bar-b-que, where free lunch is provided to more than 1,000 attendees, and a car show. The event also features college tours, providing a way for the college to both support the community and showcase its many educational opportunities.

Ridgewater College hosts Ignite Your Future, a career exploration event that brings business and industry partners to campus. Alongside Ridgewater College's faculty and staff, community partners showcase their career fields, programs of study, and occupations. The annual event attracts more than 1,000 high school students.



The Be Your Best Summer Academy (BYB) is a free summer program for area students sponsored by **Riverland Community College**. The eight-week program prepares teens and young adults between the ages of 16 and 22 for college. Students take pre-college math, reading, and writing courses while receiving guidance and support from instructors, advisors, and tutors. Field trips, educational seminars, and volunteer opportunities are also part of the summer academy.

Rochester Community and Technical College partners with the Rochester Area Chamber of Commerce to host the annual STEAM Summit, an event that exposes more than 800 regional middle and high

school students to careers in science, technology, engineering, arts, and math. Interactive booths are staffed by local businesses, government agencies, colleges, and community organizations in hopes of educating students about STEAM careers in the Rochester community.

The **South Central College** Campus Cupboard and Clothing Closet is a free resource open to any student, faculty, or staff member facing a food shortage. Faculty and staff at South Central College donate items to the cupboard and participate in competitions to see which department can donate the most food.



Minnesota State College Southeast hosts the annual TruckFest, a summer event held in Winona that invites kids and their families to explore many fascinating vehicles. The event, coordinated by the college's lead truck driving instructor, features dozens of 18-wheel trucks, fire engines, snowplows, boom truck cranes, and other oversized road equipment. Kids can climb on the large vehicles, honk some horns, and learn about big rigs in the process. Minnesota State College Southeast is a leader in transportation education in the industry, and the event allows the college to share educational opportunities with the community.

Each fall, members of the **Southwest Minnesota State University** community participate in Mustangs Give, a day of community service. More than 250 students, faculty, and staff help with a variety of volunteer projects throughout the day, including highway cleanup, leaf raking, trash pickup, and a Red Cross Blood Drive. The event coincides with the university's homecoming week festivities.

Students at **St. Cloud State University** engage with more than 100 community organizations. Annually, the university community donates more than 1.1 million hours of their time. In addition, St. Cloud State annually ranks among the top universities in the nation for student-athlete community service hours. Student-athletes donate their time to sponsor clinics and hold camps for area youth.

Alumni at **St. Cloud Technical & Community College** actively give back to the college community. In addition to financial support, alumni serve on advisory committees, participate in accreditation review for career and technical programs, and help connect faculty and students with business and industry partners. A recent graduate of SCTCC's advertising program donated an art exhibit about mental health and wellness to display during Suicide Awareness Month.

Community-based learning is an important part of the curriculum at **Saint Paul College**. These collaborative educational opportunities give students a chance to directly engage with community organizations. Students who participate in community-based learning gain relevant experience and professional skills while taking concepts learned in class and applying them to the global community.

Winona State University students go above and beyond in their community service outreach. In total, Winona State's NCAA Division II student-athletes logged more than 34,600 hours of community service with a projected economic impact of over \$988,000. Over half of all student-athlete service hours occurred on weekends, and the university ranked 15th among NCAA Division II schools tracked by the Helper Helper program. Community service projects, including a Warrior Zombie Crawl for area youth and a Warriors Got Talent program that raised money for childhood cancer research, are held throughout the year.

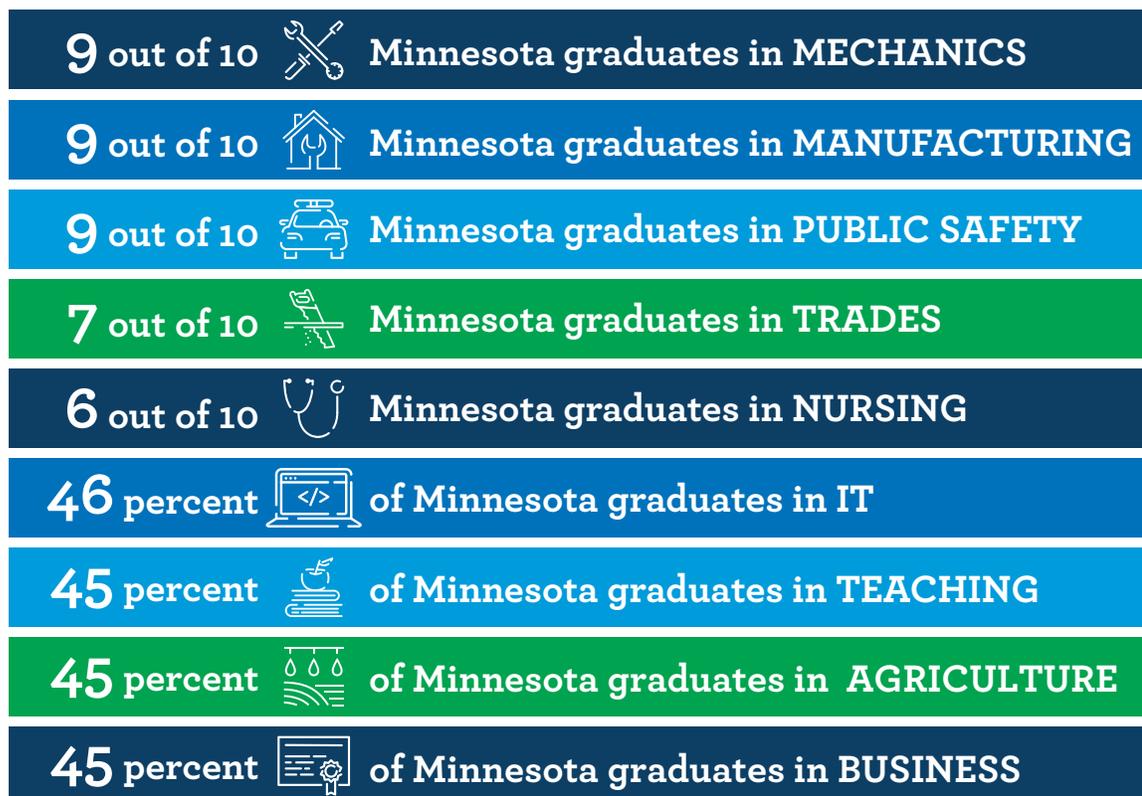
ALUMNI ACROSS MINNESOTA STATE GENERATE IMPACT

Minnesota State is educating the workforce that Minnesota needs to successfully compete on the national and global stage. Graduates from the colleges and universities of Minnesota State are essential to meeting the state's workforce needs. In FY2022, Minnesota State awarded more than 36,000 degrees, certificates, and diplomas.

The contributions of Minnesota State graduates are critically important to the economic vitality of the state. Alumni living and working in Minnesota number more than 849,408 (undergraduate, graduate, and professional). The economic impact of these graduates' additional income being added into the economy, as a result of obtaining post-secondary education, is significant.

Based on additional income earned after high school, Minnesota State graduates contribute an estimated \$9.4 billion to the states' economy and support an additional 52,111 jobs. Over a 40-year career, these graduates will generate \$385.9 billion.

WE EDUCATE...



MINNESOTA STATE IS THE PREMIER WORKFORCE TRAINING PROVIDER

For Minnesota State, partnerships to provide training and education to private industry are standard operating procedure. Excellent examples of these partnerships can be seen in the Minnesota Job Skills Partnership (MJSP) grants.

2021 MJSP AWARDEES

College/University	Industry Partner	\$ Awarded
Anoka-Ramsey Community College/Anoka Technical College	Wilson Tool International Inc.	\$49,767
Riverland Community College	EDF Renewables	\$49,754
Saint Paul College	Mathias Die Company, Inc.	\$36,999
Anoka-Ramsey Community College/Anoka Technical College	Sportech Inc.	\$351,309
Minnesota State University, Mankato	Truck Bodies & Equipment International, Inc.	\$313,165
Riverland Community College	Monogram Meat Snacks	\$280,000
St. Cloud State University	St. Cloud Refrigeration Inc.	\$250,000
Anoka-Ramsey Community College	Dynamic Group	\$49,434
Anoka-Ramsey Community College	Interscapes, Inc.	\$49,467
Anoka-Ramsey Community College	MRG Tool & Die	\$49,210
Normandale Community College	Terrybear	\$49,209
Northland Community & Technical College	Mental & Behavioral Health Consortium	\$49,086
Riverland Community College	Climate By Design International	\$44,712
Anoka-Ramsey Community College	The Imagine Group	\$389,503
Century College	Genz Ryan	\$297,928
Century College	Trane Technologies	\$175,000
Minnesota State College Southeast	Watlow Electric Manufacturing	\$389,196
St. Cloud State University	Grede Casting	\$300,000
South Central College	Daikin Applied Americas	\$382,263
Anoka-Ramsey Community College	Choice Bank	\$49,759
Anoka-Ramsey Community College	Toy N Around	\$49,269
Century College	Delkor Systems	\$49,903
Minnesota State Community and Technical College	DENCO II	\$30,632
South Central College	Precision Press Inc.	\$49,998
Central Lakes College	Polaris Corporation and Power Lodge	\$34,9094
Century College	Rise Baking Company	\$168,764
Fond du Lac Tribal & Community College	Sappi	\$300,000
Minnesota State University, Mankato	Christensen Farms	\$300,000
Riverland Community College	Bio-Plastic Solutions	\$170,554
St. Cloud State University	Eye-Kraft	\$278,442
St. Cloud State University	Sand Companies, Inc.	\$250,000
Century College	Absolute Quality Manufacturing	\$234,448

MINNESOTA STATE IS THE PREMIER WORKFORCE TRAINING PROVIDER

YEARLY DEED GRANT AWARD

The Minnesota Job Skills Partnership grants are awarded through the Minnesota Department of Employment and Economic Development (DEED), Minnesota's principal economic development agency, to support partnerships between businesses and educational institutions to train or retrain workers, expand work opportunities, and keep high-quality jobs in the state.

Since 2013, DEED has awarded \$62.5 million in competitively awarded grants and contracts to Minnesota State. The previous page lists a few of the grants awarded in 2021. Across Minnesota State, there are examples of partnerships with local and statewide employers to develop training protocols and coursework to curtail workforce shortages and meet local demand. On many campuses, this work is done through a local Advisory Council, which regularly gathers faculty, staff, local employers, alumni, and economic development professionals to ensure programming is tied to exactly what local employers need. The consistent focus among campus leaders is to ensure graduates have jobs that encourage them to stay in the region. Relationships between colleges and universities and the private industry in important fields, such as healthcare and manufacturing, have made an impact.

2013	\$5,789,308
2014	\$8,021,400
2015	\$6,950,425
2016	\$5,448,904
2017	\$6,144,855
2018	\$5,912,549
2019	\$10,245,415
2020	\$4,587,018
2021	\$5,836,865
2022 (YTD)	\$3,556,002

GRAND
TOTAL

\$62,492,741

**\$62.5 million
in DEED
Competitive
Grants**



MINNESOTA STATE SUCCESS STORIES



Student Research Helps Alleviate Chemotherapy Side Effects

Savannah “Anna” Corradi (’21) was introduced to the biology department at Bemidji State University when she was in high school. A presentation by professor Mark Wallert about cancer research inspired Corradi to volunteer to join the research team as a high school junior. It was then a natural choice to attend Bemidji State where she majored in biochemistry with a cellular and molecular emphasis. She continued to conduct cancer research, specializing in the role the protein NHE-1 plays in ovarian cancer, earning numerous accolades and international recognition along the way. According to Corradi, the work she is doing will eventually help in cancer treatment. “I am not curing cancer,” she said, “but finding a better treatment for it and trying to decrease the potency of these chemotherapeutics and their negative side effects.”

Savannah “Anna” Corradi

Bemidji State University, Class of 2021



The Spirit of Service Carries into the Community

In the native language Ojibwe, the word Wiidookaage means “they help each other.” For Fond du Lac Tribal & Community College (FDLTCC) graduate Rita Aspinwall (’12), the spirit of Wiidookaage inspired her college education as well as her career dedicated to the service of others. Aspinwall began her studies at FDLTCC, eventually earning a bachelor of arts in social work from the college’s articulated partnership program on campus through the College of St. Scholastica. She began working as a community health resource specialist in the youth program shortly after graduation. Eventually, Aspinwall became the manager of a cancer awareness and prevention program targeted at educating young people about cancer risks, like tobacco use. Throughout her career and education, Aspinwall has celebrated Native American culture and heritage. She is currently the co-host of Native Report, a syndicated news magazine on PBS that brings positive stories about Native Americans to a broad audience. In her work as a social worker and as a communication expert, Aspinwall embodies the spirit of helping others.

Rita Aspinwall

Fond du Lac Tribal & Community College, Class of 2012



College Gives Former Homeless Student a Sense of Home

Hamisha Alkamooneh (’22) is many things: a writer, a poet, a first-generation Iranian-American, a single mother, an advocate for social justice, a proponent of racial equity, and a proud Metropolitan State University graduate. The road to Metro State for Alkamooneh was not easy. At the age of 14, she left a difficult homelife in Minnesota. At 18, she dropped out of high school. At 21, she was pregnant, living out of her car with her toddler in the dead of a Minnesota winter. Alkamooneh’s drive and determination helped her earn her GED that year. She went on to earn a bachelor’s degree in psychology from Metro State and enroll in the university’s graduate program in advocacy and political leadership. Alkamooneh assumed many leadership roles of her own along the way, serving as the president of the student association and on the board of Students United. She credits her mentors at Metro State, including staff, administrators, faculty members, and other students with helping her find her way as a student and as a leader. “It is hard to find a sense of belonging within higher education when you come from a background like mine. I often wonder what my life would be like if I hadn’t found Metro State. At Metro, I’ve met so many other students like me, and I just can’t imagine fitting in this well somewhere else,” Alkamooneh said.

Hamisha Alkamooneh

Metropolitan State University, Class of 2022



Army Ethos Translates into Classroom Success

As a sergeant in the Army, Theodore Wulff (’20) learned how to dispose of explosive material. He also learned the value of hard work, respect, and accountability, lessons Wulff carried with him after he was medically discharged from the Army and when he enrolled at South Central College. Since he had done welding work on cars with his father and in the military, Wulff decided to pursue a certificate in welding. He used the education benefits through the GI Bill to pay for his education. “It turned out to be a very wise decision,” said Wulff. “The staff were extremely helpful in the enrollment process and helping me utilize my GI benefits, and my instructors are absolutely the best in the business.” Wulff’s time in the military made him into a student many of the younger individuals in the class could emulate and admire.

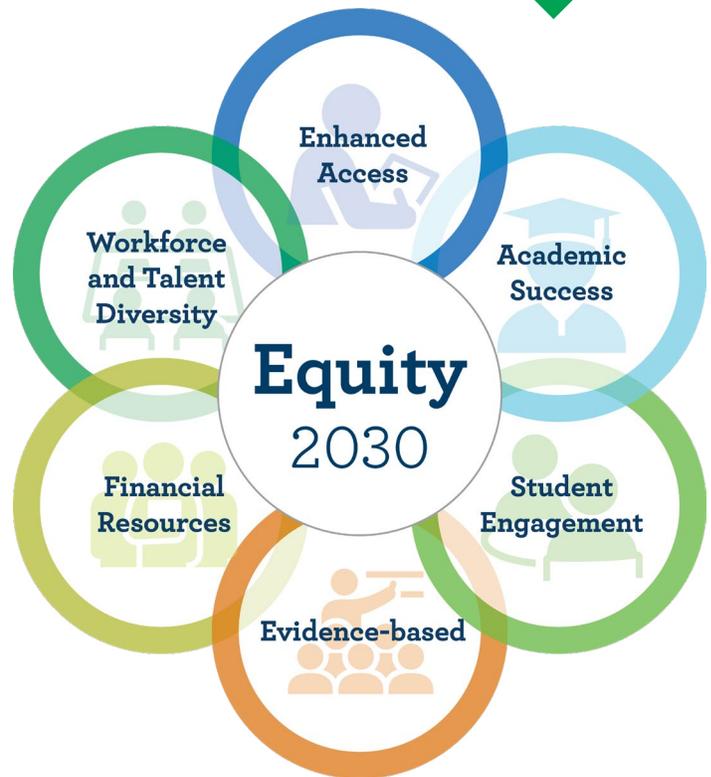
Theodore Wulff

South Central College, Class of 2020

In June 2019, Minnesota State set the ambitious goal of closing the equity gap in education across race and ethnicity, socioeconomic status, and geographic location by 2030. The colleges and universities of Minnesota State are focusing on six core elements: enhanced access, academic success, student engagement, evidence-based decision making, financial resources, and workforce and talent diversity as they strive to create a brighter future for all Minnesotans, their families, and their communities.

Since education is designed to be the great equalizer, Equity 2030 is an intentional way for Minnesota State to remove barriers that keep low income, minority, and first-generation students from achieving their potential. While many of the colleges and universities are already taking steps to make education more equitable, Equity 2030 is an opportunity to introduce a culture of equity-minded collaboration with business and community partners resulting in best practices used throughout institutions. The initiative works to establish an inclusive, safe, and anti-racist ethos throughout Minnesota State.

Equity 2030 focuses on expanding and growing academic programs while finding new ways to support students both inside and outside of the classroom by recognizing that students face challenges with jobs, housing, employment, health, and food security. New practices, introduced as part of Equity 2030,



are centered on student needs and informed by research and data. Achieving the Equity 2030 goal will ultimately provide Minnesota with a diverse pool of experts to fill workforce needs and help to anchor communities throughout the state. Each Minnesota State college and university has taken specific steps to meet the Equity 2030 goals, as outlined below.

Alexandria Technical & Community

College's strategic plan outlines steps to create an equitable learning environment by first understanding the needs of traditionally underrepresented students and then working to provide a supportive, yet challenging, education. The plan includes methods to increase cultural competency for students and employees while building relationships with community partners who serve diverse students. Since equity is the responsibility

of every employee, administrators, faculty, and staff have examined programs and policies that may create barriers to success for underrepresented students.

Through Minnesota State's Equity Design, **Anoka-Ramsey Community College** is implementing educational processes that reflect the diverse abilities and backgrounds of all students. Anoka-Ramsey uses data to understand the equity gap and guide policy decisions about how best to tailor learning to meet student needs. Anoka-Ramsey Community College and **Anoka Technical College** also hired a vice president of equity and inclusion who will work to advance the college-wide goals of creating a diverse and equitable learning environment.

Beginning in fall 2024, all students at **Bemidji State University** will take an Indigenous-focused course as part of a graduation requirement designed to foster a greater understanding of Indigenous peoples and cultures. Bemidji State University was also selected to host the Minnesota State Institute for Indigenous Education and Practice, which will provide resources and best practices for faculty, students, and staff to support Indigenous students and cultures. A campus diversity officer was hired as part of a new administrative division for diversity, equity, and inclusion to serve both Bemidji State University and **Northwest Technical College**.

To promote equity, **Central Lakes College** introduced new basic needs services through the Hub, a resource that provides support for students 24 hours a day, seven days a week. Food pantries, run by the Multicultural Center on both the Brainerd and Staples campuses, have started offering more healthy and free food options for all students.

Century College's new Center for Professional Development and Collaboration (CPDC) was designed to create a culture of diversity, equity, and inclusion. The center provides numerous opportunities for professional development through trainings, workshops, and speakers. Programs are designed to minimize the equity gap and provide equal opportunities for all students and employees.

Dakota County Technical College partnered with Johnson Controls and school districts in St. Paul to diversify the HVAC industry. Through the innovative program, HVAC training will be provided within the community. **Inver Hills Community College** partnered with local libraries, parks, and governments to build a Unity Trail project, which will promote the equitable use of parks and trails. Programming about diversity will be provided as part of the project. Inver Hills also installed an interpretive node on campus to honor the local Indigenous community.

Since its inception, **Fond du Lac Tribal & Community College** has focused on providing an equity-centered learning environment by promoting different languages and cultures while celebrating the diversity of the community. Achieving the Dream, a community college reform initiative, has recognized the college for its substantial, sustained improvements in academic outcomes for Black and Indigenous students, as well as students of color. Beginning with its recruitment efforts and continuing with specialized academic and holistic support services, Fond du Lac Tribal & Community College provides opportunities for all students to learn and succeed.

Lake Superior College's priority is to diversify enrollment, promote academic persistence, and ensure college completion among historically underrepresented students. The college is committed to increasing diversity among its faculty and staff and considering equity when creating career pathways for students. An initiative to design and review policies with an equity lens will yield a more inclusive community.

Minnesota State University, Mankato is working to identify policies, practices, and procedures that present barriers for students and resolve those challenges to create a more equitable environment. The university also plans to conduct a climate study and draft a new diversity and inclusion plan.



As part of its strategic plan, **Hennepin Technical**

College is focusing on equity and inclusive initiatives designed to remove barriers for historically underrepresented populations. The college provides culturally relevant pedagogy training for faculty so they can better support students. Clear

pathways to graduation, social affinity groups, tailored advising and tutoring, and mentoring programs for those entering non-traditional careers are some of the many ways Hennepin Technical College creates a culture that embraces diversity.

Metropolitan State University is committed to diminishing equity disparities in all aspects of their administration by recruiting and supporting a more diverse workforce, studying the campus culture, and partnering with national and community organizations. The university has evaluated its learning outcomes with a focus on equity and addressed disparities that exist. U.S. Department of Education grants, scholarship programs through the Mexican Consulate, and land acknowledgement statements developed with several American Indian organizations have helped Metro State create an anti-racist learning community.

By eliminating equity gaps in learning outcomes, **Minneapolis Community and Technical College** intends to improve student performance throughout the entire academic process from initial recruitment to retention and graduation. Learner-centered classrooms are designed to better reach, educate, and cultivate future leaders including male leaders from underrepresented communities. Minneapolis College is also providing is also providing training, hosting community events and discussions, and introducing a college bias incident advisory team to foster a safe and inclusive environment.

Minnesota North College is collaborating with the Itasca Area Schools Collaborative and Circles of Healing on a pilot program to develop educators who can offer a more diverse curriculum. As part of the program, Indigenous students are recruited for teaching positions, and future educators are taught about Indigenous history and perspectives.

Minnesota State Community and Technical College (M State) is working toward building an inclusive campus with cultural awareness events and a grant giving Black and Indigenous students, as well as students of color, opportunities in the healthcare field. The college has also introduced a bias incident response team to support the college community.

Culture Corner is a central location for underrepresented students to access services to help them succeed at **Minnesota West Community & Technical College**. As part of the office of cultural diversity, the corner assists Black and Indigenous students, as well as students of color, with academic and career goals while also providing campus-wide sensitivity training and taking steps to increase minority enrollment and retention. The college has a course on Indigenous nations that takes a “pan-Indian” view by diving into Native American history with a focus on the culture, government, economy, and education of Indigenous individuals.



Minnesota State University Moorhead wants to increase academic success and reduce financial burdens as part of an initiative to make higher education more equitable. MSU Moorhead implemented a new SMART Start program that helps underrepresented students transition from high school to college by providing academic support and mentoring. More than \$130,000 in annual scholarships are awarded through the Access, Opportunity and Success Scholars Program, and a new George Soule American Indian Center provides resources, as well as scholarship information, for American Indian students.

The Sirtify and SpedUp programs at **Normandale Community College** are continuing to diversify the special education workforce at local elementary, middle, and high schools. Normandale strives to achieve racial equity through higher degree completion rates and a culturally competent college culture dedicated to service. Through equity fellows, the college provides professional development opportunities and works to engage student voices.

Equity by Design, SistaHOPE2, and Brother2Brother are just a few of the programs that are bridging the equity gap at **North Hennepin Community College**. North Hennepin also offers diversity, equity, and inclusion programs on campus.

As part of its strategic plan, **Northland Community & Technical College** is considering how to develop a completely equitable and welcoming environment. A recent college event was designed to reach the college's underrepresented student populations.



Pine Technical & Community College is working toward equity by implementing a SNAP employment and training program for students. This program enrolls students with educational barriers and provides holistic academic, career, wellness, and financial support. PTCC is also providing training for faculty and staff to build skills that will create a diverse and inclusive environment while offering an appreciative campus and advising framework.

Ridgewater College created a Diversity, Equity, and Inclusion (DEI) unit on campus and hired a new DEI director to oversee unit activities. Ridgewater also hired a community resource coordinator to ensure equity and help students with their basic needs. New multicultural centers on each of the college's campuses will give Black and Indigenous students, as well as students of color, a safe space.

Riverland Community College revised its vision statement to align with statewide goals to eliminate equity gaps in education. As it works to meet students where they are, Riverland will model its operations around equity and inclusion.

Rochester Community and Technical College's equity and inclusion committee has made new efforts to increase outreach to Black and Indigenous students, as well as students of color, by adding an equity and inclusion coordinator position to the staff. Their partnership with Rochester Public Schools

is designed to increase dual enrollment programs among Black and Indigenous students, as well as students of color, giving every student an opportunity to get ahead. RCTC also works with a diverse group of community organizations and provides diversity, equity, and inclusion training for employees.

South Central College was one of four community colleges recognized by the Achieving the Dream initiative for developing an equitable and student-centered campus culture. South Central earned leader college status for its work to promote diversity, equity, and inclusion.

Minnesota State College Southeast is committed to diversifying their student body. MSC Southeast's new director of equity and inclusion works with various departments including student affairs, academic affairs, and human resources to recruit and retain more diverse students and employees. New online dashboards, accessible by college employees, can be used to track student success using a variety of variables.

In addition to hiring a full-time campus diversity officer, **Southwest Minnesota State University** offered a myriad of different trainings, workshops, and presentations to create an equitable campus, including events focused on social justice, mental health, and trauma. Faculty discussed culturally responsive pedagogy and ways to redesign courses to strengthen inclusion while

increasing the number of underrepresented students entering math and education fields.

St. Cloud State University is expanding access to education and strengthening success through the American Indian Center, which provides academic, career, cultural, and financial support to Indigenous students. St. Cloud State also partners with a local school district to offer a paraprofessional residency program that gives Black and Indigenous students, as well as students of color, a pathway to become teachers. Student success advisors, as well as mentors through the Huskies Advance program, provide tailored advising to develop student skills and establish connections with faculty, businesses, and the community.

The Multicultural Center at **St. Cloud Technical & Community College**, which opened in 2021, provides a space for meetings, engaging discussions, and community events. SCTCC also implemented Equity by Design Academies, a training for faculty that

promotes race-conscious lines of research in their fields. Surveys to assess the college climate and visits to other campuses are also conducted to gauge best practices for equity and inclusion.

Saint Paul College revised its mission, vision, and value statements to capture its commitment to become an anti-racist and trauma-informed institution. The accessible and inclusive language used in the new statements guides Saint Paul College's diversity and equity efforts.

By increasing student support and introducing processes to consider equity, **Winona State University** is creating a campus environment that welcomes all individuals. Winona State regularly holds public events where all members of the community are invited to celebrate various cultures, discuss injustices, and respond to issues. A close relationship with the local Indigenous community has led to a more diverse campus.



CONCLUSION

Education is constantly evolving, yet the mission of Minnesota State has remained the same. Over the past several years, the colleges and universities of Minnesota State have continued to provide quality programs for all Minnesotans at an affordable price while working with business and community partners to meet their needs. National events, like the COVID pandemic, required Minnesota State to rethink the best ways to deliver innovative instruction to its diverse student body. Each of the 33 colleges and universities of Minnesota State reconsidered methods of learning and found creative ways to take instruction beyond the walls of the classroom, providing equitable opportunities for all students. Minnesota State achieved these goals by:

- Introducing the Equity 2030 initiative to provide equitable access for all students in the next decade.
- Expanding scholarship opportunities for underrepresented students.
- Meeting the holistic needs of students by connecting them to food, transportation, and mental health services.
- Offering online, real-time class and degree options.
- Reducing costs by not relying on commercial textbooks.
- Providing hands-on experimental learning to support the application of knowledge.
- Collaborating with industry leaders to ensure coursework is relevant.

By viewing education through a realistic lens, Minnesota State considered how to help students achieve and tailor their programs and instructional methods to meet those needs. Societal changes challenged Minnesota State to adapt its day-to-day operations by expanding flexible learning options and support systems for student wellness. The 26 colleges and seven universities of Minnesota State have shown that evolution is necessary for success and supported students as they learned how to thrive on campus and beyond, ultimately illustrating the power of education to transform.

APPENDIX A: ECONOMIC CONTRIBUTION BY COLLEGE AND UNIVERSITY

College/University or Reporting Group	Economic Contribution			
	DIRECT	INDIRECT	INDUCED	TOTAL
Alexandria Technical & Community College	\$77,318,816	\$22,454,643	\$39,978,434	\$139,751,893
Anoka Technical College and Anoka-Ramsey Community College	\$252,228,398	\$64,891,861	\$120,462,573	\$437,582,832
Bemidji State University and Northwest Technical College - Bemidji	\$169,667,876	\$47,755,249	\$93,024,392	\$310,447,517
Central Lakes College	\$114,905,042	\$29,778,946	\$53,424,057	\$198,108,045
Century College	\$222,894,709	\$57,565,812	\$105,831,320	\$386,291,841
Dakota County Technical College and Inver Hills Community College	\$190,160,668	\$49,665,009	\$91,616,273	\$331,441,950
Hennepin Technical College	\$135,033,153	\$35,202,875	\$65,936,838	\$236,172,866
Fond du Lac Tribal & Community College	\$39,289,160	\$10,373,298	\$19,087,118	\$68,749,576
Lake Superior College	\$117,743,553	\$30,258,084	\$52,255,199	\$200,256,836
Metropolitan State University	\$215,556,657	\$57,011,844	\$111,805,590	\$384,374,091
Minneapolis Community and Technical College	\$184,800,739	\$47,880,749	\$89,566,376	\$322,247,864
Minnesota State College Southeast	\$51,300,344	\$13,274,668	\$23,700,110	\$88,275,122
Minnesota State Community and Technical College	\$133,973,452	\$34,590,704	\$61,162,324	\$229,726,480
Minnesota State University, Mankato	\$454,435,171	\$128,737,763	\$243,981,883	\$827,154,817
Minnesota State University Moorhead	\$137,583,688	\$39,014,670	\$68,090,587	\$244,688,945
Minnesota West Community and Technical College	\$96,165,700	\$24,765,481	\$43,695,204	\$164,626,385
Normandale Community College	\$266,347,335	\$68,186,637	\$123,337,323	\$457,871,295
North Hennepin Community College	\$152,097,117	\$39,221,937	\$72,753,501	\$264,072,555
Minnesota North College	\$113,429,036	\$30,554,630	\$58,481,243	\$202,464,909
Northland Community & Technical College	\$74,485,267	\$19,287,685	\$33,623,840	\$127,396,792
Pine Technical & Community College	\$46,493,212	\$11,833,998	\$20,950,151	\$79,277,361
Ridgewater College	\$86,997,485	\$23,139,775	\$44,835,099	\$154,972,359
Riverland Community College	\$90,915,114	\$23,643,114	\$43,509,585	\$158,067,813
Rochester Community and Technical College	\$135,535,443	\$35,466,714	\$63,855,308	\$234,857,465
Saint Paul College	\$160,886,886	\$41,813,772	\$76,423,061	\$279,123,719
South Central College	\$96,757,459	\$25,428,530	\$47,680,252	\$169,866,241
Southwest Minnesota State University	\$163,678,830	\$44,199,332	\$78,630,568	\$286,508,730
St. Cloud State University	\$322,573,042	\$92,141,244	\$184,094,330	\$598,808,616
St. Cloud Technical and Community College	\$104,469,456	\$27,397,374	\$52,014,515	\$183,881,345
Winona State University	\$235,167,753	\$65,560,774	\$120,265,340	\$420,993,867

APPENDIX A: ECONOMIC CONTRIBUTION BY COLLEGE AND UNIVERSITY

College/University or Reporting Group	Economic Contribution			
	DIRECT	INDIRECT	INDUCED	TOTAL
Alexandria Technical & Community College	723	97	207	1,027
Anoka Technical College and Anoka-Ramsey Community College	2,394	296	661	3,351
Bemidji State University and Northwest Technical College - Bemidji	1,546	221	510	2,277
Central Lakes College	1,053	136	293	1,482
Century College	2,133	263	581	2,977
Dakota County Technical College and Inver Hills Community College	1,796	228	502	2,526
Hennepin Technical College	1,297	161	362	1,820
Fond du Lac Tribal & Community College	372	48	105	525
Lake Superior College	1,127	138	287	1,552
Metropolitan State University	2,197	262	613	3,072
Minneapolis Community and Technical College	1,767	219	491	2,477
Minnesota State College Southeast	477	61	130	668
Minnesota State Community and Technical College	1,245	158	336	1,739
Minnesota State University, Mankato	3,951	595	1,338	5,884
Minnesota State University Moorhead	1,189	180	373	1,742
Minnesota West Community and Technical College	901	113	240	1,254
Normandale Community College	2,528	311	677	3,516
North Hennepin Community College	1,442	179	399	2,020
Minnesota North College	1,050	141	321	1,512
Northland Community & Technical College	681	88	184	953
Pine Technical & Community College	454	54	115	623
Ridgewater College	813	106	246	1,165
Riverland Community College	863	108	239	1,210
Rochester Community and Technical College	1,273	162	350	1,785
Saint Paul College	1,476	191	419	2,086
South Central College	919	117	262	1,298
Southwest Minnesota State University	1,614	203	431	2,248
St. Cloud State University	2,891	426	1,009	4,326
St. Cloud Technical and Community College	979	126	285	1,390
Winona State University	1,935	303	659	2,897

APPENDIX A: ECONOMIC CONTRIBUTION BY COLLEGE AND UNIVERSITY

College/University or Reporting Group	State and Local Tax Impact			
	DIRECT	INDIRECT	INDUCED	TOTAL
Alexandria Technical & Community College	\$7,482,162	\$953,033	\$2,624,275	\$11,059,470
Anoka Technical College and Anoka-Ramsey Community College	\$25,120,329	\$2,968,937	\$8,362,135	\$36,451,401
Bemidji State University and Northwest Technical College - Bemidji	\$13,963,148	\$2,106,376	\$6,459,829	\$22,529,353
Central Lakes College	\$11,084,505	\$1,353,138	\$3,708,511	\$16,146,154
Century College	\$21,869,234	\$2,624,315	\$7,346,543	\$31,840,092
Dakota County Technical College and Inver Hills Community College	\$17,952,317	\$2,240,680	\$6,360,212	\$26,553,209
Hennepin Technical College	\$12,872,846	\$1,590,929	\$4,577,532	\$19,041,307
Fond du Lac Tribal & Community College	\$3,635,556	\$467,356	\$1,325,089	\$5,428,001
Lake Superior College	\$11,610,089	\$1,385,797	\$3,626,981	\$16,622,867
Metropolitan State University	\$19,701,837	\$2,542,478	\$7,762,941	\$30,007,256
Minneapolis Community and Technical College	\$17,995,939	\$2,176,303	\$6,217,736	\$26,389,978
Minnesota State College Southeast	\$4,970,808	\$604,063	\$1,645,152	\$7,220,023
Minnesota State Community and Technical College	\$13,056,843	\$1,577,290	\$4,245,488	\$18,879,621
Minnesota State University, Mankato	\$36,471,587	\$5,668,028	\$16,942,404	\$59,082,019
Minnesota State University Moorhead	\$11,386,703	\$1,747,721	\$4,727,460	\$17,861,884
Minnesota West Community and Technical College	\$9,451,223	\$1,131,978	\$3,032,978	\$13,616,179
Normandale Community College	\$26,828,766	\$3,133,930	\$8,561,121	\$38,523,817
North Hennepin Community College	\$15,025,823	\$1,790,547	\$5,050,384	\$21,866,754
Minnesota North College	\$9,589,178	\$1,339,544	\$4,060,783	\$14,989,505
Northland Community & Technical College	\$7,166,081	\$877,094	\$2,333,941	\$10,377,116
Pine Technical & Community College	\$4,754,007	\$546,849	\$1,454,098	\$6,754,954
Ridgewater College	\$7,758,611	\$1,026,451	\$3,113,063	\$11,898,125
Riverland Community College	\$8,710,398	\$1,070,936	\$3,020,450	\$12,801,784
Rochester Community and Technical College	\$12,642,295	\$1,597,238	\$4,432,886	\$18,672,419
Saint Paul College	\$15,424,620	\$1,895,015	\$5,305,247	\$22,624,882
South Central College	\$8,961,522	\$1,140,624	\$3,310,260	\$13,412,406
Southwest Minnesota State University	\$15,927,760	\$2,038,268	\$5,458,318	\$23,424,346
St. Cloud State University	\$25,977,326	\$4,061,312	\$12,784,475	\$42,823,113
St. Cloud Technical and Community Collge	\$9,779,213	\$1,231,431	\$3,611,186	\$14,621,830
Winona State University	\$18,524,563	\$2,850,152	\$8,351,437	\$29,726,152

APPENDIX B: ECONOMIC IMPACT BY DEED GEOGRAPHY

The economic analysis presented in this section is the share of the statewide impact generated by the colleges and universities of Minnesota State.

REGION 1 - NORTHWEST IMPACT

COUNTY

- Becker
- Beltrami
- Cass
- Clay
- Clearwater
- Crow Wing
- Douglas
- Grant
- Hubbard
- Kittson
- Lake of the Woods
- Mahnomen
- Marshall
- Morrison
- Norman
- Otter Tail
- Pennington
- Polk
- Pope
- Red Lake
- Roseau
- Stevens
- Todd
- Traverse
- Wadena
- Wilkin

ECONOMIC IMPACT	\$1.3B
EMPLOYMENT IMPACT	9,220 JOBS
STATE AND LOCAL TAX IMPACT	\$96.9M

REGION 2 - NORTHEAST IMPACT

COUNTY

ECONOMIC IMPACT	\$471.5B
EMPLOYMENT IMPACT	3,589 JOBS
STATE AND LOCAL TAX IMPACT	\$37M

REGION 3 - CENTRAL IMPACT

COUNTY

- Benton
- Chisago
- Isanti
- Kanabec
- Kandiyohi
- McLeod
- Meeker
- Mille Lacs
- Pine
- Renville
- Sherburne
- Stearns
- Wright

ECONOMIC IMPACT	\$1B
EMPLOYMENT IMPACT	7,504 JOBS
STATE AND LOCAL TAX IMPACT	\$76.1M

REGION 4 - 7 COUNTY METRO IMPACT

COUNTY

ECONOMIC IMPACT	\$3.3B
EMPLOYMENT IMPACT	24,568 JOBS
STATE AND LOCAL TAX IMPACT	\$261.3M

REGION 5 - SOUTHWEST IMPACT

COUNTY

- Big Stone
- Blue Earth
- Brown
- Chippewa
- Cottonwood
- Faribault
- Jackson
- Lac qui Parle
- Le Sueur
- Lincoln
- Lyon
- Martin
- Murray
- Nicollet
- Nobles
- Pipestone
- Redwood
- Rock
- Sibley
- Swift
- Waseca
- Watonwan
- Yellow Medicine

ECONOMIC IMPACT	\$1.4B
EMPLOYMENT IMPACT	10,684 JOBS
STATE AND LOCAL TAX IMPACT	\$109.5M

REGION 6 - SOUTHEAST IMPACT

COUNTY

- Dodge
- Fillmore
- Freeborn
- Goodhue
- Houston
- Mower
- Olmsted
- Rice
- Steele
- Wabasha
- Winona

ECONOMIC IMPACT	\$902.2B
EMPLOYMENT IMPACT	6,560 JOBS
STATE AND LOCAL TAX IMPACT	\$68.4M

Overview and the IMPLAN Model

The most common and widely accepted methodology for measuring the economic impacts of economic sectors is input-output (I-O) analysis. At its core, an I-O analysis is a table that records the flow of resources to and from companies/organizations and individuals within a region at a given time. For a specified region like a state or the nation, the input-output table accounts for all dollar flows between different sectors of the economy in a given time period. With this information, a model can then follow how a dollar added into one sector is spent and re-spent in other sectors of the economy, generating outgoing ripples of subsequent economic activity. This chain of economic activity generated by one event is called the “economic multiplier” effect.

The primary tool used in the performance of this study is the I-O model and dataset developed and maintained by IMPLAN Group LLC (formerly Minnesota IMPLAN Group, Inc.). IMPact analysis for PLANning (IMPLAN) is a widely accepted and used software model first developed by the U.S. Forest Service in 1972. The data used in the baseline IMPLAN model and dataset come largely from federal government databases. The input-output tables themselves come from the Bureau of Economic Analysis. Much of the annual data on labor, wages, seasonal demand, and other market data comes from the Bureau of Labor Statistics, the Census Bureau, and other government sources.

Government agencies, companies, and researchers use IMPLAN to estimate the economic activities associated with spending in a particular industry or on a particular project. The IMPLAN model extends conventional I-O modeling to include the economic relationships between government, industry, and household sectors, allowing IMPLAN to model transfer payments such as taxes.

The model works by tracking the flow of resources to and from companies/organizations and individuals within a region. Producers of goods and services must secure labor, raw materials, and other services to produce their product. The resources transferred to the owners of that labor or those raw materials and services are then spent to secure additional goods and services or inputs to the products they sell. For example, an organization in a region may develop a company that produces cars with a value of \$1 million. However, to produce that product, they may be required to spend \$500,000 on wages and benefits, \$200,000 on parts, \$100,000 on electricity, \$50,000 on transportation of goods and raw materials to and from the plant, and \$50,000 on various professional services associated with operating a business (e.g., attorneys and accountants). The suppliers will, in turn,

spend those resources on labor and raw materials necessary to produce the cars. Workers and the owners of the company will spend money on goods and services (and the associated taxes) from other companies in the area (e.g., restaurants, gas stations). The suppliers, employees, and owners of this second tier will, in turn, spend those resources on other goods and services either within the study region or elsewhere. The cycle continues until all of the money leaves the region.

IMPLAN Methodology

The model uses national production functions for more than 536 industries to determine how an industry spends its operating receipts to produce its commodities. These production functions are derived from U.S. Census Department data. IMPLAN couples the national production functions with county-level economic data to determine the impacts at a state and congressional district level. IMPLAN collects data from a variety of economic data sources to generate average output, employment, and productivity for each industry in a given county.

IMPLAN combines this data to generate a series of economic multipliers for the study area. The multiplier measures the amount of total economic activity generated by a specific industry spending an additional dollar in the study area. Based on these multipliers, IMPLAN generates a series of tables to show the economic event's direct, indirect, and induced impacts to gross receipts, or output, within each of the model's more than 536 industries.

Minnesota State Questions and Answers

What is an economic contribution analysis?

This study is a contribution analysis and builds upon the methodology and measurement previously utilized by Minnesota State in its 2018 analysis. The study quantifies the economic contribution of all colleges and universities of Minnesota State in terms of economic impact, jobs, and local and state tax revenue. The study calculates how spending by the Minnesota State colleges and universities, employees, visitors, and students contributes to the vitality of Minnesota. It examines how expenditures create additional impact in the economy.

APPENDIX C: ABOUT THE STUDY

An economic contribution analysis quantifies the broader and more general case of the how economic activity cycles through an existing economy. For the purposes of this study, an economic contribution is defined as the gross changes in Minnesota’s existing economy that can be attributed to Minnesota State.

Contribution analysis is a descriptive analysis that tracks the gross economic activity of how the spending by Minnesota State and its constituencies as the dollars cycle through the economy. The Minnesota State economic contribution analysis does not consider how spending at one college or university may crowd out spending at another college or university. This type of analysis is one of the most common analysis that is performed and is very often mislabeled as an economic impact study. Please note while the terms used to express the contribution of Minnesota State to the statewide economy are referred to as impact, this is a contribution analysis.

Spending by students, staff, and faculty who are explicitly participating in activities associated with the output Minnesota State represents a “stemming from effect” and could also be considered a direct effect of the industry.

For example, students who attend classes and spend \$10 on lunch at a local restaurant are a stemming from effect of the college or university. This contribution analysis then follows the direct economic activity and associated stemming from effects through the economy. The economic model is built to represent the structure and degree of interconnectedness in the economy with the output of each sector broken down and attributed to expenditures on intermediate inputs or to value-added components such as labor, taxes, and returns to capital. Output multipliers, which are sector and region specific, are derived from the appropriate model and relate an industry’s economic activity (or changes in the industry’s economic activity) to gross sales in the other sectors of the regional economy.

The contribution analysis does not account for the fact that if a student attending class at a Minnesota State college or university was a local, then the \$10 they spent on lunch potentially represents \$10 they are not spending at another restaurant elsewhere in their town. The direct effect in a contribution analysis includes purchases by local students and non-local students and is neither a measure of changes to the state’s economic base nor a measure of the value added to the region above what was paid to input suppliers.

What should you remember about the study when you read it?

- It is a point-in-time calculation of impact for FY2022.
- It quantifies the amount of impact that Minnesota State produces each year.
- The economic numbers can fluctuate year to year based on operational spending, capital spending, pay and benefits, number of employees, and number of students, and state appropriation.
- Beyond the data, a team of researchers interviewed leadership teams at each of the colleges and universities participating in the study and consulted with higher education experts to inform the analysis.
- This is an economic contribution analysis which casts a broader net to calculate impact than an economic impact study.

What methodology was used to complete this study?

IMPLAN data and software were used to conduct this economic contribution analysis. The IMPLAN database is built utilizing county, state, ZIP code, and federal economic statistics that are specialized by region, not estimated from national averages to measure the contribution or impact of an organization's economic activity.

What were the multipliers for this study?

The multipliers used in this study range from 1.8 to 2.1. The multipliers are derived through the input-output models created using the IMPLAN software based upon industries selected during the modeling process.

What data does this study utilize to calculate the economic impact?

Primary data utilized in this analysis was obtained from Minnesota State and includes:

- Operating expenditures (FY2022)
- Capital expenditures (10-year average)
- Pay and benefits by employee type
- Number and types of students (all in-state and out-of-state students are counted)
- Visitor numbers for individual colleges and universities
- Alumni data from individual colleges and universities
- Volunteerism
- Charitable giving

Secondary data was utilized to estimate the following:

- Student spending habits (full-time students and part-time students, excluding tuition and fees)
- Visitor spending habits

What are the community benefits impacts based upon?

Charitable giving impacts are based upon assumptions found in the U.S. Census donor data. These models do not assume 100 percent participation rate for staff, faculty, and students and are based on averages. Some colleges and universities had primary data available on volunteerism, and in those cases actual hours were used in the calculation. For the purposes of this study, it is assumed that 24.9 percent of staff and faculty donate \$2,164 annually and 14.9 percent of students donate \$250 each year.

Volunteer impacts are based upon assumptions found in the U.S. Census and the value of a volunteer hour was obtained from the University of Maryland's Do Good Institute and is estimated at \$29.95 per hour. For the purposes of this breakout analysis, it was assumed that 27.2 percent of staff and faculty volunteer and 23.3 percent of students volunteer.

Why did Minnesota State commission a study?

Minnesota State commissioned the analysis to quantify the impact of its statewide operations. Minnesota State has a number of tools helpful in explaining the value proposition for supporting higher education; this independent study is one way to help explain its worth. In trying to explain the value of Minnesota State to both internal and external constituents, it is important to quantify the financial and societal gains realized throughout the state.

Why does this economic contribution study look and sound different than others we have seen published?

The veracity of the data and methodology is consistent with the 2013 Wilder Research analysis and other college and university systems that want to capture the impact of colleges and universities. The data is an independent assessment of the contribution Minnesota State makes to the overall economy – the numbers drive the message not the other way around. Additional assumptions and information can be found in the Appendices. The report is designed to make the data analysis accessible to all readers.



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