

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

February 2005

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

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Legislative Language

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

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

Executive Summary

The 2005 Post-Secondary Planning Report is the third report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Omnibus Higher Education Bill, S.F.675 (chapter 1133), art 1, Section 7.

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

Metropolitan Higher Education Demand and Capacity

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

- Population in the 11-county Twin Cities metropolitan area is projected to grow by 23 percent over the next 25 years, a rate that is considerably higher than the rest of Minnesota.
- The metropolitan population is aging like that in the rest of the state and nation. The growth in all age groups up to age 50 will be modest. However, dramatic increases will be seen in the 60 and above age groups.
- Although the actual numbers of people of working age in the metropolitan area are projected to increase through 2025, they represent a continuously declining proportion of the overall population as baby boomers move into retirement age.
- Ethnic minorities make up an increasing proportion of the 11-county Twin Cities area population. 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 nearly 90,000 full-year equivalent students per year, including substantial enrollments of students of color. Continuing future growth is projected.
- The percentage of students receiving free or reduced-price lunch, who have limited English proficiency, or who receive special education is growing faster than overall K-12 enrollment.

Collaborative Programs

- During the past six 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 almost 115 programs.
- Other collaboration between the two systems occurs at the University Center Rochester and through the Post-Secondary Enrollment Options Program and the University of Minnesota Extension Service.

- Increasingly sophisticated library and information technology resources are jointly available to and heavily used by University of Minnesota and Minnesota State Colleges and Universities' students throughout the state for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the nearly 1,300 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area institutions of the Minnesota State Colleges and Universities, only 28 are similar enough in content to be considered duplicative, and most are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

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

College Readiness and Under-Prepared Students

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

I. INTRODUCTION

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

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

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

The 2005 report was produced cooperatively by an inter-system working group comprised of representatives from the Office of Planning and Academic Affairs and the Senior Vice President for Academic Affairs and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

Mission Differentiation

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

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

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

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

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

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

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

Collaboration History

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

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

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

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

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

In early 1999, the University of Minnesota and the Minnesota State Colleges and Universities convened a task force to develop a joint strategy to address the post-secondary preparation and

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

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

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METROPOLITAN HIGHER EDUCATION DEMAND AND CAPACITY

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

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

Demographic Trends

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

Table 1. Actual and projected population increases for Twin Cities metropolitan statistical area (MSA) and Minnesota, 2000-2030.

	2000	2005	2010	2020	2030	Change 2000-2010	Change 2000-2030
Twin Cities MSA	2,868,847	3,073,800	3,255,100	3,557,800	3,784,100	+ 13%	+ 32%
Rest of Minnesota	2,052,632	2,125,405	2,199,410	2,353,620	2,486,130	+ 7%	+ 21%
Total	4,919,479	5,197,200	5,452,500	5,909,400	6,268,200	+ 11%	+ 27%

Source – Minnesota State Demographer

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

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

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

Source – Minnesota State Demographer

Declining Workforce Population: Although the actual numbers of people of working age (ages 15-19 and 19-64), as shown in Table 3, are projected to increase through 2025, these groups represent a continuously declining proportion of the overall population over the next 25 years as baby boomers move into retirement age.

Table 3. Working age population in the Twin Cities metropolitan area, 2005-2025.

Age Range	2005	2015	2025	20-year % Change
15-19	214,000	211,000	218,900	+ 2.3%
19-64	1,914,400	2,120,800	2,142,500	+ 11.9%
65 and over	294,800	404,300	597,500	+ 102.7%
Total	2,423,200	2,736,100	2,958,900	+ 22.1%

Source – Minnesota State Demographer

Increasing Diversity: Ethnic minorities make up about 14.3 percent of the 11-county Twin Cities area population, as shown in Table 4. African Americans are the largest ethnic minority population in the Twin Cities and Asians are the second largest. The large majority of ethnic minorities in the 11-county Twin Cities area live in Hennepin and Ramsey counties. The prevalence of minority populations (especially younger populations) in these two counties is evident in the K-12 enrollment trends in the core cities of Minneapolis and St. Paul where minority students comprise nearly 70 percent of the enrollment in both districts. This growth rate continues to climb, although it has slowed in recent years.

Table 4. Race/ethnicity of 11-county Twin Cities Metropolitan Statistical Area residents, 2000.

Race/Ethnic Category	11-county	%	Minnesota	%
White	2,458,984	85.7%	4,400,282	89.4%
Black or African American	157,695	5.5%	171,731	3.5%
American Indian/Alaskan Native	21,326	0.7%	54,967	1.1%
Asian	122,225	4.3%	141,968	2.9%
Native Hawaiian/Other Pacific Islander	1,229	.04%	1,979	.04%
Some Other Race	45,838	1.6%	65,810	1.3%
Two or More Races	61,550	2.1%	82,742	1.7%
Hispanic or Latino of Any Race	98,337	3.4%	143,382	2.9%
Total	2,868,847		4,919,479	

Source – Minnesota State Demographer

Note: The 2000 Census changed the race/ethnicity categories so the 2000 Census data are not directly comparable to the 1990 Census data. Percentages do not add up to 100 percent because census respondents can choose more than one racial/ethnic category.

Recent public school enrollments reflect this increasing diversity. Table 5 shows minority enrollments for the 1999-2000 through 2003-2004 school years. All student populations increased during the period, except for American Indian students. Asian-Pacific Islander, Hispanic, and African American student populations grew, while the white student population declined.

Table 5. Race/ethnicity of public school enrollment in the 11-county Twin Cities area, 1999-2003.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	5-Year % Change
American Indian	6,564	6,513	6,406	6,574	6,517	- 0.7%
Asian/Pacific Islander	36,399	37,988	38,806	39,309	39,661	+ 9.0%
Hispanic	15,480	17,932	20,360	22,671	25,027	+ 61.7%
Black	49,120	51,981	54,521	56,386	59,031	+ 20.2%
Total Minority	107,563	114,414	120,093	124,940	130,236	+ 21.1%
Total White	383,884	381,869	379,105	374,588	370,227	- 3.6%
Total Students	491,447	496,283	499,198	499,528	500,463	+ 1.8%

Source – Minnesota Department of Education

More Low-Income K-12 Students: Eligibility for free or reduced price lunch is considered a proxy for measuring the number of students who live in low-income households. A substantial number of public school students in the 11-county Twin Cities metropolitan area receive free or reduced price lunch or special education, or are considered Limited English Proficient (LEP). Table 6 shows the trends in these measures during the 2001-2004 time period.

Table 6. Percentage of K-12 students receiving free or reduced price lunch or special education and limited English-proficient students in the 11-county metropolitan area, 2001-2004.

Student Group	2001-2002		2002-2003		2003-2004		3-year Change
	Number	Percent	Number	Percent	Number	Percent	
K-12 Enrollment	493,733		493,806		494,169		+ 0.1%
Students Receiving Free Lunch	91,660	18.6%	95,934	19.4%	100,466	20.3%	+ 9.6%
Students Receiving Reduced Price Lunch	29,612	6.0%	29,980	6.1%	28,667	5.8%	- 3.2%
Limited English Proficient Students	39,413	7.9%	41,784	8.5%	42,759	8.7%	+ 8.5%
Students Receiving Special Education	56,347	11.4%	57,460	11.6%	58,671	11.9%	+ 4.1%

Source – Minnesota Department of Education

Post-Secondary Enrollment Trends

As shown in Table 7, the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities combine to serve nearly 90,000 full-year equivalent (FYE) students per year. Both systems have experienced significant increases over the past three years.

Table 7. Full-year equivalent enrollments at the Minnesota State Colleges and Universities Metro Alliance institutions and University of Minnesota – Twin Cities, FY 1999-2003.

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%

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

The Metro Alliance institutions have greater percentages of older students than the University of Minnesota – Twin Cities, as shown in Table 8. In addition, nearly 56 percent of Metro Alliance students are in the traditional college-age range, compared with slightly above 61 percent at the University of Minnesota – Twin Cities.

Table 8. Age distribution of Metro Alliance institutions and University of Minnesota – Twin Cities, Fall 2003.

Age Range	Metro Alliance	UMTC
Under 20	25.4%	17.6%
20-24	30.1%	43.7%
25-34	23.8%	27.4%
35 and over	20.8%	11.1%
Unknown	0.0%	0.2%
Mean Age	27.1 years	25.4 years

Source – Minnesota Higher Education Services Office

Table 9 shows race/ethnicity trends for students enrolled for the four-year period 2000-2003. The Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities have substantial enrollments of students of color. Students of color represented 23.0 percent of enrollment at Metro Alliance institutions in fall 2003, up from 19.3 percent in fall 2000. At the University of Minnesota – Twin Cities, students of color represented 27.5 percent of fall 2003 enrollment, up from 26.6 percent in fall 2000. In addition, University of Minnesota – Twin Cities and Metro Alliance institutions enrolled 7.5 percent and 2.0 percent, respectively, international students in fall 2003.

Table 9. Race/ethnicity of students at Metro Alliance institutions and University of Minnesota – Twin Cities, 1999-2003 headcount enrollment.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC	Metro Alliance	UMTC
Black/African American	8.8%	3.4%	10.3%	3.4%	10.9%	3.5%	11.6%	3.6%
Asian/Pacific Islander	5.6%	6.9%	2.2%	7.0%	2.3%	7.0%	2.4%	7.5%
Hispanic/Latino	2.0%	1.7%	2.1%	1.7%	2.0%	1.8%	1.9%	1.8%
American Indian/Alaskan Native	1.0%	0.6%	0.9%	0.7%	1.0%	0.6%	1.0%	0.6%
Foreign National	1.9%	7.4%	2.0%	7.8%	2.2%	7.8%	2.0%	7.5%
Caucasian	80.7%	73.4%	78.8%	73.1%	77.8%	73.1%	77.0%	72.5%
Total Known	100.0%	93.4%	78.6%	93.7%	78.3%	93.8%	83.1%	93.6%
Unknown*	23.8%	6.6%	21.4%	6.3%	21.7%	6.2%	16.9%	6.4%

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

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, U of MN - Twin Cities enrollment figures included students in the Duluth School of Medicine.

Conclusion

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

III. COLLABORATIVE PROGRAMS

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

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

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

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

Academic Programs

During the past six 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 almost 115 programs. Table 10 lists the two systems' collaborative programs as of January 2005.

Collaborative undergraduate programs are known as "2+2" agreements between the University of Minnesota and the Minnesota State Colleges and Universities that allow students in residence at one system's institutions to apply approved coursework toward completion of degree programs from the other system. Applied baccalaureate programs, developed in partnership with The Minnesota State Colleges, 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 the Minnesota State Colleges and Universities collaboration allows students to complete a limited number of University of Minnesota graduate and professional programs while resident at the Minnesota State Colleges and Universities institutions.

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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Alexandria Technical College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management Twin Cities – B.S., Clinical Laboratory Science
Anoka Hennepin Technical College	Crookston – B.A.H., Health Crookston – B.M.M., Manufacturing Management Crookston – B.S., Golf Facilities and Turf Systems Crookston – B.S., Plant Industries Management Twin Cities – B.S., Environmental 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	Twin Cities – B.S., Agricultural, Food, & Environmental Education Twin Cities – B.S., Environmental Horticulture Twin Cities – B.S., Natural Resources Related Majors Twin Cities – Regional Partnership for Agroforestry
Century College	Crookston – B.M.M., Manufacturing Management Crookston – B.S., Industrial Technology Twin Cities – English as a Second Language Twin Cities – B.S., Engineering Twin Cities – B.S., Environmental Horticulture
Dakota County Technical College	Crookston – B.M.M., Manufacturing Management Twin Cities – B.S., Environmental Horticulture Twin Cities – AAS in Nanoscience Technology
Fergus Falls Community College	Crookston – B.S., Agribusiness Twin Cities – B.A.S., Clinical Laboratory Science
Fond du Lac Technical and Community College	Duluth – B.A., Criminology Duluth – B.S., Computer Science Twin Cities – B.S., Environmental Science
Hennepin Technical College	Crookston – B.M.M., Manufacturing Management

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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Hibbing Community College	Duluth – B.A., Criminology Duluth – B.A., History Duluth – B.A., Sociology Duluth – B.S., Applied Physics Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.S., Cell Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Economics Duluth – B.S., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.S., Mathematics (Applied and Statistics & Actuarial) Duluth – B.S., Physics Duluth – B.S.A., Business Administration Duluth – B.S.A., Management Information Systems Duluth – B.Sc., Accounting Duluth – B.S.I.E., Industrial Engineering
Inver Hills Community College	Twin Cities – B.A.S., Construction Management Twin Cities – B.A.S., Emergency Health Services Twin Cities – B.A.S., Information Technology Infrastructure
Itasca Community College	Duluth – B.A., American Indian Studies Duluth – B.B.A., Management Information Systems Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.S., Business Administration Duluth – B.S., Cell Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Economics Duluth – B.S., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.S., Mathematics (Applied and Statistics & Actuarial) Duluth – B.S., Physics Duluth – B.Sc., Accounting Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth and Twin Cities – B.S., Natural Resources Related Majors and Bio-based Products Twin Cities – B.S., Dental Hygiene Twin Cities – D.D.S., Dentistry

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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Lake Superior College	Duluth – B.A.S., Elementary and Middle School Education Duluth – B.A.S., Health Education Duluth – B.S., Computer Science Duluth – B.S., Information Systems and Technology Duluth – B.Sc., Accounting Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S.I.E., Industrial Engineering Duluth and Twin Cities – B.A.S., Clinical Laboratory Science
Mesabi Range Community and Technical College	Duluth – B.A., Criminology Duluth – B.A., Geography Duluth – B.A., History Duluth – B.A., Sociology Duluth – B.Sc., Accounting Duluth – B.B.A., Business Administration Duluth – B.B.A., Management Information Systems Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.S., Cell Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Economics Duluth – B.S., Geology Duluth – B.S., Mathematics (Applied and Statistics and Actuarial) Duluth – B.S., Physics Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S.I.E., Industrial Engineering
Metropolitan State University	Twin Cities – B.S., Nurse Practitioner Twin Cities – Certificate, Leadership and Management in Nursing: Public Health Focus
Minnesota West Community and Technical College	Crookston, B.S., Agriculture Business Crookston, B.S., Animal Industries Management Crookston, B.S., Information Networking Management Crookston, B.S., Plant Industries Management: Agronomy or Horticulture Twin Cities – B.S., Agricultural, Food, and Environmental Education Twin Cities – B.S., Applied Plant Science
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. in Engineering and either B.S. in Chemistry or Physics from Minnesota State University – Moorhead Twin Cities – M.S.W., Social Work

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

The Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
North Hennepin Community College	Twin Cities – B.A.S., Clinical Laboratory Science Twin Cities – B.A.S., Construction Management Twin Cities – B.A.S., Information Technology Infrastructure Twin Cities – B.S., Bio-based Products
Northland Community Technical College	Crookston – B.S., Applied Health Crookston – B.S., Applied Studies (Radiologic Technology) Crookston – B.S., Business Management Crookston – B.S., Credit based programming on corporate sites Crookston – B.S., Information and Technology Management Crookston – B.M.M., Manufacturing Management
Pine Technical College	Crookston – A.S., Business Administration Crookston – B.A.S., Computer Science Crookston – B.A.S., Mechanical Engineering Technology – Manufacturing
Rainy River Community College	Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Sociology Duluth – B.A.S., Recreation Outdoor Education Duluth – B.B.A., Business Administration Duluth – B.B.A., Management Information Systems Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Geology Duluth – B.S., Mathematics (Applied and Statistics & Actuarial) Duluth – B.S., Physics Duluth – B.Sc., Accounting Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S.I.E., Industrial Engineering Twin Cities – B.S., Bio-based Products
Ridgewater Community College	Crookston – B.S., Agricultural Education Crookston – B.S., Animal Industries Management Crookston – B.S., Applied Management Twin Cities – B.S., Agricultural, Food, & Environmental Education Twin Cities – B.S., Agricultural Industries & Marketing Twin Cities – B.S., Animal Science Twin Cities – B.S., Applied Plant Science

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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Rochester Community and Technical College	Twin Cities – B.S., Applied Plant Science Twin Cities – B.S., Emergency Health Services Twin Cities – B.S., Environmental Horticulture Twin Cities – B.S., Information Technology Infrastructure Twin Cities – B.S., Science and Technical Communication Twin Cities – B.S., Bio-based Products Twin Cities, Mayo Clinic, and Fairview University Medical Center – B.A.S., Radiation Therapy Twin Cities and Mayo Clinic– B.A.S., Respiratory Care
St. Cloud State University	Twin Cities – Ed.D., Educational Policy and Administration
St. Paul College	Twin Cities, B.A.S., Clinical Laboratory Science
South Central Technical College	Twin Cities – B.S., Agricultural, Food, and Environmental Education Twin Cities – B.S., Agricultural Industries & Marketing Twin Cities – B.S., Animal Science Twin Cities – B.S., Applied Plant Science
Southwest State University	Crookston – B.S., Hotel, Restaurant, and Institutional Management
Vermillion Community College	Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., History Duluth – B.B.A., Business Administration Duluth – B.B.A., Management Information Systems Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.S., Cell Biology Duluth – B.Sc., Accounting Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Geology Duluth – B.S., Mathematics (Applied and Statistics & Actuarial) Duluth – B.S., Physics Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S.I.E., Industrial Engineering Twin Cities – B.S., Natural Resources Related Majors

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

Post-Secondary Enrollment Options (PSEO)

Educators from the Minnesota State Colleges and Universities, University of Minnesota – Duluth, and the University of Minnesota – Twin Cities’ College of Continuing Education meet regularly to share information about best practices and quality standards for PSEO and concurrent enrollment programs. In August 2004 the two systems planned and hosted a statewide meeting focused on concurrent enrollment programs. The purposes were to learn

about the array of programs in place in Minnesota, build understanding about best practices, and identify opportunities for collaboration and improvement. A second statewide meeting will be convened in February 2005 focused on sharing best practices on student standards, assessment, course rigor, mentoring, and professional development. A survey of students, high school teachers, and principals is also being developed jointly as a means to collect information that will be useful in assessing the quality of these programs. For more information: http://education.state.mn.us/html/intro_school_choice.htm.

Courses for Faculty Licensure

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

University Center Rochester

In 1999, the Minnesota State Colleges and Universities and the University of Minnesota developed a set of principles to guide the strategic expansion of higher education in Rochester. In 2000, the University of Minnesota appointed a permanent provost to lead its academic programs in Rochester. In 2002, University of Minnesota President Mark Yudof and the Minnesota State Colleges and Universities Chancellor James McCormick signed a "Revised Statement of Principles, Academic Leadership and Programs for Higher Education in Rochester." This revised statement clarified responsibilities for the three higher education institutions at the University Center Rochester; designated the University of Minnesota as the lead institution for all future baccalaureate and graduate programs in Rochester; maintained Winona State University-Rochester Center's current undergraduate and graduate programs; and acknowledged Rochester Community and Technical College as the institution to offer associate degree programs.

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

Joint academic planning by the three partner institutions and the Mayo Clinic is under way. Through collaborative planning and governance, with clearly defined missions, leadership, and responsibilities, the partner institutions are working together to leverage resources, avoid duplication, and provide higher education programs that match the needs of the greater Rochester

community. More than 50 academic programs are now offered. For more information: www.r.umn.edu/05_programs.htm.

University of Minnesota Extension Service

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

Library and Information Technology Resources

MnLINK: The University of Minnesota and the Minnesota State Colleges and Universities libraries are working cooperatively to implement MnLINK, a partnership among academic, public, and K-12 libraries statewide, funded through Minnesota's Higher Education Services Office. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty will have improved access to the collections of both higher education systems using the same online automation system, which is expected to facilitate cooperative collection development in the future. The University of Minnesota – Twin Cities campus library went online with MnLINK (via the new Ex Libris Aleph System) in 2002 and on the coordinate campuses in 2003. The Minnesota State Colleges and Universities institutions on the new Aleph System are: St. Cloud State University; Minnesota State University, Mankato; Riverland Community College, South Central Technical College, and Winona State University. Others will follow in 2005. For more information: www.mnlink.org.

MINITEX Library Information Network: Based within the University Libraries, MINITEX provides significant resource sharing capabilities to some 1,500 libraries within the state. Drawing significantly on the University of Minnesota's University Libraries, MINITEX facilitates the delivery of books and journal articles to patrons statewide. The majority of the Minnesota State Colleges and Universities requests (over 41,500 in FY 2004) were filled from the collections of the University Libraries. Cooperative arrangements with the Minnesota State Colleges and Universities have helped to make inter-library lending from the University of Minnesota the largest such service in the country. Most requests for journal articles are now scanned and electronically delivered to the desktops of the Minnesota State Colleges and Universities students and faculty, sometimes within hours. Book loans are delivered overnight through the MINITEX delivery system, operated out of the University Libraries' Andersen Library.

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

Information Literacy: The University Libraries have developed a suite of tools, QuickStart and QuickStudy, to assist in developing information literacy skills and in identifying quality resources, particularly for undergraduate students. Both tools are shared with other libraries and

St. Cloud State University has recently implemented these services. For more information: <http://tutorial.lib.umn.edu> or <http://research.lib.umn.edu>.

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

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

METNET’s GigaBIT Project uses high-speed fiber to provide the University of Minnesota and the 11 Metro Alliance institutions in the Twin Cities with access to high capacity networks throughout the state. Students now have faster access to records and services, while their institutions keep costs down by combining their buying power. METNET continues to support and expand technological solutions to enhance the instructional delivery of programs offered by its consortium membership. For more information: www.metnet.edu.

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

Minnesota Virtual University (MnVU): MnVU is a state-wide initiative providing coordination and support for developing distance education and training. Its primary goal is to increase the number of high-quality educational programs available to Minnesota’s place-bound and time-restricted residents.

From MnVU’s catalog, prospective students can connect directly to MnVU education providers including the Minnesota State Colleges and Universities and the University of Minnesota as well as Minnesota Private College Council members, proprietary schools, private training centers, community education centers, corporations, businesses, many nonprofit organizations, and hundreds of online and other distance learning courses and programs as well as career training resources.

MnVU does not admit and register students, nor does it develop and deliver distance courses. It facilitates these activities by providing a range of services, including:

- Fostering collaboration between Minnesota's institutions of post-secondary learning, state agencies, and private organizations and businesses designed to serve lifelong learners in the workplace, at home, in all institutions of secondary and post-secondary learning, and anywhere in the world;
- Publishing a catalog of Minnesota distance learning courses, education and training programs;
- Responding to inquiries about distance learning courses and programs and supporting access to distance education support services;
- Marketing the distance learning courses and programs offered by Minnesota education and business providers.

MnVU is sponsored by iSEEK Solutions (see below).

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. iSEEK provides information in four main areas: career exploration, educational planning, job seeking, and developing and implementing business growth strategies. iSEEK information comes from a variety of public agencies, corporations, and private organizations and is linked together in a way that saves the user time. The program is sponsored by iSEEK Solutions, a Minnesota partnership of the University of Minnesota, the 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 Department of Trade and Economic Development, Minnesota Higher Education Services Office, and Minnesota Office of Technology. For more information: www.iseeksolutions.org/about.htm.

Other Collaborative Initiatives

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

Twin Cities Health Service: Based on a cooperative working relationship between the Minnesota State Colleges and Universities and the University of Minnesota's Boynton Health Services, the 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 Services. 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.

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IV. PROGRAM DUPLICATION

There is little duplication of academic programs offered by the Minnesota State Colleges and Universities and the University of Minnesota in the metropolitan area (see Tables 11 and 12). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities' metropolitan institutions offer no doctoral or first professional degrees. A comparison of baccalaureate and master's degree programs offered by Metropolitan State University and the University of Minnesota – Twin Cities reveals an apparent overlap of only 28 programs (out of a total of 45 baccalaureate and master's degree programs at Metro State, and 389 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.

Much of the overlap occurs in high-demand programs, such as business administration, basic arts and sciences disciplines, and nursing. 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 and education, as well as appropriate specialization. For example, the Minnesota State Colleges and Universities offers all of the degree programs in law enforcement, and the University of Minnesota offers all of the M.D. degrees.

Table 11. Metropolitan-area degree programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2004.

Degree	U of M	MnSCU	Total	Duplicate
Associate	0	813	813	0
Baccalaureate	149	57	206	22
Master's	131	11	142	6
Doctoral	104	0	104	0
First Professional	5	0	5	0
Total	389	881	1,270	28

Source: University of Minnesota; Minnesota State Colleges and Universities

Table 12. Metropolitan-area program duplication at the University of Minnesota and the Minnesota State Colleges and Universities, 2004.

Baccalaureate Programs		Master's Degree Programs
Accounting	History	Business Administration
Advertising	Human Resources Management	Computer Science
Biology	Management Information Systems	Nursing
Business Administration	Marketing	Psychology
Communications	Nursing	Public Administration
Computer Science	Philosophy	Technical Communication
Early Childhood Education	Psychology	
Economics	Technical Communications	
English	Theatre Arts	
Ethnic Studies	Women's Studies	
Finance	Writing	

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V. CREDIT TRANSFER

Policies and Practices

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

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

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

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

Cooperative Transfer Programs

The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, a transfer curriculum, a transfer specialists’ network, and articulation committees in various disciplines. Since 1991, when the two systems submitted to the Legislature a joint plan and report, *Progress in Improving Student Transfer*, transfer across systems throughout the state has improved greatly. The following summarizes several key transfer initiatives.

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

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

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

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

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

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

- Educators and Advisors: Transfer and articulation programs, agreements, and guidelines; curriculum guides; print and online resources; and essential Web links.

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

Complementing the MTC Web site are numerous publications produced by the Minnesota State Colleges and Universities and the University of Minnesota. The Minnesota State Colleges and Universities' *Guide to College Transfer* answers common questions and describes the steps in the transfer process. The guide includes contacts and locations for the Minnesota State Colleges and Universities colleges and universities, information on transferring to the University of Minnesota, and how to obtain information for other Minnesota colleges or universities. The University of Minnesota produces a 48-page *Transfer Student Guide* (http://admissions.tc.umn.edu/PDFs/04-05_trans_book.pdf) that leads students through the application process, tells students what to expect after they have been admitted, and provides other information on topics such as financial aid, honors programs, housing, transportation, and extracurricular activities.

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

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

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

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

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

Degree Audit Reporting System (DARS): The Minnesota State Colleges and Universities and the University of Minnesota use the Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. The University of Minnesota has used DARS since 1989, while the Minnesota State Colleges and Universities started system-wide implementation in 1999. Together, the two systems are using DARS transfer articulation data to build the Web-based Course Applicability System (CAS) which allows transfer students to review the acceptance and applicability of their transfer credits from one institution to another, via the Web, before transferring. For more information: www.dars.muohio.edu and www.transfer.org.

SPEEDE/XML and ExPRESS: SPEEDE/XML (Standardization of Post-secondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and post-secondary student transcripts between and among the University of Minnesota and the Minnesota State Colleges and Universities. The Minnesota State Colleges and Universities uses XML (Extensible Markup Language) and the University of Minnesota will continue to use the SPEEDE technology. Post-secondary electronic transcript exchange will begin during 2004-05.

Course Applicability System (CAS): CAS allows students to compare their completed or planned courses against program requirements at another institution before they transfer. CAS, a front-end system to DARS, uses Web-based technology to enable students, parents, and counselors from around the United States to determine the transferability and applicability of college coursework to the Minnesota State Colleges and Universities or the University of Minnesota. Plans are under way to explore the possibility of Minnesota private colleges and universities join the CAS network as well. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. For more information: mn.transfer.org:8080/cas/index.jsp.

Conclusion

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

VI. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

P-16 Education Partnership

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

The Minnesota P-16 Education Partnership, established in 2003 as a voluntary, statewide collaboration, continues to grow and evolve and to provide opportunities for the University of Minnesota and the Minnesota State Colleges and Universities, along with 13 other partners, to address needed educational reforms throughout the state. One new member was added in 2004 and work is under way to identify additional partners who will broaden and enrich the Partnership's collaborative work. Accomplishments to date include:

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

College Preparation

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

Additional improvements in student preparation are being sought collaboratively through the Minnesota P-16 Education Partnership.

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

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

Developmental and remedial instruction expands access to higher education for those students who have the ability to succeed in college, but need extra help to improve their basic skills. The Minnesota State Colleges 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 have the most extensive array of remedial courses and academic support services.

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

Cooperative Reporting to Minnesota School Districts

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

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

The following findings are from the University of Minnesota/the Minnesota State Colleges and Universities joint report, *Getting Prepared: A 2002 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- 31 percent of Minnesota public high school graduates in 2000 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2000-2001 academic year (University of Minnesota, 14 percent; Minnesota State Universities, 20 percent; Minnesota State Colleges, 43 percent).
- Over 79 percent of 1999 and 2000 graduates who took developmental instruction took one developmental course (55 percent) or two developmental courses (24.2 percent).
- 56 percent of the developmental credits taken by the 1999 and 2000 graduates were in mathematics courses; 26 percent were in writing courses. Courses in mathematics constitute a disproportionate percentage of the developmental credits taken by the 2000 graduates at Minnesota public colleges and universities (University of Minnesota, 98 percent; Minnesota State Universities, 89 percent, Minnesota State Colleges, 51 percent).

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

Collaboration for Faculty Development in Developmental Education

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

Metro Alliance ESL Consortium

Metro Alliance institutions are developing an ESL consortium to implement strategies in one or more of the following integrated program design areas: assessment and placement, curricular development, pedagogical method and delivery, software/technology instructional innovation, faculty development, student services, and learning outcome development and research

Strategies and approaches used within each of the seven areas will be tested at the institutional level to determine how well they helped English language learners to develop and improve their English skills.

Additionally, a set of five core goals will further focus the consortium to develop and implement a unique and replicable model for English language instruction to students in high schools and adult basic education. These are:

- Establish a sustainable resource for continuous improvement, evaluation and pedagogical design for English language learner assistance.
- Eliminate unnecessary duplication of second language services by identifying who is offering programs and where gaps in programming exist.

- Define a common set of program delivery structures and processes for second language learners in the Twin Cities metropolitan area.
- Establish a continuous process for analysis and improvement through regular review of data, outcomes and consortium accomplishments.
- Establish standards for course and program articulation between and among institutions serving the English language learners in the Twin Cities metropolitan area and beyond.

The consortium will be implemented in phases over three years: (1) project development, (2) implementation and evaluation strategies development, and (3) improving program articulation and disseminating project research and best practices.

The consortium will be guided by a coordinator, advisory council (including University of Minnesota, K-12, and community group representatives) and the Metro Alliance Council of Presidents. The coordinator will be an ESL faculty or staff member from one of the Metro Alliance institutions. The consortium will contract with General College at the University of Minnesota to design, implement, and monitor an effective quantitative and qualitative evaluation model. Results of the evaluation will include best practice strategies to share with other interested higher education institutions throughout Minnesota and the country.

Conclusion

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