

**POSTSECONDARY
PLANNING:
A JOINT REPORT
TO THE MINNESOTA LEGISLATURE**

February 2007

Minnesota State Colleges and Universities

University of Minnesota

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Legislative Language

Minnesota Session Laws 2001, 1st Special Session, Chapter 1, Article 1, Section 6, Subd. 1

By February 15 of each year the board of trustees of the Minnesota state colleges and universities must and the board of regents of the University of Minnesota is requested to report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the post-secondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal of a more integrated, effective, and seamless post-secondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the post-secondary systems.

Executive Summary

The 2007 Post-Secondary Planning Report is the fourth report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Omnibus Higher Education Bill, S.F.675 (chapter 1133), art 1, Section 7.

The report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.

Metropolitan Higher Education Demand and Capacity

The continuing growth and increasing diversity of the Twin Cities population will place significant strains on higher education institutions' ability to provide an educated citizenry and qualified workforce. Specifically:

- Population in the 11-county Twin Cities metropolitan area is projected to grow by 20 percent over the next 25 years.
- The metropolitan population is aging like that in the rest of the state and nation. The growth in all age groups up to age 50 will be modest. However, dramatic increases will be seen in the 60 and above age groups.
- Although the actual number of working-age people in the metropolitan area is projected to increase through 2030, they represent a continuously declining proportion of the overall population as baby boomers move into retirement age.
- Ethnic minorities make up an increasing proportion of Minnesotans. African Americans are the largest ethnic minority population and Asians are the second largest. Asian-Pacific Islander, Hispanic, and African American student populations are growing at a much faster rate than white student populations.
- The metro area institutions of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities serve over 93,000 full-year equivalent students per year, including substantial enrollments of students of color. Continuing future growth is projected.
- The percentage of students receiving free or reduced-price lunch, who have limited English proficiency, or who receive special education is growing faster than overall K-12 enrollment.

Collaborative Programs

- During the past eight years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to nearly 200 programs.
- Other collaboration between the two systems occurs at the University of Minnesota's Rochester campus and through the Post-Secondary Enrollment Options Program and University of Minnesota Extension.
- Increasingly sophisticated library and information technology resources are jointly available to and heavily used for learning and research by University of Minnesota and Minnesota State Colleges and Universities' students throughout the state.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the nearly 1,300 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area institutions of the Minnesota State Colleges and Universities, only 33 are similar enough in content to be considered duplicative, and most are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

- Effective credit transfer policies are a central component of the cooperation and collaboration between the Minnesota State Colleges and Universities and the University of Minnesota.
- The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, a transfer specialists' network, shared electronic transfer data software systems, and articulation committees in various disciplines.
- All institutions in the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.

College Readiness and Under-Prepared Students

- The two systems, through the P-16 Education Partnership and other alliances and programs, work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student population for post-secondary education opportunities.

I. INTRODUCTION

The Minnesota State Colleges and Universities and the University of Minnesota are pleased to submit this joint report on post-secondary planning, as required by the Omnibus Higher Education Bill, S.F.675 (chapter 1133), art 1, Section 7:

As part of the boards' biennial budget requests, the board of trustees of the Minnesota state colleges and universities and the board of regents of the University of Minnesota shall report to the legislature on progress under that master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication or program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems and planning and delivery of coordinated programs. In order to better achieve the goals of a more integrated, effective, and seamless postsecondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the postsecondary systems.

The 2007 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems that provide public higher education in Minnesota. While individual cooperative initiatives have been in operation for nearly two decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint post-secondary programs for the metropolitan area through formal agreements.

The 2007 report was produced cooperatively by an inter-system working group composed of representatives from the Office of the Senior Vice President for Academic Affairs and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

Mission Differentiation

Collaboration between the Minnesota State Colleges and Universities and the University of Minnesota is grounded in the distinct and different missions of the two systems, as established by State Statute 135A.052: Post-Secondary Missions:

Subdivision 1. Statement of missions. The legislature recognizes each type of public post-secondary institution to have a distinctive mission within the overall provision of public higher education in the state and a responsibility to cooperate with each other. These missions are as follows:

(1) the technical colleges shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree;

(2) the community colleges shall offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies, for students transferring to baccalaureate institutions and for those seeking associate degrees;

(3) consolidated community technical colleges shall offer the same types of instruction, programs, certificates, diplomas, and degrees as the technical colleges and community colleges offer;

(4) the state universities shall offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education; and

(5) the University of Minnesota shall offer undergraduate, graduate, and professional instruction through the doctoral degree, and shall be the primary state supported academic agency for research and extension services.

Collaboration History

In 1993, the chancellors of Minnesota's community colleges, technical colleges, and state universities, the president of the University of Minnesota, and the executive director of the Minnesota Higher Education Coordinating Board announced their commitment to develop an effective and efficient higher education partnership for the metropolitan area through the Twin Cities Higher Education Partnership. This agreement recognized the limitations on expected resources for higher education and the growing need for access to appropriate educational programs throughout Minnesota, particularly those directed to employment-related programs at the baccalaureate level. The partnership goals called for collaboration to develop these programs, including expansion of upper-division programs in the Twin Cities.

In 1998, University of Minnesota President Mark Yudof and Minnesota State Colleges and Universities' Chancellor Morris Anderson signed *A Partnership Agreement for Public Higher Education*, to foster cooperation and innovation between the two public systems. Under this ongoing agreement, the two systems work together to enhance Minnesota higher education's capacity and to leverage and extend resources in critical workforce and economic development areas. This is accomplished through joint planning and development of incentives for approving and implementing partnerships and streamlining processes for cooperative activities.

Expanding on the original 1993 agreement, the 1998 partnership agreement acknowledged the two systems' mutual goals to:

- provide access to high-quality educational opportunities for all Minnesota citizens;
- offer post-secondary education opportunities to keep Minnesota citizens competitive in the global economy; and
- increase the participation and success in higher education of traditionally under-represented populations.

The 1998 agreement also established a policy committee to provide oversight and coordination, expand academic offerings, share resources, and improve articulation between the two systems. As the work of strategic planning and cooperation has deepened, this committee has been succeeded by other organizational structures such as the Minnesota P-16 Education Partnership.

In 1999, the University of Minnesota and the Minnesota State Colleges and Universities convened a task force to develop a joint strategy to address the post-secondary preparation and education needs of the Twin Cities metropolitan area. Later that year, the Minnesota State Colleges and Universities presented to the Minnesota Legislature its report, *Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area*, laying out a strategic plan to link the 11 Minnesota State Colleges and Universities institutions in the metropolitan area.¹ Parallel and complementary to the Minnesota State Colleges and Universities' report, the University of Minnesota produced a working paper, *The University of Minnesota and Metropolitan Education Needs*, which identified key goals, outlined new initiatives, and analyzed ongoing issues for the University to pursue in collaboration with the Minnesota State Colleges and Universities.

¹ These 11 institutions comprise the Metro Alliance: Anoka Technical College, Anoka-Ramsey Community College, Century College, Dakota County Technical College, Hennepin Technical College, Inver Hills Community College, Metropolitan State University, Minneapolis Community and Technical College, Normandale Community College, North Hennepin Community College, and Saint Paul College.

II. METROPOLITAN HIGHER EDUCATION DEMAND AND CAPACITY

Any plan for post-secondary education in Minnesota must respond to the demographic trends in the metropolitan region. The changing demography of the Twin Cities will continue to have an impact on the day-to-day operation of post-secondary institutions. This section provides an overview of key demographic trends in the Twin Cities metropolitan area among high school students and graduates, and among the Minnesota State Colleges and Universities and University of Minnesota students.

The movement of the baby boom generation out of the workforce is presenting economic challenges nationwide but particularly in metropolitan areas with high workforce participation rates, such as the Twin Cities. The replacement of these workers requires Twin Cities post-secondary institutions to reach out to potential students in all sectors of the population. In particular, efforts must emphasize the improved recruitment and retention of students from those groups that traditionally have not enrolled in higher education.

Demographic Trends

A Growing Population: An increasing proportion of Minnesotans lives in the 11-county Twin Cities metropolitan area. As Table 1 indicates, the population growth rate is projected to be higher for the Twin Cities than for the rest of Minnesota. This trend is typical for many major metropolitan areas in the United States.

Table 1. Actual and projected population increases for Twin Cities metropolitan statistical area (MSA) and Minnesota, 2005-2030.

	2005	2010	2015	2020	2025	2030	Change 2005- 2015	Change 2005- 2030
Twin Cities MSA	3,073,800	3,255,100	3,417,000	3,557,900	3,557,900	3,678,300	+ 11%	+ 20%
Rest of Minnesota	2,123,300	2,197,500	2,276,700	2,351,500	2,421,200	2,484,100	+ 7%	+ 17%
Total	5,197,100	5,452,600	5,693,700	5,909,400	5,979,100	6,162,400	+ 10%	+ 19%

Source – Minnesota State Demographer

An Aging Population: Table 2 shows the projected Twin Cities population increase by age groups. Increases in all groups up to age 50 will be modest, while the most dramatic increases will be seen in the 60 and above age groups.

Table 2. Population change by age group for Twin Cities Metropolitan Statistical Area, 2000-2030.

Age Group	2000	2010	2020	2030	30-year % Change
0-9	424,228	441,600	476,000	480,400	+ 13.2%
10-19	419,127	434,600	441,100	471,200	+ 12.4%
20-29	396,866	479,000	470,500	466,900	+ 17.6%
30-39	494,132	465,100	533,200	518,000	+ 4.8%
40-49	463,895	498,000	458,900	520,600	+ 12.2%
50-59	304,300	445,400	469,600	431,800	+ 41.9%
60-69	164,949	263,600	384,700	405,500	+ 145.8%
70+	201,350	227,700	323,700	489,900	+ 143.3%
Total	2,868,847	3,255,000	3,557,700	3,784,300	+ 31.9%

Source – Minnesota State Demographer

Declining Workforce Population: Although the actual number of people of working age (ages 15-19 and 19-64), as shown in Table 3, is projected to increase through 2030, these groups represent a continuously declining proportion of the overall population as baby boomers move into retirement age.

Table 3. Working age population in the Twin Cities metropolitan area, 2005-2030.

Age Range	2005	2015	2020	2025	2030	20-year % Change
15-19	214,000	216,500	211,000	212,900	218,900	+ 2.2%
19-64	1,914,400	2,044,800	2,120,800	2,147,200	2,142,500	+ 11.9%
65 and over	294,800	334,000	404,300	493,400	597,500	+ 102.7%
Total	2,423,200	2,595,300	2,736,100	2,852,500	2,958,900	+ 22.1%

Source – Minnesota State Demographer

Increasing Diversity: Ethnic minorities make up about 15 percent of the Minnesota population, as shown in Table 4. African Americans are the largest ethnic minority population in the state, and Asians are the second largest. The large majority of ethnic minorities in Minnesota live in Hennepin and Ramsey counties. The prevalence of minority populations (especially younger populations) in these two counties is evident in the K-12 enrollment trends in the core cities of Minneapolis and St. Paul where minority students comprise nearly 70 percent of the enrollment in both districts. This growth rate continues to climb, although it has slowed in recent years.

Table 4. Race/ethnicity projections for Minnesota, 2005-2030.

Race/Ethnic Category	2005	2010	2015	2020	2025	2030	Change 2005-2015	Change 2005-2030
White	4,650,500	4,809,200	4,954,100	5,075,500	5,174,200	5,255,500	6.53%	13.0%
Black or African American	222,200	259,600	295,100	328,200	358,800	386,600	32.8%	74.0%
American Indian/Alaskan Native	62,200	68,100	73,900	79,400	84,400	89,300	18.8%	43.6%
Asian or Pacific Islander	183,700	217,700	249,300	278,300	304,100	326,800	35.7%	77.9%
Two or More Races	78,400	97,900	121,300	148,300	178,200	210,200	54.7%	168.1%
Hispanic or Latino of Any Race	193,200	239,300	283,200	326,800	368,600	406,700	46.6%	110.5%

Source – Minnesota State Demographer

Recent public school enrollments reflect this increasing diversity. Table 5 shows minority enrollments for the 2001-2002 through 2005-2006 school years. All student populations increased during the period, except for American Indian students. Asian-Pacific Islander, Hispanic, and African American student populations grew, while the white student population declined.

Table 5. Race/ethnicity of public school enrollment in the 11-county Twin Cities area, 2001-2006.

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	5-Year % Change
American Indian	6,406	6,574	6,517	6,427	6,248	- 2.5%
Asian/Pacific Islander	38,806	39,309	39,661	40,196	42,308	+ 9.0%
Hispanic	20,360	22,671	25,027	27,211	29,777	+ 46.3%
Black	54,521	56,386	59,031	61,673	63,683	+ 16.8%
Total Minority	120,093	124,940	130,236	135,507	142,016	+ 18.3%
Total White	379,105	374,588	370,227	365,018	361,283	- 4.7%
Total Students	499,198	499,528	500,463	500,525	503,299	+ 0.8%

Source – Minnesota Department of Education

More Low-Income K-12 Students: Eligibility for free or reduced price lunch is considered a proxy for measuring the number of students who live in low-income households. A substantial number of public school students in the 11-county Twin Cities metropolitan area receive free or reduced price lunch or special education, or are considered Limited English Proficient (LEP). Table 6 shows the trends in these measures during the 2001-2006 time period.

Table 6. Percentage of K-12 students receiving free or reduced price lunch or special education and limited English-proficient students in the 11-county metropolitan area, 2001-2006.

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	4-year Change
Student Group	Number	Number	Number	Number	Number	
K-12 Enrollment	493,733	493,806	494,169	494,179	497,372	+ 0.7%
Students Receiving Free Lunch	91,660 (18.6%)	95,934 (19.4%)	100,466 (20.3%)	107,406 (21.7%)	112,578 (22.6%)	+ 22.8%
Students Receiving Reduced Price Lunch	29,612 (6.0%)	29,980 (6.1%)	28,667 (5.8%)	29,663 (6.0%)	29,274 (5.9%)	- 1.1%
Limited English Proficient Students	39,413 (7.9%)	41,784 (8.5%)	42,759 (8.7%)	45,679 (9.2%)	46,742 (9.3%)	+ 18.6%
Students Receiving Special Education	56,347 (11.4%)	57,460 (11.6%)	58,671 (11.9%)	59,685 (12.1%)	60,145 (12.1%)	+ 6.7%

Source – Minnesota Department of Education

Post-Secondary Enrollment Trends

As shown in Table 7, the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities combine to serve over 93,000 full-year equivalent (FYE) students per year. Both systems have experienced significant increases over the past three years.

Table 7. Full-year equivalent enrollments at the Minnesota State Colleges and Universities Metro Alliance institutions and University of Minnesota – Twin Cities, FY 1999-2005.

Fiscal Year	Metro Alliance	1-year Change	U of M – Twin Cities	1-year Change	Combined Enrollment	Combined Change
1999	31,978		41,264		73,242	
2000	35,039	+9.6%	40,470	-1.9%	75,509	+3.1%
2001	36,999	+5.6%	41,497	+2.5%	78,496	+4.0%
2002	40,072	+8.3%	43,958	+5.9%	84,030	+7.1%
2003	43,002	+7.3%	46,135	+5.0%	89,137	+6.1%
2004	44,413	+3.3%	47,496	+3.0%	91,909	+3.1%
2005	44,523	+0.2%	48,546	+2.2%	93,069	+1.3%

Source – The Minnesota State Colleges and Universities Office of Research and Planning; University of Minnesota Office of Institutional Research

The Metro Alliance institutions have greater percentages of older students than the University of Minnesota – Twin Cities, as shown in Table 8. However, nearly 57 percent of Metro Alliance

students are in the traditional college-age range, compared with slightly over 62 percent at the University of Minnesota – Twin Cities.

Table 8. Age distribution of Metro Alliance institutions and University of Minnesota – Twin Cities, Fall 2005.

Age Range	Metro Alliance	UMTC
Under 20	25.7%	22.0%
20-24	31.0%	40.5%
25-34	24.1%	26.6%
35 and over	19.1%	10.7%
Unknown	5.8%	0.2%
Mean Age	26.6 years	25.0 years

Source – The Minnesota State Colleges and Universities Office of Research and Planning; University of Minnesota Office of Institutional Research

Table 9 shows race/ethnicity trends for students enrolled for the four-year period 2001-2005. The Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities have substantial enrollments of students of color. Students of color represented 23.8 percent of enrollment at Metro Alliance institutions in fall 2005, up from 19.1 percent in fall 2001. At the University of Minnesota – Twin Cities, students of color represented 14.4 percent of fall 2005 enrollment, up from 12.8 percent in fall 2001. In addition, University of Minnesota – Twin Cities and Metro Alliance institutions enrolled 7.1 percent and 1.3 percent, respectively, international students in fall 2005.

Table 9. Race/ethnicity of students at Metro Alliance institutions and University of Minnesota – Twin Cities, 2001-2005 headcount enrollment.

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC
Black/African American	10.3%	3.4%	10.9%	3.5%	11.7%	3.6%	3.6%	3.7%	13.3%	3.7%
Asian/Pacific Islander	5.8%	7.0%	6.1%	7.0%	6.4%	7.5%	6.7%	7.6%	7.1%	7.9%
Hispanic/Latino	2.1%	1.7%	2.0%	1.8%	2.0%	1.8%	2.1%	1.9%	2.3%	2.0%
American Indian/Alaskan Native	0.9%	0.7%	1.0%	0.6%	1.0%	0.6%	1.1%	0.6%	1.1%	0.8%
Caucasian	78.7%	73.1%	77.7%	73.1%	76.9%	72.5%	76.2%	72.3%	74.9%	72.5%
Foreign National	2.2%	7.8%	2.3%	7.8%	2.0%	7.5%	1.5%	7.2%	1.3%	7.1%
Total Known	100.0%	93.7%	100.0%	93.8%	100.0%	93.6%	100.0%	93.3%	100.0%	94.0%
Unknown*		6.3%		6.2%		6.4%		6.7%		6.0%

Source: The Minnesota State Colleges and Universities Office of Research and Planning; University of Minnesota Office of Institutional Research

Note: Students choosing not to reveal their race/ethnicity are not included in the percentage calculations for the Metro Alliance but are included for the University of Minnesota. For several years, the Minnesota State Colleges and Universities was prohibited from asking students for ethnicity information. Prior to fall 2004, University of Minnesota - Twin Cities enrollment figures included students in the Duluth School of Medicine.

Conclusion

Minnesota will continue to grow more rapidly in the Twin Cities metropolitan area than in Greater Minnesota. In addition, the state is becoming older and more diverse. This means that the University of Minnesota and the Minnesota State Colleges and Universities institutions in the Twin Cities need to ensure they are providing the programs and services that invite this more diverse population to take advantage of the benefits of higher education.

III. COLLABORATIVE PROGRAMS

The Minnesota State Colleges and Universities and the University of Minnesota share an obligation to increase options for Twin Cities citizens who desire post-secondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan-area students and to make a measurable impact on the particular needs and outcomes of under-served students who seek to enter post-secondary education through various paths.

Analysis of program data from both systems illustrates that the academic programs of the Minnesota State Colleges and Universities and the University of Minnesota complement one another, following their clearly differentiated missions. For example, there is a distinct difference in the levels of degree awards, with the Minnesota State Colleges and Universities dominating in degrees awarded at the associate level. By contrast, the University of Minnesota offers the largest number of post-baccalaureate degrees in Minnesota's public sector of higher education and invests considerable resources in research and public service, unique components of its statutory mission.

This section of the report describes in more detail the broad range of ways in which the two systems collaborate while minimizing program duplication. These efforts include:

- Collaborative academic programs
- Post-secondary Enrollment Options (PSEO)
- Courses for Faculty Licensure
- University Of Minnesota Rochester
- University of Minnesota Extension
- Library and information technology resources
- Other collaborative initiatives

Academic Programs

Minnesota Cooperative Admissions Program (MnCAP): MnCAP is a cooperative arrangement between the University of Minnesota and the Minnesota State Colleges and Universities' 11 Metro Alliance institutions to facilitate student transfer from the Minnesota State Colleges and Universities' metropolitan area two-year campuses to the University's Twin Cities campus. MnCAP began as a pilot program in 2000 with three Metro Alliance community colleges and the University's College of Liberal Arts. In four years, MnCAP has grown to include all metropolitan area community colleges (Anoka-Ramsey, Century, Inver Hills, Minneapolis, Normandale, and North Hennepin) and six of the eight freshman-admitting colleges at the University of Minnesota – Twin Cities.

MnCAP serves freshman applicants to the University who were not admitted (or were put on a waiting list) by inviting them to consider completing lower-division coursework at one of the participating community colleges. Under MnCAP, students attending Metro Alliance institutions

who complete the Minnesota Transfer Curriculum with an appropriate grade-point average are guaranteed admission to the University’s Twin Cities campus to complete the upper-division portion of a baccalaureate degree program.

During the past eight years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to 170 programs. Table 10 lists the two systems’ collaborative programs as of January 2007.

Collaborative undergraduate programs are known as “2+2” agreements between the University of Minnesota and the Minnesota State Colleges and Universities. These agreements allow students in residence at one system’s institutions to apply approved coursework toward completion of degree at the other system. Applied baccalaureate programs, developed in partnership with the Minnesota State Colleges and Universities, allow students to build focused University of Minnesota baccalaureate programs on approved community college coursework, and to complete the programs on the Minnesota State Colleges and Universities’ campuses. In addition, the University of Minnesota and the Minnesota State Colleges and Universities collaboration allows students to complete a limited number of University of Minnesota graduate and professional programs while in residence at Minnesota State Colleges and Universities institutions.

Table 10. Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Alexandria Technical College	Crookston – B.S., Accounting Crookston – B.S., Business Management – Management Emphasis Crookston – B.S., Business Management - Marketing Emphasis Crookston – B.M.M., Manufacturing Management
Anoka Technical College	Crookston – B.S., Accounting Crookston – B.S., Business Management – Management Emphasis Crookston – B.S., Business Management - Marketing Emphasis Crookston – B.M.M., Manufacturing Management Crookston – B.S., Business Management: Management Crookston – B.S., Applied Management: Management & Supervision Crookston – B.A.H., Bachelor of Applied Health - Online Crookston – B.S., Golf Facilities and Turf Systems Management Crookston – B.S., Plant Industries Management - Horticulture Crookston – B.M., Manufacturing
Bemidji State University	Crookston – B.S., Aviation Law Enforcement Crookston – B.S., Early Childhood Program Management Crookston – B.S., Natural Resources Law Enforcement
Central Lakes Community College	Crookston – B.S., Natural Resources Crookston – B.S., Plant Industries Management - Horticulture Emphasis Twin Cities – B.S., Agriculture Education. Twin Cities – B.S., 2 + 2 Transfer Agreement in Horticulture

Table 10 (continued). Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Century College	Twin Cities – B.S., Aerospace, Biomedical, Biosystems and Agricultural, Chemical, Civil, Computer, Electrical, Geological, Material Science, Mechanical Engineering Crookston – B.S., Manufacturing Management Twin Cities – B.A., Horticulture
Dakota County Technical College	Crookston – B.S., Plant Industries Management – Horticulture Emphasis Crookston – B.A.M., Management Twin Cities – B.S., Horticulture
Fond du Lac Tribal and Community College	Duluth – B.A., Criminology Duluth – B.S., Computer Science
Hennepin Technical College	Crookston – B.S., Manufacturing Management Crookston – B.S., Plant Industries Management
Hibbing Community College	Duluth – B.Acc., Accounting Duluth – B.A., Anthropology Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Twin Cities – B.S., Biology Duluth – B.B.A., Business Administration Twin Cities – B.S., Business Administration/Accounting Duluth – B.S., Cell Biology Duluth – B.S., Chemistry Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Elementary Education Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial, Engineering Duluth – B.S., Mathematics Twin Cities – B.S., Mortuary Science Duluth – B.S., Physics Applied Duluth – B.A., Sociology Duluth – B.S., Statistics
Inver Hills Community College	Twin Cities – B.A.S., Radiation Therapy Twin Cities – B.A.S., Construction Management Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure

Table 10 (continued). Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Itasca Community College	Duluth – B.Acc., Accounting Duluth – B.A., American Indian Studies Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.S.M.E., Mechanical Engineering Crookston – B.S., Environmental/Natural Resource Management/Wildland Firefighting Duluth – B.S., Physics Duluth – B.S., Statistics
Lake Superior College	Duluth – B.Acc., Accounting Duluth – B.S., Art Duluth – B.F.A., Art Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Computer Information Systems Duluth – B.S., Computer Science Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.A.Sc., Elementary and Middle School Education Duluth – B.A.Sc., Health Education Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.A., Theater Duluth – B.F.A., Theater

Table 10 (continued). Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

The Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Mesabi Range Community and Technical College	Duluth – B.Acc., Accounting Duluth – B.S., Biology 2+2 option Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology 2+2 option Duluth – B.S.Ch.E., Chemical Engineering 2+2 option Duluth – B.S., Chemistry 2+2 option Duluth – B.S., Computer Science 2+2 option Duluth – B.A., Criminology Duluth – B.A., Economics 2+2 option Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.A.Sc., Elementary and Middle School Education Duluth – B.S., Geology Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S., Mathematics 2+2 option Duluth – B.S., Physics Applied 2+2 option Duluth – B.A., Sociology Duluth – B.S., Statistics
Minnesota State College - Southeast Technical	Crookston – B.S., Applied Management Crookston – B.S., Business Management Crookston – B.S., Early Childhood Program Management Crookston – B.S., Health Management Twin Cities – B.S., Industrial Education
Minnesota State Community and Technical College	Crookston – B.S./B.A., Technical Studies Twin Cities – B.S., Information Networking Crookston – B.S., Business Mgmt-Management Emphasis Crookston – B.S., Health Management Twin Cities – B.S., Agribusiness
Minnesota West Community and Technical College	Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Twin Cities – B.S., Agricultural Education 2+2 Option Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management
Minnesota State University, Mankato	Twin Cities – B.S., Science and Technical Communication Twin Cities, Winona State University, Rochester Center – Ed.D., Educational Policy and Administration
Minnesota State University, Moorhead	Twin Cities – B.S., chemistry or physics (3 years) at Minnesota State University, Moorhead plus B.S., engineering field (2 years) at the University of Minnesota.
Normandale Community College	Twin Cities – B.S., Specific Engineering Program
North Hennepin Community College	Crookston – B.S., Accounting Twin Cities – B.S., Wood & Paper Marketing Crookston – B.S., Business Management Crookston – B.S., Information Networking Management Systems Crookston – B.S., Health Management Crookston – B.S., Marketing

Table 10 (continued). Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

The Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Northland Community Technical College	Crookston – B.S., Applied Health Crookston – B.S., Sports and Recreation Management Crookston – B.M.M., Manufacturing Management
North Hennepin Community College	Crookston – B.S., Accounting Twin Cities – B.S., Wood & Paper Marketing Crookston – B.S., Business Management Crookston – B.S., Information Networking Management Systems Crookston – B.S., Health Management Crookston – BS., Marketing
Northland Community Technical College	Crookston – B.S., Applied Health Crookston – B.S., Sports and Recreation Management Crookston – B.M.M., Manufacturing Management
Northwest Technical College	Crookston – B.S., Technical Studies Crookston – B.S., Information Networking Crookston – B.S., Business Mgmt-Management Emphasis Crookston – B.S., Health Management
Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis Crookston – B.S., Information Technology Management, Application Development Emphasis Crookston – B.S., Information Technology Management, Systems Administration Emphasis
Rainy River Community College	Duluth – BAcc., Accounting Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S., Mathematics Duluth – B.S., Physics Duluth – B.A.S., Recreation Outdoor Education Duluth – B.S., Statistics

Table 10 (continued). Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Ridgewater Community College	Twin Cities – B.A., Agriculture, Food, or Environmental Education Crookston – B.S., Technical Studies Crookston – B.S., Manufacturing
Rochester Community and Technical College	Crookston – B.A.H., Applied Health Twin Cities – B.S., Engineering Crookston – B.S., Equine Industries Management Twin Cities – B.S., Environmental Horticulture Twin Cities – B.A., Scientific and Technical Communication Twin Cities – B.S., Food Science or Nutrition Science Duluth – B.F.A., Graphic Design & Studio Art (Digital Art & Photography) Twin Cities – B.S., Horticulture
South Central College	Twin Cities – BS in Agribusiness or Agricultural Education
Vermillion Community College	Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.A., Business Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical or Computer Engineering Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial Engineering Duluth – B.B.A., Business Administration Duluth – B.S., Mathematics Crookston – B.S., Natural Resource Management Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics Crookston – B.S., Soil and Water Management
Winona State University	Rochester – B.A.S., Manufacturing Engineering

Source – Minnesota State Colleges and Universities, University of Minnesota.

Table 11. Other Partnership or Collaborative Arrangements with the University of Minnesota.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	The Independent Research Summer Program (IRSP) is a multidisciplinary initiative that includes opportunities for research studies in molecular and cellular biology, genetics, developmental biology and microbiology among other fields.
Century College	Twin Cities	Century works with the University of Minnesota in a consortium to implement a National Science Foundation Louis Stokes Alliance for Minority Students Participation grant to increase students of color graduating with degrees in science, technology, engineering or math.
Itasca Community College	Twin Cities	Associate in Science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required pre-requisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	University-wide	During the fall of 2006 and spring of 2007, Inver Hills Community College and the University of Minnesota are offering the online course Alcohol and College Life. This initiative seeks to reduce the adverse consequences that can occur when college students make poor decisions related to alcohol and drug use.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone (shared facilities) and 2+2 option.
Fond du Lac Tribal and Community College	Twin Cities Crookston	Agreement ensures transfer of 60 lower division credits directly into the Environmental Sciences program to earn a B.S. degree. Students who complete an AS in Food Science & Nutrition are allowed to transfer credits directly into the Nutrition program to meet the required coursework for the B.S., Nutrition degree
Minnesota State University - Mankato	Twin Cities	The colleges of education at each university as well as the College of St. Catherine are engaged in the Teacher Education Research Collaborative (MNTERC). The research involves follow-up and assessment of teacher education graduates from various programs to determine program impact and effectiveness.
Metropolitan State	Twin Cities Twin Cities Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota’s Wilson Library. The two universities share ROTC benefit administration The two universities collaborate on providing a master’s degree in public health nursing.
Minnesota State University, Mankato	Twin Cities	University of Minnesota Family Practice residents obtain clinical experience in sports medicine at the Minnesota State University Mankato athletic training facility.

Table 11 (continued). Other Partnership or Collaborative Arrangements with the University of Minnesota.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Office of the Chancellor	Crookston, Duluth, Twin Cities	The two systems established the MN Concurrent Enrollment partnership (MnCEP) to work collaboratively to support high quality concurrent enrollment in Minnesota.
	Twin Cities	MnSCU and the University (with Mayo) are co-founders of the BioBusiness Alliance's statewide Biosciences Education-Industry Partnership Council.
	Twin Cities	MnSCU and the University jointly organize a networking event to give current students the opportunity to meet alumni now working in biobusiness companies.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.
	Twin Cities	The Boynton Health Service on the University of Minnesota Twin Cities' campus is the health service for MnSCU students who purchase MnSCU student health insurance.
	Twin Cities	MnSCU works with the University of Minnesota on the Healthy Campus Initiative. With leadership from Boynton Health Services, colleges and universities are offered an opportunity to learn about and develop tobacco use prevention and alcohol abuse prevention programming.
	University-wide	Lake Superior College, Minnesota State University Moorhead and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Duluth, Crookston and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities MnSCU institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for MnSCU campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
	Twin Cities	Co-hosted 2005 conference of the Midwest Association of Higher Education Facilities Officers, bringing together over 150 facilities officers from colleges and Midwestern universities.
Twin Cities	Collaboration for changes in Minnesota statutes to (a) allow new methods of project delivery for design and construction of capital projects and (b) improve the selection process for architect and engineering firms for capital projects authorized by the legislature.	
Pine Technical College	Twin Cities	Partnership with UM Digital Technology Center for development and research in virtual reality, visualization and serious games - - includes joint MJSP and NSF grants

Table 11 (continued). Other Partnership or Collaborative Arrangements with the University of Minnesota.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Rochester Community and Technical College and Winona State University	Rochester	Shared facilities
	Rochester	Faculty Lecture Series
	Rochester	Computer resources
	Rochester	ITV resources
	Rochester	Project funding
	Rochester	Graphic Design & Studio Art (Digital Art & Photography)
	Rochester	Coordinated marketing
	Rochester	Cabinet meetings

Source – Minnesota State Colleges and Universities, University of Minnesota.

Post-Secondary Enrollment Options (PSEO)

Educators from the Minnesota State Colleges and Universities, University of Minnesota – Duluth, and the University of Minnesota – Twin Cities’ College of Continuing Education meet regularly to share information about best practices and quality standards for PSEO and concurrent enrollment programs. In 2004 the two systems planned and hosted a statewide meeting focused on concurrent enrollment programs. The purposes were to learn about the array of programs in place in Minnesota, build understanding about best practices, and identify opportunities for collaboration and improvement. A second statewide meeting was held in 2005 focused on sharing best practices on student standards, assessment, course rigor, mentoring, and professional development.

Faculty Licensure Courses

For more than 20 years, there has been a long-standing relationship between the Minnesota State Colleges and Universities and the University of Minnesota’s College of Education and Human Development to provide courses in the teacher education series for college faculty required to meet the Minnesota State Colleges and Universities faculty credentialing requirements. This provision is focused primarily on faculty who enter the college teaching profession directly from an industry setting and for those who do not hold education degrees. The series includes courses in introduction to vocational teaching, course construction, instructional delivery, student assessment of learning outcomes, and philosophy of vocational education. Carl D. Perkins Vocational Education grant funds are provided to the University of Minnesota to support the delivery of these courses.

University of Minnesota Rochester

In 1999, the Minnesota State Colleges and Universities and the University of Minnesota developed a set of principles to guide the strategic expansion of higher education in Rochester. In 2000, the University of Minnesota appointed a permanent provost to lead its academic programs in Rochester. In 2002, University of Minnesota President Mark Yudof and the

Minnesota State Colleges and Universities Chancellor James McCormick signed a *Revised Statement of Principles, Academic Leadership and Programs for Higher Education in Rochester*. This revised statement clarified responsibilities for the three higher education institutions at the University Center Rochester; designated the University of Minnesota as the lead institution for all future baccalaureate and graduate programs in Rochester; maintained Winona State University-Rochester Center's undergraduate and graduate programs; and acknowledged Rochester Community and Technical College as the institution to offer associate degree programs.

Through the partnership agreement, the University Center Rochester is jointly managed by senior administrators from all three partner institutions. A shared budget, managed by a Center Cabinet, helps support joint academic partner initiatives. In addition, the partner institutions have formal agreements for sharing resources in academic programming, libraries, computer and nursing labs, classrooms, maintenance, and office space. Three staff members have joint appointments with the partner institutions.

Rochester Higher Education Development Committee: The Rochester Higher Education Development Committee (RHEDC), in its January 2006 Report to Governor Tim Pawlenty and the Minnesota Legislature, recommended that Minnesota:

Establish a world-class higher education institution that leverages the University of Minnesota's research capability, in partnership with IBM, Mayo Clinic, and other industry leaders, to build signature academic and research programs that complement southeast Minnesota's existing leadership roles in health sciences, biosciences, engineering and technology. Educational programs will provide application to economic activities via innovation, translational research, and clinical experiences. This institution will have a distinct identity and one governing entity. This institution will be the University of Minnesota Rochester (p. 2).

Based on this recommendation, at the RHEDC meeting on January 25, 2006, the Committee approved the expenditure of \$2,650,000 for the University of Minnesota Rochester (UMR) to support engineering, technology and health care sciences signature academic program development and delivery. The subsequent grant contract between the State of Minnesota, Office of Higher Education and the University of Minnesota was completed on August 8, 2006.

In November 2006, the University of Minnesota announced that Rochester will be designated as an official campus of the University system, joining the Twin Cities, Duluth, Morris and Crookston campuses. The Rochester campus will include new and expanded academic programs—in collaboration with the Minnesota State Colleges and Universities—and research partnerships, plans for new Rochester faculty and a new corporate relations center dedicated to Rochester and southeastern Minnesota.

Center for Allied Health Programs: The Academic Health Center at the University of Minnesota is developing the Center for Allied Health Programs to address increasingly serious workforce shortages of allied health professionals in Minnesota. The new Center is designed to

increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State Colleges and University (MnSCU) system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate for current and specialized skills; and produce the next generation of allied health professions researchers and faculty members. In an era of increasing expectations and diminished resources, development of allied health programs is being approached in a collaborative way, inventing new and effective strategies for deploying our shared resources to serve the workforce needs of Minnesota's health care providers.

The goal of the model is to develop a platform that is flexible, meets learner and workforce needs, has multiple higher education and location access points, and is a collaboration of multiple private and public partners. The Center is working to develop signature academic partnerships with learners and communities, with health care and other industries, and with Minnesota State Colleges and Universities and other higher education institutions, and private health industries. Initially, the cross-institutional learning platform will be developed cooperatively with Winona State University.

Winona State University and the University of Minnesota's Academic Health Center signed a Mutual Memorandum of Agreement outlining critical areas of partnership between the institutions in support of advancing access to and the quality of allied health professions education. The critical areas include: 1) defining the year one and two courses for articulation into degree completion in the Center for Allied Health Programs, 2) creating K-12 awareness of careers in life sciences; preparedness for those careers; and promoting diversity in the students interested in those careers, 3) work on Area Health Education Center platforms for other MnSCU institutions, 4) develop a system to coordinate clinical sites for experiential education, 5) help develop the new learning and educational delivery platform, one of the innovations of the Center for Allied Health Programs, 6) promote communication between Winona State University and the University of Minnesota's School of Nursing in the development of the programs and doctoral degrees in nursing practice (D.N.P.) and nursing science (D.N.S.), and 7) develop a plan for continuing education of members of the healthcare workforce.

University of Minnesota Extension

University of Minnesota Extension collaborates with the Minnesota State Colleges and Universities across the state on programs in areas such as agriculture, children and youth, strengthening communities, and economic development. For more information: www.extension.umn.edu.

Library and Information Technology Resources

MnLINK: The University of Minnesota and MnSCU Libraries are working cooperatively to implement MnLINK, a partnership among academic, public, and K-12 libraries statewide, funded through Minnesota's Office of Higher Education. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty will have

improved access to the collections of both higher education systems using the same online automation system, which is expected to facilitate cooperative collection development in the future. All libraries at the University of Minnesota and the Minnesota State Colleges and Universities are now on the new Ex Libris Aleph System. For more information: www.mnlink.org.

MINITEX Library Information Network: Based within the University Libraries, MINITEX provides significant resource-sharing capabilities to some 1,500 libraries within the state. Drawing significantly on the University of Minnesota's University Libraries, MINITEX facilitates the delivery of books and journal articles to patrons statewide. The majority of MnSCU requests (over 41,500 in FY04) are filled from the collections of the University Libraries. Cooperative arrangements with MnSCU help to make inter-library lending from the University of Minnesota the largest such service in the country. Most requests for journal articles are scanned and electronically delivered to the desktops of MnSCU students and faculty, sometimes within hours. Book loans are delivered overnight through the MINITEX delivery system in the University Libraries' Andersen Library.

MINITEX also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). MnSCU faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information: www.minitex.umn.edu.

Information Literacy: The University Libraries' suite of tools, QuickStart and QuickStudy, assists in developing information literacy skills and in identifying quality resources, particularly for undergraduate students. Both tools are shared with other libraries, and St. Cloud State University has implemented these services for its campus as well as other campuses in the Minnesota State Colleges and Universities. For more information: <http://tutorial.lib.umn.edu> or <http://research.lib.umn.edu>.

Professional Development: The University Libraries' and MINITEX sponsor numerous professional development events for librarians in the state, including University of Minnesota and MnSCU library staff. These include large conferences as well as targeted workshops for individual MnSCU institutions.

METNET: The Metropolitan Educational Telecommunications Network (METNET) is a distance-learning consortium of 10 Twin Cities metropolitan area community and technical colleges, Metropolitan State University, and the University of Minnesota – Twin Cities. It is one of six higher education regional networks, known collectively as the Learning Network of Minnesota, established in 1993 by the Minnesota Legislature. METNET serves its member institutions with a range of educational technologies to enhance the delivery of programs and services between members and with other post-secondary institutions in the state. The University of Minnesota serves as METNET's fiscal agent.

METNET's GigaBIT Project uses high-speed fiber to provide the University of Minnesota and the 11 Minnesota state colleges and universities in the Twin Cities access to high-capacity networks throughout the state. Students have faster access to records and services, while their

institutions keep costs down by combining their buying power. METNET continues to support and expand technological solutions to enhance the instructional delivery of programs offered by its consortium membership. For more information: www.metnet.edu.

Co-Located Data Centers: The Information Technology Services division of the Minnesota State Colleges and Universities and the Office of Information Technology at the University of Minnesota – Twin Cities are in the final stages of negotiating and planning for the co-location of their existing data centers at the University of Minnesota’s West Bank Office Building data center in Minneapolis. This partnership offers a strong example of the two information technology organizations leveraging existing resources to provide enhanced services to students and the state while reducing costs and improving efficiency.

Minnesota Learning Innovations Council: This council is sponsored by iSeek Solutions and co-chaired by the University of Minnesota and MnSCU. It was created to review and approve proposals that support the Minnesota Digital Learning Plan (www.digitallearning.state.mn.us) and to fund projects that have an educational focus, serve a well-defined need in the state and have a potential statewide impact. Applicants must be part of a partner organization (other agencies or organizations may apply if sponsored by a partnering organization). Two or more partner organizations or members of partner organizations must collaborate on the proposal which should identify specific deliverables that can be achieved within the requested budget. Projects receiving approval include:

- Course Applicability System (CAS) used by the University of Minnesota and MnSCU campuses
- eTranscript for seamless and paperless transfer of academic transcripts
- Technology Literacy Initiative
- Marketing University of Minnesota and MnSCU Electronic Portfolios
- e-Summit
- Alcohol and College Life Initiative
- Academic Tools
- First-Year Seminar for Parents
- Accessing Rural Health via Inter-professional Education
- Gaming & Simulation Studies & Training Certificate Program
- Online College in High School
- Leadership Minor
- e-Archive Project: learning objects to be shared
- CAS Request Import Interface & eTranscript Application for electronic sending/receiving of transcripts
- 21st Century Literacies – Information & Technology
- Creation of LOREC - the Learning Objects Repository Education Consortium
- LOREC Teaching Archive Addendum
- Web-based clearinghouse for MN K-12 online courses/programs
- First-Year Seminar for Parents – student finances

iSEEK: iSEEK (Internet System for Education and Employment Knowledge) is a Web-based gateway(www.iseek.org) to Minnesota career, employment, education, and business development information and services including online education. iSEEK provides information in four main areas: career exploration, educational planning, job seeking, and developing and implementing business growth strategies. iSEEK information comes from a variety of public agencies, corporations, and private organizations and is linked together in a way that saves time for the user. The program is sponsored by iSEEK Solutions, a Minnesota partnership of the University of Minnesota, Minnesota State Colleges and Universities, Minnesota Private College Council, Governor's Workforce Development Council, Minnesota Department of Education, Minnesota Department of Employment and Economic Development, Minnesota Office of Higher Education, and Minnesota Office of Enterprise Technology. For more information: www.iseeksolutions.org/about.htm.

Characterization Facility: Housed at the Institute of Technology on the Twin Cities campus of the University of Minnesota, this multi-user, shared instrumentation facility promotes materials research from nanotechnology to biology and medicine. Analytical capabilities include microscopy via electron beams, force probes and visible light; elemental and chemical imaging including depth profiling; elemental, chemical and mass spectroscopy; atomic and molecular structure analysis via X-ray, ion or electron scattering; nanomechanical and nanotribological probes; and other tools for surface and thin-film metrology. The University's Characterization Facility is collaborating with MnSCU institutions to make this unique and powerful tool available to nanotechnology, science and other classes – either in person or via remote access, thus maximizing use of this facility as well as providing more students opportunities to explore and learn with these tools.

Other Collaborative Initiatives

Healthy Campus Initiative: Funded by a grant, the University of Minnesota's Boynton Health Service has created a project entitled the Healthy Campus: Tobacco-Free Initiative. The Minnesota State Colleges and Universities has supported these efforts through the work of an Office of the Chancellor staff member who participates as an advisory committee member. Through these efforts 18 Minnesota State Colleges and Universities have participated in the Healthy Campus Network established through this project.

Twin Cities Health Service: Based on a cooperative working relationship between the Minnesota State Colleges and Universities and the University of Minnesota's Boynton Health Service, Minnesota State Colleges and Universities students who purchase and use the system's endorsed student accident and illness insurance may access services through Boynton Health Service. This provides an additional health service option, especially for those Twin Cities community college, technical college, and state university students who do not have access to a campus health service.

Interpreter Resource Center: Under the auspices of the University of Minnesota's Office of Disability Services, a group has been formed to provide feedback to the U.S. Department of

Education regarding an upcoming project for the training of interpreters for individuals who are deaf or hard of hearing and individuals who are deaf-blind. Administrators from the Office of the Chancellor and from St. Paul College have been engaged in this cooperative effort which could result in further cooperative efforts in this area.

IV. PROGRAM DUPLICATION

There is little duplication of academic programs offered by the Minnesota State Colleges and Universities and the University of Minnesota in the metropolitan area (see Tables 12 and 13). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities' metropolitan institutions offer no doctoral or first professional degrees. A comparison of baccalaureate and master's degree programs offered by Metropolitan State University and the University of Minnesota – Twin Cities reveals an apparent overlap of only 33 programs (out of a total of 45 baccalaureate and master's degree programs at Metro State, and 402 total degree programs at the University of Minnesota). However, in some instances, the overlap is in name only, and not substantively duplicative in program offerings.

The distribution of specific degree programs and patterns of enrollment for Metro Alliance institutions and the University's Twin Cities campus follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management, education, and nursing, as well as appropriate specializations. For example, the Minnesota State Colleges and Universities offers all of the degree programs in law enforcement, and the University of Minnesota offers all of the M.D. degrees.

Table 12. Metropolitan-area degree programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2006.

Degree	U of M	MnSCU	Total	Duplicates
Associate	0	370	370	0
Certificate	0	415	415	0
Diploma	0	204	204	0
Baccalaureate	162	66	228	26
Master's	131	33	164	7
Doctoral	104	0	104	0
First Professional	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
Total	402	1,088	1,490	33

Source: University of Minnesota; Minnesota State Colleges and Universities

Table 13. Metropolitan-area program duplication at the University of Minnesota and the Minnesota State Colleges and Universities, 2006.

Baccalaureate Programs		Master's Degree Programs
Accounting	Human Resources Management	Business Administration
Applied Mathematics	Human Services/Family Social Sciences	Computer Science
Alcohol and Drug Counseling	International Business	Nursing
Business Administration	Management Information Systems	Management Information Systems
Communications	Marketing	Psychology
Computer Science	Nursing	Public Administration
Early Childhood Education	Philosophy	Technical Communication
Economics	Psychology	
Education	Social Work	
English	Technical Communications	
Ethnic Studies	Theatre Arts	
Finance	Women's Studies	
History	Writing	

V. CREDIT TRANSFER

Policies and Practices

Effective credit transfer policies are an essential component of cooperation and collaboration between the Minnesota State Colleges and Universities and the University of Minnesota. Both systems are committed to helping students graduate in a timely way, and both agree that transfer, by itself, should not delay graduation. Studies indicate that students who transfer to the University of Minnesota graduate with approximately the same number of credits as students who begin at the University as true freshmen. In other words, transfer students are not disadvantaged in time-to-degree.

Improved awareness and understanding of transfer policy have led to a transfer-friendly environment wherein prior coursework is assessed in the most generous terms consistent with the degree requirements. The University of Minnesota and the Minnesota State Colleges and Universities offer significant transfer credit for coursework taken at other accredited institutions. Broad policy guidelines for receiving transfer credits are as follows:

- Regional accreditation serves as the primary criterion for determining the transferability of coursework. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all of the Minnesota State Colleges and Universities. Transfer among the Minnesota State Colleges and Universities and the University of Minnesota is grounded in this common accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not the coursework is comparable to coursework they offer. When individual reviews are required to determine course transferability, courses are evaluated by such factors as course level, course syllabus, and texts used.
- Institutions also consider the appropriateness of the coursework for meeting the requirements of degrees or certificates.

The basic principle is that “like transfers to like.” At the extreme end of the spectrum, a short-term technical certificate may not be appropriate for inclusion in a baccalaureate degree, even if it is offered by an accredited school. The reverse is also the case – liberal arts coursework earned toward a baccalaureate degree may not be incorporated in short-term technical certificates. These principles are important in ensuring that students who receive degrees from either system are doing so by completing coursework that is appropriate to their degree program.

Cooperative Transfer Programs

The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, a transfer curriculum, a transfer specialists’ network, and articulation committees in various disciplines. Since 1991, when the two systems submitted to the Legislature a joint plan

and report, *Progress in Improving Student Transfer*, transfer across systems throughout the state has improved greatly. The following summarizes several key transfer initiatives.

Minnesota Transfer Curriculum (MTC): The Minnesota Transfer Curriculum, established in 1994, provides a framework within which each public institution in the state defines its lower-division general education. Students who complete the transfer curriculum at any institution and have it noted on their transcripts are exempt from any lower-division general education requirements at any Minnesota public institution to which they may transfer. The agreement works well for students transferring to four-year institutions from community colleges and from consolidated community and technical colleges.

The 2001 Legislature incorporated general education transfer language in the Education Omnibus Bill (Special Session S.F. 11), which requires the transfer of University of Minnesota – Twin Cities courses among the Minnesota State Colleges and Universities’ institutions. The MTC Oversight Committee, comprised of faculty and administrators from the Minnesota State Colleges and Universities and the University of Minnesota, provides continuous oversight of the program and makes changes, as appropriate, to improve it.

Policy changes following the Minnesota State Colleges and Universities merger authorized technical colleges to offer associate of applied sciences (A.A.S.) degrees and the related general education curriculum. However, standard practice typically did not accommodate the transfer of credits from technical colleges to the University of Minnesota. In response to the 2001 legislation regarding the transfer of general education courses, courses from technical colleges are now submitted to the Office of the Chancellor for the Minnesota State Colleges and Universities for peer faculty review and recommendation for inclusion in the Minnesota Transfer Curriculum. The Minnesota State Colleges and Universities has used this peer review process for four years and has approved 198 courses to date. The University of Minnesota has agreed to accept the resulting recommendations. In this way, appropriate coursework completed at all the Minnesota State Colleges and Universities, including technical colleges, is accepted for transfer to the University of Minnesota.

Metro Alliance institutions have collaborated to improve transfer of general education and other courses. All Metro Alliance institutions offer all or part of the Minnesota Transfer Curriculum and accept the completed Minnesota Transfer Curriculum toward meeting the general education requirements for their programs. When students do not complete the entire Minnesota Transfer Curriculum, institutions accept transfer of individual courses and completed goal areas.

The Minnesota Transfer Curriculum Web site (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, the Minnesota State Colleges and Universities and University of Minnesota faculty and staff, and others on post-secondary education, public and private, in Minnesota. Included on the site are the following:

- **Transfer Resources:** Orientation, course catalogs, programs and majors, campus contacts and Web sites, credit for prior learning, transfer agreements, and guidelines and procedures.

- Tips for Transfer: Credit for prior learning, courses, hints for online success, transfer credit limits, and a guide to the University of Minnesota – Twin Cities.
- Student Services: Campus links for child care and disability services, campus crime statistics, financial aid information, international students, online learning and textbooks, and libraries.
- High School Students: Advanced placement, automotive technology project, campus Web sites, Post-Secondary Enrollment Options (PSEO), and tech prep resources.
- Educators and Advisors: Transfer and articulation programs, agreements, and guidelines; curriculum guides; print and online resources; and essential Web links.

The Web site has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at the secondary and post-secondary level. Use of the website has steadily increased over the years with the average hits per month now exceeding 150,000.

Complementing the MTC Web site are numerous publications produced by the Minnesota State Colleges and Universities and the University of Minnesota. The Minnesota State Colleges and Universities' *Guide to College Transfer* answers common questions and describes the steps in the transfer process. The guide includes contacts and locations for the Minnesota State Colleges and Universities colleges and universities, information on transferring to the University of Minnesota, and how to obtain information for other Minnesota colleges or universities. The University of Minnesota produces a 44-page *Transfer Student Guide* (http://admissions.tc.umn.edu/PDFs/06-07_trans_book.pdf) that leads students through the application process, tells students what to expect after they have been admitted, and provides other information on topics such as financial aid, honors programs, housing, transportation, and extracurricular activities.

iSEEK and MnVU (see Section IV: Collaborative Programs) also support the transfer process by helping students to access higher education statewide and put education in a work/career context.

Transfer Specialists' Network: Every campus has one or more designated transfer specialists who can answer students' questions about transfer to or from that institution. Cooperative efforts to discuss issues and resolve problems are handled through several means. An annual spring conference includes the University of Minnesota, the Minnesota State Colleges and Universities, and private college transfer specialists. The Minnesota State Colleges and Universities transfer specialists also hold a fall conference. The transfer specialists are in regular phone and e-mail contact and use the cooperative web site (www.mntransfer.org) to share information.

Articulation Councils: Discipline-based faculty groups improve statewide articulation in specific discipline areas. Some councils are internal to the Minnesota State Colleges and Universities (e.g., accounting) while others include University of Minnesota representation (e.g., nursing).

Degree Audit Reporting System (DARS): The Minnesota State Colleges and Universities and the University of Minnesota use Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. The University of Minnesota has used DARS since 1989, while the Minnesota State Colleges

and Universities started system-wide implementation in 1999. Together, the two systems are using DARS transfer articulation data to build the Web-based Course Applicability System (CAS) which allows transfer students to review the acceptance and applicability of their transfer credits from one institution to another, via the Web, before transferring. For more information: www.dars.muohio.edu and www.transfer.org.

SPEEDE/XML and ExPRESS: SPEEDE/XML (Standardization of Post-secondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and post-secondary student transcripts between and among the University of Minnesota and MnSCU institutions. XML (Extensible Markup Language) is the latest technology for exchanging data electronically and is the standard used by Minnesota State Colleges and Universities and the University of Minnesota. Post-secondary electronic transcript exchange began during the 2006-2007 fiscal year.

Course Applicability System (CAS): CAS allows students to compare their completed or planned courses against program requirements at another institution before they transfer. CAS, a front-end system to DARS, uses Web-based technology to enable students, parents, and counselors from around the United States to determine the transferability and applicability of college coursework to a MnSCU institution or a campus of the University of Minnesota. In September 2006, MnSCU and the University of Minnesota completed an effort to educate and inform high schools in Minnesota about the use of MnCAS for their students who have completed college credit courses as high school students. Plans are under way to explore the possibility of Minnesota private colleges and universities to join the CAS network as well. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. For more information: www.mncas.org.

Conclusion

Transfer between the University of Minnesota and the Minnesota State Colleges and Universities works better than ever. However, the two systems continue to evaluate and manage transfer so that it meets student needs and supports program integrity.

VI. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

P-16 Education Partnership

The Minnesota State Colleges and Universities and the University of Minnesota recognized years ago that a forum was needed to discuss policies, manage overlapping and mutually supportive programs, explore promising initiatives, and accommodate regular communication and mutually beneficial planning among the higher education community and P-12 systems in the Twin Cities metropolitan area. Most importantly, a formal partnership would illustrate the shared commitment to working together to achieve quality and accountability across the education continuum.

The Minnesota P-16 Education Partnership, established in 2003 as a voluntary, statewide collaboration, continues to grow and evolve and to provide opportunities for the University of Minnesota and the Minnesota State Colleges and Universities, along with 13 other partners, to address needed educational reforms throughout the state. Accomplishments to date include:

- An eMentoring program for new teachers that has been operating for more than a year, pairing experienced teachers with new teachers in their first three years of practice;
- Research supporting development of an aligned math assessment that would assess late high school learning and college readiness. This research is informing work under way at the Minnesota Department of Education regarding its Minnesota Comprehensive Assessment (MCA) for 11th grade mathematics;
- The design for a major research study on the factors leading to high levels of placement into developmental/remedial college and university courses; and
- Most recently, the Partnership has focused on the findings and recommendations of The Teaching Commission and on shaping recommended responses for consideration by the Governor and Partnership members to ensure high-quality teaching and learning in Minnesota.

College Preparation

Since 1991, the University of Minnesota and the Minnesota State Colleges and Universities have admitted students to baccalaureate programs under a common set of preparation requirements. These include four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. Specific requirements within these disciplines are formalized within University of Minnesota and Minnesota State Colleges and Universities policy and are widely communicated to students in a variety of publications and websites. Since adoption of these joint preparation requirements, a growing number of students have completed a college preparatory curriculum in high school. Additional improvements in student preparation are being sought collaboratively through the Minnesota P-16 Education Partnership.

However, all Minnesota public post-secondary institutions also admit some students who have need for remedial and/or developmental instruction, and all of Minnesota's public post-secondary institutions offer at least one course in remedial mathematics, reading, or writing. Nationally, 93 percent of public institutions offer some remedial and/or developmental courses.

Developmental and remedial courses and services help students develop basic academic skills necessary for successful college-level study and generally are in the areas of reading, writing, mathematics, study skills, and English as a Second Language (ESL). Developmental and remedial courses carry college credit for financial aid and athletic eligibility purposes, but not all may be used to meet requirements for a diploma, certificate, or degree. Most institutions also provide academic support programs that do not generate credits. Learning centers, supplemental instruction, tutoring, and advising programs are examples of such academic support.

Developmental and remedial instruction expands access to higher education for those students who have the ability to succeed in college, but need extra help to improve their basic skills. The Minnesota State Colleges and Universities have the mission of providing open door access to higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of years and have forgotten skills they once had mastered. The Minnesota State Colleges and Universities have the most extensive array of remedial courses and academic support services.

The remainder of this section focuses on several activities that are designed to reduce the number of recent high school graduates who are not academically prepared for college-level work.

Cooperative Reporting to Minnesota School Districts

In 1993, the Minnesota Legislature directed the public post-secondary systems to report annually to school districts on the extent and content of remedial education received by recent Minnesota high school graduates (Chapter No. 351, H.F. 1245 Section 40). The Minnesota State Colleges and Universities and the University of Minnesota cooperate in the development of joint reports so that school districts receive one comprehensive report each year that provides information on the enrollment of their graduates in post-secondary developmental and remedial courses.

The stated purpose of these reports is to assist school districts "...in developing academic standards, determining specific areas of academic deficiency within the secondary school curriculum, and improving instruction." The legislation also amended state data practices statutes to allow the colleges and universities to disclose individually identifiable data on high school graduates to each school district.

The following findings are from the University of Minnesota and the Minnesota State Colleges and Universities joint report, *Getting Prepared: A 2005 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- 36 percent of Minnesota public high school graduates in 2002 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2000-2001 academic year (University of Minnesota, 8 percent; Minnesota State Universities, 29 percent; Minnesota State Colleges, 46 percent).
- 8 percent of the 2002 high school graduates who enrolled at the University of Minnesota took at least one developmental course while 2 percent took two or more developmental courses. 42% of the 2002 high school graduates who enrolled in state colleges took at least one developmental courses while 20% took two or more courses. 29% of the 2002 high school graduates who enrolled in state universities took at least one developmental courses while 3% took two or more courses.
- 56 percent of the developmental credits taken by the 2002 graduates were in mathematics courses; 24 percent were in writing courses. Courses in mathematics constitute a disproportionate percentage of the developmental credits taken by the 2002 graduates at Minnesota public colleges and universities (University of Minnesota, 99 percent; Minnesota State Universities, 82 percent, Minnesota State Colleges, 51 percent).

Both post-secondary systems are engaged in ongoing and comprehensive analyses of data on high school graduates who enroll in remedial courses in college in an effort to better understand the population and to predict needs and performance expectations.

Consortium for Postsecondary Academic Success

In July, 2006, the University of Minnesota created the Consortium for Postsecondary Academic Success to build and broaden the pipeline to higher education across Minnesota. The consortium works to achieve that mission by bringing the resources of the University together to implement two overarching strategies:

- Helping more students successfully navigate the current preK-12 system to prepare for, enroll in, and graduate from an institution of higher education; and
- Reforming the preK-12 system to ensure that all students graduate from high school and complete a postsecondary program from a technical school, a two-year institution, or a four-year college or university.

The consortium pursues both of these strategies through close partnerships with the Minnesota State Colleges and Universities System, Minnesota's private colleges, schools and school districts, state government, educational associations, community organizations, and businesses. During its first six months of operation, the Consortium for Postsecondary Academic Success has worked with these partners to launch the Minnesota Principals Academy, the Minnesota's Promise education reform initiative, the Minnesota Prep for Postsecondary Plan Project and the Minnesota College Coach Collaborative.

Collaboration for Faculty Development in Developmental Education

The Twin Cities Metropolitan Higher Education Consortium sponsored a major conference in 2005, “Building Bridges for Access and Success from High School to College: Meeting the Needs of Twin Cities Under-Served Students.” The conference identified critical issues related to college readiness and high school preparation for under-served students, demonstrated successful practices, highlighted current policies and research, shared information about programs, and provided perspectives on future trends and issues. The conference was an outgrowth of conversations between leadership from both systems on how to work more closely together to address important higher education issues unique to the Twin Cities.

Conclusion

The 2007 post-secondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens. Continued effective collaboration between the Minnesota State Colleges and Universities and the University of Minnesota remains among the two systems’ highest priorities.