

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

February 2009

**Minnesota State Colleges and Universities
University of Minnesota**

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Legislative Language

Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS

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 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 postsecondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal 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.

Executive Summary

The 2009 Postsecondary Planning Report is the fourth report produced jointly by the Minnesota State Colleges and Universities and University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

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

Collaborative Programs

- During the past 10 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 over 200 programs.
- 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 and citizens throughout the state.
- Other collaboration between the two systems occurs through programs and initiatives in P-16 Partnerships, the Postsecondary Enrollment Options Program, and University of Minnesota Extension.

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 over 1,500 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 43 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, and electronic transfer data software systems.
- 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 populations for postsecondary education opportunities.

Metropolitan Higher Education Demand and Capacity

The continuing growth and increasing diversity of the Twin Cities population present challenges and opportunities that 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 approximately 25 percent over the next 27 years.
- The metropolitan population is aging similar to 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.
- Most of the growth in the Twin Cities labor force will be in the 45-64 age category with the 16-44 age group growing marginally over the next 12 years. Most of the available workforce is already in place unless there is a major in-migration of immigrant or other groups.
- 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 96,000 full-year equivalent students per year, including substantial enrollments of students of color. While enrollments have recently stabilized, continuing future growth is projected.

I. INTRODUCTION

The Minnesota State Colleges and Universities and the University of Minnesota are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 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 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 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 2009 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 decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint postsecondary programs for the metropolitan area through formal agreements.

The 2009 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: Postsecondary Missions:

Subdivision 1. Statement of missions. The legislature recognizes each type of public postsecondary 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 postsecondary 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 postsecondary 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.

In the past few years, both public systems of higher education have taken significant steps to respond to the demands for an educated workforce and to ensure collaboration. The University of Minnesota has initiated several programs to serve the Twin Cities metro area, including the following examples specifically targeted to address issues of student preparation, affordable access, and neighborhood support:

- The College Readiness Consortium, instituted in 2006, works to build and broaden the higher education pipeline through local partnerships. This has led to the creation of the Minnesota Principals Academy and a Web-based clearinghouse of University resources for families and educators.
- The University of Minnesota Founders Free Tuition Program guarantees grant and gift assistance at least equal to tuition and required fees for all incoming students who are Minnesota residents and eligible for federal Pell grants. Currently the program provides support to 4,700 low-income students.
- As a member of the Northside Partnership, the University helps to maximize the health, vitality, promise, and opportunity of north Minneapolis by providing services to professionals, practitioners, and the public; investing financial resources for economic development; providing jobs; and offering educational opportunities within the community.

The Minnesota State Colleges and Universities system has focused its efforts on strategically responding to the changing needs of the Twin Cities metropolitan area and the State of Minnesota by providing more accessible learning opportunities, including:

- A major market study of non-traditional student populations in the Twin Cities to identify factors contributing to their pursuit of lifelong learning.
- A metro area plan for expanding access to baccalaureate and graduate offerings primarily through expanding capacity at Metropolitan State University and offering more university programming at current two-year institutions in the Metro Alliance.
- Recent legislative approval to offer selected applied doctoral programs at our state universities in areas not offered by the University of Minnesota.
- Development of the Power of You program which provides high school graduates of Minneapolis or Saint Paul public schools the chance to attend Metropolitan State University, Minneapolis Community and Technical College or Saint Paul College tuition-free for 2 years or 72 credits with support services to ensure the academic success of the students.

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. COLLABORATIVE PROGRAMS AND SERVICES

The Minnesota State Colleges and Universities and the University of Minnesota share an obligation to increase options for Twin Cities citizens who desire postsecondary 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 postsecondary 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 degrees awarded. The Minnesota State Colleges and Universities dominate 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:

- Academic Program Partnerships
- Minnesota Cooperative Admissions Program (MnCAP)
- Postsecondary Enrollment Options (PSEO)
- University of Minnesota Rochester
- Center for Allied Health Programs
- University of Minnesota Extension
- Minnesota Area Health Education Center
- Library and information technology resources
- Other collaborative initiatives

Academic Program Partnerships

During the past 10 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 over 200 academic programs, as well as over 40 collaborative activities to share resources, knowledge and strategies for advancing higher education across Minnesota.

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 enrolled in one system to apply approved coursework toward completion of a degree at an institution in 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, University of Minnesota and 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. Collaborative programs between the two systems are listed in Appendix B.

Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement between the University of Minnesota and seven of the Minnesota State Colleges and Universities' 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 the seven metropolitan area community colleges (Anoka-Ramsey, Century, Inver Hills, Minneapolis, Normandale, North Hennepin and Saint Paul College) and six of the seven 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) as well as those students who did not previously apply 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.

Postsecondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options program, also known as PSEO, was created in 1985 as a means to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students receive high school and college/university credit for college or university courses that are completed.

Educators from the Minnesota State Colleges and Universities; the University of Minnesota, Duluth; the University of Minnesota, Crookston; and the University of Minnesota, Twin Cities meet regularly to share information about best practices and quality standards for concurrent enrollment or “college in the schools,” the most common form of PSEO in the state. This collaboration has been formalized since 2004 as MnCEP (the Minnesota Concurrent Enrollment Partnership), a voluntary partnership that meets twice each year in order to provide institutional representatives with opportunities to learn about the array of programs in place in Minnesota; identify and share best practices; develop communications tools to inform students, parents, and policymakers about MnCEP learning opportunities; build and advance a shared research agenda focused on measuring the quality of MnCEP; and identify opportunities for collaboration and improvement.

University of Minnesota, Rochester

In 2006 the University of Minnesota, Rochester (UMR) became the fifth campus of the University system. As a campus Rochester is charged with providing quality academic programming, research and public engagement with an emphasis in health sciences, informatics, technology and related fields. The future for UMR is focused on serving the needs of southeastern Minnesota through public and private partnerships.

UCR Partners: Though the University of Minnesota, Rochester is no longer located on the University Center Rochester (UCR) campus with Rochester Community and Technical College (RCTC) and Winona State University (WSU), UMR continues to work with UCR partners in areas of education and community engagement. The UMR chancellor meets with RCTC and WSU leaders throughout the year to discuss educational planning and campus development and to explore opportunities to serve the region. UMR has a focused educational programmatic structure designed not to duplicate programs or delivery of what is currently available and for which regional demand is satisfied.

In addition to collaborations in academics, UMR, RCTC and WSU continue to work jointly in outreach to the community, in marketing, and on joint institutional research projects. Decisions on collaborative efforts are based on mutual benefit, cost efficiencies, and impact on prospective or existing students.

Partnership Programs: Using creative program organization and a variety of delivery technologies, UMR works to meet regional educational requirements through partnerships with other University of Minnesota campuses. Partnership programs currently serve more than 400 students in programmatic areas that support the economic development of the region and are not available through other educational institutions. For more information: www.t.umn.edu.

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 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 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 is the lead institution for HealthForce, one of the Minnesota State Colleges and Universities' four Centers of Excellence established in 2005.

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 institutions of the Minnesota State Colleges and Universities, 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 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. For more information: www.cahp.umn.edu.

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. The Minnesota State Colleges and Universities system faculty and staff work with University of Minnesota Extension educators in delivering an array of education and training programs. For instance, educators from both systems participate in providing information and education for students enrolled in the Minnesota Farm Business Management Education and other college and university agriculture, food, and natural resource programs. Likewise, educators from both systems assist in providing professional and continuing education for faculty and staff. System leaders also cooperate in developing strategies to address the economic and community development opportunities and challenges facing Minnesotans. For more information: www.extension.umn.edu.

Minnesota Area Health Education Center

Minnesota Area Health Education Center (MN AHEC) is a network of community and academic partners committed to meeting the health professional workforce needs of underserved areas of greater and urban Minnesota. MN AHEC focuses on the primary care workforce of physicians, dentists, nurses, pharmacists, public health professionals and other health professions leaders. It accomplishes its goals by working at a local level to nurture an interest in health careers among youth; identify and support students with an interest in rural health; further develop an infrastructure for disciplinary, interdisciplinary, and community-based clinical rotations; and support health professionals at the regional level with professional development opportunities.

Minnesota AHEC, sponsored by the University of Minnesota, collaborates with many Minnesota State Colleges and Universities campuses across the state to implement strategies to educate, recruit and retain primary care professionals. For more information: www.mnahec.umn.edu

Library and Information Technology Resources

MnLINK: The University of Minnesota and the Minnesota State Colleges and Universities Libraries jointly implemented 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 have improved access to the collections of both higher education systems using the same online automation system. All libraries at the University of Minnesota and the Minnesota State Colleges and Universities are on the enterprise Ex Libris Aleph System. For more information: www.mnlink.org.

MINITEX Library Information Network: Based within the University of Minnesota’s 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 the Minnesota State Colleges and Universities’ requests (over 40,132 in FY08) are filled from the collections of the University Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the MINITEX delivery system.

Through an arrangement managed by MINITEX, the University Libraries provide the systems and software support for state-of-the-art “linking services” for St. Cloud State University and Winona State University. These services allow library users to link directly to specific full-text electronic articles and books at point-of-need or interest. MINITEX also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). The Minnesota State Colleges and Universities faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information: www.minitex.umn.edu.

Web Content Management and Tools: With support from the Learning Innovations Council in 2005, a project named "Deployment of U of M developed Academic Tools in MnSCU" resulted in broad-based Minnesota State Colleges and Universities installation of library web content management software and web-based student tools developed by the University Libraries. These resources, *LibData* and the *Assignment Calculator*, are heavily used software applications among the largest institutions in the Minnesota State Colleges and Universities system.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking involving the University of Minnesota and the Minnesota State Colleges and Universities four-year libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Through MDL, the rich and distributed historic resources of the state’s cultural heritage organizations are harnessed from organizations big and small. Administratively managed by MINITEX, the MDL has digitized and delivered over 32,000 images, documents, and maps contributed by 100 cultural heritage institutions across Minnesota. MDL has further partnered with K-12 teachers to develop multimedia educational modules and programming based on these resources. For more information: www.mndigital.org.

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

Minnesota Learning Commons (MnLC) is a partnership of key state public education organizations led by the University of Minnesota and the Minnesota State Colleges and Universities. Other partners include the Minnesota Department of Education, Minnesota Online Learning Alliance, Mindquest Academy, iSEEK, CareerOneStop, Minnesota Online (MnSCU) and Digital Campus (UofM). The goals of MnLC are to:

- Provide a one-stop access point for online, public education courses and programs
- Provide easy access to digital resources available in the state including online library databases

- Promote seamless and effective transfer of credit including opportunity for a credit bank

When fully realized MnLC will provide an online support center to assist students, parents and educators with questions about educational opportunities. Resources available through the support center will include educator-reviewed and safe reference materials, supplemental curricula to enhance instruction, online courses in a variety of subjects, including foreign languages and advanced level courses and PSEO, College in the High School, Advanced Placement (AP) and other opportunities. Through joint development and sharing of resources, best practices, content and services, the public education sector will more effectively serve students and educators. For more information: <http://www.sewardinc.com/mnlc>.

iSEEK: iSEEK (Internet System for Education and Employment Knowledge) is a web-based gateway 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 to save 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 the Minnesota State Colleges and Universities 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. For more information: www.charfac.umn.edu.

Other Collaborative Initiatives

Healthy Campus Initiative: The University of Minnesota's Boynton Health Service has created a project entitled the Healthy Campus Initiative. The Minnesota State Colleges and Universities has supported these efforts financially and through the work of an Office of the Chancellor staff member who participates as an advisory committee member. Through these efforts state colleges and universities have participated in the Healthy Campus Network established through this project. In addition, the Office of the Chancellor has funded an additional focus for this study that gathers data on the specific health-related issues of students who are veterans.

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.

Oral Health Practitioner Initiatives: Concerns related to serious gaps in dental care access and increasing costs prompted the University of Minnesota School of Dentistry and the Minnesota State Colleges and Universities to consider proposing programs to educate "mid-level" dental providers, which are dental professionals new to the continental United States but recognized members of dental care teams in many other industrialized nations.

A delegation including faculty and administration from the School of Dentistry, members of organized dentistry, representatives from the Minnesota State Colleges and Universities, and other interested parties visited existing dental therapy programs in Canada, New Zealand, and England in order to gather information about best educational practices and how mid-level dental providers can be most effectively utilized.

The University of Minnesota School of Dentistry is launching two programs in 2009, a Bachelor of Science in Dental Therapy (BSDT) and a Master's of Dental Therapy (MDT). Graduates of either of these programs will perform dental assessments and treatments that are different from those practiced by dental hygienists or dental assistants, but are more limited in scope as compared to the practice of a dentist.

In 2006, the Minnesota State Colleges and Universities approved a Master's of Science in Oral Health Practice, offered by Metropolitan State University. The program will admit baccalaureate-prepared dental hygienists with significant clinical experience and prepare them to deliver a carefully-designed scope of practice in a range of under-served settings, through a team-centered practice model governed by detailed collaborative management agreements with practicing Minnesota dentists.

Each of these programs is expected to graduate professionals to work with under-served populations within Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership between the University of Minnesota School of Dentistry, Hibbing Community College and the City of Hibbing. The Clinic has significantly increased access to dental care for uninsured, underserved, and public program patients in the ten-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students.

Since 2002, there have been 29,772 patient visits involving 285 University of Minnesota dental students. The Hibbing Community College Dental Assisting Program now enrolls a full class of 30 assistants with an active waitlist compared to nine assistants enrolled in 2002.

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered by the Minnesota State Colleges and Universities and the University of Minnesota in the metropolitan area (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities' metropolitan institutions offer one doctoral degree and no first professional degrees. A comparison of baccalaureate and master's degree programs offered by the University of Minnesota Twin Cities, Metropolitan State University and other state universities that offer programs in the Twin Cities reveals an apparent overlap of 43 programs (out of a total of 115 baccalaureate, master's and doctorate degree programs offered by state universities², and 379 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. In other instances, such as those in the business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems.

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.

Recently, the Minnesota State Colleges and Universities conducted a survey of non-traditional student age residents in the Twin Cities area. The study findings highlighted the growing need for continuing education and updating of skills in the current workforce. Of particular note is the interest in convenient access to baccalaureate and graduate degree offerings requiring that additional program capacity be developed in the metropolitan area including the use of online and other delivery models.

Table 1. Metropolitan-area degree programs offered by the University of Minnesota and the Minnesota State Colleges and Universities, 2008.²

Degree	U of M	MnSCU	Total	Duplicates
Associate	0	388	338	0
Certificate	0	436	436	0
Diploma	0	212	212	0
Baccalaureate	139	79	218	25
Master's	131	35	166	17
Doctoral	104	1	105	1
First Professional	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
Total	379	1,151	1,530	43

Source: University of Minnesota; Minnesota State Colleges and Universities

² Includes programs delivered in the Twin Cities area that are offered by state universities from outside of the metropolitan area.

Table 2. Metropolitan-area comparable programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2008.

2008 Baccalaureate Programs		2008 Master's Degree Programs
Accounting Applied Mathematics Alcohol and Drug Counseling Business Administration Communications Computer Science Construction Management Early Childhood Education Economics Elementary Education English Finance History	Human Resources Management International Business Management Management Information Systems Marketing Nursing Operations Management Philosophy Psychology Technical Communications Theater Women's Studies	Business Administration Computer Science Curriculum and Instruction Education Educational Leadership Engineering Management Higher Education Administration Nonprofit Management Nursing Management Information Systems Psychology Public Administration Rehabilitation (counseling vs. science) Teaching and Learning Technical Communication Special Education Urban Planning
2008 Doctoral Programs		
Nursing		

Conclusion

The two systems monitor and evaluate their own programs for possible duplication and overlap and are attentive to the distinctive missions and programmatic strengths of their respective institutions. The diverse and growing needs of the Twin Cities metropolitan area combined with the need for an educated workforce require the two systems to draw on the unique capacity of institutions to provide local and flexible access to academic programs. This will be supported by collaboration between the two systems to ensure responsiveness and effective use of resources.

IV. CREDIT TRANSFER

Policies and Practices

Effective credit transfer policies are an essential component of collaboration between the Minnesota State Colleges and Universities and the University of Minnesota. Both systems are committed to students graduating in a timely way and agree that transfer, by itself, should not delay graduation. Studies indicate that students who transfer to the University of Minnesota and Minnesota State Universities graduate with approximately the same number of credits as students who begin at the institutions as incoming 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 in Minnesota 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:

- Transfer decisions are made on the basis of quality, comparability and applicability of the learning experience to the student's educational goals (Joint Statement on Transfer and Award of Credit, 2000). 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 (Policy and Good Practice in the Award and Transfer of Credit, HLC, 1999). 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 or outline, and texts used.
- Institutions also consider the appropriateness of the coursework for meeting the requirements of degrees, diplomas 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, and a transfer specialists' network. 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 (MnTC): 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 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 consolidated community and technical colleges. The Transfer Oversight Committee, comprised of faculty and administrators from the Minnesota State Colleges and Universities provides continuous oversight of the program and makes changes, as appropriate, to improve it.

The 2001 Legislature incorporated general education transfer language in the Education Omnibus Bill (Special Session S.F. 11), acceptance of Minnesota Transfer Curriculum courses and goal areas to meet Minnesota Transfer Curriculum requirements. At that time, standard practice typically did not accommodate the transfer of credits from technical colleges to the University of Minnesota. In response to the 2001 legislation, courses from technical colleges were initially 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 in 2002-2003. The Academic Affairs and Standards Councils at technical colleges now review courses for inclusion in the MnTC and determine the college's Minnesota Transfer Curriculum requirements. 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, Minnesota state colleges and universities accept transfer of individual courses and completed goal areas. The University of Minnesota accepts the entire Minnesota Transfer Curriculum, but reviews individual courses according to its liberal education requirements when students do not complete the entire Minnesota Transfer Curriculum.

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 transfer within postsecondary education, public and private, in Minnesota. The Web site has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary level. The number of hits to the Web site per month averages between 250,000 and 350,000.

Complementing the MnTransfer 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 University of Minnesota's *Transfer Student Guide* (<http://admissions.tc.umn.edu/>) 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. For each of the University of Minnesota campuses, the www.umn.edu Web site provides detailed information for transfer students:

- <http://admissions.tc.umn.edu/admissioninfo/trans.html>
- <http://www.d.umn.edu/admissions/transfer.html>
- <http://www.morris.umn.edu/prospective/transfer/index.html>
- <http://www.umcrookston.edu/admissions/requirements/transfer.htm>

These Web sites link students to transfer specialists and other important contact points on each campus and within specific colleges. Each of the colleges on the Twin Cities campus includes on its Web site specific information for prospective transfer students wishing to transfer into that college, as well as contact information for transfer specialists in the college.

iSEEK and MnOnline (see Section II: 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 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 conduct an annual training orientation for new transfer specialists. The transfer specialists are in regular phone and e-mail contact and use the cooperative Web site (www.mntransfer.org) to share information.

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 u.select website (see below) which allows transfer students to review the acceptance and applicability of their transfer credits from one institution to another before transferring. For more information: www.dars.mntransfer.org and www.uselectmn.org

U.selectmn.org: This Web site allows students to compare their completed or planned courses against program requirements at another institution before they transfer. Formerly known as Course Applicability System (CAS), this Web site uses data tables built in DARS and web-based technology to enable students, parents, and counselors from around the United States to determine the transferability and applicability of college coursework to an institution in the Minnesota State Colleges and Universities or the University of Minnesota. Students contemplating a transfer may submit their coursework to any institution within the u.select network for evaluation against that institution's academic programs. For more information: www.uSelectmn.org

Electronic Transcripts: SPEEDE/XML (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and the Minnesota State Colleges and Universities. XML (Extensible Markup Language) is the latest technology for exchanging data electronically and will be the standard used by the two systems. Postsecondary electronic transcript exchange has not yet begun.

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.

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

The Minnesota State Colleges and Universities and the University of Minnesota have elevated the importance and specific initiatives to guide the transition of students into postsecondary education. This includes efforts to define college readiness in English, mathematics, the sciences and other areas. The challenge of a growing number of underprepared students requires all Minnesota educational partners to seek collaborative solutions to prepare high school graduates as well as many non-traditional learners for postsecondary level learning.

P-16 Education Partnership

The Minnesota State Colleges and Universities and the University of Minnesota are two of the founding members of the Minnesota P-16 Education Partnership, which was established in 2003 as a voluntary, statewide collaboration focused on shared commitments to improving college preparation and transitions and supporting teacher quality. Now comprised of 21 members and currently chaired by University of Minnesota President Robert Bruininks, the Partnership is advancing its agenda in 2007-2009 through four working groups focused on:

- Defining and measuring postsecondary and workforce readiness,
- Defining postsecondary science readiness,
- Identifying policies and practices to support quality K-12 science instruction, and
- Building a statewide P-16 data system.

Through the Partnership's work, college readiness expectations have been integrated into Minnesota's K-12 academic standards in language arts and mathematics, and a similar effort is now underway in science. The P-16 Partnership has also laid the groundwork for the creation of a statewide longitudinal data system that will make it possible to follow the progress of Minnesota students from early childhood through higher education.

The work of the P-16 Education Partnership is further leveraged in partnership with the College Readiness Consortium at the University of Minnesota, created in 2006 to increase the number and diversity of Minnesota students who graduate from high school with the knowledge, skills and habits for success in higher education. The Consortium is now working at every level of Minnesota's educational system to strengthen students' readiness for success in college and other forms of postsecondary education.

The College Readiness Consortium has led the design and implementation of the Minnesota Principals Academy, a year-long executive development program that enhances the capacity of school leaders to create and sustain schools in which every student is on the path to college readiness. More than 100 principals from urban, rural and suburban district and charter public schools have completed or are currently participating in the program. During 2008, new cohorts were launched at Hibbing Community College on the Iron Range and at the University of Minnesota, Rochester. In 2009, an additional urban cohort will be launched comprised of principals from the Minneapolis and Saint Paul public schools. For more information: www.mnprincipals.umn.edu.

The College Readiness Consortium, the Minnesota State Colleges and Universities, the University of Minnesota and other partners are working on the initiative, Ramp-Up to Readiness, a dynamic new program that will guide and support junior and senior high school students through a research-based sequence of courses, projects, activities and experiences that prepare them for postsecondary success. Ramp-Up to Readiness addresses the fact that although students from all racial and income groups say they want to go on to college, too often they don't know or take the steps that will enable them to reach that goal. For more information: www.rampuptoreadiness.org or www.mnp16.org.

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 defining, measuring, and ensuring multiple pathways to college and workforce preparation are being developed collaboratively through the Minnesota P-16 Education Partnership.

However, all Minnesota public postsecondary institutions also admit some students who have need for remedial and/or developmental instruction, and all of Minnesota's public postsecondary 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.

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 postsecondary 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 postsecondary 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 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 Minnesota State Colleges and Universities and the University of Minnesota joint report, *Getting Prepared: A 2008 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- Thirty-eight percent of Minnesota public high school graduates in 2005 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2006 and 2007 academic years (University of Minnesota, 7 percent; Minnesota State Universities, 29 percent; Minnesota State Colleges, 48 percent).
- Six percent of the 2005 high school graduates who enrolled at the University of Minnesota took at least one developmental course while 1 percent took two or more developmental courses. Twenty-two percent of the 2005 high school graduates who enrolled in state colleges took one developmental course while 26 percent took two or more courses. Twenty-three percent of the 2005 high school graduates who enrolled in state universities took one developmental course while 6 percent took two or more courses.
- Fifty-seven percent of the developmental credits taken by the 2005 graduates were in mathematics courses; 21 percent were in writing courses. Courses in mathematics constitute a disproportionate percentage of the developmental credits taken by the 2005 graduates at Minnesota public colleges and universities (University of Minnesota, 99 percent; Minnesota State Universities, 84 percent, Minnesota State Colleges, 52 percent).

Both postsecondary 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.

College Readiness Research

The University of Minnesota and the Minnesota State Colleges and Universities are collaborating on two research projects that seek to identify predictors of high school graduates' readiness for college level mathematics. The standards-based High School Mathematics Curricula and College-Level STEM Achievement Study is supported by the National Science Foundation. The study is being conducted by two University of Minnesota faculty in studying how well several high school mathematics curricula prepare students for college-level mathematics and science courses. The Minnesota State Colleges and Universities system is participating in the study and providing data on a

sample of its students. The Higher Education Readiness study was conducted jointly by the two systems to focus on predictors of high school graduate readiness for college-level mathematics.

Conclusion

This 2009 report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary 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.

APPENDIX A. METROPOLITAN HIGHER EDUCATION DEMAND AND CAPACITY

Any plan for postsecondary education in Minnesota must respond to demographic trends in the metropolitan region. The changing demography of the Twin Cities continues to have an impact on the day-to-day operation of postsecondary institutions. The key demographic trends in the Twin Cities metropolitan area are increased population, an aging workforce, and increased diversity.

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. Projected population increases for the 11-county Twin Cities metropolitan statistical area (MSA) and Minnesota, 2005-2035.

County	2005 Estimate	2020	2035	Change 2005-2020	Change 2005-2035
Twin Cities MSA	3,063,707	3,583,170	3,940,130	17%	29%
Rest of Minnesota	2,128,415	2,360,070	2,506,140	11%	18%
Total	5,192,122	5,943,240	6,446,270	14%	24%

Source – Minnesota State Demographer

An Aging Population: 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 postsecondary 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.

Table 2 shows the projected Twin Cities population increase by age groups. Increases in the 16-to-44 age groups will be modest, while the most dramatic increases will be seen in the 45-and-above age groups.

Table 2. Labor force projections for Twin Cities metropolitan area, 2005-2035.

Age Range	2005	Proj. 2020	Proj. 2035	% Change 2005-2020	% Change 2005 - 2035
16 to 24	272,170	264,980	298,940	-3%	10%
25 to 44	829,480	888,890	892,660	7%	8%
45 to 64	613,470	752,620	756,260	23%	23%
65+	50,040	120,230	160,390	140%	221%
Total	1,765,160	2,026,720	2,108,250	15%	19%

As noted by the state demographer, Minnesota’s future labor force depends on two factors: growth in the working age population and rates of participation by age and gender. Future gains in the working age population are expected to be modest. Large gains in participation rates are unlikely, because levels are already high. The result is that the labor force will see less growth than in previous decades. The annual average growth rate between 1990 and 2005 was 1.3 percent. This will fall to 0.7 percent annually between 2010 and 2015 and 0.4 percent between 2015 and 2020.

Increasing Diversity: Racial and ethnic minorities make up about 15 percent of the Minnesota population, as shown in Table 3. African Americans are the largest ethnic minority population in the state; Hispanics are estimated to have surpassed Asians as the second largest. The large majority of ethnic minorities in Minnesota live in Hennepin and Ramsey counties. These growth rates continue to climb with projections that indicate a doubling of the overall minority population by 2030.

Table 3. 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	6.5%	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 4 shows minority enrollments in the Twin Cities area for the 2001-2002, 2004-2005, and 2007-2008 school years. All minority student populations increased during the period, except for American Indian students. The population of white students in the Twin Cities area has decreased significantly during the past six years.

Table 4. Race/ethnicity of public school enrollment in the 11-county Twin Cities area, 2002-2008.

	2001-2002	2004-2005	2007-08	6-Year % Change
American Indian	6,406	6,427	6,253	-2.4%
Asian/Pacific Islander	38,806	40,196	44,611	15.0%
Hispanic	20,360	27,211	33,988	66.9%
Black	54,521	61,673	69,245	27.0%
Total Minority	120,093	135,507	154,097	28.3%
Total White	379,105	365,018	353,880	-6.7%
Total Students	499,198	500,525	507,977	1.8%

Source – Minnesota Department of Education

Postsecondary Enrollment Trends

As shown in Table 5, the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities combine to serve over 96,000 full-year equivalent (FYE) students per year. Combined enrollments have grown in eight of the past nine years.

Table 5. Full-year equivalent enrollments at the Minnesota State Colleges and Universities Metro Alliance institutions and University of Minnesota – Twin Cities, FY 1999-2008.

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%
2006	44,488	-0.1%	48,160	-0.1%	92,648	-0.5%
2007	45,837	+3.0%	48,146	+0.0%	93,983	+1.4%
2008	47,926	+4.6%	48,606	+0.9%	96,532	+2.7%

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 6. 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 6. Age distribution of Metro Alliance institutions and University of Minnesota – Twin Cities, Fall FY 2008.

Age Range	Metro Alliance	UMTC
Under 20	25.6%	21.9%
20-24	31.2%	40.5%
25-34	25.1%	27.3%
35 and over	18.1%	10.3%
Unknown	4.9%	0.1%

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

Table 7 shows race/ethnicity trends for students enrolled for the four-year period 2003-2007. 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 26.4 percent of enrollment at Metro Alliance institutions in fall 2007, up from 21 percent in fall 2003. At the University of Minnesota – Twin Cities, students of color represented 17 percent of fall 2007

enrollment, up from 15.7 percent in fall 2003. In addition, University of Minnesota – Twin Cities and Metro Alliance institutions enrolled 8.0 percent and 1.1 percent, respectively, international students in fall 2007.

Table 7. Race/ethnicity of students at Metro Alliance institutions and University of Minnesota – Twin Cities, 2001-2007 headcount enrollment.

	Fall 2003		Fall 2007		% Change Fall 2003 to Fall 2007	
	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC
American Indian/ Alaskan Native	583	302	783	431	34.3%	+42.7%
Asian/ Pacific Islander	3,679	3,697	5,247	4,076	42.6%	+10.7%
Black/ African American	6,840	1,779	9,581	2,069	40.1%	+16.3%
Hispanic or Latino	1,172	915	1,612	1,070	37.4%	+16.9%
White	43,748	35,878	47,295	36,469	8.1%	+1.6%
Nonresident Alien	1,020	3,731	711	3,731	-30.3%	0.0%
Total Known	57,042	46,302	65,229	47,846	14.4%	+3.3%
Unknown	8,963	3,172	4,532	3,037	-49.4%	-4.3%
Total	66,005	49,474	69,761	50,883	5.7%	+2.8%

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.

Adapting to the Changing Needs of the State and its Population

Minnesota State Colleges and Universities and the University of Minnesota have long recognized that the institutions of higher education in the state must be responsive to the state’s changing demographics and changing needs of its citizenry. To that end, they have worked independently, as well as collaboratively, to prepare for (1) the expected increase in the Twin Cities population, (2) the aging population and decrease in labor force, (3) the increase in the number of racial and ethnic minorities in the state, (4) the increase in the number of racial and ethnic minorities in the public schools, and (5) the increasing enrollment trends in general and in particular that of students of color.

The two systems are continuing to adapt their capacity to meet the changing needs and build the diversity capacity. The financial challenges faced by the state, the Minnesota State Colleges and Universities and the University of Minnesota, as well as the increasing challenges faced in the pre-K-12 educational environment, make it critical that all parties continue to work in partnership to ensure that every student of Minnesota has the opportunity to have the quality of education that Minnesota citizens expect.

In the years ahead, the Minnesota State Colleges and Universities expect to enroll many of the additional residents who will be seeking higher education in the metropolitan area. The Board of Trustees of the Minnesota State Colleges and Universities has discussed several steps to advance planning for the metropolitan area including the following steps:

- Metropolitan State University, the system's sole upper division and graduate institution in the Twin Cities, will add fields of study and capacity along with demand for its programs. When they have capacity to offer off-campus programs in the region, other state universities with home campuses in other parts of the state will supplement Metropolitan State's programs in needed fields of study.
- Campuses of the 10 community and technical colleges in the region will be expanded when they reach capacity. To increase access to bachelor's and master's degrees, the state universities will develop additional partnerships to offer their programs on the two-year college campuses. Recent research among adult residents confirms that these campuses, which are distributed across the metropolitan area, are attractive, convenient sites for residents who need to complete their bachelor's degrees or to earn advanced credentials.
- All institutions will aggressively develop online and hybrid education programs that can serve additional residents. Online delivery provides access for parents of young children, workers with full-time jobs, and other busy people. As traffic becomes more congested, online courses are expected to become even more appealing. Online education is especially cost-effective when the need to add expensive facilities can be avoided or postponed.

The University of Minnesota is committed to recruiting, retaining, supporting and graduating a diverse student body, one that provides opportunities for first-generation college students and which reflects the increasingly diverse composition of the state—not just of the present but one that matches the projections for an increasingly diverse population over the next few decades. Among the many ways in which the University is positioned to manifest this commitment are the following:

- Ensuring affordable access through programs such as the University of Minnesota Founders Free Tuition Program, which guarantees grant and gift assistance at least equal to tuition and required fees for all incoming students who are Minnesota residents and eligible for federal Pell grants, and the Promise of Tomorrow Scholarship Drive, the largest scholarship fundraising drive in the University's 157-year history.
- Directing additional resources to pre-collegiate efforts, such as the College Readiness Consortium, to increase the number and diversity of students who graduate from high school prepared to be successful at the postsecondary level. The Consortium leverages the work being done in hundreds of University pre-collegiate programs and initiatives located in collegiate and administrative units.
- Developing academic and research initiatives to recruit, support, and retain professors with expertise in diversity who are capable of advancing curriculum and research that provides unique learning and research opportunities for students of diverse backgrounds.

Conclusion

Minnesota will continue to grow more rapidly in the Twin Cities metropolitan area than in Greater Minnesota. In addition, the citizens of this state are aging and will be more diverse. This means that the University of Minnesota and the Minnesota State Colleges and Universities in the Twin Cities need to ensure they are providing the programs and services that not only invite this more diverse and non-traditional student population to take advantage of the benefits of higher education, but maximize the potential for the success of these students.

APPENDIX B. COLLABORATIVE ACADEMIC PROGRAMS

Collaborative academic programs between the University of Minnesota and the Minnesota State Colleges and Universities allow students in residence at one system's institutions to apply approved coursework toward completion of a degree at the other system. Appendix B lists over 200 such collaborative programs.

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.M.M., Manufacturing Management Crookston – B.A.H., Bachelor of Applied Health - Online Crookston – B.S., Plant Industries Management - Horticulture
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 Duluth – B.S., Chemical Engineering Duluth – B.S., Electrical and Computer Engineering Twin Cities – B.S., Agriculture Education. Twin Cities – B.S., 2 + 2 Transfer Agreement in Horticulture
Century College	Crookston – B.M.M., Manufacturing Management Crookston – B.S., Plant Industries Management Twin Cities – B.A.E.M., Aerospace Engineering Twin Cities – B.B.E., Bioproducts and Biosystems Engineering Twin Cities – B.Bm.E, Biomedical Engineering Twin Cities – B.Ch.E., Chemical Engineering Twin Cities – B.C.E., Civil Engineering Twin Cites – B.Comp.Eng., Computer Engineering Twin Cities – B.E.E., Electrical Engineering Twin Cities – B.Geo.E., Geological Engineering Twin Cities – M.E., Mechanical Engineering Twin Cities – B.Mat.S.E., Materials Science and Engineering Twin Cities – B.S., Environmental 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 Duluth – B.S., Environmental Science Duluth – B.S., Physiology Duluth – B.A.Sc., Unified Early Childhood Studies Twin Cities – B.S., Environmental Science Twin Cities – B.S., Nutrition
Hennepin Technical College	Crookston – B.S., Manufacturing Management Crookston – B.S., Plant Industries Management

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Hibbing Community College	Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Twin Cities – B.S., Biology Duluth – B.B.A., Business Administration 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 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.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure
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 Twin Cities – B.S., Bio-based Products Engineering Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management Twin Cities – B.S., IT Engineering

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
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
Mesabi Range Community and Technical College	Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology 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
Minnesota State Community and Technical College	Crookston – B.S., Business Mgmt-Management Emphasis
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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
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
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
Ridgewater Community College	Twin Cities – B.A., Agriculture, Food, or Environmental Education Crookston – B.S., Technical al Studies Crookston – B.S., Manufacturing
Rochester Community and Technical College	Twin Cities – B.A.S., Manufacturing Technology 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
Vermillion Community College	Crookston – B.S., Natural Resource Management Crookston – B.S., Water Resource Management Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration

Vermillion Community College (continued)	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.S., Mathematics Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics
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Source – Minnesota State Colleges and Universities, University of Minnesota.

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.
	Twin Cities	Century College President is involved with the University of Minnesota's <i>Ramp Up to Readiness</i> project.
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 prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	University-wide	Inver Hills Community College and the University of Minnesota offer 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.
	Twin Cities	Dakota County Technical College President sits on the UMore Park Advisory Council, and the administrative team here participates with planning for the future UMore Community.
	Morris	The Chancellor of UM Morris is a member of the Executive Steering Committee on the College's Green Campus Initiative.
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program to begin in Fall of 2009.
	Twin Cities	An Area Health Education Center (AHEC) sponsored by the University of Minnesota is located at the Fergus Falls campus of Minnesota State Community and Technical College.
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.
	Twin Cities	University of Minnesota Family Practice residents obtain clinical experience in sports medicine at the Minnesota State University Mankato athletic training facility.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Minnesota State University-Moorhead	Twin Cities	Twin Cities - M.S. in Social Work at Minnesota State University-Moorhead via distance education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota's Wilson Library.
	Twin Cities	The two universities share ROTC benefit administration
	Twin Cities	The two universities collaborate on providing a master's degree in public health nursing.
North Hennepin Community College	Twin Cities Morris Duluth	North Star Stem Alliance – LSAMP grant – Joint program between multiple institutions to raise the number of under-served students in the STEM fields.
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, institutions are offered an opportunity to survey students on healthy behaviors and 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	Partnership with UM Digital Technology Center for development and research in virtual reality, visualization and serious games, funded under an NSF grant.

Office of the Chancellor (Continued)	University Wide	Since 2000, the Course Applicability System (CAS) website was set up jointly with data from the University of Minnesota and MnSCU. CAS became u.select in September 2008. Funded by iSEEK, this cooperation allows students, advisors, and parents 24/7 access to transfer information between and among all public higher education institutions in Minnesota as well as other non-public, non-Minnesota feeder institutions.
	Twin Cities	Project to implement electronic transcript exchange. Lack of technical resources has kept implementation from happening, but the current plan is that as soon as MnSCU has the capability to send and receive transcripts via the AACRAO Texas Server using XML technology, exchange will take place between MnSCU institutions and the University of Minnesota.
Rochester Community and Technical College and Winona State University	Rochester	Shared facilities
	Rochester	Computer resources
	Rochester	Graphic Design & Studio Art (Digital Art & Photography)
	Rochester	Coordinated marketing and outreach
	Twin Cities	A U.S. Department of Labor grant was awarded Saint Paul College for medical lab technician and clinical lab science education. The University of Minnesota, Academic Health Center, is a nonsponsored collaborator in this grant project.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.

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