



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JANUARY 19, 2011

8:15 A.M.

WELLS FARGO PLACE

30 7TH STREET EAST

SAINT PAUL, MN

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) **Minutes of November 16, 2010** (pp. 1-8)
- (2) **Minutes of the Joint Study Session of the Academic and Student Affairs and Diversity and Multiculturalism Committees of December 2, 2010** (pp. 9-14)
- (3) Academic and Student Affairs Update
- (4) Getting Prepared: A 2010 Report on Recent High School Graduates Who Took Developmental/Remedial Courses (pp. 15-16)
- (5) **Academic and Student Affairs Board Committee Goal: Remedial and Developmental Education** (pp. 17-18)
- (6) **Mission Reaffirmation: Minnesota State University, Mankato** (pp.19-25)
- (7) Governor's Workforce Development Council Report to the Legislature on the Four Collaborative Workforce Centers Initiatives (pp.26-27)
- (8) Legislative Report on Transfer (pp. 28-44)
- (9) Legislative Report on Joint Planning by the University of MN and Minnesota State Colleges and Universities (pp. 45-76)
- (10) Career and Technical Education Study with the Minnesota Chamber of Commerce (pp. 77-80)

Members

Christine Rice, Chair
Duane Benson, Vice Chair
Christopher Frederick
David Paskach
Tom Renier
Louise Sundin
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 16, 2010**

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, Christopher Frederick, David Paskach, Tom Renier, Louise Sundin and James Van Houten.

Other Board Members Present: Trustees Scott Thiss, Alfredo Oliveira and Cheryl Dickson.

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott Olson and President Sue Hammersmith.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on November 16, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 2:55 pm.

1. Minutes of September 15, 2010

The minutes from the September 14, 2010 Academic and Student Affairs Committee meeting were approved as written.

2. Academic and Student Affairs Update – Interim Vice Chancellor Olson

Several Minnesota State Colleges and Universities' colleges and universities have been granted concurrent enrollment accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP). These colleges and universities are:

- Riverland Community College
- Minnesota State University, Mankato
- Southwest Minnesota State University

Concurrent enrollment is the form of delivering Post Secondary Enrollment Options (PSEO) through which students take college or university courses in their high schools, taught by high school teachers who are paired with faculty partners or mentors to ensure the quality of the courses they deliver.

In addition the course offerings and faculty who teach them, this milestone is an important recognition of the high quality of concurrent enrollment programs offered by these institutions, in part because the Minnesota legislature has recognized NACEP accreditation in statute as a key measure of quality.

These three campuses join Mesabi Range Community and Technical College, which is also NACEP accredited.

- A Centers of Excellence Summit was hosted at the Wilder Foundation in St. Paul in October. Among those attending were business and industry leaders, campus presidents and Centers of Excellence staff.

Interim Vice Chancellor Olson said the business and industry leaders in attendance expressed strong support for the Centers of Excellence. They said the Board should pay attention to the long-term sustainability of centers since they are valuable to workforce development.

Chair Rice said she attended the summit and left convinced that the Centers of Excellence are critical to meeting the state's workforce needs in the future. The centers are providing a great return on investment, she said.

3. Mission Reaffirmations

Bemidji State University

Presenter: Richard Hanson, President

The visions, mission and purposes presented by Bemidji State University reaffirm the institutional mission approved by the Board of Trustees in 1998.

The Bemidji State University mission is: Engage. Embrace. Educate. As northern Minnesota's university, we engage in new worlds of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

President Hanson said Bemidji State University and Northwest Technical College – Bemidji have a seamless administrative alignment in areas such as: student affairs, human resources, technology and business affairs. The institutions remain as stand-alone institutions and are accredited separately, but they function as one administratively.

The president spoke of the campus "recalibration," the phrase that he's using to describe restructuring caused by state budget constraints. He said he fully expects the university will come out of the process stronger, more focused and more distinctive than ever.

The university continues to have strong connections in the region, including partnerships with the three tribal nations, the Sanford Regional Events Center and regional business and industry groups.

The Bemidji State University Bachelor of Applied Engineering is a first-class, innovative program, Trustee Van Houten said. The program allows people who have a two-year technical degree to apply their credits toward the applied engineering baccalaureate degree.

Trustee Van Houten asked why this university has the highest tuition of any university in the system.

Vice Chancellor Laura King said the Board of Trustees approved a large increase in tuition at Bemidji State University in the late 1990s. The president at that time advocated for a substantially higher tuition rate, saying the market in the Bemidji area would support the rate increase and that the additional money would allow the university to be more entrepreneurial. The rate differential approved at that time is the basis for the current tuition differences among the universities, she said.

President Hanson said he is concerned about the higher tuition rate at Bemidji State University since it affects students' access to higher education in the region.

The enrollment of males at Northwest Technical College is low at 28 percent, Trustees Van Houten noted. President Hanson said that may be attributed to the college's large nursing program, which is predominately female. The college's business programs also have a large female enrollment, he said.

A motion was made by Trustee Frederick and seconded by Trustee Van Houten that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Bemidji State University to reaffirm its vision, mission, purposes and array of awards as listed in the executive summary. Motion carried.

Minnesota State University, Mankato

Presenter: Richard Davenport, President

The institutional mission for Minnesota State University, Mankato, was approved by the Board of Trustees in 1996.

The university's mission statement is: Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship and research in service to the state, the region and the global community.

President Davenport said the university continues to educate the workforce and meet the critical needs of the region and the state. There are currently 15,400 students enrolled, including 700 international students from 82 countries.

While the university still attracts a substantial enrollment of new students emerging from high school, the university is experiencing an increase of non-traditional students. The student body is changing dramatically due to age, he said.

The university strives to embrace big ideas and global perspectives, and these have been built into university curriculum. They are also experimenting with a

three-year baccalaureate option which is hoped to be piloted soon. A major goal is to graduate more students in a four-year timeframe.

Trustee Van Houten said he is troubled with a statement included in the university's materials. That statement is: "We will think and act like a Doctoral Institution." Thinking and acting like a doctoral institution implies that research has equal weight with teaching, Trustee Van Houten said. He said he could not support the mission reaffirmation if the university is intent on pulling away from its stated mission as an undergraduate and graduate teaching institution.

President Davenport said the university continues to be a comprehensive undergraduate and master's degree institution. The addition of selective doctoral programs does not mean the university will abandon its core mission, he said. However, the new doctoral programs have enhanced undergraduate programs in different ways. For example, there has been a surge in research activity at the university, which complements the university's overall baccalaureate training.

Minnesota State University, Mankato recently opened the Undergraduate Research Center which assists and helps to financially support both students and faculty members with their undergraduate research. In 2009-2010, faculty brought in \$16 million in sponsored grants and research.

Applied research efforts at Minnesota State University, Mankato are not in conflict with what is offered at the University of Minnesota, President Davenport added. Minnesota State University, Mankato offers applied doctorates in nursing, education, educational leadership and school psychology.

Chair Rice noted that the university is currently requesting a mission reaffirmation, not a mission change. The Legislature allowed state universities to offer selective applied doctoral programs.

Trustee Van Houten said he was still troubled by the doctoral statement. Saying the university will think and act like a doctoral institution could trigger a change in institutional strategy and hiring guidelines, he said. He said he would oppose the university's mission reaffirmation based on this statement. It should be sent back to the university for revision, he said.

A motion was made by Trustee Frederick and seconded by Trustee Renier that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Minnesota State University, Mankato to reaffirm its vision, mission, purposes and array of awards as listed in the executive summary. The motion carried, with Trustee Van Houten voting against it.

4. Progress on Committee Goals

As part of the 2011 work plan, the Academic and Student Affairs Committee will study and consider implementation of the following goals:

- Study the pros and cons of implementing a three-year baccalaureate program and a 12-month calendar;
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges.

President Hammersmith said the Academic and Student Affairs Committee of the Leadership Council discussed these goals at its November meeting. Presidents agreed that more information is needed before any decisions could be made pertaining to these goals. For example, data on the current status of remedial education in the system, including the number and characteristics of students, forms of remedial education and the overall success rate of these students, needs to be considered.

As far as the three-year baccalaureate, it would be important to know baseline information, such as how many high school students are entering the system with credits earned through advanced placement or PSEO. Presidents also want to know how well these options are publicized to perspective students and their parents.

Constituent groups need to be brought into any discussion about these goals, Interim Vice Chancellor Olson said. There are issues pertaining to terms and conditions of employment, as well as shared governance. Faculty and administration feedback, as well as student reaction, would need to be considered, he said.

Chair Rice said Dr. Robert Zemsky, a national expert on implementation of the three-year baccalaureate, says while reform may be difficult, it is possible. He encourages bold use of promoting the senior year in high school as the first year of college, allowing students to get general coursework completed early.

Interim Vice Chancellor Olson said a proposed pilot program at Minnesota State University, Mankato, on a three-year baccalaureate degree could be a part of the study. There is also another campus in the system willing to pilot a 12-month calendar, he said.

Trustee Oliveira asked if an institution's accreditation could be affected if it adopts a three-year baccalaureate or 12-month calendar.

Interim Vice Chancellor Olson said accreditation issues would need to be considered and he has plans to talk with Higher Learning Commission representatives soon about this issue.

Trustee Thiss said the study of these goals appears to be a large, complex project and asked if the study can be completed by the June deadline.

Chair Rice said a study session is planned for December to gather more information on remedial education.

5. Development of the 2012-2014 System Action Plan

An adjustment to the timeline by which the Board adopts its system action plan and corresponding institutional work plan is being considered.

Currently, the Board of Trustees' system action plan is approved in August. By that time, presidents have already formulated plans for their upcoming academic year. President Hammersmith said if the Board would have the first reading of its draft system action plan in March with final approval in April, presidents would be able to incorporate system priorities in their plans for the upcoming academic year.

Interim Vice Chancellor Olson said this adjustment would be popular with presidents and others involved in planning at the campus level. He said another thing to consider would be multi-year action plans.

President Hammersmith agreed. The change would help presidents be more effectively responsive to the direction set by the Board.

Trustee Thiss said he supports this timeline adjustment, as well as the multi-year plans. While the second-year plans could be modified, the overall direction would be beneficial to presidents, he said.

6. Follow-up to OLA Evaluation of the System Office

The Committee is being asked to review the actions taken by the Academic and Student Affairs Division in response to recommendations made in the Office of Legislative Auditor's evaluation of the Office of the Chancellor.

The Board of Trustees must provide a report to the Legislature on these actions by October 1.

Oversight of student credit transfer: After a survey of students pertaining to transfer concerns, a Smart Transfer Plan was adopted. The Board of Trustees also passed an amendment establishing the requirement that colleges and universities post course outlines on their websites, making DARS and u.select the official repository of course equivalents and requiring that colleges and universities keep those databases up to date. Students also must be informed about the opportunities to appeal decisions on credit transfer.

Systemwide academic planning and curriculum development: Preliminary versions of a revised process accommodating regional planning/consultation on new programs and program closures has been discussed with presidential leadership and is under consideration.

Approval of campus proposals to begin, revise or close programs: A new automated program approval process that streamlines the process for campuses, as well as Office of the Chancellor staff, is being developed with implementation in early summer.

Faculty professional development: The Center for Teaching and Learning has been restructured and staff has been reduced. Institutions will be providing these services.

Oversight of customized training and continuing education: The system director position in this area has been eliminated and a business and industry advisory council has been created.

Oversight of specialized training in firefighting and emergency medical services: The firefighter training and EMT components and the library of the Fire Center will be eliminated or relocated to a campus. Remaining regulatory, compliance and emergency preparedness functions will be assigned to the Facilities unit.

Impact and cost effectiveness of online instruction: Minnesota Online continues to induce colleges/universities to adopt Quality Matters, which is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. Quality Matters is a leader in quality assurance for online education and has received national recognition.

The Minnesota Online Council approved a competency framework for the development of a resource to prepare faculty to teach online.

Minnesota Online has a service legal agreement with Research and Planning to develop a student-success measure and course-completion measure for the accountability dashboard.

Associate Vice Chancellor Manuel López said data from Noel-Levitz' Priorities Survey for Online Learners is being analyzed by Minnesota Online staff to identify areas for improvement.

As for cost of online instruction, President Hammersmith said online courses tend to be more expensive since they have to be limited in size. Online courses also require added resources in that technical professionals are needed to design and provide online coursework.

As for effective online instruction, Trustee Van Houten suggested and the best in-house talent could be used to teach others how to teach online courses. That way instruction would be uniform throughout the system. Interim Vice Chancellor Olson said this is a good suggestion.

7. Recognition of SkillsUSA Award Recipients

A record number of students in technical and career education programs at Minnesota State Colleges and Universities won gold, silver and bronze medals at the SkillsUSA National Leadership and Skills Conference in Kansas City this past June.

Overall, 31 system students won medals – eight gold, seven silver and 16 bronze in skills areas such as crime scene investigation, power equipment technology, residential wiring, sheet metal, automated manufacturing technology cabinetmaking, entrepreneurship and leadership.

SkillsUSA Minnesota has been in operation since 1965, Executive Director Jennifer Polz said. The organization aims to create a strong partnership of students, teachers, industries working together to ensure a skilled workforce.

Contests at the national conference are developed and written by industry experts, she said. There are 96 technical contests and 30 leadership contests. Contestants have to complete written and hands-on competition in their skills areas, as well as oral assessments.

Over 5,600 students participated in the national competition.

All winners in the SkillsUSA competition were formally recognized by the Board of Trustees.

The meeting adjourned at 4:40 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
JOINT STUDY SESSION OF THE ACADEMIC AND STUDENT AFFAIRS AND
DIVERSITY AND MULTICULTURALISM COMMITTEES
DECEMBER 2, 2010**

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, Louise Sundin and James Van Houten. Trustee Christopher Frederick participated via telephone.

Academic and Student Affairs Committee Members Absent: Trustees David Paskach and Tom Renier.

Diversity and Multiculturalism Committee Members Present: Chair Louise Sundin; Trustees Duane Benson, Christine Rice and James Van Houten.

Diversity and Multiculturalism Committee Members Absent: Trustees Jacob Englund and Alfredo Oliveira.

Other Board Members Present: Trustees Clarence Hightower and Phil Krinkie.

Leadership Council Committee Co-Chairs Present: Academic and Student Affairs Interim Vice Chancellor Scott Olson, Diversity and Multiculturalism Executive Director Whitney Harris, President Sue Hammersmith and President Larry Litecky.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee and Diversity and Multiculturalism Committee held a joint study session on December 2, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 9:04 a.m.

Presenters:

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs
Whitney Harris, Executive Director, Diversity and Multiculturalism
Leslie Mercer, Associate Vice Chancellor
Mike López, Associate Vice Chancellor
Craig Schoenecker, System Director for Research
Barbara Read, Vice President of Student Affairs and Enrollment Management, Inver Hills Community College
Mary Diedrich, Dean of Student Success Programs, North Hennepin Community College
Larry Litecky, President, Century College
Sue Hammersmith, President, Metropolitan State University

Chair Rice said the aim of the joint study session is to help Trustees gain a clearer understanding about the status of remedial education nationally and within the Minnesota State Colleges and Universities system. The Academic and Student Affairs Committee has a goal of studying the pros and cons of moving all remedial education to two-year

colleges, she said, but decisions on policy cannot be made without first getting adequate information on the issue.

Interim Vice Chancellor Olson said remedial education is a complex issue since services are utilized by a wide variety of students. Students needing remedial help can range from recent high school graduates who are not prepared for college coursework, to adults who are returning to school with limited or outdated skills, to students who are in need of help with a only a piece of coursework, such as college algebra.

The Board does not have a policy pertaining to developmental education, but there is a policy pertaining to class placement.

Executive Director Harris said if higher education systems were to adopt a policy that limits remedial education and developmental education services to students at two-year colleges, it would have a detrimental impact on the diversity of the student population at four-year institutions. There are a significant number of underrepresented students who need to pick up only one or two remedial courses at the four-year institutions, he said. Statistics show that students of color are more likely to receive a four-year degree if they start at a four-year institution.

In the system, students planning to attend a two-year college typically take the Accuplacer test for college course placement. The state universities use ACT scores for placement. Students who enter a university without an adequate ACT scores in specified subject areas often take a remedial course in that area.

Associate Vice Chancellor López reviewed national research by experts in the field of remedial education.

Thomas Bailey, Director of the Community College Research Center, says evidence suggests that, on average, developmental education is not very effective in overcoming student weaknesses. He suggests reforming the way remedial education is provided, such as accelerating the coursework over a shorter time span, may result in more successes.

The Bill and Melinda Gates Foundation is funding efforts toward boosting graduation rates at community college by replacing weak remedial programs with new technologies and ideas. Pilot strategies being studied include providing academic support to students through approaches such as learning communities, supplemental instruction, intrusive advising/case management and freshmen success courses.

Associate Vice Chancellor López cited a Florida study that used a statewide database to overcome methodical shortcomings when assessing students taking remedial education coursework. The study found remedial courses improved persistence and success in the short term, but it had relatively little effective on overall student completion.

Associate Vice Chancellor Mercer said Dr. Hunter Boylan, Director of the National Center for Developmental Education, has researched developmental education and offers a set of best practices. His research indicates that not all students benefit equally from the same remedial approach. The use of Action Analytics might enable us to determine not only what works best for students in general, but also what strategy works best for certain kinds of students, she said.

Associate Vice Chancellor López said Dr. Boylan maintains that both colleges and universities need to offer remedial coursework since a large percentage of all students come to higher education underprepared. If students with weak academic preparation are allowed to enroll, the system needs to provide needed remedial coursework and support services to help them succeed.

Trustee Van Houten said Boylan's research may be somewhat dated and some of his conclusions are in conflict with recent research. For example, his best practices don't include assessment of student readiness for remedial courses. Some students aren't even ready for the remedial coursework, he said, and there needs to be some research into that. Boylan also does not mention the need for the alignment of remedial coursework with successive coursework taken for credit.

Noting that the cost of providing remedial education is high, Trustee Rice asked if there is data available which shows which approaches have proven to be the most successful and beneficial to students in the system.

President Litecky said that for community colleges, the Achieving the Dream initiative has been the primary action research focus over the past seven years. It started with 82 community colleges participating nationwide and now has about 120. The former executive director of Achieving the Dream, along with the head of the Community College Survey of Student Engagement, came to Minnesota last March and met with five-person teams from 26 system colleges.

Four main strategies were identified and discussed:

- Learning Communities;
- Student success courses which provide freshmen with information on effective study skills, student planning and motivation;
- Intrusive advising and case management;
- Supplemental instruction, including peer tutors and tutors linked to classes and supplements to online learning.

Each system college team was asked to pick three of the four strategies to focus on and pilot at their institution, President Litecky said.

System Director Craig Schoenecker offered a context for developmental education in the system, including trends in enrollment, courses and expenditures. He also offered

information on trends in developmental education course-taking, persistence, completion and course success.

Key points of his presentation included:

- Developmental courses and enrollments are increasing at the colleges and decreasing or are stable at the universities;
- 50 percent of developmental coursework at the colleges and 80 percent at the universities is in mathematics;
- The estimated direct expenditures for developmental courses were \$29.5 million in fiscal year 2009;
- The system's percent of fall entering students taking developmental courses has been stable since increases at the colleges were offset by decreases at the universities;
- Underrepresented students and female students are more likely to take developmental courses. Females are more likely to enroll in nursing programs, where math competency is needed and that may lead to more remedial services;
- Underrepresented students who take developmental courses have persistence and completion rates that are comparable to those of students who don't take these courses;
- As a sub-group of underrepresented students, students of color who take developmental courses have higher persistence and completion rates than students who don't take these courses.

For various reasons, including the economic recession, student demographics in higher education have changed in recent years and the data presented may not adequately reflect those changes, Trustee Van Houten said.

Trustee Benson said the Board of Trustees is in the position of trying to fix a problem that it didn't create. He asked how the system, as well as other higher education systems in the state, can better communicate to the system that provides most of the incoming students that many are not prepared for the rigors of higher education coursework.

Remedial education in the system is funded by tuition and state appropriations. Trustee Rice said it is frustrating that in times of tight budgets, remedial education is not resulting in a larger number of students getting degrees.

Trustee Krinke said Trustees cannot have a narrow view of student success. Just because a student who takes remedial education doesn't cross the finish line by getting a degree, that doesn't mean that he or she hasn't benefitted from the education received. Investment in any type education has value, he said.

Mary Diedrich, Dean of Student Success Programs at North Hennepin Community College, agreed. She said she worked with a student who is a barber and wanted to take some entrepreneurship courses so he could open up his own shop. Although he needed to take some remedial coursework and ultimately didn't leave with a degree, he was a

success since he left with the skills he needed to become a small business owner, she said.

Barbara Read, Inver Hills Community College Vice President of Student Affairs, offered insight on the Learning Communities approach at her college. To help students transition to successful college learners, they utilize “wrap around” student services to those in the learning communities, such as supplemental instruction, structured learning assistance and tutors linked to classes. A counselor is assigned to each learning community to work on career development and personal issues.

Inver Hills Community College and Century College have received funding as partners in an Access and Opportunities Center of Excellence. The center funds have allowed them to hire a research consultant from the University of Minnesota to follow learner outcomes from students in learning communities since 2007, she said, adding that a report on these outcomes could be compiled.

Their Access and Opportunities Center of Excellence will be hosting an institute at the end of spring semester, Dr. Read said. National experts on leaning communities from Kingsborough Community College, as well as from Century College and Inver Hills Community College, will be presenting information regarding successful remedial education strategies. It is hoped that this information will help other colleges and universities in the system to start their own learning communities, or help bring existing communities to a new level, she said.

Executive Director Harris pointed out that as a condition of receiving an Access and Opportunities grant, colleges agreed to share best practices models and strategies with other colleges and universities in the system.

In another effort to share information on best practices within the system, President Litecky noted that a system-wide conference will be held on February 28. A survey was sent to all colleges last August asking for best practices in developmental reading, writing and math courses. Information on selected best practices models will be presented to college and university teams attending the February conference.

Trustee Van Houten added there probably needs to be two approaches to remedial education in the system. Some students need basic remedial help to get through college coursework. Another group has the students who need some remedial help for a specific major. For example, a student who wants to pursue an engineering degree may only need some remedial help in math in order to be successful in that career path.

He said it might be worthwhile for the Board to consider having system-wide policies on developmental education so strategies are consistent.

Trustee Hightower said the study session presentations showed that the remedial education efforts happening in the system are having success. Most remedial education is

happening at colleges, not universities. Once taken, students were proving to be more successful. The biggest concern, he said, is that committing to access and opportunity is expensive. But the Board can't be hypocritical and recruit underrepresented students who may be less prepared for higher education coursework and then say the needed remedial services are too expensive to offer.

Chair Rice said the data provided by Dr. Schoenecker showed that for two-year colleges, 60 percent of incoming students require some sort of remediation. She asked if there is data to show what percentage of the group eventually go on to get a degree. This would help the committee evaluate how successful remediation efforts are in the system and determine a future course of action.

Dr. Schoenecker said information on degree completion for development education students could be gathered by reviewing data going back six years.

Associate Vice Chancellor Mercer said Trustees need to recognize that the older data may not be reflective of the current status of remedial education. The student population over the past six years has been changing and remedial efforts have changed as well, she said.

Associate Vice Chancellor López pointed out that the Board made a commitment to put a substantial amount of funding toward support services for underrepresented students beginning in 2007, so data on remedial education prior to this date may not be reflective of the current status.

Interim Vice Chancellor Olson said information on the degree completion rates for students in developmental education could be provided to the Academic and Student Affairs and Diversity and Multiculturalism Committees in January.

The meeting adjourned at 11:15 am
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** January 19, 2011

Agenda Item: Getting Prepared: A 2010 Report on Recent High School Graduates Who Took Developmental/Remedial Courses

***MATERIAL FOR THIS ITEM WILL BE DISTRIBUTED PRIOR TO THE MEETING**

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Getting Prepared is a report on developmental courses taken in public higher education institutions by recent Minnesota public high school graduates.

Minnesota State Colleges and Universities and the University of Minnesota submit this joint summary to the Department of Education in accordance with Minnesota Statutes 13.32, subdivisions 3 and 6.

Scheduled Presenter(s):

Sue Hammersmith, President, Metropolitan State University
Leslie K. Mercer, Associate Vice Chancellor for Research, Planning and Effectiveness

Outline of Key Points/Policy Issues:

Information on developmental education enrollments can identify changes that will improve college readiness, including needs for stronger partnerships between schools and higher education.

Background Information:

Earlier *Getting Prepared* reports were issued in 1997, 2001, 2002, 2005, and 2008.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

GETTING PREPARED: A 2010 REPORT ON RECENT HIGH SCHOOL GRADUATES WHO TOOK DEVELOPMENTAL/REMEDIAL COURSES
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Getting Prepared: A 2010 Report on Recent High School Graduates Who Took Developmental/Remedial Courses will be released at the Academic and Student Affairs Committee meeting on January 19, 2011. Copies of the report will be distributed at the meeting.

Getting Prepared is a report on recent Minnesota public high school graduates who took developmental courses in mathematics, writing, reading and other skill areas from Minnesota State Colleges and Universities and the University of Minnesota. It contains a state-level and high school summary of more detailed reports that are sent to each Minnesota public school district.

Data in the 2010 report follow students from the high school classes of 2005, 2006, 2007 and 2008 for two years after high school graduation. One year of developmental course-taking data is available for graduates of the class of 2009.

Getting Prepared is one of many state and system initiatives to build strong partnerships between secondary and higher education. In separate reports, each school superintendent receives additional summary data about graduates from the district who took developmental courses. This supplemental information can be used by school staff in their work with colleges and universities to improve students' preparation for college.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: January 19, 2010

Agenda Item: Board Committee Goal: Remedial and Developmental Education

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

This agenda item provides an opportunity for the committee to reaffirm or to modify its fiscal year 2011 goal related to remedial and developmental education.

Scheduled Presenter(s):

Scott Olson
Mike López

Background Information:

At the September, 2010 meeting, the Academic and Student Affairs Committee approved its goals for fiscal year 2011, including a goal related to remedial and developmental education: “Study the pros and cons of moving responsibility for remedial education from the state universities to the state colleges.” Subsequently, the committee participated in a study session during which a variety of issues related to remedial and developmental education were discussed. The discussion indicated that Board members might be interested in a report on remedial and developmental education beyond a simple recommendation on moving responsibility from the state universities to the state colleges.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM
BOARD COMMITTEE GOAL: REMEDIAL AND DEVELOPMENTAL EDUCATION

BACKGROUND

At the September, 2010 meeting, the Academic and Student Affairs Committee approved its goals for fiscal year 2011, including a goal related to remedial and developmental education: “Study the pros and cons of moving responsibility for remedial education from the state universities to the state colleges.” Subsequently, the committee participated in a study session during which a variety of issues related to remedial and developmental education were discussed. The discussion indicated that Board members might be interested in a report on remedial and developmental education beyond a simple recommendation on moving responsibility from the state universities to the state colleges. This report might include recommendations related to delivery options, “best practices,” and other topics. However, the scope and complexity of such a report would impose a heavy burden on campus faculty and administrators participating on the advisory committee and would make it difficult to deliver before the end of the fiscal year

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** January 19, 2011

Agenda Item: Mission Reaffirmation: Minnesota State University, Mankato

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board at least once every five years.

Scheduled Presenter(s):

Richard Davenport, President, Minnesota State University, Mankato

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Minnesota State University, Mankato reaffirm the institutional mission approved by the Board of Trustees in 1996. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION
Mission Reaffirmation: Minnesota State University, Mankato

1 **EXECUTIVE SUMMARY**

2 The vision, mission and goals of Minnesota State University, Mankato meet the criteria
3 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
4 Approval of College and University Mission and Vision Statements. The university is
5 reaffirming its mission (previously approved by the Board of Trustees in September 1996) under
6 the new Board policy requirement that colleges and universities seek Board approval at least
7 once every five years.

8
9 **Minnesota State University, Mankato’s vision, mission, purposes and array of awards are:**

10
11 **Vision:** Minnesota State University, Mankato will be known as a university where people expect
12 to go further than they thought possible by combining knowledge and the passion to achieve
13 great things. Our foundation for this vision is our heritage of both dedicated teaching and the
14 direct application of knowledge to improve a diverse community and world. We will achieve it
15 by actively nurturing the passion within students, faculty and staff to push beyond possibility on
16 the way to realizing dreams.

17
18 **Mission:** Minnesota State University, Mankato promotes learning through effective
19 undergraduate and graduate teaching, scholarship, and research in service to the state, the region
20 and the global community.

21
22 **Purpose 1** The University will foster an actively engaged and inclusive learning community
23 based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical
24 environment.

25
26 **Purpose 2** The University will prepare students for careers and for life-long learning by
27 providing a clearly defined general education program and focused undergraduate pre-
28 professional, professional, and liberal arts programs.

29
30 **Purpose 3** The University will strengthen its role as a major provider of graduate education,
31 offering intensive, scholarly graduate programs including collaborative efforts with other
32 institutions and professionals, culminating in student expertise at professional levels.

1 **Purpose 4** The University will enhance advising, support services, and learning experiences that
2 aid students in identifying life goals, planning academic careers, and achieving timely
3 graduation.

4
5 **Purpose 5** The University will increase the quantity and quality of service to the state, region,
6 and global community through collaboration, partnerships, and opportunities for cultural
7 enrichment and continuous learning.

8
9 **Purpose 6** The University will invest in the professional development of all members of the
10 University Community and in the appropriate technologies necessary to achieve excellence in
11 learning through teaching, research, and service.

12
13 **Purpose 7** The University, as a whole and in all of its parts, will establish priorities through
14 planning and assessment processes that anticipate our needs and focus our efforts and resources
15 in support of our mission and goals.

16
17 **Array of Awards:** The *array of awards* offered by Minnesota State University, Mankato
18 includes an Associate Degree; Baccalaureate degrees; Master’s degrees; Specialist degree;
19 Doctoral degrees; Pre-professional programs of study and Certificate programs.

20
21
22 **BACKGROUND**

23 Minnesota State University, Mankato’s beginnings can be traced to a Mankato attorney who, in
24 1867, persuaded the Minnesota Legislature to authorize the city of Mankato to sell bonds for the
25 \$5,000 required to open the state’s second normal school. He promised Mankato citizens that if
26 they would support the school, “untold benefits would be repaid tenfold for every dollar
27 invested.”

28
29 Mankato Normal School opened in 1868 with 27 students. Tuition was free in return for a
30 pledge to teach two years in Minnesota schools. Old Main was constructed in 1870, beginning
31 the Valley Campus that would serve the institution for over a century. The institution expanded
32 and the curriculum grew. In 1921, the school became Mankato State Teacher’s College, and in
33 1927, the first four-year degree (a bachelor of education) was awarded.

34
35 In the late 1950’s, the college was renamed Mankato State College to reflect its expanding
36 curriculum. At the same time, the college was outgrowing the Valley Campus and construction
37 began on a parcel of land named the Highland Campus.

38
39 In 1975 full university status was accorded and four years later, the Valley Campus closed and
40 all activities consolidated on the Highland Campus. In September 1998, the Board of Trustees
41 approved a name change, and Mankato State University became Minnesota State University,
42 Mankato to reflect its expanded role in the state and region.

43
44 The Higher Learning Commission completed a comprehensive evaluation during the 2005-2006
45 academic year. Prior to the site visit, the university had completed a self-study which included
46 consultation with faculty, staff, students, community members and other stakeholders regarding

1 the University's mission. Minnesota State University, Mankato was reaccredited by the Higher
2 Learning Commission for a ten year period. The next comprehensive evaluation is scheduled for
3 the 2015-2106 academic year.
4

5 **OVERVIEW OF MISSION, VISION AND PURPOSES**

6 The proposed vision, mission, and purposes of Minnesota State University, Mankato meet the
7 criteria identified in Board Policy 3.24 System and College and University Missions, Part 4:
8 Review and Approval of College and University Mission and Vision Statements.
9

10 As required by procedure, the institution must:

- 11 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 12 B. Articulate how the college or university will meet expectations of law, how it relates to
13 other institutions of higher education, and how its mission, vision, and purposes
14 support fulfillment of the system mission and vision;
- 15 C. Describe the array of awards it offers;
- 16 D. Include a statement that the college or university mission is compliant with statute,
17 policy, and regional accreditation requirements; and
- 18 E. Describe consultation with faculty and staff, students, employers and other essential
19 stakeholders.

20 Additionally, the institution's mission must be compliant with statute, policy, and regional
21 accreditation requirements.
22
23

24 **REVIEW OF MINNESOTA STATE UNIVERSITY, MANKATO'S MISSION, VISION 25 AND PURPOSES/GOALS**

26
27 **The mission, vision, and purposes respond to the system procedure.** Minnesota State
28 University, Mankato's vision, mission, and purposes are consistent with statute, policy, and
29 regional accreditation requirements. The College mission, vision, and purposes demonstrate
30 alignment with the system mission and vision.
31

32 The university is reaffirming an institution mission that was approved by the Board in
33 September, 1996.
34

35 The *mission* of Minnesota State University, Mankato, is "Minnesota State University, Mankato
36 promotes learning through effective undergraduate and graduate teaching, scholarship, and
37 research in service to the state, the region and the global community."
38

39 Minnesota State University, Mankato serves the people of Minnesota, the Midwest region and
40 the global community.
41

42 The university provides effective undergraduate and graduate learning experiences in the
43 classroom through faculty who engage in scholarly activities and provide research opportunities
44 (primarily in applied research) for faculty and students.
45

1 The university provides higher education to prepare students for careers and for life-long
2 learning, and as a major provider of graduate education, additionally conducts research that
3 benefits mankind.
4
5

6 The university mission supports the system mission in the following ways:

- 7 • Being a distinct institution that collaborates with others in the system
 - 8 • Meeting personal and career goals of a wide range of individual learners
 - 9 • Enhancing the quality of life through scholarly and creative pursuits
 - 10 • Partnering with business, industry, government, and non-profit organizations in research
11 opportunities to sustain economies
- 12

13 Minnesota State University, Mankato is a leader in the Minnesota State Colleges and
14 Universities system in providing quality undergraduate programs as well as a growing graduate
15 school that includes 4 applied doctoral programs. With more than 150 undergraduate programs
16 of study and more than 100 graduate programs, the University's learning is structured in six
17 academic colleges and the graduate college. The University is expanding off campus outreach
18 through its 7700 France Avenue site in Edina and through online programs. Several centers
19 provide research opportunities and the University collaborates with its partner colleges in the
20 Minnesota Center for Engineering and Manufacturing Excellence. Our academic quality is
21 recognized by 24 regional or national accrediting agencies, including the Higher Learning
22 Commission. Our most popular programs are elementary education, physical education, biology,
23 law enforcement, management (business) and psychology.
24

25 The *vision* for Minnesota State University, Mankato states that "Minnesota State University,
26 Mankato will be known as a university where people expect to go further than they thought
27 possible by combining knowledge and the passion to achieve great things. Our foundation for
28 this vision is our heritage of both dedicated teaching and the direct application of knowledge to
29 improve a diverse community and world. We will achieve it by actively nurturing the passion
30 within students, faculty and staff to push beyond possibility on the way to realizing dreams."
31

32 To achieve this vision, Minnesota State University, Mankato will provide high quality learning
33 experiences for students so that they can achieve more than they thought possible. This
34 enthusiasm (passion) for learning and discovery will permeate the campus. Our graduates will be
35 leaders in their communities and professions. So that passion and learning can be nurtured, there
36 will continue to be an emphasis on providing collaborative learning areas – whether in academic,
37 administrative or student buildings. There will be additional learning communities within the
38 residence halls. Research opportunities will continue to grow as will our graduate, doctoral,
39 extended learning, and online areas.
40

41 Our campus culture wishes to excel. We desire as a university to be among the very best. We
42 set stretch goals and achieve them. We want our students to be prepared for leadership roles.
43 We encourage scholarly, creative, and research activities. We provide opportunities for our
44 faculty to become better teachers. We seek out diversity, and our retention rates for
45 underrepresented populations are among the highest in the system. We want to be a Great Place
46 to Work and are striving to achieve this goal.

1
2 The university's vision for itself is consistent with the vision for the Minnesota State Colleges
3 and Universities system:

- 4 • Desire for student success
- 5 • Access for diverse groups
- 6 • Impact on the quality of life beyond state boundaries

7
8 The university's strategic priorities align with system goals in the following ways:

9 We will plan and build the Campus of the Future (Strategic Direction 1,2,3,4,5)

10 We will think and act like a Doctoral Institution (Strategic Direction 2,4)

11 We will grow Extended Learning (Strategic Direction 1,2,3,4)

12 We will promote Global Solutions (Strategic Direction 1,2,3)

13 We will embody Quality and Excellence in all that we do (Strategic Direction 2)

14
15 The stated *purposes* of Minnesota State University, Mankato are:

16
17 **Purpose 1** The University will foster an actively engaged and inclusive learning community
18 based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical
19 environment.

20
21 **Purpose 2** The University will prepare students for careers and for life-long learning by
22 providing a clearly defined general education program and focused undergraduate pre-
23 professional, professional, and liberal arts programs.

24
25 **Purpose 3** The University will strengthen its role as a major provider of graduate education,
26 offering intensive, scholarly graduate programs including collaborative efforts with other
27 institutions and professionals, culminating in student expertise at professional levels.

28
29 **Purpose 4** The University will enhance advising, support services, and learning experiences
30 that aid students in identifying life goals, planning academic careers, and achieving timely
31 graduation.

32
33 **Purpose 5** The University will increase the quantity and quality of service to the state, region,
34 and global community through collaboration, partnerships, and opportunities for cultural
35 enrichment and continuous learning.

36
37 **Purpose 6** The University will invest in the professional development of all members of the
38 University Community and in the appropriate technologies necessary to achieve excellence in
39 learning through teaching, research, and service.

40
41 **Purpose 7** The University, as a whole and in all of its parts, will establish priorities through
42 planning and assessment processes that anticipate our needs and focus our efforts and resources
43 in support of our mission and goals.

44
45 Examples of how the Minnesota State Mankato purposes are supporting the mission and goals of
46 the Minnesota State Colleges and Universities system include:

- 1 • Provides accessible higher education for a diversity of individual learners
- 2 • Prepares students to succeed
- 3 • Offers higher education that meets the personal and career goals of individual learners
- 4 • Enhances the quality of life through collaborations, partnerships and opportunities for
- 5 cultural enrichment and continuous learning

6
7 The *array of awards* offered by Minnesota State University, Mankato includes an associate
8 degree; baccalaureate degrees; master’s degrees; specialist degrees; applied doctoral degrees;
9 pre-professional programs of study and certificate programs.

10
11 The university offers more than 150 undergraduate programs of study, including 16 pre-
12 professional, seven certificate, one associate and 127 bachelor’s degree programs. More than 100
13 graduate programs include master’s, specialist, certificate and 4 applied doctoral programs.

14
15 **RECOMMENDED COMMITTEE MOTION**
16
17 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
18 the request by Minnesota State University, Mankato to reaffirm its vision, mission, purposes, and
19 array of awards as listed in the executive summary.

20
21 **RECOMMENDED MOTION**
22
23 The Board of Trustees approves the request by Minnesota State University, Mankato to reaffirm
24 its vision, mission, purposes, and array of awards as listed in the executive summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: January 19, 2011

Agenda Item: Governor's Workforce Development Council Report to Legislature on the Four Collaborative Workforce Centers Initiatives

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

n/a

Scheduled Presenter(s): Interim Vice Chancellor Scott Olson

Outline of Key Points/Policy Issues:

Vice Chancellor Olson will provide a summary progress report on the pilot projects and draft report to Legislature.

Background Information: During the 2009 Legislative Session, the legislature established four local pilot projects to address Adult Basic Education planning and implementation of collaborative service for employment, training and education. The Governor's Workforce Development Council is presently drafting the required report to the Minnesota Legislature.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

**GOVERNOR'S WORKFORCE DEVELOPMENT COUNCIL REPORT TO THE
LEGISLATURE ON THE FOUR COLLABORATIVE WOKFORCE CENTERS
INITIATIVES**

BACKGROUND: During the 2009 Legislative Session, the legislature established four local pilot projects to address Adult Basic Education planning and implementation of collaborative service for employment, training and education. The Governor's Workforce Development Council is presently drafting the required report to the Minnesota Legislature.

INFORMATION: Interim Vice Chancellor Scott Olson will provide a summary progress report to the Academic and Student Affairs Committee on the four pilot projects selected in response to the 2009 Minnesota Legislature directive.

Interim Vice Chancellor Scott Olson will reference also the required report to the Minnesota Legislature.

Each of the four pilot projects must report to the Governor's Workforce Development Council by February 15, 2011. The Governor's Workforce Development Council will write a report to the Legislature working in collaboration with the Minnesota State Colleges and Universities, DEED, and workforce centers, as necessary. The report to the Legislature is due March, 2011. The draft/final report will be brought before the ASA Board Committee in March.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** January 19, 2010

Agenda Item: Legislative Report on Transfer

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Legislation passed in 2010 requires the Board of Trustees to develop and implement a plan to improve credit transfer within the system. The legislation further requires that the Board submit a report on February 15, 2011, and annually thereafter through 2014, on its activities to achieve the goals cited in the legislation and the results of those activities.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs
Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The report provides information about actions taken to improve credit transfer, including the development and implementation of the Smart Transfer Plan, policy changes and technology enhancements, and increased monitoring of the Minnesota Transfer Curriculum at the colleges and universities.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM
LEGISLATIVE REPORT ON TRANSFER

BACKGROUND

Legislation passed during the 2010 session requires the Board of Trustees to develop and implement a plan to improve credit transfer within the system, and to provide a report annually to the legislature on activities taken to improve credit transfer and the results of those activities.

The current report to the legislature provides information about activities undertaken to date, including the development and implementation of the Smart Transfer Plan. This Plan focuses on several areas identified as critical to improving credit transfer- posting of course outlines, maintaining the database on course equivalencies, improvement of the appeal process, monitoring compliance with Minnesota Transfer Curriculum requirements and improving communication about the Transfer Curriculum, and providing increased opportunities for training of transfer staff.

The report also provides information about other actions taken to improve transfer, including policy changes, technology enhancements, and the development of a measure on transfer that will be included within the accountability dashboard.

Improving Transfer of Credit

Report to the Legislature

Minnesota State Colleges and Universities
February, 2011



Minnesota
STATE COLLEGES
& UNIVERSITIES

Introduction

Minnesota Session Laws 2010, Chapter 364 Section 38 (a) states that “The Board of Trustees of the Minnesota State Colleges and Universities must develop and implement a plan to improve credit transfer within the system.” Subpart (d) of the same section states that “The board shall report on February 15, 2011, and annually thereafter through 2014, on its activities to achieve the credit transfer goals in this section and the results of those activities.”

The section also specifically noted several areas to be addressed in the Board’s plan to improve transfer, including enhancing information on transferring and tracking credits and improved training for all staff involved with credit transfer. Identifying discrepancies in transferring and accepting credits by institutions, devising methods to improve the uniform treatment of credit transfer and requiring institutional, rather than student responsibility to provide documentation for course equivalency determinations were additional aspects to be included in the plan. Finally, the Board was required to make system-wide transfer information available on the Internet and each system college and university was required to post information necessary to determine the transferability of course credits, using a common template, on their institutional websites.

Improving Credit Transfer

Even before the legislation was passed, Minnesota State Colleges and Universities were aware that improvements to credit transfer were necessary, and had begun to undertake a number of actions to improve credit transfer within the system. These actions encompassed technology enhancements, policy changes, and increased emphasis on training and communication on the importance of transfer. Many of these actions were specifically designed to respond to deficiencies in transfer that were identified in a study of student transfer conducted by the Office of Internal Auditing within the Office of the Chancellor. All of these actions, as well as others, have been incorporated into the comprehensive Smart Transfer Plan which responds to the legislative mandate for a plan to improve credit transfer within the system and

The Smart Transfer Plan comprises five specific areas for action to improve credit transfer.

- **Course Outlines**- establishes a common format for course outlines to be used by all colleges and universities and requires that course outlines be posted on institutional websites, with links to these websites available on the MnTransfer.org website.
- **DARS- Course Equivalencies**- requires institutions to complete the evaluation of all Minnesota Transfer Curriculum courses to determine equivalencies across the system by July of 2011, and to evaluate all other courses to determine course equivalencies by July of 2012.
- **Appeals**- requires enhancements to the information provided to students about their right to appeal transfer decisions, including a notification placed on a student’s transfer evaluation, notification that if an appeal at the institution is unsuccessful an appeal at the system level is available, and institutional rather than MnSCU student responsibility for providing documentation necessary for the appeal.
- **Compliance and Communication**- requires institutions to comply with standards for inclusion of courses within the Minnesota Transfer Curriculum (MnTC), ensure that MnTC course lists are up to

date, and create links from their institutional home pages to transfer resources including MnTransfer.org.

- **Training-** establishes a greatly expanded system of training opportunities for all staff involved in transfer, including orientation for new staff and continuing training for more experienced staff, with training being provided in both large and small group settings and in the training lab at the Office of the Chancellor as well as on the campuses.

The Smart Transfer Plan is included as Attachment 1 to this report.

Policy Changes and Technology Enhancements to Improve Transfer

The Board of Trustees has adopted several changes to Board Policies and the Office of the Chancellor has developed technology enhancements that respond to the legislative mandate and that have already significantly improved students' transfer experiences.

- **e-Transcript-** The system has initiated the use of an electronic transcript process for transfers within MnSCU. When a student who has attended any system college or university applies for admission to another MnSCU college or university, the transcript is automatically made available to the new institution. The student does not have to request the transcript and there is no charge to the student for the transcript. There are no copying or mailing costs involved. This process has had a significant positive impact on the response time for evaluation of prior student work at other institutions and has eased the transfer process for students. The Board took action to recognize the "official" nature of the e-Transcript by adopting a change to the Board Policy on College and University Transcripts that establishes the e-Transcript as the official transcript for transfers within the system.
- **Course Outlines-** The Board adopted changes to the Board Policy on Undergraduate Course Credit Transfer establishing a requirement that colleges and universities post course outlines for all of their courses on their institutional websites in order to facilitate the evaluation of courses to determine course equivalency. The Information Technology Services division within the Office of the Chancellor is developing enhancements to the Integrated Statewide Record System (ISRS) that will allow the automated posting of course outlines using a standard template by accessing course curriculum information stored in ISRS, thereby eliminating a great deal of manual work by college and university staff that would otherwise be required to post the course outlines. Board Policy 3.21 Undergraduate Course Credit Transfer is included as Attachment 2 to this report.
- **Course Equivalencies-** An additional amendment to the Board Policy on Undergraduate Course Credit Transfer was adopted in order to clarify that the DARS and u.select databases are the official repository of course equivalencies between system colleges and universities. The amendment further states that a course offered by a system college or university that is listed as the equivalent of a course at a system institution to which a student is transferring shall be accepted in transfer by that institution with no additional documentation required from the student.
- **Student Appeals and Information-** Finally, Board amendments to the transfer policy establish a requirement that students be provided information about the transfer appeal policy and that information about the transfer appeal process and about credit transfer and course equivalencies be posted on each college and university website.

- **Interactive Degree Audits-** The Office of the Chancellor Information Technology Services division has developed a significant enhancement to the DARS degree audit for students. The interactive degree audit provides enhanced information to students, including graphs and charts that allow a student to better understand progress s/he has made toward degree completion and the remaining requirements. Although useful for all students, the interactive degree audit is especially useful for students who have transferred from one institution to another. An additional enhancement is that advisors now have access to the same interactive degree audit as their advisees. Previously, due to system limitations, an advisor was provided a much more limited form of the degree audit from which to work.

Minnesota Transfer Curriculum Review

The Minnesota Transfer Curriculum is one of the foundations of student credit transfer within the system, and compliance with the provisions of the Minnesota Transfer Agreement and related documents is required by Board Policy 3.37 Minnesota Transfer Curriculum, which is included as Attachment 3 to this report. The Program Collaboration and Transfer unit within the Office of the Chancellor conducts a biennial review of each college and university Minnesota Transfer Curriculum to ensure compliance with the requirements of the Board Policy. This is necessary because of the dynamic nature of college and university curriculum. Courses are constantly being added to, or deleted from, the curriculum, and courses are constantly being modified. The review ensures that courses included in each institution's Minnesota Transfer Curriculum meet the criteria for inclusion and that other aspects of the Transfer Curriculum are also in compliance with policy requirements. Each college and university is provided a copy of the review, including any necessary changes, and is required to respond by making required changes or providing acceptable justification for the inclusion of questioned courses in their Minnesota Transfer Curriculum. This process ensures the integrity of the Minnesota Transfer Curriculum within Minnesota State Colleges and Universities.

Conclusion

The Board of Trustees of Minnesota State Colleges and Universities recognizes the importance of successful student transfer and supports efforts to improve student transfer within Minnesota State Colleges and Universities. The centrality of student transfer to the system is symbolized by the Board's direction that a dashboard on student transfer be added to the system's array of accountability measures. This dashboard will provide a readily accessible overview of the progress made by system colleges and universities toward an aspirational goal that one hundred percent of student credit transfers be awarded appropriately.

The Board is confident in reporting to the Minnesota Legislature that the Smart Transfer Plan and the actions taken by the Board and the Office of the Chancellor that are described in this report represent a significant step forward toward addressing the requirements contained in Chapter 364. We are similarly confident that full attainment of the legislative mandates will be completed no later than the end of fiscal year 2015.

ATTACHMENT 1

Minnesota State Colleges and Universities- Smart Transfer Plan, 2010

Course Outlines	Process	Expected Outcomes
FY 2011 1 st quarter	Institutions develop/assemble outlines for MnTC courses in electronic format; course outlines that are already available are posted on institutional website; links are provided to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) Institution has repository for MnTC course outlines in electronic format; 2) Current course outlines display on institutional website; 3) MnTC course outlines are linked to MnTransfer.org
FY 2011 2 nd quarter	Institutions continue to develop/assemble outlines for MnTC courses in electronic format; Institutions develop/assemble course outlines for non-MnTC courses including developmental, occupational/professional/general education (not MnTC) in electronic format; course outlines for all courses that are already available are posted on institutional website; links are made to MnTransfer.org website by OOC Transfer Unit	1) Institution has repository for all course outlines (MnTC and non-MnTC) in electronic format; 2) All course outlines display on institutional website; 3) All course outlines are linked to MnTransfer.org
FY 2011 3 rd quarter	All outlines are posted on institutional website; links provided to MnTransfer.org; links are made to MnTransfer.org website; process is in place to review, update and maintain all course outlines (MnTC and non-MnTC) on website with provision of link to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) All course outlines display on institutional website; 2) Process is in place for ongoing review and maintenance to ensure that all course outlines display on institutional website; 3) Process ensures that links to MnTransfer.org are current
FY 2011 4 th quarter	Process is utilized to develop, review, and maintain all course outlines on institutional website with provision of link to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) All course outlines display on institutional website; 2) Process is in place for ongoing review and maintenance to ensure that all course outlines display on institutional website; 3) Process ensures that links to MnTransfer.org are current

DARS— Course Equivalencies	Process	Expected Outcomes
FY 2011 1 st and 2 nd quarters	Ensure that MnTC courses from all other MnSCU institutions are evaluated to determine equivalencies and encode equivalencies into DARS and display in u.select (Note: all MnTC courses should be in DARS since July, 2008; however, they may not have been evaluated to determine equivalencies); *Establish process to evaluate non-MnTC courses (occupational, program, major, non-MnTC general education, etc.) and encode them into DARS and display in u.select). These tasks ensure functionality of u.select (Note: Curriculum changes are available for academic years 2003-2004 through 2009-2010 and curriculum changes for all years must be encoded); DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) Process is established to evaluate non-MnTC courses; 3) All curriculum changes going back to 2003 are reviewed and equivalencies are encoded in DARS for display in u.select
FY 2011 3 rd and 4 th quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select; Establish process to review curriculum changes for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support.	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
FY 2012 1 st and 2 nd quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select; Establish process to review curriculum changes for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select

DARS— Course Equivalencies	Process	Expected Outcomes
FY 2012 3 rd and 4 th quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select ; Establish process to <u>review curriculum changes</u> for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
FY 2013 1 st and 2 nd quarters	Process is developed and utilized to review and maintain processes to ensure that all courses are being evaluated and encoded into DARS including curriculum changes to display in u.select (All curriculum changes for all years must be encoded).	1) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
	*Note: Go Places, TES, ISRS, CEB may be used to assist in identifying institutions with like programs and in viewing course descriptions. Faculty may be provided with rights to view course descriptions for all other MnSCU institutions in ISRS (not given changing rights); rights to view TES or CEB (process for CEB needs to ensure the appropriate person makes equivalency determinations)	

Appeals	Process	Expected Outcomes
FY 2011 1 st quarter	Evaluate process to ensure students are provided with institutional and system-level appeal information in multiple ways (message on MnTC audit, sent with transfer evaluation, email message, website, catalog, student handbook, on appeal forms, etc. and that the information is disseminated; plan for adequate staffing to handle appeals, if necessary; Ensure appeal forms and other relevant documents (catalogs, website, etc.) mention system-level appeal; description of types of documentation to assist with appeal is communicated to students; Institutional websites and system websites are maintained with institutional and system level appeal information Note: students are responsible for providing documentation required for appeal (course outlines, descriptions, tests, etc.); support to add language about appeal on audit provided by OOC DARS unit	<ol style="list-style-type: none"> 1) Institutional and system-level appeal information is communicated to students in multiple ways; 2) Process is in place to review and make determination about institutional appeal in a timely way; 3) Process is in place to inform students how to appeal at the system level; 4) Process is in place to ensure appeal forms, websites, catalogs, handbooks, DARS audits, etc. contain current information about the institutional and system-level appeal process including types of possible documentation required
FY 2011 2 nd quarter	Ensure ongoing review and evaluation of appeal process to include all items listed above.	<ol style="list-style-type: none"> 1) Ongoing process for institutional appeals is maintained; 2) Ongoing process to provide information about system-level appeal is maintained
FY 2011 3 rd quarter	Ensure ongoing review and evaluation of appeal process	<ol style="list-style-type: none"> 1) Ongoing process for institutional appeals is maintained; 2) Ongoing process to provide information about system-level appeal is maintained
FY 2011 4 th quarter	Ensure ongoing review and evaluation of appeal process	<ol style="list-style-type: none"> 1) Ongoing process for institutional appeals is maintained; 2) Ongoing process to provide information about system-level appeal is maintained

Compliance/ Communication about Transfer	Process	Expected Outcomes
FY 2011 1 st and 2 nd quarters and ongoing	<p>Follow Procedure 3.37.1 to use Checklist of Criteria, Guidelines, and Minnesota Transfer Curriculum Agreement to certify all courses for inclusion into the Minnesota Transfer Curriculum; Follow "Best Practices" per Procedure.</p> <p>Create "Transfer" link from institutional homepage that includes links to MnTransfer.org, u.select, appeal information, course descriptions, course outlines, transfer policies;</p> <p>Link to institution's MnTC on institutional website;</p> <p>Include MnTC goal areas in course descriptions on website and in ISRS;</p> <p>Provide effective dates on all MnTC lists;</p> <p>Provide course titles and specific course numbers for all MnTC courses on all lists;</p> <p>Continually review and update MnTC lists;</p> <p>Remove or archive older MnTC lists and catalogs;</p> <p>Ensure that the "Minnesota Transfer Curriculum" can be searched on the website;</p> <p>Communicate to students to re-request transcripts any time they take courses at other colleges and universities after their initial enrollment.</p> <p>Note: Institutions that are seen as "terminal" and don't have dedicated staff to help students transfer out of their college or university need to know to refer students to the college or university that they are planning to transfer to. All institutions have students who transfer out.</p> <p>Ongoing maintenance of above items</p>	<ol style="list-style-type: none"> 1) Institutions follow "Best Practices for Communicating the MnTC and Transfer" as required by Procedure 3.37.1 2) Institutions develop/maintain a "Transfer Page" on its website; 3) Institution provides link to its MnTC on its website; 4) Institution includes goal areas in course descriptions and in ISRS; 5) Effective dates are provided on all MnTC lists; 6) Course titles and numbers are included in all MnTC lists; 7) Process is in place to review and update MnTC lists; 8) Older MnTC lists are archived or removed; 9) "Minnesota Transfer Curriculum" can be searched on institutional website; 10) Students are notified to re-request transcripts if they take courses after their initial enrollment; 11) Process ensures that all staff know to refer students to appropriate staff or to future transfer institution for help with transferring out 12) Process to ensure ongoing maintenance of all above items

Compliance/ Communication about Transfer	Process	Expected Outcomes
FY 2011 3 rd and 4 th quarters and ongoing	<p>Other suggestions to improve awareness of the MnTC and Transfer:</p> <p>Create "Transfer Advisory Groups" on campus to discuss transfer at least once/semester--group could include administrator(s), registrar, advisors, admissions, financial aid--any personnel who interface with transfer;</p> <p>Utilize promotional items for MnTransfer.org and u.select--make them available to students;</p> <p>Provide step-by-step instructions in advising offices next to computers explaining how to use u.select;</p> <p>Put information on TV monitors and posters about who provides transfer information on campus and information about MnTransfer.org and u.select and provide this information in all orientation sessions, in catalogs, etc.;</p> <p>Develop a webpage that says, "If you need information about transfer, contact XX dept.," and provide this for all offices;</p> <p>Encourage early and frequent advising (perhaps at least one mandatory advising session) at community and comprehensive colleges;</p> <p>Provide appeal information with every transfer evaluation and include a statement about appeals on the MnTC Audit;</p> <p>Inform students to request subsequent transfer evaluations when they change majors;</p> <p>Provide information to students at state universities and technical colleges that direct them to contact future colleges and universities for transfer advising if they decide to transfer out;</p> <p>Institute process to ensure all transfer communication strategies are reviewed and maintained on ongoing basis.</p>	<ol style="list-style-type: none"> 1) Transfer Advisory Group is formed on campus to meet periodically; 2) Promotional items for MnTransfer.org and u.select are made available to students; 3) Step-by-step instructions are provided to students in how to use u.select; 4) Information about transfer specialists, MnTransfer.org, and u.select is provided on posters and TV monitors, in orientation sessions, catalogs, handbooks, etc.; 5) Webpage directory is provided to direct students to the appropriate office for assistance; 6) Process is in place to encourage frequent advising; 7) Institutional and system-level appeal information is provided with all transfer evaluations; 8) Students are informed to re-request transfer evaluations when they change majors; 9)* Information is provided at technical colleges and state universities to seek advising from future institution when they know they will be transferring out; 10) Transfer communication strategies are reviewed and maintained on ongoing basis; <p>*Note: Students should be asked if they intend to transfer when they initially seek admission or receive advising at a technical college—they should be advised to go to community colleges as an alternative to pursuing a technical program when it is in their best interest.</p>
FY 2010	Process ensures Best Practices and other communication strategies are reviewed and maintained	1) Process ensures the review and maintenance of communication strategies
Note:	Students are responsible for reviewing how their courses transferred and applied to their program; for seeking advising; for asking questions; for providing information necessary to evaluate courses when necessary; for seeking information from staff, websites, etc., for letting the appropriate department(s) know when they've changed their program and for requesting another transfer audit at that time; for submitting appeals; for requesting updated transcripts when they take courses after their initial enrollment	

Training	Process	Expected Outcomes
FY 2011 1 st and 2 nd quarters and ongoing	Transfer Specialist Conference and DARS User Conference held during Fall Semester; Transfer Orientation held during Spring Semester; Transfer Tips sent to two transfer Listservs periodically (MnSCU Transfer listserv and MnSCU and non-MnSCU listserv); Phone/email support and advice; Presentations at colleges/universities to transfer staff; all CAOs, CSAOs are added to both transfer Listservs; all transfer specialists, advisors, counselors, registrars, admissions officers are added to both transfer listservs); Training provided on DARS encoding, u.select administration and transfer articulation; MnTransfer.org and other transfer websites/information are reviewed and maintained (ongoing) webinars, captivate and other electronic presentations developed and provided phone consultations provided (ongoing).	<ol style="list-style-type: none"> 1) Transfer Specialist Conference held annually 2) Transfer Orientation held annually 3) Transfer Tips sent periodically 4) Phone/email support provided (ongoing) 5) Presentations provided to colleges/universities upon request 6) CAOs/CSAOs/Transfer Specialists/advisors/counselors/registrar/admissions officers are added to both transfer listservs 7) Transfer websites and information are reviewed and maintained 8) Electronic presentations provided 9) Telephone conferences provided

ATTACHMENT 2



Minnesota State Colleges and Universities Board Policies Chapter 3 – Educational Policies

3.21 Undergraduate Course Credit Transfer

Part 1. Purpose. The purpose of this policy is to establish consistent practices for accepting credit for undergraduate college-level courses transferred into a system college or university, except for courses that apply to the Minnesota Transfer Curriculum as per Policy 3.37 Minnesota Transfer Curriculum.

Part 2. Definition. For purposes of this policy the following definition applies:

Comparable or equivalent course. A comparable or equivalent course is one that is similar in nature, content and level of expected student performance on course outcomes to a course offered by the receiving institution.

Part 3. Transfer of Undergraduate Credits. Once a student has been admitted to a system college or university, each college or university shall evaluate college-level course credits completed, as submitted by the student on an official transcript, to determine if they shall be accepted in transfer. Once the credits are accepted in transfer, each college or university shall determine how the course credits will apply to program and graduation requirements.

Transfer of credit from one college or university to another shall involve at least three considerations:

1. Educational quality of the learning experience which the student transfers,
2. Comparability of the nature, content and level of the learning experience offered by the receiving college or university, and
3. Appropriateness and applicability of the learning experience to the programs offered by the receiving higher education entity in light of the student's educational goals.

Subpart A. Transfer of courses that are comparable or equivalent. A receiving system college or university shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers.

Subpart B. Transfer of courses that are not comparable or not equivalent. College-level courses accepted in transfer by a system college or university that are determined to be not comparable or not equivalent to specific courses taught at the receiving college or university shall be accepted as electives.

Part 4. Course Outlines. In order to facilitate the evaluation of courses for transfer credit as described in Part 3 of this policy, each system college and university shall post course outlines, as defined in Board Policy 3.22, for all courses on its institutional website. The links for current course outlines shall be submitted to the Office of the Chancellor for publication on the MinnesotaTransfer.org Web site.

Part 5. Official Repository of Course Equivalents. The Degree Audit and Reporting System (DARS) and u.select database (and successor databases) housed within the Office of the Chancellor shall be the official repository of course equivalencies between system colleges and universities. Each system college and university shall be responsible for ensuring the accuracy and completeness of course equivalencies listed for courses offered by that college or university. A course offered by a system college or university that is listed as the equivalent of a course at the receiving system college or university shall be accepted in transfer as that course by the receiving system college or university with no additional documentation required from the student.

Part 6. System College or University Transfer Policy. Each system college or university shall implement a policy to address transfer of course credit consistent with the requirements of this policy and Procedure 3.21.1 Undergraduate Course Credit Transfer.

Part 7. Disseminating Information. Each system college or university shall publish its transfer policy and shall make information about credit transfer and course equivalencies, including links to MinnesotaTransfer.org and u.select, readily available on its website.

Part 8. Student Appeals. Each system college or university shall establish a policy for student petition and appeal of credit transfer decisions. The Chancellor shall establish a procedure for system-level appeal of system college or university credit transfer decisions. When providing students with a transfer evaluation, colleges and universities shall also provide information about a student's right to appeal, the appeal process, and links to the system and college or university appeal policies. This information shall also be made available on each college and university website, course catalog and transfer-related publications.

Date of Implementation: 08/01/07

Date of Adoption: 04/29/98

Date and Subject of Revision:

5/19/10 – Added a new Part 4 Outlines and Part 5 Official Repository of Course Equivalents. Amended Part 7 to require credit transfer and course equivalencies available on the Website. Amended Part 8 to require that information about the transfer appeal process to students when they receive their transfer evaluations and requires that information be made available on the Website, course catalog and other publications.

6/20/07 - moves transfer of credit related to the Minnesota Transfer Curriculum to Policy 3.37, expands existing language to address course credit transfer from any higher education institution, limits the policy to transfer of formal credit courses, moves academic program requirements and transfer to Policy 3.36, and moves process and procedural items to the chancellor's procedure
03/17/04 – added Subpart 4C to describe the transfer of the Associate in Fine Arts degree.

Repealed carry forward policies CC III.01.10, Transfer Standards; CC III.01.11, Transfer of Technical Credits; SU Policy 4.5, Policy Regarding Transfer of Lower Division Credit from Two-Year Colleges; and T.C. 2.3.2.0, Credit Transfer

ATTACHMENT 3



Minnesota State Colleges and Universities Board Policies Chapter 3 – Educational Policies

3.37 Minnesota Transfer Curriculum

Part 1. Purpose. The purpose of this policy is to establish consistent practices among system colleges and universities for the implementation of and transfer of credit for the Minnesota Transfer Curriculum.

Part 2. Definition.

Minnesota Transfer Curriculum (MnTC) The Minnesota Transfer Curriculum is comprised of general education courses reflecting competencies adopted by the public higher education entities in Minnesota.

Part 3. Implementation. Each system college and university shall implement the Minnesota Transfer Curriculum as appropriate to its academic certificates, diplomas, and degrees consistent with criteria specified in Procedure 3.36.1 Academic Programs.

Part 4. College or University Transfer Policy. Each system college and university shall adopt a policy to implement the Minnesota Transfer Curriculum consistent with Board of Trustees' policies and Chancellor's procedures.

Part 5. Acceptance of Minnesota Transfer Curriculum. Each receiving system college and university shall accept a Minnesota Transfer Curriculum course, goal area, or the entire curriculum as determined and documented by the sending system college or university.
Each receiving system college and university shall accept the entire Minnesota Transfer Curriculum as determined and documented by the University of Minnesota.

Part 6. Disseminating Information. Each system college and university shall publish its Minnesota Transfer Curriculum requirements and policies.

Part 7. Student Appeals. A student may appeal a transfer decision made by a system college or university regarding the Minnesota Transfer Curriculum according to Policy 3.21 Undergraduate Course Credit Transfer.

Part 8. Procedure. The Chancellor shall develop procedures to implement Policy 3.37 Minnesota Transfer Curriculum.

Date of Implementation: 08/01/07

Date of Adoption: 06/20/2007

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: January 19, 2011

Agenda Item: Legislative Report on Joint Planning by the University of Minnesota and Minnesota State Colleges and Universities

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

The legislature requires that this report be submitted in odd numbered years coinciding with the system biennial budget request.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor of Academic and Student Affairs

Outline of Key Points/Policy Issues:

- The two systems have different missions and very little overlap between the academic programs offered in the metro area.
- There is a high degree of cooperation and collaboration between the Minnesota State Colleges and Universities and the University of Minnesota related to program coordination and articulation and joint projects and services.

Background Information:

The 2011 Post-Secondary Planning Report is the sixth report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Omnibus Higher Education Bill, S.F.675 (chapter 1133), art 1, Section 7. The report is provided to the Board of Trustees as a draft that will be finalized later this month and submitted to the legislature in February.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
*INFORMATION ITEM***

**LEGISLATIVE REPORT ON JOINT PLANNING BY THE UNIVERSITY OF
MINNESOTA AND MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BACKGROUND

The 2011 Joint Report with the University of Minnesota on Metro Planning reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.

Some key findings in the report are:

- During the past eight 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.
- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the over 1,600 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 53 are similar enough in content to be considered duplicative, and most are in high-demand fields.
- The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, and shared electronic transfer data software systems.

DRAFT

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

February 2011

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

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

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

Executive Summary

The 2011 Post-Secondary Planning Report is the 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 1133, Article 1, Section 7.

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

Collaborative Programs

- During the past 10 years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 200 programs.
- Increasingly sophisticated library and information technology resources are jointly available to and heavily used for learning and research by University of Minnesota and Minnesota State Colleges and Universities' students and citizens throughout the state.
- Other collaboration between the two systems occurs through programs and initiatives in P-20 Partnerships, the Post-Secondary Enrollment Options Program, and University of Minnesota Extension.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the over 1,600 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 53 are similar enough in content to be considered duplicative, and most are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

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

College Readiness and Under-Prepared Students

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

I. INTRODUCTION

The Minnesota State Colleges and Universities and the University of Minnesota are pleased to submit this joint report on post-secondary planning, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 1133, Article 1, Section 7.

The 2011 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems that provide public higher education in Minnesota. While individual cooperative initiatives have been in operation for decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint post-secondary programs for the metropolitan area through formal agreements.

The 2011 report was produced cooperatively by an inter-system working group composed of representatives from the Office of the Senior Vice President for Academic Affairs and Provost at the University of Minnesota and from the Office of the Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

Mission Differentiation

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

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

These missions are as follows:

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

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

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

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

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

Collaboration History

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

II. COLLABORATIVE PROGRAMS AND SERVICES

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

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

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

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

Academic Program Partnerships

During the past 10 years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 200 academic programs, as well as over 40 collaborative activities to share resources, knowledge and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs are known as “2+2” agreements between the University of Minnesota and the Minnesota State Colleges and Universities. These agreements allow students enrolled in one system to apply approved coursework toward completion of a degree at an institution in the other system. Applied baccalaureate programs, developed in partnership with the Minnesota State Colleges and Universities, allow students to build focused University of Minnesota baccalaureate programs on approved community college coursework and to complete the programs on the Minnesota State Colleges and Universities' campuses. In addition, University of Minnesota and Minnesota State Colleges and Universities collaboration allows students to complete a limited number of University of

Minnesota graduate and professional programs while in residence at Minnesota State Colleges and Universities institutions. Collaborative programs between the two systems are listed in Appendix A.

Minnesota Cooperative Admissions Program (MnCAP)

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

MnCAP serves freshman applicants to the University who were not admitted (or were put on a waiting list) as well as those students who did not previously apply by inviting them to consider completing lower-division coursework at one of the participating community colleges. Under MnCAP, students attending Metro Alliance institutions who complete the Minnesota Transfer Curriculum with an appropriate grade-point average are guaranteed admission to the University's Twin Cities campus to complete the upper-division portion of a baccalaureate degree program.

Post-Secondary Enrollment Options (PSEO)

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

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

University of Minnesota Rochester

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

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

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

In addition to collaborations in academics, UMR, RCTC and WSU continue to work jointly in outreach to the community, in marketing, and on joint institutional research projects. Decisions on collaborative efforts are based on mutual benefit, cost efficiencies, and impact on prospective or existing students. One example of a coordinated effort is the Rochester Area Math Science Partnership (RAMSP). RAMSP is an organization whose purpose is to provide for PK-12 teachers the best available professional-development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Workforce Development, Inc.; 13 southeastern Minnesota PK-12 school districts; and UMR, WSU, and RCTC.

Partnership Programs: Using creative program organization and a variety of delivery technologies, UMR works to meet regional educational requirements through partnerships with other University of Minnesota campuses. Partnership programs currently serve more than 400 students in programmatic areas that support the economic development of the region.

Center for Allied Health Programs and HealthForce Minnesota

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

The goal of the model is to develop a platform that is flexible, meets learner and workforce needs, has multiple higher education and location access points, and is a collaboration of multiple private and public partners. The Center is working to develop signature academic partnerships with learners and

communities, with health care and other industries, and with Minnesota State Colleges and Universities and other higher education institutions, and private health industries. Initially, the cross-institutional learning platform will be developed cooperatively with Winona State University. Winona State University is the lead institution for HealthForce, one of the Minnesota State Colleges & Universities four Centers of Excellence established in 2005.

Current initiatives and outcomes with Winona State University include a November 19, 2010 submission to the Bill & Melinda Gates Foundation for a Next Generation Learning Challenges grant, a collaborative, multi-year initiative, which aims to help dramatically improve college readiness and college completion in the United States through the use of technology. President Judith Ramaley, Dean William McBreen, and Jane Foote, HealthForce director, are partners on a project titled: Development of a Clinical Laboratory Science Blended Learning Program for Young Adults in Low-Income Workforce Shortage Areas in Rural Minnesota.” In addition, CAHP hosted a retreat December 6-7, 2010 that included laboratory educators from Winona State University, St. Cloud University, North Hennepin Community College, and the University of Minnesota and others to develop a state-wide model curriculum for Medical Laboratory Technicians (MLT) and Clinical Laboratory Scientists (CLS) funded by a Saint Paul College Department of Labor Grant for \$25,760.

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

The program in Occupational Therapy completed an on-site accreditation review of their hybrid-blended program and received 9 commendations by the Accreditation Council for Occupational Therapy Education (ACOTE) October 25-27, 2010. The program is working with the Area Health Education Centers to develop pathways to the professional program for other institutions of the Minnesota State Colleges and Universities.

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

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

University of Minnesota Extension

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

Minnesota Area Health Education Center

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

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

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

Library and Information Technology

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

MINITEX Library Information Network: Based within the University of Minnesota's University Libraries, Minitex provides significant resource-sharing capabilities to some 1,500 libraries within the state. Drawing significantly on the University of Minnesota's University Libraries, Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of the Minnesota State Colleges and Universities requests (over 40,132 annually) are filled from the collections of the University Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the Minitex delivery system.

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

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

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking involving the University of Minnesota and the Minnesota State Colleges and Universities four-year libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Through MDL, the rich and distributed historic resources of the state's cultural

heritage organizations are harnessed from organizations big and small. Administratively managed by Minitex, the MDL has digitized and delivered over 32,000 images, documents, and maps contributed by 100 cultural heritage institutions across Minnesota. MDL has further partnered with K-12 teachers to develop multimedia educational modules and programming based on these resources.

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

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

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

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

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

ISEEK: ISEEK (Internet System for Education and Employment Knowledge) is a web-based gateway to Minnesota career, education, and employment information and services including online education. ISEEK provides information in three main areas: career exploration, educational planning, and job seeking. ISEEK information comes from a variety of public agencies, corporations, and private organizations and is nationally recognized as one of the best state career navigational systems. The program is sponsored by iSeek Solutions, a Joint Powers Organization which is a Minnesota partnership of the University of Minnesota, Minnesota State Colleges and Universities, Minnesota Private College Council, Governor's Workforce Development Council, Minnesota Department of Education, Minnesota Department of Employment and Economic Development, Minnesota Office of

Higher Education, and Minnesota Office of Enterprise Technology. For more information:
www.iseek.org/info/about.html

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

Other Collaborative Initiatives

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

Twin Cities Health Service: Based on a cooperative working relationship between the Minnesota State Colleges and Universities and the University of Minnesota's Boynton Health Service, Minnesota State Colleges and Universities students who purchase and use the system's endorsed student accident and illness insurance may access services through Boynton Health Service. This provides an additional health service option, especially for those Twin Cities community college, technical college, and state university students who do not have access to a campus health service.

Interpreter Resource Center: Under the auspices of the University of Minnesota's Office of Disability Services, a group has been formed to provide feedback to the U.S. Department of Education regarding an upcoming project for the training of interpreters for individuals who are deaf or hard of hearing and individuals who are deaf-blind. Administrators from the Office of the Chancellor and from St. Paul College have been engaged in this cooperative effort which could result in further cooperative efforts in this area.

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

A delegation including faculty and administration from the School of Dentistry, members of organized dentistry, representatives from the Minnesota State Colleges and Universities, and other interested parties visited existing dental therapy programs in Canada, New Zealand, and England in order to

gather information about best educational practices and how mid-level dental providers can be most effectively utilized.

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

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

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

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

Since 2002, there have been 29,772 patient visits involving 285 University of Minnesota dental students. The Hibbing Community College Dental Assisting Program now enrolls a full class of 30 assistants with an active waitlist compared to 9 assistants enrolled in 2002.

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

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered by the Minnesota State Colleges and Universities and the University of Minnesota in the metropolitan area (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities' metropolitan institutions offer one doctoral degree and no first professional degrees. A comparison of baccalaureate and graduate programs offered by the University of Minnesota Twin Cities, Metropolitan State University and other state universities that offer programs in the Twin Cities reveals an apparent overlap of 53 programs (out of a total of 138 baccalaureate, master's and doctorate degree programs offered by state universities, and 403 total degree programs at the University of Minnesota). However, in some instances, the overlap is in name only, and not substantively duplicative in program offerings. In other instances, such as those in the business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems.

The distribution of specific degree programs and patterns of enrollment for the Metro Alliance institutions, the state universities, and the University's Twin Cities campus offering programs in the Twin Cities largely follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management, education, and nursing, as well as appropriate specializations. For example, the Minnesota State Colleges and Universities offers all of the degree programs in law enforcement, and the University of Minnesota offers all of the M.D. degrees.

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

Table 1. Metropolitan-area degree programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2010.

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

Source: University of Minnesota; Minnesota State Colleges and Universities

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

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

Conclusion

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

IV. CREDIT TRANSFER REVIEW

Policies and Practices

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

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

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

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

Cooperative Transfer Programs

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

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

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

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

The Minnesota Transfer Curriculum Web site (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, the Minnesota State Colleges and Universities and University of Minnesota faculty and staff, and others about transfer within post-secondary education, public and private, in Minnesota. The Web site was redesigned in 2008 to include portals for students, transfer specialists, and educators to make it easier for each group to find the information they seek. The Web site has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at the secondary and post-secondary level. Access to college and university Transfer Specialists, Transfer Action Plans, Accreditation information, Transfer profiles, Transfer Web sites, Transfer Guides, Articulation Agreements, a description of the Minnesota Transfer Curriculum, access to course outlines, links to u.select and CollegeSource/TES and much more are available on the site. The site houses information about the Minnesota State Colleges and Universities, the University of Minnesota, and other colleges and universities, as well as a description of the

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

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

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

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

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

Transfer Specialists’ Network: Every campus has one or more designated transfer specialists who can answer students’ questions about transfer. Cooperative efforts to discuss issues and resolve problems are handled through several means. An annual Transfer Specialist conference includes the University of Minnesota, the Minnesota State Colleges and Universities, and private and out-of-state college transfer specialists. The Minnesota State Colleges and Universities also conduct an annual Training Orientation for new transfer specialists, as well as regional transfer meetings. A DARS/u.select conference is held annually. DARS/u.select training is offered throughout the year at various regional locations. Transfer Tips are sent periodically to share information about transfer, and there are two transfer listservs to allow transfer specialists to ask questions and share transfer information.

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

Electronic Transcripts: SPEEDE/XML (Standardization of Post-secondary Education Electronic Data Exchange) and EXPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and post-secondary student

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

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

Conclusion

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

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

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

P-20 Education Partnership

The Minnesota State Colleges and Universities and the University of Minnesota are two of the founding members of the Minnesota P-16 Education Partnership, which was established in 2003 as the Minnesota P-16 Education Partnership and which operates as a voluntary, statewide collaboration focused on shared commitments to improving college preparation and transitions and supporting teacher quality. Now comprised of 25 members, including four legislators, and most recently chaired by Education Commissioner Alice Seagren, the Partnership is advancing its agenda in 2010-2012 through four working groups focused on:

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

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

College Preparation

Since 1991, the University of Minnesota and the Minnesota State Colleges and Universities have admitted students to baccalaureate programs under a common set of preparation requirements. These include four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. Specific requirements within these disciplines are formalized within University of Minnesota and Minnesota State Colleges and Universities policy and are widely communicated to students in a variety of publications and websites. Since adoption of these joint preparation requirements, a growing number of students have completed a college preparatory curriculum in high school. Another indicator is the 7.6 percent increase in the number of Minnesota students taking Advanced Placement exams in 2010 over the previous year, and an increase of over 9,000 students since 2005, when just under 20,000 students enrolled in AP courses. A plan to further increase rigorous course taking is being developed through the Minnesota P-20 Education Partnership.

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

offer at least one course in remedial mathematics, reading, or writing. Nationally, 93 percent of public institutions offer some remedial and/or developmental courses.

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

The Minnesota State Colleges and Universities have the mission of providing open door access to higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of years and have forgotten skills they once had mastered. The Minnesota State Colleges and Universities have the most extensive array of remedial courses and academic support services.

The University of Minnesota's College Readiness Consortium is engaging educators from every corner of the state to increase the number of students who graduate high school with the knowledge, skills and habits for success in higher education. This includes developing Ramp-Up to Readiness a school-wide guidance program that leads students through a research-based sequence of lessons, projects and experiences that prepare them for postsecondary success. The Consortium also leads the Minnesota Principals Academy, an executive development program for principals to help them guide their schools to preparing all students for college.

Cooperative Reporting to Minnesota School Districts

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

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

Findings from the joint report will be reported to the Board of Trustees on January 19. Both post-secondary systems are engaged in ongoing and comprehensive analyses of data on high school graduates who enroll in remedial courses in college in an effort to better understand the population and to predict needs and performance expectations.

College Readiness Research

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

Conclusion

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

APPENDIX B. COLLABORATIVE ACADEMIC PROGRAMS

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

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management – Management Emphasis Crookston – B.S., Business Management - Marketing Emphasis Crookston – B.M.M., Manufacturing Management
Anoka Technical College	Crookston – B.M.M., Manufacturing Management Crookston – B.A.H., Bachelor of Applied Health - Online Crookston – B.S., Plant Industries Management - Horticulture
Central Lakes Community College	Crookston – B.S., Natural Resources Crookston – B.S., Plant Industries Management - Horticulture Emphasis Duluth – B.S., Chemical Engineering Duluth – B.S., Electrical and Computer Engineering Twin Cities – B.S., Agriculture Education. Twin Cities – B.S., 2 + 2 Transfer Agreement in Horticulture
Century College	Crookston – B.M.M., Manufacturing Management Crookston – B.S., Plant Industries Management Twin Cities – B.A.E.M., Aerospace Engineering Twin Cities – B.B.E., Bioproducts and Biosystems Engineering Twin Cities – B.Bm.E, Biomedical Engineering Twin Cities – B.Ch.E., Chemical Engineering Twin Cities – B.C.E., Civil Engineering Twin 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 Twin Cities – B.S., Environmental Horticulture
Dakota County Technical College	Crookston – B.S., Plant Industries Management – Horticulture Emphasis Crookston – Bachelor of Manufacturing Twin Cities – B.S., Horticulture
Fond du Lac Tribal and Community College	Duluth – B.A., Criminology Duluth – B.S., Computer Science Duluth – B.S., Environmental Science Duluth – B.S., Physiology Duluth – B.A.Sc., Unified Early Childhood Studies Twin Cities – B.S., Environmental Science Twin Cities – B.S., Nutrition
Hennepin Technical College	Crookston – B.S., Manufacturing Management Crookston – B.S., Plant Industries Management
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., Bio-based Products Engineering Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management
Lake Superior College	Duluth – B.A., Art Duluth – B.F.A., Art Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Computer Information Systems Duluth – B.S., Computer Science Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.A.Sc., Health Education Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.A., Theater Duluth – B.F.A., Theater
Mesabi Range Community and Technical College	Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology 2+2 option Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology 2+2 option Duluth – B.S.Ch.E., Chemical Engineering 2+2 option Duluth – B.S., Chemistry 2+2 option Duluth – B.S., Computer Science 2+2 option Duluth – B.A., Criminology Duluth – B.A., Economics 2+2 option Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.A.Sc., Elementary and Middle School Education Duluth – B.S., Geology Duluth – B.S.I.E., Industrial Engineering Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S., Mathematics 2+2 option Duluth – B.S., Physics Applied 2+2 option Duluth – B.A., Sociology Duluth – B.S., Statistics

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Minnesota State College - Southeast Technical	Crookston – B.S., Applied Management Crookston – B.S., Business Management Crookston – B.S., Early Childhood Program Management Crookston – B.S., Health Management
Minnesota State Community and Technical College	Crookston – B.S., Accounting Crookston – B.S., Equine Science
Minnesota West Community and Technical College	Crookston – B.S., Information Networking Management Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Twin Cities – B.S., Agricultural Education 2+2 Option 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 Program Twin Cities – B. S. Computer Science Twin Cities- B.S. Food Science
North Hennepin Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Information Networking Management Systems Crookston – B.S, Health Management Crookston – BS., Marketing
Northland Community Technical College	Crookston – B.S., Applied Health Crookston – B.S., Information Technology Management Crookston – B.S., Business Management Crookston – B.S., Applied Studies
Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis Crookston – B.S., Information Technology Management, Application Development Emphasis Crookston – B.S., Information Technology Management, Systems Administration Emphasis
Rainy River Community College	Duluth – BAcc., Accounting Duluth – B.S., Biochemistry and Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.S.I.E., Industrial Engineering

Rainy River Community College (Continued)	Duluth – B.S.M.E., Mechanical Engineering Duluth – B.S., Mathematics Duluth – B.S., Physics Duluth – B.A.S., Recreation Outdoor Education Duluth – B.S., Statistics
Ridgewater Community College	Crookston – B.S., Technical Studies Crookston – B.S., Manufacturing
Rochester Community and Technical College	Crookston – B.S., Equine Industries Management
Vermillion Community College	Crookston – B.S., Natural Resource Management Crookston – B.S., Water Resource Management Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical or Computer Engineering Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics

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

Other Partnership or Collaborative Arrangements with the University of Minnesota

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	The Independent Research Summer Program (IRSP) is a multidisciplinary initiative that includes opportunities for research studies in molecular and cellular biology, genetics, developmental biology and microbiology among other fields.
Century College	Twin Cities	North Star STEM Alliance, an NSF grant.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone (shared facilities) and 2+2 option.
	Twin Cities	Dakota County Technical College President sits on the UMore Park Advisory Council, and the administrative team here participates with planning for the future UMore Community.
	Morris	The Chancellor of UM Morris is a member of the Executive Steering Committee on the College's Green Campus Initiative.
Itasca Community College	Twin Cities	Associate in Science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	Twin Cities	Inver Hills Community College and the University of Minnesota offer the online/classroom course Sleeps, Eats, & Exercises. This initiative provides students with the knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College	University-wide	Inver Hills Community College and the University of Minnesota offer the online course Alcohol and College Life. This initiative seeks to reduce the adverse consequences that can occur when college students make poor decisions related to alcohol and drug use.
Inver Hills Community College with Century College	Twin Cities	Research agreement with Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students Partnerships with Century College and 8 school districts to operate a Minnesota State Colleges and Universities Access and Opportunity Center of Excellence
Inver Hills and other two-year institutions	Twin Cities	CAP admissions agreement
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program to begin in Fall of 2009.
	Twin Cities	An Area Health Education Center (AHEC) sponsored by the University of Minnesota is located at the Fergus Falls campus of Minnesota State Community and Technical College.
Minnesota State University, Mankato	Twin Cities	The colleges of education at each university as well as the College of St. Catherine are engaged in the Teacher Education Research Collaborative (MNTERC). The research involves follow-up and assessment of teacher education graduates from various programs to determine program impact and effectiveness.
	Twin Cities	University of Minnesota Family Practice residents obtain clinical experience in sports medicine at the Minnesota State University Mankato athletic training facility.
Minnesota State University-Moorhead	Twin Cities	Twin Cities - M.S. in Social Work at Minnesota State University-Moorhead via distance education.

Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota's Wilson Library.
	Twin Cities	The two universities share ROTC benefit administration
	Twin Cities	The two universities collaborate on providing a master's degree in public health nursing.
North Hennepin Community College	Twin Cities Morris Duluth	North Star Stem Alliance – LSAMP grant – Joint program between multiple institutions to raise the number of under-served students in the STEM fields.
Northland Community and Technical College	Crookston	The two institutions are developing a 70-credit A.A.S degree in Dietetic Technology with UMC faculty being instrumental in the curriculum development for this program.
Office of the Chancellor	Crookston, Duluth, Twin Cities	The two systems established the MN Concurrent Enrollment partnership (MnCEP) to work collaboratively to support high quality concurrent enrollment in Minnesota.
	Twin Cities	MnSCU and the University hold seats on the Minnesota Science and Technology Authority Advisory Commission.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.
	Twin Cities	The Boynton Health Service on the University of Minnesota Twin Cities' campus is the health service for MnSCU students who purchase MnSCU student health insurance.
	Twin Cities	MnSCU works with the University of Minnesota on the Healthy Campus Initiative. With leadership from Boynton Health Services, institutions are offered an opportunity to survey students on healthy behaviors and to learn about and develop tobacco use prevention and alcohol abuse prevention programming.
	University-wide	Lake Superior College, Minnesota State University Moorhead and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Duluth, Crookston and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities MnSCU institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for MnSCU campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
	Twin Cities	Partnership with UM Digital Technology Center for development and research in virtual reality, visualization and serious games, funded under an NSF grant.
University Wide	Since 2000, the Course Applicability System (CAS) website was set up jointly with data from the University of Minnesota and MnSCU. CAS became u.select in September 2008. Funded by iSEEK, this cooperation allows students, advisors, and parents 24/7 access to transfer information between and among all public higher education institutions in Minnesota as well as other non-public, non-Minnesota feeder institutions.	

Office of the Chancellor (Continued)	Twin Cities	Project to implement electronic transcript exchange. Lack of technical resources has kept implementation from happening, but the current plan is that as soon as MnSCU has the capability to send and receive transcripts via the AACRAO Texas Server using XML technology, exchange will take place between MnSCU institutions and the University of Minnesota.
	Twin Cities	Part of research projects with partners in the Department of Applied Economics to determine the transition experiences and business costs of producers interested in organic food production. In addition, work with the Center for Farm Financial Management in creating business benchmarking data for Minnesota traditional, specialty crop, and organic producers.
	University-wide	Statewide nursing program transfer agreement
Rochester Community and Technical College and Winona State University	Rochester	Shared facilities
	Rochester	Computer resources
	Rochester	Graphic Design & Studio Art (Digital Art & Photography)
	Rochester	Coordinated marketing and outreach
	Twin Cities	A U.S. Department of Labor grant was awarded Saint Paul College for medical lab technician and clinical lab science education. The University of Minnesota, Academic Health Center, is a nonsponsored collaborator in this grant project.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.

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

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic & Student Affairs **Date of Meeting:** January 19, 2010

Agenda Item: Career & Technical Education Study with Minnesota Chamber of Commerce

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Overview of a report on technical education and career pathways being prepared by the Office of the Chancellor. The report is due to the legislature by February 15, 2011.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor for Academic & Student Affairs

Outline of Key Points/Policy Issues:

As required by the legislation, the report is being prepared in collaboration with the Minnesota State Chamber of Commerce and labor leaders.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM
Career & Technical Education Study with Minnesota Chamber of Commerce

BACKGROUND

The Office of the Chancellor is preparing a report in response to Session Law 2010, Chap. 34, Sec. 29. “STUDY OF CERTIFICATES AND DIPLOMAS; EDUCATIONAL CAREER PATHS.”

The Board of Trustees of Minnesota State Colleges and Universities, in conjunction with the Minnesota Chamber of Commerce, representatives of industry groups, and labor unions, shall study the program requirements for certificates and diplomas awarded by the Minnesota State Colleges and Universities to determine the feasibility of designing technical education programs to allow students to have more opportunities to earn credentials with lower credit requirements that could be combined into higher level certificates or diplomas. The study must consult with business and industry representatives as well as labor unions and faculty on the types of credentials that would be recognized for employment purposes. In addition, the study must address the feasibility of increasing the capacity to accumulate credentials in related programs into an educational career path leading to a diploma or degree. The study must also address the need for workers in other fields and take into account other job training programs provided by labor unions and business.

The board must report the study findings to the committees of the legislature with responsibility for postsecondary education finance by February 15, 2011.

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Outline of the Report

The report will analyze technical education programs and graduates in four “career clusters.” These clusters are identical to the organizing framework used by Minnesota’s Perkins program in the community and technical colleges. The four career clusters included in the study are:

- Construction and Architecture
- Information Technology
- Manufacturing

Transportation, Distribution and Logistics

The legislative report will have four sections:

Section 1: Number of Programs

To provide context, the Minnesota State Colleges and Universities offer over 4,250 programs. Of this total, 3,004 programs are in career and technical education or 70 percent of the total number of programs offered by the Minnesota State Colleges and Universities. Of the career and technical education programs, the four career clusters included in this study comprise: Manufacturing - 13 percent; Construction - 10 percent; Information Technology Services - 8 percent; and Logistics, Transportation and Distribution Services - 6 percent). The number of programs is shown in the chart below.

Cluster Title	AAS	AS	Diploma	Certificate
Construction and Architecture	93	6	116	100
Information Technology	55	24	28	127
Manufacturing	98	7	123	171
Transportation, Distribution and Logistics	51		59	59

The report will provide details on the names and variety of programs offered within a career cluster including the number of programs offered by each programs' pathway and 4-digit classification level by award.

Section 2: Number of Graduates

The report will include information on the number of graduates in the four career pathways, how credentials are combined into higher degree awards and trends in the number of students who continue their education to attain higher degrees. Four data sets on graduates are included in the report:

1. Award Majors and Unduplicated Counts of Graduates in Career and Technical Education (CTE) Programs by Award and Career Cluster for the years 2008 – 2010.
2. Unduplicated Count of Graduates in Career and Technical Education (CTE Programs) who Indicated they are Continuing their Education
3. Educational Attainment at System Institutions within Two Years Following the FY of Graduation in a CTE Program
4. Unduplicated Counts of Graduates in Career and Technical Education (CTE) Programs by Cluster, Pathway and 4-Digit CIP Group

Section 3: Survey of Employers and Labor Leaders

In the next week, an Internet survey of employers will be disseminated to members of the Minnesota State Chamber of Commerce in four industry areas:

Transportation/Warehousing (74 companies)
Manufacturing (911 companies)
Information Technology (73 companies)
Construction (157 companies)

The survey will ask employers to identify the largest technical occupation group in the company for which preparation in a two year college is appropriate. Based on this technical occupation group, the employer will be asked the extent to which they agree that technical education programs:

- Have the appropriate skills and knowledge
- Provide opportunities for employees to progress along a career path
- Designed so that short-term training opportunities can be combined into higher credentials
- Should be redesigned so that students can progress more quickly
- Have duplicate or unnecessary content

In addition, employers will be asked about barriers to their employees seeking to return to college; in what ways employees have worked with college programs and curriculum; and how often they have used various kinds of training. A modified survey will also be administered to labor leaders.

Labor market information (supply and demand) for the four industry clusters will also be included in the report.

Section 4: Model Career Pathways

College chief academic officers were asked to identify model educational career paths within the career clusters of architecture and construction, manufacturing, transportation and information technology. Seven colleges provided examples of over 150 model career pathways.

Academic & Student Affairs staff: Mary Rothchild, JoAnn Simser, Ron Dreyer.