

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

February 2011

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

**For further information or additional copies contact:
Office of Government Relations
University of Minnesota
(612) 626-9234
www.umn.edu/govrel**

or

**The Minnesota State Colleges and Universities System
(651) 201-1800
1-888-MNSCU4U
www.mnscu.edu/media/publications/**

Contents

| | |
|--|-------------------|
| Executive Summary | Page 1 |
| I. Introduction | 3 |
| II. Collaborative Programs and Services | 5 |
| Academic Program Partnerships and Articulations | |
| Post-Secondary Enrollment Options (PSEO) | |
| University of Minnesota Rochester | |
| University of Minnesota Extension | |
| Minnesota Area Health Education Center | |
| Library and Information Technology Resources | |
| Other Collaborative Initiatives | |
| III. Program Duplication | 15 |
| IV. Credit Transfer Review | 17 |
| Policies and Practices | |
| Cooperative Transfer Programs | |
| V. College Readiness and Under-Prepared Students | 21 |
| P-20 Education Partnership | |
| College Preparation | |
| Cooperative Reporting to Minnesota School Districts | |
| Consortium for Postsecondary Academic Success | |
| Collaboration for Faculty Development in Developmental Education | |
| Appendix A: Collaborative Academic Programs | 25 |

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 regent 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 2011 Post-Secondary Planning Report is the fifth report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 1133, Article 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.

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-20 Partnerships, the Post-Secondary 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 1,600 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 53 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, 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-20 Education Partnership and other alliances and programs, work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student populations 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 Minnesota Session Laws 2003, Regular Session, Chapter 1133, Article 1, Section 7.

The 2011 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 post-secondary programs for the metropolitan area through formal agreements.

The 2011 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 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

The Minnesota State Colleges and Universities and the University of Minnesota have a long history of collaboration. Many of the partnerships between the two systems and their institutions pre-date the 2003 legislative requirement for this planning report as well as the merger of the state colleges and universities. Efforts over the past two decades include joint planning to leverage limited financial resources, coordinate upper division programs in the Twin Cities, respond to Twin Cities metropolitan area growth, improve credit transfer between the two systems statewide, and reach traditionally under-represented populations.

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 post-secondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan-area students and to make a measurable impact on the particular needs and outcomes of under-served students who seek to enter post-secondary education through various paths.

Analysis of program data from both systems illustrates that the academic programs of the Minnesota State Colleges and Universities and the University of Minnesota complement one another, following their clearly differentiated missions. For example, there is a distinct difference in the levels of 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)
- Post-Secondary 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 A.

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 six 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.

Post-Secondary Enrollment Options (PSEO)

The Post-Secondary 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 annually 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 CEP learning opportunities; build and advance a shared research agenda focused on measuring the quality of CEP; 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.

UMR has been working closely on the development and deployment of a new collaborative degree program called the Bachelors of Science in Health Professions. This Regents approved program is designed to open more pathways to licensures and certifications in specific health care professions working closely with the Mayo School of Health Sciences. Pathways to the program, coordinated by UMR, can be followed through UMR or select Minnesota State Colleges and Universities insuring course and credit alignment, as well as achievement of a baccalaureate degree.

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. One example of a coordinated effort is the Rochester Area Math Science Partnership (RAMSP). RAMSP is an organization whose purpose is to provide for PK-12 teachers the best available professional-development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Workforce Development, Inc.; 13 southeastern Minnesota PK-12 school districts; and UMR, WSU, and RCTC.

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.

Center for Allied Health Programs and HealthForce Minnesota

The Academic Health Center at the University of Minnesota developed the Center for Allied Health Programs (CAHP) in 2006 to address increasingly serious workforce shortages of allied health professionals in Minnesota. The Center was designed to increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State Colleges and Universities 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. For more information: www.cahp.umn.edu.

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 & Universities four Centers of Excellence established in 2005.

Current initiatives and outcomes with Winona State University include a November 19, 2010 submission to the Bill & Melinda Gates Foundation for a Next Generation Learning Challenges grant, a collaborative, multi-year initiative, which aims to help dramatically improve college readiness and college completion in the United States through the use of technology. President Judith Ramaley, Dean William McBreen, and Jane Foote, HealthForce director, are partners on a project titled: Development of a Clinical Laboratory Science Blended Learning Program for Young Adults in Low-Income Workforce Shortage Areas in Rural Minnesota.” In addition, CAHP hosted a retreat December 6-7, 2010 that included laboratory educators from Winona State University, St. Cloud University, North Hennepin, and the University of Minnesota and others to develop a competency-based curriculum model for Clinical Laboratory Scientists (CLS). This initiative is led by HealthForce Minnesota and funded by a Saint Paul College Department of Labor Grant.

CAHP also received \$150,000 from the DOL grant to develop shared modules to facilitate student learning in laboratory and clinical settings. CAHP is also working with a Clinical Coordination Project Manager from Winona State University, North Hennepin Community College and industry partners in development of a statewide StudentMax clinical coordination system to expand placement of clinical laboratory students to more rural sites in Minnesota. CAHP hired a new director of the Clinical Laboratory Sciences program in September 2010 who is working on a proposal to expand the program to UM-Crookston and possible future expansion to UM-Duluth. The University of Minnesota CLS program is the only University based baccalaureate in the state and has tripled enrollment since 2006. Winona State University and the University of Minnesota developed a Mutual Memorandum of Agreement outlining an “admission assurance” process to support access to the clinical laboratory sciences program located at UM-Rochester for fall 2010.

The program in Occupational Therapy completed an on-site accreditation review of their hybrid-blended program and received 9 commendations by the Accreditation Council for Occupational Therapy Education (ACOTE) October 2010. The program is working with the Area Health Education Centers to develop pathways to the professional program for other institutions of the Minnesota State Colleges and Universities.

Other initiatives include proposal development with Century College in moving their Orthotic Practitioner program toward a professional Master’s per mandate of the National Commission of Orthotic Prosthetic Education that would be conferred by CAHP

The Center for Allied Health Programs is working with UM-Rochester, Winona State University, and the School of Pharmacy to develop an online state-wide degree completion pathway for adult learners who hold associate degrees in allied health professions in an attempt to produce the next generation of allied health professions researchers and faculty members.

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 and www.fbm.mnscu.edu.

Minnesota Area Health Education Center

Minnesota Area Health Education Center (MN AHEC) is a statewide network of community and academic partners committed to meeting the health professional workforce needs of underserved areas of rural and urban Minnesota. MN AHEC focuses on the primary care workforce of dentists, nurses, pharmacists, physicians, 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 the health of underserved communities; further develop an infrastructure for disciplinary, interprofessional, and community-based clinical rotations; and support health professionals at the regional level with professional development opportunities. MN 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.

MN AHEC includes 6 regional offices that are organized into non-profit organizations (501c3). Four of the six regions have had Minnesota State Colleges and Universities faculty, staff or administrators serve on their respective Boards of Directors. The newest MN AHEC region, located in Rochester, MN, will also have a Minnesota State Colleges and Universities representative invited to serve on the board in 2011. The Central Minnesota AHEC (CM AHEC) is located on the campus of Minnesota State Community and Technical College (MSCTC) in Fergus Falls to foster numerous nursing workforce projects through faculty and curriculum development, pre-nursing course delivery, and continuing education with MSCTC custom training services. In 2009, CM AHEC was awarded a 2-year grant from the Robert Wood Johnson Foundation to develop a partnership with the University of Minnesota School of Nursing, along with ten Minnesota State Colleges and Universities nursing programs to develop nursing faculty with stronger professional foundations in geriatric nursing. The Northwest Minnesota AHEC, located in Crookston opened a satellite office on the campus of Bemidji State University and is developing joint programs in nursing workforce development and nursing student clinical placement. The Northeast, Southern and Urban AHEC centers have worked collaboratively with Minnesota State Colleges and Universities along with HealthForce Minnesota, a Minnesota State Colleges and Universities initiative, to deliver Scrubs camps to K-12 youth across the state. Scrubs camps provide health careers awareness and academic guidance for elementary, middle and high school students to enter the health workforce “pipeline.” The Northeast AHEC has utilized regional campus faculty and Custom Training Services within the Minnesota State Colleges and

Universities to deliver entry level training and continuing education in Emergency Medical Services. The MN AHEC regional staff members participate in sponsored health career events, career fairs and other health workforce activities that promote health careers at all levels of licensure through both traditional and non-traditional academic pathways. MN AHEC staff members serve with Minnesota State Colleges and Universities faculty as directors on the Minnesota Health Occupations Students of America (HOSA) Board. For more information: www.mnahec.umn.edu

Library and Information Technology

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 annually) 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.

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): The MnLC is a joint powers collaboration of the University of Minnesota, the Minnesota State Colleges and Universities, and the Minnesota Department of Education that provides a web-based resource of online content and tools for instructors and students for all Minnesota public education institutions. The mission of the Minnesota Learning Commons is to provide access to effective and efficient online learning provided by Minnesota public education partners. MnLC accommodates Minnesota's increasing lifelong learning and workforce development demands, now and into the future.

The MnLC implements several strategies in e-learning and improving teaching and learning, across the P-20 community, through the appropriate use of technology, including: improving services and support to online learners and instructors, creation and sharing of digital learning resources, providing professional development opportunities for instructors, enhancing the statewide learning infrastructure, and implementing metrics for measuring and improving quality. The MnLC saves money on joint development and licensing of tools and curricula; reduces program duplication; creates a professional learning community for developing and sharing open education resources to support online learning improves online learning quality; increases access to online education; and builds stakeholder support. Statewide access is provided through joint licenses/memberships in:

- National Repository of Online Courses (NROC)/Hippocampus
- Multimedia Educational Resource for Learning and Online Teaching (MERLOT)
- Quality Matters
- Eduventures research for higher education
- Equella digital repository

The goals of MnLC are consistent and strategically linked with the goals and objectives of the MnLC partners and are accomplished through the collaboration of the faculty, administration and staff of the partners. For more information: <http://www.mnlearningcommons.org>.

ISEEK: ISEEK (Internet System for Education and Employment Knowledge) is a web-based gateway to Minnesota career, education, and employment information and services including online education. ISEEK provides information in three main areas: career exploration, educational planning, and job seeking. ISEEK information comes from a variety of public agencies, corporations, and private organizations and is nationally recognized as one of the best state career navigational systems. The program is sponsored by iSeek Solutions, a Joint Powers Organization which is 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.iseek.org/info/about.html

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 proposing two programs, a Bachelor of Science in Dental Therapy (BSDT) and a Master's of Dental Therapy (MDT). Graduates of either of these proposed 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 9 assistants enrolled in 2002.

GradUate: GradUate Minnesota is a statewide outreach effort by the University of Minnesota and the Minnesota State Colleges and Universities System to encourage degree completion for students with more than 90 credits who left higher education without finishing an undergraduate degree. Each system has worked to identify students to contact about returning to their campuses, either online or in-person, for the purpose of completing their degree. In addition, the two systems are collaborating on joint marketing and outreach efforts, and sharing student inquiry information, where appropriate.

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 graduate 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 53 programs (out of a total of 138 baccalaureate, master's and doctorate degree programs offered by state universities, and 403 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 at the University of Minnesota and the Minnesota State Colleges and Universities, 2010.

| Degree | U of M | MnSCU | Total | Duplicates |
|--------------------|------------|--------------|--------------|------------|
| Associate | 0 | 416 | 416 | 0 |
| Certificate | 0 | 484 | 484 | 0 |
| Diploma | 0 | 204 | 204 | 0 |
| Baccalaureate | 159 | 91 | 250 | 32 |
| Master's | 135 | 44 | 179 | 18 |
| Doctoral | 104 | 3 | 107 | 3 |
| First Professional | <u>5</u> | <u>0</u> | <u>5</u> | <u>0</u> |
| Total | 403 | 1,242 | 1,645 | 53 |

Source: University of Minnesota; Minnesota State Colleges and Universities

Table 2. Metropolitan-area comparable programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2010.

| 2010 Baccalaureate Programs | | 2010 Master's Degree Programs |
|---|---|---|
| Accounting Advertising and Business Management Biology Business Administration Computer Science Dental Hygiene Economics English Ethnic Studies Finance Gender Studies History Human Resource Management International Business Management | Management Information Systems Marketing Nursing Operations Management Organizational Administration Philosophy Physical Education Professional Communications Psychology Sales Management Social Science Social Work Technical Communications Technology Management Theater Writing | Applied Clinical Research Business Administration Community Health Computer Science Curriculum and Instruction Education Educational Leadership Engineering Higher Education Administration Management Information Systems Master of Engineering Management Nursing Psychology Public Administration Public and Nonprofit Administration Rehabilitation Counseling Special Education Teaching and Learning |
| 2010 Doctoral Programs | | |
| Nursing Practice Business Administration Higher Education Administration | | |

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 REVIEW

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 true freshmen. In other words, transfer students are not disadvantaged in time-to-degree.

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

- 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. Students sometimes transfer from state universities to the University of Minnesota and vice versa, as well as from the University of Minnesota to state colleges. The Minnesota Transfer Curriculum provides a framework for various transfer patterns. 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 for the Minnesota State Colleges and Universities system. At that time, standard practice typically did not accommodate the transfer of credits from technical colleges to the State Universities or 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 when the entire Minnesota Transfer Curriculum is completed. This credit also transfers more readily to State Universities. A recent survey of students indicates satisfaction is highest when the entire MnTC is completed prior to transfer.

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 courses, goal areas, and completed Minnesota Transfer Curriculum toward meeting the general education requirements for their programs. The University of Minnesota accepts the entire Minnesota Transfer Curriculum, but reviews individual courses according to their 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 about transfer within post-secondary education, public and private, in Minnesota. The Web site was redesigned in 2008 to include portals for students, transfer specialists, and educators to make it easier for each group to find the information they seek. 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. Access to college and university Transfer Specialists, Transfer Action Plans, Accreditation information, Transfer profiles, Transfer Web sites, Transfer Guides, Articulation Agreements, a description of the Minnesota Transfer Curriculum, access to course outlines, links to u.select and CollegeSource/TES and much more are available on the site. The site houses information about the Minnesota State Colleges and Universities, the University of Minnesota, and other colleges and universities, as well as a description of the

University of Minnesota Liberal Education Requirements and MnCAP program. Unique visitors to the site range from 2,600 to 4,500 per month. Pageviews range from 14,200 to over 25,500 per month.

Complementing the MnTransfer Web site are numerous publications produced by the Minnesota State Colleges and Universities and the University of Minnesota. “E-Tools for Your Success” offers information about several Web sites for career, education and jobs including a description of MnTransfer.org and u.select. The University of Minnesota, *Transfer Student Guide*, (<http://admissions.tc.umn.edu/>) 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.

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>
- <http://www.r.umn.edu/academics/apply/index.htm>

These Web sites link students to transfer specialists and other important contact points on each campus and within specific colleges and to the u.select website. Each of the colleges on the Twin Cities campus includes on its 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. Cooperative efforts to discuss issues and resolve problems are handled through several means. An annual Transfer Specialist conference includes the University of Minnesota, the Minnesota State Colleges and Universities, and private and out-of-state college transfer specialists. The Minnesota State Colleges and Universities also conduct an annual Training Orientation for new transfer specialists, as well as regional transfer meetings. A DARS/u.select conference is held annually. DARS/u.select training is offered throughout the year at various regional locations. Transfer Tips are sent periodically to share information about transfer, and there are two transfer listservs to allow transfer specialists to ask questions and share transfer 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 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.transfer.org/uselect

Electronic Transcripts: 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. XML (Extensible Markup Language) is the latest technology for exchanging data electronically and may be the standard used by the two systems. Post-secondary electronic transcript exchange between the University of Minnesota and the Minnesota State Colleges and Universities has not yet begun. Electronic transcript exchange among the Minnesota State Colleges and Universities began Fall Semester 2009.

u.select u.select allows students to compare their completed or planned courses against program requirements at another institution before they transfer. u.select (formerly Course Applicability System (CAS)) 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 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.transfer.org/uselect.

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 increasingly 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-20 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 the Minnesota P-16 Education Partnership and which operates as a voluntary, statewide collaboration focused on shared commitments to improving college preparation and transitions and supporting teacher quality. Now comprised of 25 members, including four legislators, and most recently chaired by Education Commissioner Alice Seagren, the Partnership is advancing its agenda in 2010-2012 through four working groups focused on:

- Developing a college and career readiness communications campaign;
- Developing a plan to increase rigorous course taking;
- Closing the middle grades STEM achievement gap; and
- Increasing rates of postsecondary completion.

In addition, the Partnership has put in place a data governance structure to continue building and managing a statewide longitudinal data system that will help the state follow students from preschool through college graduation.

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. Another indicator is the 7.6 percent increase in the number of Minnesota students taking Advanced Placement exams in 2010 over the previous year, and an increase of over 9,000 students since 2005, when just under 20,000 students enrolled in AP courses. A plan to further increase rigorous course taking is being developed through the Minnesota P-20 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 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 University of Minnesota's College Readiness Consortium is engaging educators from every corner of the state to increase the number of students who graduate high school with the knowledge, skills and habits for success in higher education. This includes developing Ramp-Up to Readiness a school-wide guidance program that leads students through a research-based sequence of lessons, projects and experiences that prepare them for postsecondary success. The Consortium also leads the Minnesota Principals Academy, an executive development program for principals to help them guide their schools to preparing all students for college.

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 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 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 2010 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- Forty percent of Minnesota public high school graduates in 2008 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2009 and 2010 academic years (University of Minnesota, 2 percent; Minnesota State Universities, 22 percent; Minnesota State Colleges, 54 percent).
- Ninety-eight percent of the 2008 high school graduates who took developmental education at the University of Minnesota took only one developmental course. Forty-one percent of the 2008 high school graduates who took developmental education at the state colleges took only one developmental course. Eighty-four percent of the 2008 high school graduates who took developmental education at the state universities took one developmental course.
- Fifty percent of the developmental credits taken by the 2008 graduates were in mathematics courses; 23 percent were in writing courses. Courses in mathematics constitute a disproportionate percentage of the developmental credits taken by the 2008 graduates at Minnesota public colleges and universities (University of Minnesota, 99 percent; Minnesota State Universities, 90 percent, Minnesota State Colleges, 47 percent).

College Readiness Research

The University of Minnesota and the Minnesota State Colleges and Universities are collaborating 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.

Conclusion

The 2011 post-secondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens. Continued effective collaboration between the Minnesota State Colleges and Universities and the University of Minnesota remains among the two systems' highest priorities.

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 and Community 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 |
| 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 |
| 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 Cities – 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 |
| Dakota County Technical College | Crookston – B.S., Plant Industries Management – Horticulture Emphasis Crookston – Bachelor of Manufacturing 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 |
| Hennepin Technical College | Crookston – B.S., Manufacturing Management Crookston – B.S., Plant Industries Management |
| Inver Hills Community College | Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities—B.S. Individualized Studies Program |

| Minnesota State Colleges and Universities Campus | University of Minnesota Campus and Degree |
|--|---|
| Itasca Community College | Duluth – B.Acc., Accounting Duluth – B.A., American Indian Studies Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.S.M.E., Mechanical Engineering Crookston – B.S., Environmental/Natural Resource Mgmt/Wildland Firefighting Duluth – B.S., Physics Duluth – B.S., Statistics Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management |
| Lake Superior College | Duluth – B.A., 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., 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 Colleges and Universities Campus | University of Minnesota Campus and Degree |
|---|---|
| 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., Accounting Crookston – B.S., Equine Science |
| Minnesota West Community and Technical College | Crookston – B.S., Information Networking Management Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management |
| Minnesota State University, Mankato | Twin Cities – B.S., Clinical Laboratory Sciences Twin Cities – B.S., Medical Technology |
| 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 Programs Twin Cities – B. S. Computer Science Twin Cities- B.S. Food Science |
| North Hennepin Community College | Crookston – B.S., Accounting 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., Information Technology Management Crookston – B.S., Business Management Crookston – B.S., Applied Studies |
| 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 |

| | |
|--|--|
| Rainy River Community College (Continued) | Duluth – B.S., Mathematics Duluth – B.S., Physics Duluth – B.A.S., Recreation Outdoor Education Duluth – B.S., Statistics |
| Ridgewater Community College | Crookston – B.S., Technical Studies Crookston – B.S., Manufacturing |
| Rochester Community and Technical College | Crookston – B.S., Equine Industries Management Twin Cities – B.S., Specific Engineering Programs |
| 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 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 |

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 | North Star STEM Alliance, an NSF grant. |
| 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. |
| 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 | Twin Cities | Inver Hills Community College and the University of Minnesota offer the online/classroom course Sleeps, Eats, & Exercises. This initiative provides students with the knowledge and skills they need to live a balanced life while in college. |
| 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. |
| Inver Hills Community College with Century College | Twin Cities | Research agreement with Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students Partnerships with Century College and 8 school districts to operate a Minnesota State Colleges and Universities Access and Opportunity Center of Excellence |
| Inver Hills and other two-year institutions | Twin Cities | CAP admissions agreement |
| 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 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. |
| Northland Community and Technical College | Crookston | The two institutions are developing a 70-credit A.A.S degree in Dietetic Technology with UMC faculty being instrumental in the curriculum development for this program. |
| 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 hold seats on the Minnesota Science and Technology Authority Advisory Commission. |
| | 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. |
| | 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. |

| | | |
|---|-----------------|--|
| Office of the Chancellor (Continued) | 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. |
| | Twin Cities | Part of research projects with partners in the Department of Applied Economics to determine the transition experiences and business costs of producers interested in organic food production. In addition, work with the Center for Farm Financial Management in creating business benchmarking data for Minnesota traditional, specialty crop, and organic producers. |
| | University-wide | Statewide nursing program transfer agreement |
| 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.