POSTSECONDARY PLANNING:

A JOINT REPORT
TO THE MINNESOTA LEGISLATURE

February 2021

Minnesota State

University of Minnesota

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Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS
As part of the boards' biennial budget requests, the board of trustees of the Minnesota State Colleges and Universities and the board of regents of the University of Minnesota shall report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems, and planning and delivery of coordinated programs. 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 2021 Postsecondary Planning Report is the tenth report produced jointly by Minnesota State and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

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

Collaborative Programs

- During the past 19 years, the number of formal academic collaborations and partnerships between the University of Minnesota and Minnesota State has grown from 60 to over 400 programs and services.
- The University of Minnesota and Minnesota State offer jointly to students and citizens throughout the state a sophisticated library and information technology resources; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between Minnesota State and the University of Minnesota. Among the 1,800+ degree programs available at the University of Minnesota–Twin Cities and metropolitan-area offerings of Minnesota State, only 50 are similar enough in content to be considered duplicative, and most of these are in high demand fields.
- Programs are monitored and evaluated for possible overlap and duplication by each system independently.

Credit Transfer

- The two systems work cooperatively to ensure effective credit transfer policies between Minnesota State and the University of Minnesota.
- Minnesota State 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.
- The Metro Alliance of Minnesota State and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum in all its participating institutions.
- “Reverse transfer” opportunities have been made available by the two systems for students whose associate degrees can be completed after transferring.

College Readiness and Under-Prepared Students

- The two systems work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student populations and all K–12 students for postsecondary education opportunities through the P–20 Education Partnership and other alliances and programs.

I. INTRODUCTION

Minnesota State and the University of Minnesota are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

The 2021 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems providing public higher education in Minnesota. While individual cooperative initiatives have been in operation for decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint postsecondary programs for the metropolitan area through formal agreements.

The 2021 report was produced cooperatively by representatives from the Office of the Executive Vice President and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at Minnesota State.

Mission Differentiation

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

> *Subdivision 1. Statement of missions. The legislature recognizes each type of public postsecondary institution to have a distinctive mission within the overall provision of public higher education in the state and a responsibility to cooperate with each other. These missions are as follows:*
>
> *(1) the technical colleges shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree.*
>
> *(2) the community colleges shall offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies, for students transferring to baccalaureate institutions and for those seeking associate degrees.*
>
> *(3) consolidated community technical colleges shall offer the same types of instruction, programs, certificates, diplomas, and degrees as the technical colleges and community colleges offer.*
>
> *(4) the state universities shall offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education; and*
>
> *(5) the University of Minnesota shall offer undergraduate, graduate, and professional instruction through the doctoral degree, and shall be the primary state supported academic agency for research and extension services.*

Collaboration History

Minnesota State 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 systems.

Efforts over the past two decades include joint planning to leverage limited financial resources, coordinating upper-division programs in the Twin Cities, responding to Twin Cities metropolitan area growth, improving credit transfer between the two systems statewide, and serving traditionally underrepresented populations.

II. COLLABORATIVE PROGRAMS AND SERVICES

Minnesota State and the University of Minnesota share an obligation to increase options for Minnesota citizens who desire postsecondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan area students, and to have a measurable impact on the outcomes of underserved students who wish to pursue various paths to postsecondary.

Analysis of program data from both systems illustrates that the academic programs of Minnesota State 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. Minnesota State dominates 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 higher education sector 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)
- Rochester Partnership
- Center for Allied Health Programs and HealthForce Minnesota
- University of Minnesota Extension
- Library and Information Technology Resources
- eLearning Initiatives
- Other Collaborative Initiatives

Academic Program Partnerships

During the past 19 years the number of formal academic collaborations and partnerships between the University of Minnesota and the colleges and universities of Minnesota State has grown from 60 to over 400 academic programs and services, including collaborative activities to share resources, knowledge, and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs between the University of Minnesota and Minnesota State are known as "2+2" agreements. 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 allow students to build focused University of Minnesota baccalaureate programs based on approved community college coursework. In addition, collaboration between the two systems allows students to complete a limited number of University of Minnesota graduate and

professional programs while in residence at colleges and universities in Minnesota State. 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–Twin Cities and Minnesota State. It provides access to the University of Minnesota for students wishing to transfer from one of the participating metro-area community colleges. MnCAP began as a pilot program in 2000 with three Metro Alliance community colleges and the University's College of Liberal Arts. Since its inception, MnCAP has grown to include the seven metropolitan area community colleges (Anoka-Ramsey Community College, Century College, Inver Hills Community College, Minneapolis College, Normandale Community College, North Hennepin Community College, Saint Paul College) and six undergraduate colleges at the University of Minnesota–Twin Cities.

Students enrolled in MnCAP are guaranteed transfer admission to one of the participating University of Minnesota colleges and majors when they meet certain conditions. Students enrolling in this program work closely with dedicated staff at the community colleges and the University of Minnesota Office of Admissions to define the specific conditions for transfer.

Rochester Partnership

In 2006, the University of Minnesota–Rochester (UMR) became the fifth campus of the University system. As a campus, UMR is charged with providing high-quality academic, research, and public engagement programs emphasizing health sciences and related fields. UMR is focused on serving the economic and educational needs of southeastern Minnesota through complementary and cost-effective public and private partnerships across the region and state. The campus is showing significant results with high retention rates and high four-year graduation rates in the general student population, as well as with underserved student populations.

In 1917 Winona State University began delivering courses in Rochester (WSUR) in collaboration with Rochester Community and Technical College. As a branch campus, WSUR provides undergraduate degrees in teacher education, nursing, social work, computer science, and business. WSUR also delivers graduate degrees in education, nursing, counselor education, leadership education, social work, and several graduate certificates to meet workforce needs of the region.

Partnerships between Rochester Community and Technical College (RCTC) and Winona State University (WSU) remain active. UMR continues to work with RCTC and WSU on 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 focused educational offerings and does not duplicate programs currently available from other institutions, unless the capacity is necessary to meet additional industry demand.

UMR delivers a collaborative undergraduate degree program, the Bachelor of Science in Health Professions (BSHP), with the Mayo School of Health Sciences. This program creates pathways to licensures and certifications in specific health care professions. Students can prepare for admission to the BSHP program at UMR or select Minnesota State colleges and universities. UMR also works extensively with other branches of Mayo Clinic's College of Medicine to provide undergraduate research, volunteer, and work opportunities. Beginning 2019, UMR now offers an early assurance

Physician Assistant (PA) Master's degree program in collaboration with Mayo Clinic School of Health Sciences (MCSHS), providing a 3+2-year PA degree opportunity.

RCTC delivers a variety of associate degrees (AS, AAS, AA) with many articulation agreements with Winona State University through its Path to Purple programs. WSU delivers its doctoral nursing program, teacher licensure programs (undergraduate and graduate), business administration, accounting, computer science, and social work programs in Rochester. UMR students are able to include upper division academic programming at WSU in their fourth-year capstone experiences if it reflects their interest of study and is pre-approved. UMR also participates in the HealthForce Minnesota initiative, which is a Minnesota State Center of Excellence. They are sharing with UMR their high school curricular development efforts and deployment in high schools and UMR is looking at how that academic programming and information may prove helpful in identifying future successful baccalaureate degree candidates for recruitment to UMR's BSHS program.

Winona State University Rochester is focused on workforce-relevant programming and serves the community through programs that are immersed in several locations including Rochester Community and Technical College, downtown Rochester, and Riverside Elementary (Rochester Public Schools).

In addition to academic collaborations, UMR, RCTC, and WSU continue joint efforts in community outreach, marketing, and institutional research. 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 STEM Forward program (formerly the Rochester Area Math Science Partnership), which provides PK–12 teachers with the best available professional development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Southeast Minnesota Cooperative, Workforce Development, Inc.; 11 southeastern Minnesota PK–12 school districts; and UMR, WSU, and RCTC.

Together, UMR, RCTC, and WSU actively participate in the community-based advocacy group Greater Rochester Advocates for Universities and Colleges to promote innovative practices that leverage the resources of public higher education resources to best serve students, employers, and the community. Currently, all the higher education institutions in Rochester and health care organizations are collaborating on a simulation center needs assessment. All three institutions are also active in the Rochester Area Chamber of Commerce's HUB Source workforce internship initiative and the community-based Cradle to Career workforce development initiative.

Center for Allied Health Programs and HealthForce Minnesota

Center for Allied Health Programs: The Academic Health Center (AHC) at the University of Minnesota developed the Center for Allied Health Programs 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 system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate students with current and specialized skills; and produce the next generation of allied health professions researchers and faculty members. 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 developing signature academic partnerships with learners and communities, with health care and other industries, and with Minnesota State and other higher education institutions. For more information, see alliedhealth.umn.edu.

HealthForce Minnesota: As a Minnesota State Center of Excellence, HealthForce Minnesota is a collaborative partnership of education, industry, and community organizations that was created to increase the number and expand the diversity of healthcare workers, to integrate health science education practice and research, and to build capacity for education and industry to collaborate to enhance patient care.

The University of Minnesota medical laboratory sciences program established academic affiliations with Minnesota State University, Mankato and St. Cloud State University to enable students to complete their professional year of courses through the University of Minnesota Medical Laboratory Sciences (MLS) program. Each year, between five and ten students from these Minnesota State schools complete the NAACLS-accredited U of M MLS program, but receive their degree from their Minnesota State home school. MLS faculty and staff have developed transfer guides that Minnesota State institutions use to assist students as they prepare for the MLS program and application process. For more information, see alliedhealth.umn.edu/medical-laboratory-sciences-mls/prospective students/planning-guides.

University of Minnesota medical laboratory sciences faculty and staff are also active participants in the HealthForce Minnesota Clinical Laboratory Work Group, operated out of Winona State University. Members throughout the state—including educators from the University of Minnesota, St. Cloud State University, Winona State University, Saint Paul College, North Hennepin Community College and employees from Allina, Fairview, HealthEast, Children's of Minnesota, and Regions Hospital/Health Partners—meet monthly to discuss issues that have an impact on workforce needs.

A **Clinical Laboratory Workforce Summit** was held in October 2017 to focus on clinical placement capacity. Planned by the HealthForce Minnesota Clinical Laboratory Workgroup, the summit featured faculty presentations and significant engagement from the University of Minnesota and Minnesota State medical laboratory faculty.

The Clinical Coordination Partnership (TCCP) was formed to enhance nursing workforce development in Minnesota and Wisconsin by developing collaborative partnerships among educational programs and their clinical partners with a goal to maximize clinical rotation sites through scheduling coordination, student onboarding standardization, and faculty development. TCCP consortium members include nursing programs at the University of Minnesota, Minnesota State, Minnesota private colleges, and colleges/universities in Wisconsin, North Dakota, and South Dakota. Clinical partners include Allina Health system, Children's Hospitals and Clinics, Fairview Health System, Essentia Health, HCMC, North Memorial, Park Nicollet, Mayo Clinic and Health System, Gundersen Health System, HealthPartners, HealthEast Care System, and many others. TCCP now has 52 education partners and 78 clinical partners.

TCCP is a self-sustained membership-funded entity within HealthForce Minnesota. Education and clinical partners pay a membership fee to support its staffing, maintenance, and continued development. The University of Minnesota and Minnesota State have representatives on TCCP's Chair

Committee, Advisory Committee, and Advanced Practice Practitioner Committee. For more information, see https://clinicalcoordination.org/.

Other Collaborations: The Healthcare Education Industry Partnership (HEIP) Council has been in existence since 1998. It is staffed by HealthForce Minnesota and meets quarterly to discuss and plan for strategic workforce and education issues across the state. The University of Minnesota is an active member of this group.

The **Minnesota Simulation for Healthcare Education Partnerships** (MnSHEP) is convened by HealthForce Minnesota to promote simulation excellence by providing evidence-based resources and support for educators. MnSHEP fosters academic/practice partnerships to promote research and provide collaborative learning opportunities in simulation. There are 300 members including industry partners, private and public colleges, and university educators. MnSHEP has an advisory board with representation from the University of Minnesota Nursing Program.

HealthForce Minnesota offers more than 15 Scrubs Camps throughout Minnesota. Presenters at Scrubs Camp come from the healthcare industry and Minnesota State, U of M, and private college faculty. The U of M's College of Veterinary Medicine and School of Dentistry students participated in several Scrubs Camps. Students at the Fond du Lac Tribal and Community College went to UMD for an evening planetarium activity.

University of Minnesota Extension

University of Minnesota Extension collaborates with Minnesota State across the state in areas such as agriculture, food, children and youth, strengthening communities, and economic development.

University of Minnesota Extension educators deliver an array of education and training programs in collaboration with Minnesota State. Examples of these programs include:

- Farm Business Management courses help farm families meet their business and personal goals through quality farm records and sound business decisions. The program is designed to work closely with active, functional farmers and persons interested in farming as a business. Extension offers the courses in collaboration with Minnesota West Technical College.
- MARL is a two-year immersive educational experience for early-career agricultural and rural leaders that has been offered jointly by Extension and Southwest Minnesota State University since 2000.
- Farm income in Minnesota is tracked and analyzed annually through a joint project of the Minnesota State Northern Agricultural Center of Excellence and Extension's farm business management program.
- At the Mid-Central Research and Outreach Center in Willmar, Minn., Extension and the College of Veterinary Medicine are working with Ridgewater College to develop poultry training programs that provide multiple levels of education for differing needs within the poultry industry.
- 4-H programs have partnered with Minnesota State universities at Mankato and Marshall to offer career days and overnight campus immersion experiences to 4-H members.

- Extension's Regional Sustainable Development Partnership partnered with Lake Superior College in Duluth on projects that promoted locally grown foods and addressed hunger needs in the Duluth area during the COVID stay-at-home orders.
- Extension educators worked with South Central College to develop an occupational safety and health-based curriculum to deliver to Minnesota agricultural educators who work with farm business management instruction, supervise high school students in agricultural workplaces, and/or coordinate college level agribusiness internships.
- Extension's Clean Energy Resource Team collaborates on energy education with the Center of Energy, a partnership between Minnesota West and St. Cloud Technical colleges to help promote careers in the energy industry.

Library and Information Technology

MnLINK: In 2002, the University of Minnesota and Minnesota State 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 better access to the collections of both higher education systems using the online system. In FY 20, Minnesota library patrons requested 392,325 items through MnLINK. For more information: www.mnlink.org.

Minitex Library Information Network (Minitex): Based within the University of Minnesota Libraries', Minitex provides significant resource-sharing capabilities to more than 2,200 libraries within the state. Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of Minnesota State requests (more than 60,000) are filled from the collections of the University of Minnesota 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.

Minitex also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). Minnesota State faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information, see http://www.minitex.umn.edu/Electronic/ and http://www.elm4you.org/.

Librarians from the University of Minnesota and Minnesota State, along with other library colleagues run a 24/7 chat service where our citizens can get their questions answered. In FY20, 35,734 questions were answered. See https://www.askmn.org/ for more information.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking initiated by the University of Minnesota and Minnesota State's university libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Administratively managed by Minitex, the MDL has digitized and delivered over 280,000 images, documents, and maps contributed by 190 cultural heritage institutions across Minnesota. MDL has further partnered with K–12 teachers to develop multimedia educational modules and primary source sets based on these resources. In FY20, there were 658,069 unique page views of items in the Minnesota Digital Library. For more information, see http://reflections.mndigital.org.

In 2013, MDL was selected as an original hub for the Digital Public Library of America (DPLA), a national network of state and regional digital libraries in the United States. The DPLA brings together digitized and born-digital content from across the country into a single access point for end users and provides an open platform for developers. In addition to the cultural heritage organizations contributing content to MDL, additional organizations such as Minnesota Public Radio, Minnesota Historical Society, and the Minneapolis Institute of Arts have contributed metadata via MDL to DPLA, enabling broad access to their digital resources. For more information, see http://dp.la/.

Professional Development: The University of Minnesota Libraries and Minitex sponsor numerous professional development events for librarians and library staff in the state, including those from University of Minnesota and Minnesota State. Over 4,200 academics, librarians, and/or students attend a wide range of conferences as well as workshops targeted for individual institutions in Minnesota State. Since March, the attendance has been virtual.

Minnesota Libraries Publishing Project: The UMN and MN State libraries participate in the Minnesota Libraries Publishing Project. This project promotes scholarship and publishing through academic libraries. The project brings librarians together to share ideas and approaches to open publishing activities, from open textbooks and open educational resources (OER) to scholarly monographs and student projects and literary works. In FY20, 235 new books were published in the Minnesota Libraries Publishing Project.

eLearning

Minnesota Learning Commons (MnLC): The majority of Minnesota State/U of M eLearning collaboration occurs through the MnLC, a joint powers agreement between the University of Minnesota, Minnesota State, and the Minnesota Department of Education. MnLC's mission focuses on supporting "educators teaching in online, blended, and digital learning environments." By identifying strategies where Minnesota's public education sector can work on issues that could be better accomplished together than alone, the MnLC provides greater benefit, and better use of limited resources to lower costs and reach broader audiences. The MnLC website (https://mnlc.info) provides access to professional development and networking opportunities for faculty and instructional support staff.

Specific MnLC programs and services include:

- The **Minnesota Summit on Learning & Technology** is a high-quality conference and networking venue for college, university, and K-12 educators and innovators in Minnesota who are committed to effective online and blended learning. In 2019, over 220 individuals registered for the Summit to participate in sessions from their colleagues and to hear keynoter speaker Dr. Bernard Bull, President, Goddard College share "The Promise and Possibility of Human-Centered Learning Environments." Due to the pandemic, the 2020 Summit was not held.
- **Quality Matters (QM):** QM is a national faculty-centered peer review process designed to improve and certify the quality of online courses. Based on best practices and rigorous research, QM provides rubrics, national course certifications, and training to faculty who are teaching online or hybrid courses. This program is paid for and coordinated jointly by

Minnesota State and the University of Minnesota. A Faculty Development & Quality of Online Teaching Special Interest Group (SIG) provides additional collaboration opportunities.

- **MnLC Special Interest Groups:** Additional SIGs include Open Education Resources (OER) that brings together those working on OER and affordable content solutions with the goal of sharing best practices and collaborative opportunities; Digital and Information Literacy addressing critical competencies needed by 21st century learners; and Innovation including topics such as remote proctoring, competency-based education, virtual reality/augmented reality, micro-credentialing, digital badging, and personalized learning.
- **State and Federal Regulatory Compliance for Online Learning:** Minnesota State and the University of Minnesota Provost's Office, through the MnLC, are working with the Minnesota Office of Higher Education in the State Authorization Reciprocity Agreement (SARA) to promote multi-state regulatory compliance with distance education regulations. By working jointly under SARA, both Minnesota State and the U of M have saved money and staff time. Currently all five University of Minnesota campuses and 26 of the Minnesota State colleges and universities have joined SARA.
- **Monthly Webinars for Joint Staff/Faculty Development**: The MnLC has continued its highly successful monthly "Best of Summit" webinar series, offering a wide variety of topics such as "The Digital Divide: Providing Equal Access in an Era of Online Delivery (Intermediate District 287), "Developing Creativity in the Classroom (University of Minnesota – Twin Cities) and "Are We Doing Enough to Help Faculty Teach Online?" (Minnesota State University Mankato).
- **Annual Report of Public Online Learning in Minnesota**: The MnLC partners also collaborate on the annual report summarizing the state of online offerings in Minnesota's public education institutions (higher ed and K–12).

In addition to the MnLC, the U of M and Minnesota State partner in these eLearning related areas:

- **The Minnesota Eligible Training Provider List**: Related to the new DEED database of the Career and Education Explorer Project, both the U of M and Minnesota State are working closely with DEED to provide non-credit and credit-based data feeds so that the CareerForce locations will have the most comprehensive listings of credit-based and non-credit courses and programs and provide targeted educational opportunities for displaced workers.
- **Media Management System:** The University of Minnesota, Minnesota State, and Learning Network of Minnesota have a collaborative working agreement to provide shared media services statewide.

Learning Network of Minnesota: All Minnesota State and University of Minnesota institutions are members of one of the six Learning Network of Minnesota (LNM) regions. Developed as a result of Legislative action in 1993, the LNM supports core network and online learning services infrastructure across the state. These services include video conferencing, web conferencing, and streaming media and voice communications. In addition, the LNM funds network bandwidth to many campuses. Each region is governed by a board of directors including representatives from corresponding institutions. There is also a statewide Learning Network of Minnesota board of directors that has Minnesota State and University of Minnesota system and institutional representation.

Other Collaborative Initiatives

Healthy Campus Initiative: Minnesota State and the University of Minnesota continue to work together to advance the goals of the Healthy Campus Initiative, developed by the University of Minnesota Boynton Health (BH) in 2004 with initial funding from BlueCross and BlueShield of Minnesota and ClearWay Minnesota. As part of this collaboration, the University of Minnesota and Minnesota State together administer the College Student Health Survey, a comprehensive survey of undergraduate and graduate students across Minnesota. In 2018, 18campuses participated in the survey and received extensive reports about the health status of their student population. The Minnesota State system office also funded an additional focus for this study that gathered data on the specific health-related issues of students who are veterans; a special veterans report was produced for each year between 2008 and 2013. Since 2013, 36 Minnesota State institutions have participated in the College Student Health Survey. The survey is administered annually, and schools participate voluntarily and provide support to cover the cost of administering the survey. The mix of participating schools differs each year. This collaboration between Minnesota State and BH has led to the creation of new policies, programs, and services aimed at improving the health of students, staff, and faculty that are part of the Minnesota State and University of Minnesota systems.

North Star STEM Alliance: The Louis Stokes Alliance for Minority Participation (LSAMP) is an initiative funded by the National Science Foundation which is intended to double the number of African American, Hispanic/Latino, Native American, Alaska Native and Pacific Islander students receiving baccalaureate degrees in science, technology, engineering and math (STEM) in a five-year period.

In Minnesota, the LSAMP program is called the North Star STEM Alliance, which is a partnership of fourteen higher education institutions and three community partners—the Science Museum of Minnesota, Minnesota High Tech Association, and the Minnesota Minority Education Partnership. The Alliance receives additional support from the 3M Foundation and from partner institutions. The academic institutions represent the breadth of higher education institutions in Minnesota and include both public and private colleges and universities, technical colleges, and two tribal colleges. The University of Minnesota is the lead institution, and seven Minnesota State colleges and universities are partner institutions.

To support increased undergraduate degree attainment in STEM fields, the North Star STEM Alliance provides community building conferences, peer-to-peer learning, undergraduate research opportunities, programs to help students successfully bridge to college and university-level STEM programs, industry internships, professional development, and publicity of current research in STEM fields.

Minneapolis College Student Health Clinic: In 2019 the Minneapolis College Student Health Clinic celebrated ten years of partnership with the University of Minnesota's Boynton Health Service. The clinic is operated under a Minnesota State service agreement, which has been extended through an RFP process. Funded through the health services fee with in-kind support by Minneapolis College administration for facilities, maintenance, and capital equipment, the Minneapolis College Student Health Clinic provides quality healthcare services by medical professionals on campus to all enrolled Minneapolis College students. The clinic provides treatments for common illnesses and injuries, testing (laboratory and x-ray on site), routine medical exams, physical therapy, nutrition counseling, and chemical health and mental health services (both therapy and medication management). In at

typical year, the clinic serves approximately 950 unique students and provides over 1,700 visits. Clinical and public health staff from Boynton Health Service are also engaged with Minneapolis College staff to coordinate campus health and wellness initiatives.

Oral Health Practitioner Initiatives: Concerns about serious gaps in dental care access and increasing costs prompted the University of Minnesota School of Dentistry and Minnesota State to create programs to educate dental therapists. Dental therapists, often referred to as "mid-level" dental providers, are primary care 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 administrators from the University of Minnesota School of Dentistry, dentistry practitioners, and representatives from Minnesota State—visited dental therapy programs in Canada, New Zealand, and England to gather information about best educational practices and how mid-level dental providers can be effectively deployed.

In 2015, the University of Minnesota School of Dentistry modified its initial dental therapy educational program to become a dual degree Bachelor of Science in Dental Hygiene (BSD)/Master of Dental Therapy (MDT) program. Graduates of this program perform dental assessments and treatments that go beyond those of dental hygienists or dental assistants but are still more limited in scope than those provided by dentists.

In 2006, Minnesota State approved a Master of Science degree in oral health practice, offered by Metropolitan State University. The program admits baccalaureate-prepared dental hygienists with significant clinical experience and prepares them to deliver a carefully designed scope of practice in a range of underserved settings. The practice model is team-centered and governed by detailed collaborative management agreements with practicing Minnesota dentists. These programs will help to provide professionals to work with underserved populations within Minnesota.

The University of Minnesota School of Dentistry and Minnesota State are partnering to develop a common practice model between the two institutions and for the State of Minnesota. Both programs will be focused on educating graduates to practice as an advanced dental therapist, which is the top of the legislatively approved practice model. The two systems are also collaborating on revising and enhancing their educational model to provide the most cost effective, trained practitioner with the best chance of long-term employment.

Minnesota State and University of Minnesota School of Dentistry are working with dental safety net providers from urban and rural areas across MN and managed care organizations to propose a value-based dental home network to improve the oral health of public enrollees. In concert with the Department of Human Services and the Minnesota Department of Health, the dental safety net providers and the members of the Dental Services Advisory Committee will propose this innovation that leverages the unique array of oral health providers in Minnesota. This approach is being proposed for consideration and funding in the next legislative session. This effort is part of an ongoing leadership coordination between the oral health education programs and safety net providers in the state of Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership among 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 eight-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, over 160,000 patient procedures have been provided and over 1,800 students have benefitted from the program.

Wellness Courses: Online wellness courses developed by the Rothenberger Institute within the University of Minnesota's School of Public Health are available to Minnesota State educators and students through curriculum licensing and collaboration. Currently, Century College offers the one-credit courses "Success Over Stress" and "Sleep, Eat & Exercise," and Vermilion Community College requires all of its Associate of Arts degree-seeking students to take "College Life," a customized course with selected content from three Rothenberger Institute courses.

Mental Health Summit: In October 2020, Minnesota State and the University of Minnesota jointly sponsored the first-ever statewide summit on student mental health. The objectives were to increase attendees' understanding of college student mental health data and trends, provide specific examples and strategies for how to support student mental health, and align higher education leaders around a common set of priorities. The program was structured to share knowledge and foster discussion across both systems. The summit had approximately 750 attendees.

Multi-generation Farm Transition Planning: The University of Minnesota Extension and the Minnesota State system have partnered to offer hands-on farm transition education focused on multi-generation farm businesses. An emphasis of the sessions is how to transfer both the "financial business" and how to transfer the "management and responsibility" of the farm business. The retiring generation and incoming generation should attend the sessions together, including spouses, partners and other relevant parties. The instructors will be Jim Molenaar (Farm Business Management Instructor at St. Cloud Technical and Community College) and Extension educators Megan Roberts and Amber Roberts. Advance registration is required at https://extension.umn.edu/event/multi-generation-farm-transition-planning.

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered in the Twin Cities metropolitan area (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while Minnesota State offers four doctoral degrees and no first professional degrees in the metropolitan area. A comparison of baccalaureate and graduate programs offered by the University of Minnesota–Twin Cities, Metropolitan State University, and other state universities offering programs in the Twin Cities reveals an apparent overlap of 50 programs (out of a total of 112 baccalaureate, master's and doctorate degree programs offered by state universities, and 446 similar degree programs at the University of Minnesota).However, the following must be considered in regard to instances of duplication:

- Overlap may be in name only, and not substantively duplicative program offerings.
- In areas such as business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems; and
- The two systems serve different student populations both in selectivity and patterns of enrollment (full-time vs. part-time) that lead to variances in programs and types of delivery.

The distribution of specific degree programs and patterns of enrollment for Metro Alliance institutions and the University of Minnesota'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, Minnesota State offers all of the degree programs in law enforcement, while the University of Minnesota offers all of the medical degrees.

Table 1. Metropolitan-area degree programs at the University of Minnesota and Minnesota State, 2020.

Degree	UM	Minnesota State	Total	Duplicates
Diploma	0	188	188	0
Associate	0	474	474	0
Certificate*	123	501	609*	0
Baccalaureate	157	70	222	28
Master's	186	38	226	17
Doctoral	101	4	105	4
First Professional	5	0	5	0
Total	**572**	**1,275**	**1,829**	**49**

Source: University of Minnesota; Minnesota State

* The University of Minnesota predominately offers post-baccalaureate certificates, while Minnesota State offers mostly pre-baccalaureate certificates.

Table 2. Metropolitan-area comparable programs at the University of Minnesota and Minnesota State, 2020.

2020 Baccalaureate Programs		2020 Master's Degree Programs
Accounting	History	Alcohol and Drug Recovery Counseling
Art/Studio Arts	Health Systems Studies	Applied Clinical Research
Biology, B.A., B.S.	Human Resources Management	Biology
Biochemistry	Individualized Studies	Business Administration
Chemistry	Industrial Management	Computer Science
Computer Information Technology	International Business/Commerce	Co-occurring Disorders Recovery Counseling
Computer Science	Marketing	Curriculum and Instruction
Dental Hygiene	Nursing	Geographic Information Science
Early Childhood Studies	Organizational Administration	Individualized and Interdisciplinary Studies
Economics	Philosophy	Mechanical Engineering
English	Psychology	Nursing
Environmental Science	Theater	Psychology
Finance	Urban Early Childhood Education	Public Administration
Gender Studies	Urban Elementary Education	Regulatory Affairs and Services
		Software Engineering
		Special Studies
		Urban Planning
2020 Doctoral Programs		
Business Administration		
Nursing Practice		
Education Leadership-K-12		
Education Leadership-Higher Education		

Source: University of Minnesota; Minnesota State

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, requires the two systems to draw on the capacity of all the institutions to provide local and flexible access to academic programs. Collaboration between the two systems supports responsiveness and effective use of resources.

IV. CREDIT TRANSFER REVIEW

Effective credit transfer policies are an essential component of collaboration between Minnesota State 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. In other words, transfer students should not be automatically disadvantaged in time-to-degree—recognizing, however, that successful transfer depends on careful planning and consultation with knowledgeable advisors.

Policies and Practices

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

- Transfer decisions are made on the basis of the educational quality, comparability, and appropriateness and applicability of the learning experience to the student's educational goals (Joint Statement on the Transfer and Award of Credit, 2017). The Higher Learning Commission accredits the University of Minnesota and all of the Minnesota State campuses (Higher Learning Commission Assumed Practices CRRT.B.10.020). Transfer among the Minnesota State campuses and the University of Minnesota is grounded in this common regional accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not coursework is comparable and whether courses to be transferred apply to the student's selected program. Courses are evaluated by such factors as learning outcomes, course syllabus or outline, and texts used.
- Institutions also consider the applicability 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, courses in a technical program may not be appropriate for inclusion in a baccalaureate degree, even though the courses are offered by a regionally accredited school. The reverse is also the case—liberal arts coursework earned toward a baccalaureate degree may not be incorporated in technical programs if it is not required or if there is not room in the program to count them. This principle is important in ensuring that students who receive degrees, diplomas, and certificates from either system are doing so by completing coursework that is appropriate to their program or major and ensures high quality education.

Cooperative Transfer Programs

Minnesota State 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 a joint plan and report to the Legislature, 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 Agreement, executed by both systems in 1994, continues to provide a framework within which each public institution in the state defines its lower-division general education requirements.

About 4,000 students each year transfer between the University of Minnesota and state colleges and universities.

Some students begin at a two-year college and transfer to the University of Minnesota to complete a baccalaureate degree, and some students who begin at the University of Minnesota decide to transfer to a Minnesota State college or university. Reasons for transfer include program offerings and economic, geographical, work- or family-related concerns. The Minnesota Transfer Curriculum provides a framework for all of these transfer patterns since students transfer in all directions.

Since 2014, registrars at Minnesota State institutions have had the ability to electronically and prominently annotate the transcripts of students who have completed the Minnesota Transfer Curriculum. This enhancement promotes timely degree completion and lessens the chance that students take additional, unnecessary courses after they transfer. The majority of students who transfer from Minnesota State to the U of M have completed at least some of the Minnesota Transfer Curriculum courses, goal areas, or the entire MnTC "package." Surveys of students who have transferred indicate satisfaction with transfer is highest when the entire MnTC is completed prior to transfer.

Conversations have begun between Minnesota State and the University of Minnesota to review the Minnesota Transfer Curriculum and make enhancements. Goal area and credit requirements will be reviewed.

Transfer Resources: The Minnesota Transfer website (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, faculty and staff of Minnesota State, the University of Minnesota, and others about transfer among public and private colleges and universities. The website is a useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary levels. The site offers a directory of college and university transfer specialists as well as transfer action plans, accreditation information, transfer profiles, campus transfer websites, transfer guides, transfer agreements, details about the Minnesota Transfer Curriculum, and more.

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Transferology.com is a student-friendly online tool provided by CollegeSource, Inc. that enables students contemplating transfer to see how their coursework transfers or would transfer to any institution within the Transferology network. Both the University of Minnesota and Minnesota State are members of the network, which means that current and prospective students can see how their

courses transfer into any program offered at either system's institutions. Transferology also allows for the posting of Transfer Pathway maps to assist staff in advising students with transfer to Minnesota State universities.

Transferology runs on data tables built using CollegeSource's Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. DARS data tables are maintained by staff at Minnesota State and the University of Minnesota. The University of Minnesota has used DARS since 1989, while Minnesota State started system-wide implementation in 1999. For more information, see http://www.minnstate.edu/system/asa/dars/.

Transfer Specialists' Network: Every campus in both systems has designated transfer specialists who can answer students' questions specifically about transfer. These transfer specialists connect in various ways to discuss issues and resolve problems. An annual Transfer Specialist & DARS User Conference hosted by Minnesota State is attended by over 130 transfer specialists and DARS encoders from the University of Minnesota, Minnesota State, and private and out-of-state colleges and universities. Minnesota State also conducts an annual Transfer Orientation for new transfer specialists, as well as several regional transfer meetings to keep transfer specialists up-to-date, and DARS/Transferology training is offered throughout the year. Transfer tips are sent to the group periodically, and two transfer listservs and a DARS listserv allow transfer specialists and encoders to ask questions and share transfer information. Because Minnesota State consists of both two- and four-year institutions, transfer groups meet regularly to support student transfer. These groups include the Transfer Governance Team, composed of faculty, transfer specialists, administrators, students, and system office staff; the Transfer Advisory Group, composed of transfer specialists; and a DARS User Group consisting of encoders from the two- and four-year institutions.

Reverse Transfer: Minnesota State engages in a process to award associate of arts (AA) degrees through reverse transfer. Since students sometimes transfer to other colleges and universities without having completed the associate of arts degree, the reverse transfer process allows them to transfer courses back from their current institution and complete the AA degree at a prior college or at the university they are currently attending. Since 2013, 3,124 AA degrees were awarded through this process to students who had transferred to Minnesota State universities and the University of Minnesota.

Electronic Transcripts: SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and Minnesota State. Electronic transcript exchange among the colleges and universities of Minnesota State began fall 2009.

Conclusion

Transfer between the University of Minnesota and Minnesota State continues to be of importance to students of both systems, and ongoing improvements serve students ever better. 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

Minnesota State and the University of Minnesota continue to focus on the transition of students into postsecondary education. Initiatives include 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 learning.

P–20 Education Partnership

The University of Minnesota and Minnesota State are two of the founding members of the Minnesota P–20 Education Partnership, established in 2003 as the Minnesota P–16 Education Partnership. Now with an expanded membership, including four legislators, the partnership operates as a voluntary statewide collaboration the partnership is charged to develop policy and strategy recommendations that improve the quality of and access to education, improve college preparation and transitions, support teacher quality, and realign governance and administrative education structures.

During the 2019-20 and current academic years, the Minnesota P-20 Education Partnership focused on the state's postsecondary attainment goal as established in 2015 legislation (Minn. Stat. § 135A.012). The legislation stated, "The number of Minnesota residents ages 25 to 44 years, who hold postsecondary degrees or certificates, should be increased to at least 70 percent by 2025." Success will require an increase in traditionally aged students graduating from high school and postsecondary, and adults returning to obtain a credential.

In early 2020 P20 charged the Lifespan Learner Workgroup with examining the life cycle of individuals to guide the work of the partnership. The workgroup mapped the metrics that reflect educational attainment across the lifespan, identified metrics with a demonstrable negative impact for individuals, and created a starting life of relevant evidence-based strategies for addressing those areas. Aided by the Education Strategies Group, in early 2021 P20 will narrow the list of potential strategies for action and determine how to move forward.

The Partnership continues to be the sponsor and overseer of the Statewide Longitudinal Education Data System (SLEDS), which began in 2014 to link K–12 and higher education data for the first time (private college records are included, but private K–12 schools are not yet included). This tool greatly enhances the ability of policymakers to research factors in high school and postsecondary attainment. With data from early childhood through completion of postsecondary education and workforce entry, SLEDS provide data and feedback on how well Minnesota's students are doing as they transition through the educational sectors and into the workplace. With a framework focused on pathways, progress, predictors, and performance, SLEDS provide information and analysis enabling policymakers and educators to make meaningful investments and policies. In the last two years SLEDS enhanced the integration with Minnesota's Early Childhood Longitudinal Data system and expanded

the workforce data links, producing reports on workforce outcomes of high school and college graduates. SLEDS produce its own annual report with more detail.

Postsecondary Enrollment Options (PSEO) and Concurrent Enrollment Partnerships

The Postsecondary Enrollment Options Act, created in 1985, provides Minnesota high school students with two ways to take courses that allow them to earn college credit from Minnesota colleges and count towards high school graduation. First, the Postsecondary Enrollment Options program (PSEO), allows high school students to take courses at a college or university. Second, concurrent enrollment partnerships allow high school students to take college or university courses at their high school, taught by qualified high school instructors who have been approved by college or university faculty.

In the past few years, legislation has increased access to PSEO and concurrent enrollment among 9th and 10th grade students who meet eligibility requirements, especially in career and technical education courses. In 2015, legislation was passed (Minn. Statute § 124D.09) that allowed for students participating in an early/middle college program at a state-approved secondary alternative learning program to have access to taking developmental education courses as PSEO students, in addition to college-level courses. These initiatives promote college readiness and early college credit opportunities that can assist in accelerating time to postsecondary degree completion.

In 2015, legislation passed (Minn. Statute § 124D.09) that also required concurrent enrollment programs across the state to meet the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) by 2020–2021 and for all concurrent enrollment programs to have local advisory boards. The legislature also allocated an additional two million dollars to school districts to support their participation in concurrent enrollment partnerships. These legislative requirements and funding support are encouraging the growth and sustainability of high-quality concurrent enrollment offerings.

Educators from Minnesota State and the University of Minnesota system campuses and private colleges volunteer and meet bi-annually through MNCEP to share information about best practices and quality standards for concurrent enrollment partnerships, sometimes referred to as "college in the schools," Minnesota Concurrent Enrollment Partnerships (MnCEP) is a statewide consortium of secondary and postsecondary stakeholders that serves as a collaborative resource and advocate for Concurrent and Dual Enrollment Partnerships to facilitate equitable student access and success. Key activities include: Fostering effective partnerships between secondary and postsecondary education institutions, facilitating the interchange of ideas and issues, providing opportunities for professional development, disseminating research and information about programs and partnerships, supporting the implementation of national standards for Concurrent and Dual Enrollment Partnerships, and fostering cooperation among education professionals and agencies.

MnCEP offers professional development to identify and share best practices; develop communication tools to inform students, parents, and policymakers about concurrent enrollment programs; build and advance a shared research agenda focused on measuring the quality and outcomes of concurrent enrollment programs; and identify opportunities for collaboration and improvement.

These programs are significant, valued and matter because students who take college courses while in high school (through PSEO and college in the schools) gain momentum, have higher rates of college enrollment, readiness and persistence. Students who earn college credits while in high school can also graduate more quickly and at less expense. Research on the impact of dual and concurrent enrollment can be found at http://www.nacep.org/resource-center/.

College Preparation

Starting in 1991 the University of Minnesota and Minnesota State universities admitted students to baccalaureate programs under a common set of preparation requirements. These included 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. This establishes a strong model for high school students and has increased preparation. The University of Minnesota Twin Cities campus added a fourth year of math for freshman admitted in fall 2015 and beyond, based on research that completion of four years of math enhances student success in college.

Both systems have reviewed and addressed challenges presented by the Higher Learning Commission's (HLC) emphasis on faculty qualifications to ensure, as HLC states, "all instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings". HLC faculty guidelines discuss determining minimally qualified faculty in the context of dual credit. Primary qualifications include a master's degree in the field, or a master's degree and 18 graduate credits in the field, or a combination of criteria (as described). Meeting these criteria is still a need for a percentage of current instructors (to be met by 09/01/23) and will remain an ongoing need to sustain concurrent enrollment programs as instructors retire or leave the school. Minnesota institutions have designed and begun to offer accessible graduate courses to help instructors meet these credentials, although not all core discipline or career and technical needs have been addressed yet. The cost of graduate coursework and time encumbered by a high school instructor remain key inhibiting factors. Past legislative funding has been instrumental in making it possible for instructors to afford taking coursework.

Both systems also participate in Generation Next, the Minneapolis - Saint Paul collective impact coalition dedicated to closing achievement and opportunity gaps.

The University of Minnesota's College Readiness Consortium continues to support and expand use of a research-based, school-wide college and career readiness program for grades 6–12. Ramp-Up to Readiness™ is designed to increase the number of students who graduate high school with the knowledge, skills, and habits needed to obtain a degree or credential in higher education. Ramp-Up is used in approximately 200 Minnesota secondary schools. This is one-way schools have implemented the 2013 legislative requirement that all students begin personal postsecondary plans, including career exploration, no later than 9th grade.

The University of Minnesota's College of Education and Human Development also offers the Minnesota Principals Academy, an executive development program to help school leaders prepare all students to obtain postsecondary degrees or credentials.

Many Minnesota State campuses have specific partnerships and programs with local high schools to increase college preparation for high school students. Such programs include administering the

Accuplacer to high school students to determine college readiness benchmarks and providing targeted support in high school; delivering college preparatory courses at the high school; and offering college readiness workshops or summer bridge programs. Some selected examples include:

- Century College and Saint Paul College administer the Accuplacer at many Saint Paul public schools and partners with specific high schools to offer interventions for high school students who need additional support.
- High school students enrolled in the Inver Prep program can complete college preparatory courses in English or mathematics that prepare them to participate in the Inver Hill Community College's InCollege concurrent enrollment program.
- At Hennepin Technical College, Minnesota West Community & Technical College, and Anoka-Ramsey Community College, students can take summer bridge programs that include developmental education courses to prepare them for college-level courses.
- Minnesota State University, Mankato offers the College Access Program (CAP) that provides a four-week summer residential program between high school and college and continues to support students during the regular school year.
- Minnesota State Community and Technical College's Center for College Readiness provides direct connections between college faculty and high school teachers and students to assess college readiness in writing, reading, and math. High school students are able to submit assignments, which are evaluated by college teachers, to gain information on their college preparedness.

One partial measure of college readiness is ACT scores. After the legislative requirement that all of class of 2016 take the ACT as juniors' requirement was rescinded most schools in Minnesota still offer the ACT to all students the average composite score for 2019 graduates was 20.3down slightly from historical Minnesota averages, however, due to the inclusion of more students. The percentage of students who reached all four ACT college ready benchmarks was 30% for the graduating class of 2019 COVID-19 conditions during 2020 made ACT participation difficult, and most Minnesota colleges made it optional for the class of 2021 (applying in fall 2020.) Colleges are researching the impact of that change and its implications for the future.

Because the Minnesota State colleges have the mission of providing open-door access to higher education, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students need remedial courses because they have not taken the necessary coursework in high school. Other students have been out of high school for a number of years and have forgotten skills they once had mastered. In response, the Minnesota State colleges use an innovative multifaceted approach, including a combination of courses, multiple measures for course placement, and academic support services, as detailed in the February 2018 Developmental Education Plan Report to the Legislature.

Most higher education institutions in Minnesota also provide academic support programs, serving students both in person and online. Learning centers, supplemental instruction, tutoring, and advising

programs are examples of such academic support. Many students use these services, even if they do not need developmental courses.

College Readiness Research

Both systems have an extensive array of researchers developing new knowledge regarding effective instruction and preparation of students during their K–12 years, and remedial work in college. SLEDS provide researchers with a comprehensive source of data to help identify the most viable pathways for individuals to achieve successful outcomes in education and work and informs decisions to support and improve education and workforce policy and practice. The University of Minnesota's Center for Applied Research and Educational Improvement serves a growing network of Minnesota K-12 schools by building educator data-based decision-making capacity through high quality technical assistance, professional learning and program evaluation in education.

IV. CONCLUSION

The 2021 postsecondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens.

Appendix – Collaborative Academic Programs

Collaborative academic programs and services between the University of Minnesota and Minnesota State allow students in residence at one system's institutions to apply approved coursework toward completion of a degree at the other system and leverage resources and services across the two systems. The following tables list over 400 such collaborative programs.

Minnesota State Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B. S. Criminal Justice Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work
Anoka-Ramsey Community College	Crookston – B. S. in Accounting Crookston – B. S. in Business Management Crookston – B. S. in Marketing Duluth – B.A., American Indian Studies Duluth – B.A. Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Music Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B.Mus., Jazz Studies Duluth – B.Mus., Performance (Band Orchestra, Keyboard, Vocal) Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science

	Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering
Anoka Technical College	Crookston – B.S., Accounting Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management
Bemidji State University	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
Central Lakes Community College	Crookston – B.S., Accounting Crookston – B.S., Agricultural Education Crookston – B.S., Management Crookston – B.S., Natural Resources Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering
Century College	Crookston – B.S., Horticulture Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering

	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 Twin Cities – B.S., Environmental Horticulture
Dakota County Technical College	Crookston – B.M.M., Bachelor of Manufacturing Crookston – B.S., Business Management Crookston – B.S., Marketing
Fond du Lac Tribal and Community College	Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Environment, Sustainability, and Geography Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work
Hennepin Technical College	Crookston – B.S., Manufacturing Management
Hibbing Community College	Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics

	Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work
Inver Hills Community College	Duluth – B.A., Anthropology Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., History Duluth – B.A., Political Science Duluth – B.A., Women, Gender & Sexuality Studies Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities – B.S. Individualized Studies Program
Itasca Community College	Crookston – B.S., Natural Resources Duluth – B.A., Economics Duluth – B.A., Environment, Sustainability, and Geography Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering

	Duluth – B.S.M.E., Mechanical Engineering Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management
Lake Superior College	Crookston – B.M.M., Manufacturing Management Duluth – B.A., American Indian Studies Duluth – B.A., Art Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Cultural Entrepreneurship Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Communication Sciences & Disorders Duluth – B.B.A., Business Administration Duluth – B.F.A., Art Education Duluth – B.F.A., Graphic Design Duluth – B.F.A., Graphic Design Marking Duluth – B.F.A., Studio Art, General Studio Duluth – B.F.A., Studio Art, Painting, Drawing & Printmaking Duluth – B.F.A., Studio Art, Sculpture & Ceramics Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work
Mesabi Range College	Crookston – B.S. – Business Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Sociology Duluth – B.Acc., Accounting Duluth – B.A.Sc.., Psychology Duluth – B.B.A., Business Administration Duluth – B. F.A., Graphic Design Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics

	Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S.W., Social Work
Minneapolis Community and Technical College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering
Minnesota State College - Southeast	Twin Cities – B.S. Nanoscience Certificate articulates with Dakota County TC Nanoscience Technology AAS with 2+2 option to UM–Twin Cities
Minnesota State Community and Technical College	Crookston – B.M.M., Manufacturing Management Crookston – B.S., Accounting Crookston – B.S., Equine Science Crookston – B.M.M., Environmental Sciences Crookston – B. S., Marketing
Minnesota West Community and Technical College	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	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration 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	Duluth – B.A., American Indian Studies Duluth – B.A., Communication Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.A., Theatre Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration Duluth – B.F.A., Theatre Acting Duluth – B.F.A., Theatre Design & Production Duluth – B.F.A., Theatre Stage Management Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering 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., Marketing Crookston – B.M.M., Manufacturing Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S. ChE., Chemical Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering
Northland Community and Technical College	Crookston – B.S., Agriculture Education Crookston – B.S., Animal Science Crookston – B.S., Applied Health Crookston – B.S., Information Technology Management Crookston – B.S., Business Management

	Crookston – B.S., Health Management Crookston – B.S., Marketing Crookston – B.S., Manufacturing Management
Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis
Rainy River Community College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
Ridgewater Community College	Crookston – B.S., Agricultural Education Crookston – B.S., Applied Studies Crookston – B.S., Manufacturing Management
Rochester Community and Technical College	Crookston – B.S., Environmental Sciences Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Biosystems, and Agricultural Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geological Engineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
St. Cloud Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.B.A., Business Administration
St Cloud State University	Duluth – B.Acc., Accounting Duluth – B.A., Economics Duluth – B.B.A., Business Administration
St Paul College	Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.A.Sc., Psychology Duluth – B.B.A., Business Administration
South Central College	Crookston – B.S., Accounting Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Bioproducts and Biosystems Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geoengineering

	Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
Southwest Minnesota State University	Duluth – B.Acc., Accounting Duluth – B.A., Economics Duluth – B.B.A., Business Administration
Vermilion Community College	Crookston – B.S., Business Management Crookston – B.S., Environmental Sciences Crookston – B.S., Natural Resource Management Crookston – B.S., Sport & Recreation Management Crookston – B.S., Water Resource Management Duluth – B.A., Economics Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry Duluth – B.B.A., Business Administration Duluth – B.S., Biochemistry Duluth – B.S., Biology Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.S., Environmental Sciences Duluth – B.S., Geological Sciences Duluth – B.S., Mathematics Duluth – B.S., Statistics and Actuarial Science Duluth – B.S., Physics Duluth – B.S.C.E., Civil Engineering Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.E.E., Electrical Engineering Duluth – B.S.M.E., Mechanical Engineering

Source – Minnesota State, University of Minnesota.

Other Partnership or Collaborative Arrangements with the University of Minnesota

This list represents examples of past as well as current collaborative arrangements between Minnesota State and the University of Minnesota

Minnesota State Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	The college's Communications Studies hosts university faculty for various speaking events.
	Twin Cities	The university's Philosophy Department invites college students interested in majoring in Philosophy at the U of M to attend a special "meet and greet" for community college transfers at their department at the end of the year.
	Twin Cities	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.
	Twin Cities	The Mathematics Departments at the two institutions are working on joint study of algebra instruction in community colleges.
	Twin Cities	The college's Chemistry department is collaborating with university's spectrometry lab on an NSF grant involving mass spectrometry, including opportunities for the college's students to use the lab.
Century College	Twin Cities	The college's Dental Assisting program sends 15-20 students in the spring and summer to the U of M Dental School for internships in a learning institution; students complete a general rotation or a specialty rotation.
	Twin Cities	The college is partnering with the university on the SOCRATES grant project to support students in the design a small satellite that will be launched into low earth orbit and employ a gamma ray detector for global positioning, navigation, and control.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone semester (shared facilities) and 2+2 option.
	Twin Cities	Dakota County Technical College president is on the UMore Park Advisory Council; administrative team participates in planning.
	Morris	The chancellor of UM Morris is a member of the executive steering committee on the College's Green Campus Initiative.
Fond du Lac Tribal and Community College	Duluth	The Bridges to Baccalaureate Program is a partnership between LSC, Fond du Lac Tribal and Community College and UMD to increase the number of community college students entering the science field who obtain a biomedical/biobehavioral science related baccalaureate degree including biology, chemistry, math,

		physics, psychology, chemical engineering, and computer science.
	Morris	With federal funding (a Native American Serving NonTribal Institutions grant), a partnership between UMN Morris and Fond du Lac Tribal and Community College will be offering summer language and cultural immersion opportunities to students and staff, and the two institutions are developing program pathways to liberal arts BA degrees.
Hibbing	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV, and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Itasca Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV, and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
	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 “Sleep, Eat, & Exercise,” providing students with knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College with Century College	Twin Cities	Research agreement with UM Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students; partnerships with Century College and eight school districts to operate a Minnesota State Access and Opportunity Center of Excellence
Lake Superior College	Duluth	The Bridges to Baccalaureate Program is a partnership between LSC, Fond du Lac Tribal and Community College and UMD to increase the number of community college students entering the science field who obtain a biomedical/bio-behavioral science related baccalaureate degree including biology, chemistry, math, physics, psychology, chemical engineering, and computer science.

	Duluth	Lake Superior College and the University of Minnesota Duluth since fall 2015 have collaborated in a collaborative Reverse Transfer program. As of summer, 2018, 38 additional degrees have been awarded.
	Duluth	Minnesota Sea Grant participates in Lake Superior College events such as Earth Day.
Mesabi Range College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS) Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV, and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program
	Twin Cities	Area Health Education Center (AHEC) sponsored by the University of Minnesota, located at the Fergus Falls campus of Minnesota State Community and Technical College.
	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, Mankato	Twin Cities	The two institutions, along with St. Cloud State University are Co-Affiliate Universities associated with Project Lead the Way.
	Twin Cities	Biological Sciences has developed an affiliation agreement with UM to provide the Medical laboratory science internship (14-15-month program/36 credits) for our bachelor's degree program in Medical Technology.
	Twin Cities	Mechanical and Civil Engineering faculty at MSU are working with UM researchers on collaborative research projects on behalf of the Minnesota Department of Transportation and the Local Road Research Board.
	Twin Cities	The two institutions are Information Technology Peers through the AASCB Affinity Group Technology in Business Schools Roundtable.
	Twin Cities	UM Family Practice residents participate, side-by-side, with Minnesota State Mankato Family Practice Nursing students in a joint simulation each semester.

	Twin Cities	The Minnesota State Engineering Center of Excellence is working with the U of M 4-H and have collaborated on the Machine Design Competition. While this was held on the St. Cloud campus, it was Mankato's Center that facilitated the arrangements and the logistics to make it happen.
	Twin Cities	The Construction Management Department at MSU offers Storm Water Management Certification through the U of M and collaborates with the U of M program to offer student competitions for the Midwest Region.
	Twin Cities	The Water Resources Center at MSU is collaborating with the University of Minnesota on several projects including the following- -Social science assessment project in the Watonwan River Watershed Civic Engagement Project -Research project to distill and disseminate water quality success stories in the Minnesota River Basin -A Minnesota River Invasive Carp Prevention and Analysis project -Effective conservation modeling and targeting tools for conservation planning as part of the "Integrating Targeted Watershed Planning Tools with Citizen Involvement project" -Guidance materials on Agricultural Conservation Planning Framework (ACPF) -Research and authorship to a special section in Journal of Soil and Water Conservation Society in collaboration with the U of M, Purdue University, Iowa Soybean Assn, and USDA -Study of harmful algae blooms in Minnesota Lakes
Minnesota State University Moorhead	Twin Cities	University of Minnesota-Twin Cities, M.S. in social work at Minnesota State University Moorhead via online education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota Libraries.
	Twin Cities	The two institutions jointly offered a graduate course in Cybersecurity that was hosted at the University of Minnesota and taught by a Metro State faculty member.
	Twin Cities	The two institutions obtained a collaborative NSF grant, "Augmented Reality in Cybersecurity and Forensics Education" to support faculty and students in research on the usage of Google Glass and other glassware.
Normandale Community College	Twin Cities	The college's Biology department is partnering with the College of Biological Sciences at the U of MN on a National Institutes of Health funded grant that, in part, has post-doctoral students in Biology/Chemistry/Biochemistry areas come to Normandale to learn about teaching by being mentored by Biology faculty.

	Twin Cities	The chair of the Normandale Philosophy Department is a Resident Fellow at the University's Center for Philosophy of Science which funds research activities in all areas of the history and the philosophy of science.
	Twin Cities	The Mathematics Departments of the two institutions have an agreement to place and mentor master's students who are interested in teaching at a community college.
	Twin Cities	The Infusing Africa into the Curriculum is funded by a U.S. Education Department grant and supports Normandale faculty in developing course content and projects to include perspectives on increasing African content at community colleges.
	Twin Cities	The Music Departments of the two institutions share faculty for several areas. The faculties and students also collaborate on concerts and joint performances.
	Twin Cities	University of Minnesota students enroll in three Normandale Dietetic courses that has been in place for the past five years
	Twin Cities	The faculties in the Anthropology Departments of Normandale and the University of Minnesota collaborate on events for anthropology students of both institutions.
	Morris	Faculty in French at Normandale and the University of Minnesota Morris planned and were scheduled to co-teach a summer study abroad course in Senegal. Post-pandemic, the course will be offered to students at both institutions.
Rainy River Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS). Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV, and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Rochester Community and Technical College	Rochester	Shared facilities
	Rochester	RCTC offers specific general education, science, and nursing assistant courses at the request of UM–Rochester.
	Rochester	The college shares facilities and land use with U of M Extension.
System Office	Crookston, Duluth, Rochester, Twin Cities	The Minnesota Learning Commons (MnLC) is a joint powers agreement among the Minnesota Department of Education, Minnesota State, and the University of Minnesota. The roots of the MnLC can be traced to legislation passed in 1997 that brought together Minnesota's public K–12 and higher education community to collaborate in creating efficient and high-quality

		access for learners to online and hybrid opportunities. The goal of the MnLC is to identify strategies where Minnesota's public education sector can work on issues that could be better accomplished together than alone, providing greater benefit, and better use of limited resources to lower costs and reach broader audiences.
	Twin Cities	Minnesota State 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.
	University-wide	Lake Superior College, Minnesota State University Moorhead, and Southwest Minnesota State University provide a veteran's center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Crookston and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities Minnesota State institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for Minnesota State campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
St. Cloud State University	Rochester Twin Cities	The institutions have a joint affiliation for their Medical Laboratory Sciences program. The agreement focuses on providing SCSU students with the opportunity to enroll in University of Minnesota courses, primarily at the Rochester campus and corresponding clinical opportunities.
	Twin Cities	The two institutions share anthropology faculty.
	University-wide	The SCSU School of Public Affairs Research Institute (SOPARI) works with the Extension Office (Mankato) in quantitative research used in economic impact studies and with Extension researchers on an Economic Emergency Program for a St Cloud plant closing.
Southwest Minnesota State University	Twin Cities	Collaboration between Extension and the Minnesota Agricultural and Rural Leadership Program (MARL) to deliver leadership training through the SMSU Foundation.
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.

Vermillion Community College	Duluth	Iron Range Engineering, Graduate degree programs: Master of Engineering (MEng) and Master of Environmental Health and Safety (MEHS). Classes will be held at Mesabi Range College in Virginia, MN and are taught by UMD faculty. Enrollees will be UMD Students and will have access to related courses offered on the UMD campus, ITV, and online courses. In conjunction with the Northeast Higher Learning District, classes are offered at all five regional community colleges: Itasca, Rainy River, Hibbing, Vermillion and Mesabi.
Winona State University and Rochester Community and Technical College	Rochester	The three institutions collaborate in community outreach, marketing, and institutional research. A notable example being the Rochester Area Math Science Partnership which provides professional development with PK–12 teachers through a partnership with industry, workforce agencies, and K-12 school districts.

Source – Minnesota State, University of Minnesota.