

February 25, 2013

Senator Terri Bonoff
Chair, Senate Higher Education Committee
325 Capitol
Saint Paul, MN 55155

Representative Gene Pelowski
Chair, House Higher Education Committee
491 State Office Building
Saint Paul, MN 55155

Dear Senator Bonoff and Representative Pelowski:

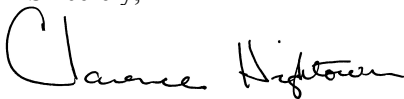
On behalf of the Minnesota State Colleges and Universities and the University of Minnesota, please find attached our joint report on postsecondary planning, as required by MN Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. This report includes topic areas requested by the Legislature, including coordination and duplication of program offerings; developmental and remedial education; credit transfers; planning and delivery of coordinated programs. We are pleased to report that our administrations are collaborating extensively to better serve students and citizens of Minnesota, and that there is little program duplication.

While the report includes many areas of cooperation and alignment, we continue to search for additional ways to aid student success, enhance system alignment, and increase efficiency. President Kaler, Chancellor Rosenstone, and the leadership of our respective boards have met twice in recent months to explore additional avenues of collaboration between the two systems. These meetings mark a new chapter in our relationship and demonstrate our mutual commitment to ensuring that the U and MnSCU are working together to serve the higher education needs of Minnesotans. Senior leaders from both systems have been exchanging ideas and identifying promising areas for greater partnership. These include: smoother degree pathways and academic program coordination between the two systems, stronger collaboration around strategic sourcing and procurement, and joint information technology initiatives. We are making progress in each of these areas and believe that these efforts will enhance the ability of both systems to serve students well.

We also hope to increase multi-institution partnerships that capture applied and theoretical research specialties of universities and technical colleges to better serve industry. Research leaders from our systems will explore opportunities over the next few months.

In conclusion, the working relationship between our systems is strong, as evidenced by the many established partnerships within this report. We are continuing to work to find new areas for cooperation to provide the highest quality postsecondary education for our citizens.

Sincerely,



Clarence Hightower
Chair, Board of Trustees
Minnesota State Colleges and Universities



Linda A. Cohen
Chair, Board of Regents
University of Minnesota

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

February 2013

Minnesota State Colleges and Universities

University of Minnesota

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Contents

Executive Summary	1
I. Introduction	2
II. Collaborative Programs and Services	4
Academic Program Partnerships	
Minnesota Cooperative Admissions Program (MnCAP)	
Rochester Partnership	
Center for Allied Health Programs and HealthForce Minnesota	
University of Minnesota Extension	
Minnesota Area Health Education Center	
Library and Information Technology	
e-Learning	
Other Collaborative Initiatives	
III. Program Duplication	15
IV. Credit Transfer	17
Policies and Practices	
Cooperative Transfer Programs	
V. College Readiness and Under-Prepared Students	21
P-20 Education Partnership	
Postsecondary Enrollment Options (PSEO)	
College Preparation	
Cooperative Reporting to Minnesota School Districts	
College Readiness Research	
Appendix: Collaborative Academic Programs	25

*Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS
As part of the boards' biennial budget requests, the board of trustees of the Minnesota state colleges and universities and the board of regent of the University of Minnesota shall report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal of a more integrated, effective, and seamless postsecondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the postsecondary systems.*

Executive Summary

The 2013 postsecondary Planning Report is the sixth report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 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 12 years, the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 200 programs and services.
- Increasingly sophisticated library and information technology resources are jointly available to University of Minnesota and Minnesota State Colleges and Universities students and citizens throughout the state; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the over 1,600 degree programs available at the University of Minnesota–Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 55 are similar enough in content to be considered duplicative, and most of these are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

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

College Readiness and Under-Prepared Students

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

I. INTRODUCTION

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

The 2013 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 2013 report was produced cooperatively by an inter-system working group comprising representatives from the Office of the Senior Vice President for Academic Affairs and Provost at the University of Minnesota and from the Office of the Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

Mission Differentiation

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

The Minnesota State Colleges and Universities and the University of Minnesota have a long history of collaboration. Many of the partnerships between the two systems and their institutions pre-date the 2003 legislative requirement for this planning report as well as the merger of the state colleges and universities.

Efforts over the past two decades include joint planning to leverage limited financial resources, coordinate upper-division programs in the Twin Cities, respond to Twin Cities metropolitan area growth, improve credit transfer between the two systems statewide, and reach traditionally under-represented populations.

II. COLLABORATIVE PROGRAMS AND SERVICES

The Minnesota State Colleges and Universities and the University of Minnesota share an obligation to increase options for 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 make a measurable impact on the particular needs and outcomes of underserved students who seek to pursue postsecondary education through various paths.

Analysis of program data from both systems illustrates that the academic programs of the Minnesota State Colleges and Universities and the University of Minnesota complement one another, following their clearly differentiated missions. For example, there is a distinct difference in the levels of degrees awarded. The Minnesota State Colleges and Universities dominate in degrees awarded at the associate level. By contrast, the University of Minnesota offers the largest number of post-baccalaureate degrees in Minnesota's public 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 Health Force Minnesota
- University of Minnesota Extension
- Minnesota Area Health Education Center
- Library and information technology resources
- e-Learning initiatives
- Other collaborative initiatives

Academic Program Partnerships

During the past 12 years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 200 academic programs and services, including over 40 collaborative activities to share resources, knowledge, and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs are known as “2+2” agreements between the University of Minnesota and the Minnesota State Colleges and Universities. These agreements allow students enrolled in one system to apply approved coursework toward completion of a degree at an institution in the other system. Applied baccalaureate programs, developed in partnership, allow students to build focused University of Minnesota baccalaureate programs on approved community college coursework and to complete the programs on Minnesota State Colleges and Universities campuses. 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 Minnesota State Colleges and Universities institutions. Collaborative programs between the two systems are listed in Appendix A.

Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement between the University of Minnesota, Twin Cities, and seven of the Minnesota State Colleges and Universities' Metro Alliance two-year institutions. MnCAP 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 Community & Technical 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 UM 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, informatics, technology, and related fields. The UMR campus 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.

UCR Partners: Although the University of Minnesota Rochester is no longer located on the University Center Rochester (UCR) campus with Rochester Community and Technical College (RCTC) and Winona State University (WSU), UMR continues to work with UCR partners 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. The UMR campus has a focused educational structure designed not to duplicate programs currently available and for which regional demand is satisfied.

UMR has been working closely on the development and deployment of a new collaborative undergraduate degree program, the bachelor of science in health professions (BSHS). This program, approved by the University's Board of Regents, is designed to open more pathways to licensures and certifications in specific health care professions, in a close working collaboration with the Mayo School of Health Sciences. Pathways to the program, coordinated by UMR, can be followed through UMR or select Minnesota State Colleges and Universities, ensuring course and credit alignment as well as achievement of a baccalaureate degree.

In addition to academic collaborations, UMR, RCTC, and WSU continue joint efforts in community outreach, in marketing, and in joint 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 Rochester Area Math Science Partnership (RAMSP), whose purpose is to provide for PK–12 teachers the best available professional-development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Workforce Development, Inc.; 13 southeastern Minnesota PK–12 school districts; and UMR, WSU, and RCTC.

Center for Allied Health Programs and HealthForce Minnesota

The Academic Health Center (AHC) at the University of Minnesota developed the Center for Allied Health Programs (CAHP) in 2006 to address increasingly serious workforce shortages of allied health professionals in Minnesota. The Center was designed to increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State Colleges and Universities system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate for current and specialized skills; and produce the next generation of allied health professions researchers and faculty members. In an era of increasing expectations and diminished resources, development of allied health programs is being approached in a collaborative way, inventing new and effective strategies for deploying our shared resources to serve the workforce needs of Minnesota’s health care providers. For more information: www.cahp.umn.edu.

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

Clinical Laboratory Sciences: The University of Minnesota Clinical Laboratory Sciences (CLS) program faculty and staff successfully completed several projects funded through a Department of Labor grant received by Saint Paul College. Saint Paul College provided \$152,000 in support of the grant project which was completed in February 2012.

- a) Data Tracking – The CLS Program was tasked with collecting and tracking student success rates over the 3 year period of the grant: demographics; enrollments and graduation rates.
- b) Curriculum Mapping to develop a curriculum matrix for MLS level education. To be available to all MLS programs in the state: UM-Twin Cities, UM-Rochester, St. Cloud State University, Minnesota State University, Mankato, and Winona State University. The Curriculum Mapping retreat was planned by HealthForce Minnesota staff, hosted by CAHP, and completed with input from the University of Minnesota, Winona State University, St. Cloud State University, and Argosy University.
- c) Online Training Modules – Faculty at the University of Minnesota CLS program developed several online training modules that could be used by MLT and MLS level educational programs. Several MnSCU schools have used these modules in their laboratory education programs: North Hennepin Community College, Saint Paul College, Winona State University, etc. These modules are available free of charge through our web site: <http://cahp.umn.edu/department-of-labor-modules>

CLS Faculty and staff are 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, and North Hennepin Community College and employers from Allina, Fairview, Children's of Minnesota, and Regions Hospital/Health Partners meet monthly to discuss issues that impact workforce needs. The primary focus of recent meetings has been the need to increase the number of clinical training placements available to provide for increased program enrollments.

The clinical 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 CLS program. Each year 5-10 students from these MnSCU schools complete the U of M NAACLS accredited CLS program but receive their degree from their MnSCU home school. CLS faculty and staff have developed transfer guides for MnSCU schools to assist students in their preparation for the CLS program and application process. <http://cahp.umn.edu/transfer-guides>

Clinical Coordination: The Clinical Coordination Partnership (TCCP) is a MnSCU-funded, HealthForce Minnesota initiative designed to more efficiently and effectively place pre-licensure nursing students into clinical experiences. The TCCP Advisory Council has two co-leads, one from UM and one from Fairview Health Services. Beginning in February 2013, HealthForce Minnesota will contract with UM for an additional 0.5 FTE. The partnership will build upon the strengths of both organizations to reach broadly across the state and create efficiencies in placing pre-licensure nursing and other health related students in clinical experiences statewide.

Scrubs Camp: Scrubs Camp is an academic health career camp for high school students staffed by HealthForce Minnesota. CAHP and AHC faculty and staff are an integral part of the planning and programming of the Scrubs Camps. Dental, veterinary medicine, pharmacy, and medical students have all been presenters at Scrubs Camp in addition to professional faculty.

Other Collaborations:

The CAHP hosted a retreat December 6-7, 2010 that included laboratory educators from Winona State University, St. Cloud University, North Hennepin Community College, and the University of Minnesota and others to develop a competency-based curriculum model for Clinical Laboratory Scientists (CLS). This initiative is led by HealthForce Minnesota and funded by a Saint Paul College Department of Labor Grant.

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

The Health Care 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 issue across the state. The UM is an active member of this group.

Other initiatives include proposal development with Century College in moving their Orthotic Practitioner program toward a professional Master's per mandate of the National Commission of Orthotic Prosthetic Education that would be conferred by CAHP The Center for Allied Health Programs is working with UM-Rochester, Winona State University, and the School of Pharmacy to develop an online state-wide degree completion pathway for adult learners who hold associate degrees in allied health professions in an attempt to produce the next generation of allied health professions researchers and faculty members.

University of Minnesota Extension

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

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

Minnesota Area Health Education Center

Minnesota Area Health Education Center (MN AHEC) is a statewide network of community and academic partners committed to meeting the health professional workforce needs of underserved areas of rural and urban Minnesota. MN AHEC focuses on the primary care workforce of dentists, nurses, pharmacists, physicians, public health professionals and other health professions leaders. It accomplishes its goals by working at a local level to nurture an interest in health careers among youth; identify and support students with an interest in the health of rural and/or underserved communities; further develop an infrastructure for disciplinary, interprofessional, and community-based clinical rotations; and support health professionals at the regional level with professional development opportunities. MN AHEC, sponsored by the University of Minnesota, also collaborates with many Minnesota State Colleges and Universities campuses across the state to implement strategies to educate, recruit and retain primary care professionals.

MN AHEC includes six regional offices that are organized into non-profit organizations (501c3). Four of the six regions have had Minnesota State Colleges and Universities faculty, staff or administrators serve on their respective boards of directors. The Central Minnesota AHEC (CM AHEC) is located on the campus of Minnesota State Community and Technical College (MSCTC) in Fergus Falls to foster numerous nursing workforce projects through faculty and curriculum development, pre-nursing course delivery, and continuing education with MSCTC custom training services. In 2009, CM AHEC was

awarded a two-year grant from the Robert Wood Johnson Foundation to build a partnership between the University of Minnesota School of Nursing and ten Minnesota State Colleges and Universities nursing programs that would develop nursing faculty with stronger professional foundations in geriatric nursing.

The Northwest Minnesota AHEC, located in Crookston, opened a satellite office on the campus of Bemidji State University and is developing joint programs in nursing workforce development and nursing student clinical placement. The Northeast, Southern, and Urban AHEC centers have worked collaboratively with MnSCU and its HealthForce Minnesota initiative to deliver Scrubs camps to K–12 youth across the state. The campuses provide health careers awareness and academic guidance for elementary, middle, and high school students to enter the health workforce “pipeline.”

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

www.mnahec.umn.edu

Library and Information Technology

MnLINK: The University of Minnesota and the Minnesota State Colleges and Universities Libraries jointly implemented MnLINK, a partnership among academic, public, and K–12 libraries statewide, funded through Minnesota’s Office of Higher Education. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty have improved access to the collections of both higher education systems using the same online automation system. All libraries at the University of Minnesota and the Minnesota State Colleges and Universities are on the enterprise Ex Libris Aleph System. For more information: www.mnlink.org.

MINITEX Library Information Network: Based within the University of Minnesota’s University Libraries, Minitex provides significant resource-sharing capabilities to some 1,500 libraries within the state. Drawing significantly on the University of Minnesota’s University Libraries, Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of the Minnesota State Colleges and Universities requests (over 40,000 annually) are filled from the collections of the University Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the Minitex delivery system.

Through an arrangement managed by Minitex, the University Libraries provide the systems and software support for state-of-the-art “linking services” for St. Cloud State University and Winona State University. These services allow library users to link directly to specific full-text electronic articles and

books at point-of-need or interest. Minitex also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). The Minnesota State Colleges and Universities faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information: www.minitex.umn.edu.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking involving the University of Minnesota and the Minnesota State Colleges and Universities four-year libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Through MDL, the rich and distributed historic resources of the state's cultural heritage organizations are harnessed from organizations big and small. Administratively managed by Minitex, the MDL has digitized and delivered over 135,000 images, documents, and maps contributed by 100 cultural heritage institutions across Minnesota. MDL has further partnered with K–12 teachers to develop multimedia educational modules and programming based on these resources.

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

e-Learning

The creation of the [Minnesota Learning Commons \(MnLC\)](#) and the MnLC Support Center have allowed the two systems (as well as the Minnesota Department of Education and other state agencies) to serve as a gateway for students, parents, teachers, and advisors who want to take advantage of online and blended offerings. The call center is accessible seven days a week to answer questions about educational offerings via phone, email, and live chat. These two services support **GradUate Minnesota**, a national outreach effort to locate and encourage degree completion for students of the U of M and MnSCU who left in good standing with more than 90 credits but no degree. Joint licensure in **Quality Matters**, a nationally recognized quality assurance program for online learning, offers joint training and planning for faculty teaching online. Joint licensure with MnSCU and U of M for **MERLOT (Multimedia Educational Resources for Learning and Online Teaching)** offers free and open resources for faculty and students and links to online learning resources. The University of Minnesota and MnSCU with MnLC host the **eLearning Summit**, an opportunity for faculty, staff, and students to leverage resources for eLearning. MnSCU and the University of Minnesota Provost's Office are working jointly with the director of MnLC on the **Federal Regulations Compliance for Online Learning**.

Existing academic connections between MnSCU and the University of Minnesota:

- **u.Select** This online tool is supported jointly by the University of Minnesota and MnSCU. The software allows students to view program requirements, course equivalencies, and the transferability of credits from one college to another college or university.

- **Minnesota Learning Commons (MnLC):** As mentioned above, MnLC is a collaboration of the University of Minnesota, MnSCU, and the Minnesota Department of Education and is part of a national effort to leverage resources in support of online education. The MnLC website (<http://mnlearningcommons.org/>) showcases public higher education programs and provides web-based content and tools for parents, advisors, instructors, and students involved in online education. The cost savings have been extensive (more than \$1.5 million) through shared purchasing efforts.
- **MnLC Support Center:** The Minnesota Learning Commons call center is staffed and supported at MnSCU and jointly funded by MnSCU and the University of Minnesota. Accessible seven days a week, it includes FAQs, “ask a question,” email, phone, and live chat for students searching academic courses, programs, degrees, and certificates. The MnLC support center directs students to MnSCU and UM programs and refers them to the UM Digital Campus call center located at the University of Minnesota’s campus in Crookston.
- **Quality Matters (QM):** QM is a national faculty-centered peer review process designed to certify the quality of online courses. Based on best practices and rigorous research, QM provides training to faculty who are teaching online or hybrid courses. This program is paid for and coordinated jointly by MnSCU and the University of Minnesota.
- **eFolio:** eFolio is an electronic portfolio system for students and faculty, designed to help create a living showcase of education, career, and personal achievements. The tool allows faculty and administrators to document student growth in competency areas and to mentor students on the strengths of their performance, with a focus on improving performance. Commercialization of this tool is covered by a *Joint Powers Agreement between MnSCU and UM*.
- **National Repository for Online Courses (NROC):** A library of high-quality online course content (math, science, and social science) for students and faculty.
- **Web Accessibility:** A special statewide task force through MnLC is focusing on joint efforts to address key issues for students with special needs.
- **Federal Regulations Compliance for Online Learning:** MnSCU and the University of Minnesota Provost’s Office are working jointly with the director of MnLC on the federal regulations compliance for the state of Minnesota.
- **ISEEK:** ISEEK (Internet System for Education and Employment Knowledge) is a web-based gateway to Minnesota career, education, and employment information and services including online education. Nationally recognized as one of the best state career navigational systems, ISEEK provides information in three main areas: career exploration, educational planning, and job seeking. Information comes from a variety of public agencies, corporations, and private organizations. The program is sponsored by iSeek Solutions, a joint powers organization representing a partnership of the University of Minnesota, Minnesota State Colleges and Universities, Minnesota Private College Council, Governor’s Workforce Development Council, Minnesota Department of Education, Minnesota Department of Employment and Economic Development, Minnesota Office of Higher Education, and Minnesota Office of Enterprise Technology. For more information: <http://www.iseek.org>

Learning Network of Minnesota: All MnSCU 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 distance 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 MnSCU and University of Minnesota system and institutional representation. Currently the Learning Network of Minnesota in partnership with the University of Minnesota and the Minnesota State Colleges and Universities have come together to jointly implement a new cloud based media streaming solution for institutions and faculty.

Other Collaborative Initiatives

Healthy Campus Initiative: The Minnesota State Colleges and Universities and the University of Minnesota continue to work together to advance the goals of the Healthy Campus Initiative, developed by the UM Boynton Health Service in 2004 with initial funding from BlueCross and BlueShield of Minnesota and ClearWay Minnesota. As part of this collaboration, the University and MnSCU together administer the College Student Health Survey, a comprehensive survey of undergraduate and graduate students across Minnesota. In 2013, 25 campuses will participate in the survey and receive extensive reports about the health status of their student population. In addition, the MnSCU system office has funded an additional focus for this study that gathers data on the specific health-related issues of students who are veterans.

MCTC Student Health Clinic: The University of Minnesota Boynton Health Service has since November 2009 operated a Minneapolis Community and Technical College (MCTC) Student Health Clinic. The clinic is operated under a MnSCU Service Agreement, recently extended through an RFP process for an additional five-year term. It is funded through the MCTC Student Life Fee with in-kind support by MCTC Administration for facilities, maintenance, and capital equipment. The MCTC Student Health Clinic provides primary care and mental health services during the academic year, with recent expansion to on-site laboratory and radiology services. The clinic serves over 900 unique students per year and provides over 1,700 visits. Clinical and public health staff from Boynton Health Service are also engaged with MCTC staff to coordinate campus health and wellness initiatives.

Interpreter Resource Center: Under the auspices of the University of Minnesota's Office of Disability Services, a collaboration has begun that will provide feedback to the U.S. Department of Education regarding the training of interpreters for individuals who are deaf or hard of hearing and individuals who are deaf-blind. Administrators from the MnSCU system office and from Saint Paul College are involved in this effort, which could result in further collaborations in this area.

Oral Health Practitioner Initiatives: Concerns about serious gaps in dental care access and increasing costs prompted the University of Minnesota School of Dentistry and the Minnesota State Colleges and Universities to consider proposing programs to educate "mid-level" dental providers—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 School of Dentistry, dentistry practitioners, representatives from the Minnesota State Colleges and Universities, and others 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 most effectively deployed.

The University of Minnesota School of Dentistry has implemented a bachelor of science in dental therapy (BSDT) and a master's of dental therapy (MDT). Graduates of these programs perform dental assessments and treatments that go beyond those of dental hygienists or dental assistants, but still more limited in scope than those provided by dentists.

In 2006, the Minnesota State Colleges and Universities approved a master's of science in oral health practice, offered by Metropolitan State University. The program will admit baccalaureate-prepared dental hygienists with significant clinical experience and prepare them to deliver a carefully designed scope of practice in a range of underserved settings. The practice model will be team-centered and governed by detailed collaborative management agreements with practicing Minnesota dentists.

Each of these programs will help to provide professionals to work with underserved populations within Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership 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 ten-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, over 100,000 patient procedures have been provided and over 900 students have benefitted from the program.

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

GradUate: As mentioned earlier, GradUate Minnesota is a statewide outreach effort by the University of Minnesota and the Minnesota State Colleges and Universities System to encourage degree completion for students with some credits who left higher education without finishing an undergraduate degree. Each system has worked to identify students to contact about returning to their campuses to complete degrees, whether through credit for prior learning, online coursework, traditional classroom delivery, or a combination thereof. In addition, the two systems are collaborating on joint marketing and outreach efforts and sharing student inquiry information, where appropriate. For more information: www.graduateminnnesota.org

Wellness Courses: Two online wellness courses developed by the University of Minnesota are taught on MnSCU campuses. The one-credit courses are among several developed by the Rothenberger Institute in the University of Minnesota School of Public Health, which collaborates with MnSCU on curriculum sharing, faculty development, and internet course site development. The course “Alcohol and College Life” has been offered since 2006 at Inver Hills Community College as well as at Minnesota State University-Moorhead, where it is a graduation requirement taken by all incoming freshmen. The course is also offered at Vermillion Community College, where it is required of all Associate of Arts degree-seeking students.

Inver Hills also offers the course “Sleep, Eat & Exercise.” Anoka Ramsey Community College offers a customized course combining lesson content from “Sleep, Eat & Exercise” and from “Alcohol & College Life”—also used as a required online textbook for a four-credit wellness course, “HPER 1120: Wellness for Life.”

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered in the Twin Cities metropolitan area by the Minnesota State Colleges and Universities (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities offer six 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 55 programs (out of a total of 141 baccalaureate, master’s and doctorate degree programs offered by state universities, and 435 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 degree 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’s Twin Cities campus follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management, education, and nursing, as well as appropriate specializations. For example, the Minnesota State Colleges and Universities offers all of the degree programs in law enforcement, while the University of Minnesota offers all of the M.D. degrees.

Table 1. Metropolitan-area degree programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2012.

Degree	UM	MnSCU	Total	Duplicates
Diploma	0	215	215	0
Associate	0	435	435	--
Certificate*	236	521	757*	0
Baccalaureate	151	90	241	31
Master’s	176	45	221	21
Doctoral	103	6	109	3
First Professional	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
Total	671	1,312	1,983	55

Source: University of Minnesota; Minnesota State Colleges and Universities

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

Table 2. Metropolitan-area comparable programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2012.

2012 Baccalaureate Programs		2012 Master's Degree Programs
Accounting	History	Accounting
Advertising and Business Management	Human Resource Management	Business Administration
Biochemistry	International Business Management	Community Health
Biology	Management Information Systems	Computer Science
Business Administration	Marketing	Curriculum and Instruction
Computer Science	Math	Dental Therapy
Construction Management	Nursing	Education
Criminal Justice	Operations Management	Educational Leadership
Dental Hygiene	Philosophy	Engineering
Early Childhood Education	Physical Education	Higher Education Administration
Economics	Professional Communications	Liberal Studies
Elementary Education	Psychology	Management Information Systems
English	Sales Management	Master of Engineering Management
Finance	Social Science	Nursing
Gender Studies	Theater	Psychology
2012 Doctoral Programs		Public Administration
Business Administration		Public and Nonprofit Administration
Higher Education Administration		Special Education
Nursing Practice		Teaching and Learning
		Technical Communication
		Urban Planning

Conclusion

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

IV. CREDIT TRANSFER REVIEW

Policies and Practices

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

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

- Transfer decisions are made on the basis of quality, comparability and applicability of the learning experience to the student's educational goals (Joint Statement on Transfer and Award of Credit, 2000). The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all of the Minnesota State Colleges and Universities (Policy and Good Practice in the Award and Transfer of Credit, HLC, 1999). Transfer among the Minnesota State Colleges and Universities and the University of Minnesota is grounded in this common accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not the coursework is comparable to coursework they offer. When individual reviews are required to determine course transferability, courses are evaluated by such factors as course level, course syllabus or outline, and texts used.
- Institutions also consider the appropriateness of the coursework for meeting the requirements of degrees, diplomas or certificates.

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

Cooperative Transfer Programs

The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, a transfer curriculum, and a transfer specialists' network. Since 1991, when the two systems submitted to

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

Minnesota Transfer Curriculum (MnTC): The Minnesota Transfer Curriculum, established in 1994 by the University of Minnesota and the then community college and state university systems, provides a framework within which each public institution in the state defines its lower-division general education requirements. Students who complete the transfer curriculum at any institution and have it noted on their transcripts are exempt from lower-division general education requirements at any Minnesota public institution to which they may transfer unless there are also specific major-related course or graduation requirements. The agreement works well for students transferring to four-year institutions from community colleges and consolidated community and technical colleges. Students sometimes transfer from state universities to the University of Minnesota and vice versa, as well as from the University of Minnesota to state colleges. The Minnesota Transfer Curriculum provides a framework for various transfer patterns. The Transfer Oversight Committee, comprised of faculty and administrators from the Minnesota State Colleges and Universities, provides continuous oversight of the program and makes changes, as appropriate, to improve it.

The 2001 Legislature incorporated general education transfer language in the Education Omnibus Bill (Special Session S.F. 11) to require acceptance of Minnesota Transfer Curriculum courses and goal areas among the Minnesota State Colleges and Universities and the University of Minnesota. At that time, standard practice typically did not accommodate the transfer of credits from technical colleges to the Minnesota State Universities or to the University of Minnesota. In response to the 2001 legislation, courses from technical colleges were initially submitted to the Minnesota State Colleges and Universities system office for peer faculty review and recommendation for inclusion in the Minnesota Transfer Curriculum in 2002–2003. The Academic Affairs and Standards Councils at technical colleges now review courses for inclusion in the MnTC and determine the college's Minnesota Transfer Curriculum requirements. Appropriate coursework completed at all the Minnesota State Colleges and Universities is accepted for transfer to the University of Minnesota when the entire Minnesota Transfer Curriculum is completed. This credit also transfers more readily to State Universities when an MnTC course, goal area (sequence of requirements), or the entire Minnesota Transfer Curriculum is completed. A survey of students indicates satisfaction is highest when the entire MnTC is completed prior to transfer.

Metro Alliance institutions have collaborated to improve transfer of general education and other courses. All Metro Alliance institutions offer all or part of the Minnesota Transfer Curriculum and accept the courses, goal areas, and completed Minnesota Transfer Curriculum toward meeting the general education requirements for their programs. The University of Minnesota accepts the entire Minnesota Transfer Curriculum, but reviews individual courses according to their liberal education requirements when students have not completed the entire Minnesota Transfer Curriculum prior to transfer.

In 2010, transfer legislation was passed, and a transfer plan has been implemented that requires each college and university within the Minnesota State Colleges and Universities to provide an easily accessible transfer page on its website that contains specific transfer information. Course outlines are provided to expedite the evaluation of courses for transfer. Each system college and university evaluates courses in the Minnesota Transfer Curriculum prior to the courses being transferred by

students. Students are provided information on the institutional transfer webpage that they may appeal transfer decisions at the institutional and system levels. The plan also outlines information to enhance advising and the consistency and accuracy of course and transfer information. There is an ongoing commitment to enhance this plan to ensure continuous quality improvement.

The Minnesota Transfer Web site (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, faculty and staff of the Minnesota State Colleges and Universities and the University of Minnesota, and others about transfer within postsecondary education, public and private colleges and universities. The website was redesigned in 2008 to include portals for students, transfer specialists, and educators making it easier for each group to find appropriate information. The website has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary levels. The site offers access to college and university transfer specialists, transfer action plans, accreditation information, transfer profiles, transfer websites, transfer guides, articulation agreements, a description of the Minnesota Transfer Curriculum, access to course outlines, links to u.select and CollegeSource/TES, and much more. The site houses information about the Minnesota State Colleges and Universities, the University of Minnesota, and other colleges and universities, as well as a description of the University of Minnesota liberal education requirements and MnCAP program. Some 3,500–5,600 unique visitors visit the site each month. Page views range from 16,300 to over 23,000 per month.

Complementing the MnTransfer website are numerous publications produced by the Minnesota State Colleges and Universities and the University of Minnesota. “E-Tools for Your Success” offers information about several websites for career, education, and jobs including a description of MnTransfer.org and u.select. The University of Minnesota *Transfer Student Guide* (<http://admissions.tc.umn.edu/>) leads students through the application process, tells students what to expect after they have been admitted, and provides information on related topics such as financial aid, honors programs, housing, transportation, and extracurricular activities.

For each of the University of Minnesota campuses, the www.umn.edu Web site provides detailed information for transfer students:

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

These websites link students to transfer specialists and other important contact points on each campus, and within specific colleges; they also link to the u.select website. Each of the colleges on the Twin Cities campus includes on its website specific information for prospective transfer students wishing to transfer into that college, as well as contact information for transfer specialists in the college.

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

Transfer Specialists’ Network: Every campus has one or more designated transfer specialists who can answer students’ questions about transfer. Cooperative efforts to discuss issues and resolve

problems are handled through several means. An annual transfer specialist conference includes the University of Minnesota, the Minnesota State Colleges and Universities, and private and out-of-state college transfer specialists. The Minnesota State Colleges and Universities also conduct an annual training orientation for new transfer specialists, as well as regional transfer meetings. A DARS/u.select conference is held annually, with DARS/u.select training offered throughout the year at various regional locations. Transfer tips are sent periodically to share information about transfer, and two transfer listservs allow transfer specialists to ask questions and share transfer information.

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

Electronic Transcripts: SPEEDE/XML (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and the Minnesota State Colleges and Universities. XML (Extensible Markup Language) is the latest technology for exchanging data electronically and may be the standard used by the two systems. Postsecondary electronic transcript exchange between the University of Minnesota and the Minnesota State Colleges and Universities has not yet begun. Electronic transcript exchange among the Minnesota State Colleges and Universities began fall 2009.

u.select: u.select allows students to compare their completed or planned courses against program requirements at another institution before they transfer. u.select (formerly Course Applicability System [CAS]) uses data tables built in DARS and web-based technology to enable students, parents, and counselors from around the United States to determine the transferability and applicability of college coursework to an institution in the Minnesota State Colleges and Universities or the University of Minnesota. Students contemplating transfer may submit their coursework to any institution within the u.select network for evaluation against that institution's academic programs. At the Minnesota State Colleges and Universities, plans are in place to allow student coursework to be automatically uploaded into u.select and to promote its use. For more information: www.transfer.org/uselect.

Conclusion

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

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

The Minnesota State Colleges and Universities and the University of Minnesota 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 MnSCU are two of the founding members of the Minnesota P–20 Education Partnership, established in 2003 as the Minnesota P–16 Education Partnership. The partnership operates as a voluntary statewide collaboration focused on shared commitments to improving college preparation and transitions and supporting teacher quality. Now comprising 27 members, including four legislators, and currently chaired by MnSCU chancellor Steven Rosenstone, the partnership is advancing its agenda in 2012–14 with a singular focus on the achievement gap. The members believe that this is the most important educational issue facing the state for several reasons:

- Minnesota has one of the largest gaps in achievement between students of color/low-income students and their white middle- and upper-class peers.
- The demographic trends indicate all of the future growth in Minnesota’s population will be in communities of color.
- The economic vitality of the state depends on a highly educated and trained workforce: estimates are that by 2018, 70% of all jobs will require some postsecondary education.

The Partnership continues to be the sponsor and overseer of the statewide longitudinal education data system (SLEDS). With data from early childhood through workforce entry, SLEDS will provide data and feedback on how well Minnesota’s students are doing as they transition through the educational sectors and into the workplace. It will provide information and analysis enabling policymakers and educators to make meaningful investments and policies. SLEDS will be a powerful tool in the quest to eliminate the achievement gap and increase the educational attainment of all Minnesotans.

Ppostsecondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options program, also known as PSEO, was created in 1985 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students receive high school and college/university credit for college or university courses that are completed through this program. In the past two years, legislation has increased access to concurrent enrollment among 9th and 10th grade students who meet eligibility requirements and afforded eligible 10th, 11th and 12th graders greater opportunities to participate in on-campus PSEO, specifically in career and technical education courses. Concurrent enrollment means the college course is taught by a high school credentialed teacher on the high school campus and mentored by a college

faculty member. These initiatives promote college readiness and early college credit opportunities and can be a strategy to assist in accelerating time to postsecondary degree completion.

Educators from the Minnesota State Colleges and Universities and the University of Minnesota campuses in Duluth, Crookston, and the Twin Cities meet bi-annually to share information about best practices and quality standards for concurrent enrollment or “college in the schools.” This collaboration was based on NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation standards and has been formalized since 2004 as MnCEP (the Minnesota Concurrent Enrollment Partnership). This is a voluntary partnership that meets annually to provide institutional representatives with opportunities to learn about programs across Minnesota; identify and share best practices; develop communications tools to inform students, parents, and policymakers about CEP learning opportunities; build and advance a shared research agenda focused on measuring the quality of CEP; and identify opportunities for collaboration and improvement.

College Preparation

Since 1991, the University of Minnesota and the Minnesota State Colleges and Universities have admitted students to baccalaureate programs under a common set of preparation requirements. These include four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. Beginning with students who apply for fall 2015, however, four years of math will be required for all applicants to the University of Minnesota. This change was prompted by research at the University of Minnesota and elsewhere finding that completion of four years of math enhances student success in college. Over 90 percent of entering freshman on the Twin Cities campus already meet this expectation. Specific requirements are formalized within University of Minnesota and MnSCU policy and are widely communicated to students via publications and websites. Since adoption of these joint preparation requirements, a growing number of students have completed a college preparatory curriculum in high school. Also, more than 35,000 Minnesota high school students took more than 56,000 Advanced Placement exams in 2011, a dramatic increase over 2005 when just under 20,000 students enrolled in AP courses.

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

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

The Minnesota State Colleges and Universities have the mission of providing open-door access to higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the

necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of years and have forgotten skills they once had mastered. The Minnesota State Colleges and Universities have the most extensive array of remedial courses and academic support services

The University of Minnesota's College Readiness Consortium is engaging educators from every corner of the state to increase the number of students who graduate high school with the knowledge, skills and habits for success in higher education. The consortium's Ramp-Up to Readiness™ is a school-wide guidance program that students through a research-based curriculum preparing them for postsecondary success. Forty-three Minnesota secondary schools with 30,000 students are implementing Ramp-Up during 2012–13. The consortium also leads the Minnesota Principals Academy, an executive development program to help school leaders prepare all students for college.

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.

President Kaler is co-chair of Generation Next, a new Minneapolis and Saint Paul initiative to prepare more students for college and career. Chancellor Rosenstone is a member of the governing board, which represents a unique collaboration across K-12 and higher education, as well as early childhood, business, non-profit and philanthropic organizations. Both leaders continue their leadership as rotating chairs of the statewide Minnesota P20 Education Partnership.

Cooperative Reporting to Minnesota School Districts

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

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

The following findings are from the Minnesota State Colleges and Universities and the University of Minnesota joint report, *Getting Prepared: A 2010 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- Forty percent of Minnesota public high school graduates in 2008 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2009 and 2010 academic years (University of Minnesota, 2 percent; Minnesota State Universities, 22 percent; Minnesota State Colleges, 54 percent).

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

College Readiness Research

The University of Minnesota and the Minnesota State Colleges and Universities have an ongoing collaboration to identify predictors of high school graduates' readiness for and success in college level mathematics. The Minnesota Mathematics Achievement Project is supported by the National Science Foundation. The study is being conducted by two University of Minnesota faculty members who are studying how well different high school mathematics curricula prepare students for college level mathematics courses. The Minnesota State Colleges and Universities system is participating in the study and providing data on a sample of its students.

Conclusion

The 2013 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. Continued effective collaboration between the Minnesota State Colleges and Universities and the University of Minnesota remains among the two systems' highest priorities.

APPENDIX - COLLABORATIVE ACADEMIC PROGRAMS

Collaborative academic programs and services between the University of Minnesota and the Minnesota State Colleges and Universities support 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 200 such collaborative programs.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management
Anoka-Ramsey Community College	Crookston – B. S., in Accounting Crookston – B. S. in Business Management Crookston – B. S. in Marketing Crookston – B.M.M., Manufacturing Management
Anoka Technical College	Crookston – B.S., Accounting Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management
Central Lakes Community College	Crookston – B.S., Natural Resources Crookston – B.S., Plant Industries Management - Horticulture Emphasis Duluth – B.S., Chemical Engineering Duluth – B.S., Electrical and Computer Engineering
Century College	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., Criminology Duluth – B.S., Computer Science Duluth – B.S., Environmental Science Duluth – B.S., Geographic Information Science (in development) Duluth – B.S., Physiology Duluth – B.A.Sc., Unified Early Childhood Studies
Hennepin Technical College	Crookston – B.S., Manufacturing Management Crookston – B.S., Plant Industries Management
Hibbing Community College	Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management
Inver Hills Community College	Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities—B.S. Individualized Studies Program

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Itasca Community College	Duluth – B.Acc., Accounting Duluth – B.A., American Indian Studies Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.S.M.E., Mechanical Engineering Crookston – B.S., Environmental/Natural Resource Mgmt/Wildland Firefighting Duluth – B.S., Physics Duluth – B.S., Statistics Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management
Lake Superior College	Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.A.Sc., Health Education
Mesabi Range Community and Technical College	Crookston – B.S. – Business
Minnesota State College - Southeast Technical	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.S., Accounting Crookston – B.S., Equine Science
Minnesota West Community and Technical College	Crookston – B.S., Information Networking Management Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management
Minnesota State University, Mankato	Twin Cities – B.S., Clinical Laboratory Sciences Twin Cities – B.S., Medical Technology
Minnesota State University-Moorhead	Twin Cities – B.S., chemistry or physics (3 years) at Minnesota State University-Moorhead plus B.S., engineering field (2 years) at the University of Minnesota.
Normandale Community College	Twin Cities – B.S., Specific Engineering Programs Twin Cities – B. S. Computer Science Twin Cities- B.S. Food Science
North Hennepin Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – BS., Marketing Crookston – B.M.M Manufacturing Management
Northland Community Technical College	Crookston – B.S., Information Technology Management Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.S., Manufacturing Management

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis
Ridgewater Community College	Crookston – B.S., Applied Studies Crookston – B.S., Manufacturing Management
Rochester Community and Technical College	Crookston – B.S., Equine Science 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
South Central College	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
Vermillion Community College	Crookston – B.S., Natural Resource Management Crookston – B.S., Water Resource Management Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical or Computer Engineering Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics

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

Other Partnership or Collaborative Arrangements with the University of Minnesota

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	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.
Bemidji State University	University-wide	Advancement of the “UM Indians Into Medicine” grant from the Indian Health Services agency.
Century College	Twin Cities	North Star STEM Alliance, an NSF grant.
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	Twin Cities	FDLTCC, the Fond du Lac Reservation’s Natural Resources Division, and the University of Minnesota are partners on an NSF grant, “Manoomin: Investigating the Past, Present, and Future Conditions of Wild Rice Lakes.” The project provides FDLTCC students and high school students with research opportunities involving sediment core samples from wild rice lakes that date from present-day to 5,000 years ago and correlates scientific findings with the oral history knowledge of local elders.
Itasca Community College	Twin Cities	Associate in science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	Twin Cities	Inver Hills Community College and the University of Minnesota offer the online/classroom course “Sleeps, Eats, & Exercises,” providing students with knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College	University-wide	Inver Hills Community College and the University of Minnesota offer the online course “Alcohol & College Life.” This initiative seeks to reduce the adverse consequences of college students making poor decisions related to alcohol and drug use.
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 8 school districts to operate a MnSCU Access and Opportunity Center of Excellence
Lake Superior College	UM Duluth	ARCHES Program offered jointly by University of Minnesota Duluth (UMD) and Lake Superior College (LSC). The program allows students who apply to UMD but do not meet admission criteria to enroll in LSC courses on the UMD campus. LSC will provide the necessary coursework in one or two semesters on the UMD campus with the goal being for the student to meet UMD criteria and matriculate to UMD in a subsequent semester.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Minneapolis Community & Technical College	Minneapolis	University of Minnesota and MCTC have created a biotechnology partnership program; graduates of MCTC's biotechnology program with grade point averages of 3.5 or higher will be enrolled at the UM's College of Biological Sciences.
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program to begin fall 2009.
	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.
		University of Minnesota family practice residents obtain clinical experience in sports medicine at the Minnesota State University Mankato athletic training facility.
Minnesota State University-Moorhead	Twin Cities	University of Minnesota-Twin Cities, M.S. in social work at Minnesota State University-Moorhead via distance education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota's Wilson Library.
	Twin Cities	The two universities share ROTC benefit administration
	Twin Cities	The two universities collaborate to provide a master's degree in public health nursing.
North Hennepin Community College	Twin Cities Morris Duluth	North Star Stem Alliance – LSAMP grant – Joint program between multiple institutions to raise the number of underserved students in the STEM fields.
Northland Community and Technical College	Crookston	The two institutions are developing a 70-credit A.A.S degree in Dietetic Technology with UMC faculty being instrumental in the curriculum development for this program.
System Office	Crookston, Duluth, Twin Cities	The two systems established the MN Concurrent Enrollment partnership (MnCEP) to work collaboratively to support high quality concurrent enrollment in Minnesota.
	Twin Cities	MnSCU and the University hold seats on the Minnesota Science and Technology Authority Advisory Commission.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.
	Twin Cities	The Boynton Health Service on the University of Minnesota Twin Cities' campus is the health service for MnSCU students who purchase MnSCU student health insurance.
	Twin Cities	MnSCU works with the University of Minnesota on the Healthy Campus Initiative. With leadership from Boynton Health Services, institutions are offered an opportunity to survey students on healthy behaviors and to learn about and develop tobacco use prevention and alcohol abuse prevention programming.

System Office (Continued)	University-wide	Lake Superior College, Minnesota State University Moorhead, and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Duluth, Crookston, and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities MnSCU institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for MnSCU campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
	Twin Cities	Partnership with UM Digital Technology Center for development and research in virtual reality, visualization and serious games, funded under an NSF grant.
	University Wide	Since 2000, the Course Applicability System (CAS) website has joint data from the University of Minnesota and MnSCU. CAS became u.select in fall 2008. Funded by iSEEK, this cooperation allows students, advisors, and parents 24/7 access to transfer information for all public higher education institutions in Minnesota plus non-public, non-Minnesota feeder institutions.
	Twin Cities	Project to implement electronic transcript exchange. Lack of technical resources has kept implementation from happening, but the current plan is that as soon as MnSCU has the capability to send and receive transcripts via the AACRAO Texas Server using XML technology, exchange will take place between MnSCU institutions and the University of Minnesota.
	Twin Cities	Part of research projects with partners in the Department of Applied Economics to determine the transition experiences and business costs of producers interested in organic food production. In addition, work with the Center for Farm Financial Management in creating business benchmarking data for Minnesota traditional, specialty crop, and organic producers.
	University-wide	Statewide nursing program transfer agreement
Ridgewater College	Twin Cities	Partnership agreement between Ridgewater's agricultural science and technology A.S., and the UM agricultural education B.S.
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.
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.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.

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