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UNIVERSITY OF MINNESOTA

**POSTSECONDARY  
PLANNING:  
A JOINT REPORT**

**February 2002**



**Minnesota State Colleges & Universities**

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## Postsecondary Planning Report (UM and MnSCU)

### Legislative Language

Minnesota Session Laws 2001, 1<sup>st</sup> Special Session, Chapter 1, Article 1, Section 6, Subd. 1

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

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# Postsecondary Planning: A Joint Report to the Minnesota State Legislature

## Executive Summary

### I. INTRODUCTION

The Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota (UM or “the University”) are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Higher Education Appropriation Bill 01-4469 Art. 1, Section 6, Subd. 1.

This report reflects the long-term and ongoing working relationship between the two systems that provide public higher education to the state. While individual cooperative initiatives have been in operation for over a decade, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate comprehensive, joint metropolitan-area postsecondary programs through formal agreements. These cooperative efforts include the 1993 Twin Cities Higher Education Partnership, established to foster collaboration among the partners to develop these programs, including expansion of upper-division programs in the Twin Cities, and the 1998 *Partnership Agreement for Public Higher Education* that elaborated on a framework for the systems to work together to enhance the capacity of higher education in Minnesota, and to leverage and extend resources in areas critical to workforce and economic development to every part of the state.

### II. DEMAND AND CAPACITY OF HIGHER EDUCATION IN MINNESOTA AND THE METROPOLITAN AREA

Any analysis of and plan for postsecondary education in Minnesota depends on and must respond to the demographic trends in our educational marketplace. We therefore preface this report with a brief overview of the key demographic trends to provide a framework for the activities and plans this report describes.

#### Population growth

- Population in the 11-county Twin Cities metropolitan area has grown faster than in Minnesota as a whole.
- Population has grown more quickly in the outlying counties of the Twin Cities metropolitan area. However, Hennepin and Ramsey Counties are still the most populous and also experienced strong population growth.
- The 11-county metropolitan area is projected to grow by 9.48 percent over the period 2005-2020.
- The population of Minnesotans ages 15-34 is projected to increase until the year 2015 followed by a declining age cohort to 2025. (People in the 15-34 age cohort are the most likely to become MnSCU or University of Minnesota students in the near future or to be currently enrolled in programs offered by the two systems.) While the Census projections show a declining number of 15 to 19 year olds beginning after

2005, projections of high school graduates for the state as a whole are essentially constant between 2005 and 2010.

- The number of preK-12 students in public schools in the Twin Cities metropolitan area increased slightly over the last three years. These slight increases are projected to continue until their peak in about 2008. Slight gradual declines in high school graduates are predicted after that. Graduation rates are comparatively low in the urban core: 43.3 percent in Minneapolis, and 63.4 percent in St. Paul. If graduation rates in these large districts were 100 percent, fewer than 3,000 additional high school graduates would be added.

### Diversity

- All student populations increased from the 1998-1999 school year to the 2000-2001 school year. Blacks or African Americans make up the largest minority population in Twin Cities' public schools. Asian-Pacific Islander, Hispanic, and African American student populations grew at a faster rate than white student populations over this period.
- There was a large increase in the number of Limited English Proficiency (LEP) students from the 1998-1999 school year to the 2000-2001 school year. Special Education students also increased in numbers from the 1998-1999 school year to the 2000-2001 school year. Related research indicates that LEP students speak an increasingly diverse range of first languages.

### Enrollment trends and student characteristics

- MnSCU's Metro Alliance<sup>1</sup> and the University of Minnesota – Twin Cities combined serve over 75,000 full-year equivalent (FYE) students per year. Together they serve about one-third of Minnesota's higher education market. Both the Metro Alliance and the University of Minnesota – Twin Cities campus are projecting enrollment increases for the current and coming fiscal years. The University of Minnesota – Twin Cities campus enrolls about 15 percent more FYE students than the Metro Alliance.
- More than 96 percent of all seniors expect to have had at least some college within six years of high school graduation, regardless of racial/ethnic background. However, African American, Hispanic, and American Indian students are 20 to 50 percent as likely as White or Asian students to take the ACT test (a general measure of interest in college).
- Just over 50 percent of the students in the Metro Alliance and just over 80 percent of students at the University of Minnesota – Twin Cities are in the traditional college age-range of 19-24. The Metro Alliance institutions have much higher percentages of older students, particularly those 25 and older.
- Metro Alliance institutions and the University of Minnesota – Twin Cities have substantial enrollments of students of color. Students of color represented over 17 percent of enrollment at Metro Alliance institutions in fall semester 1999 and about 13 percent of enrollment at the University of Minnesota – Twin Cities. (International

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<sup>1</sup> The MnSCU Metro Alliance includes Metropolitan State University and all two-year colleges in the 11-county metropolitan area.

students are not factored into either of these percentages.) Together, their enrollment of students of color is higher than the 14.3 percent of Twin Cities of color.

### III. METROPOLITAN PROGRAMS: COORDINATION, DUPLICATION, PLANNING, AND DELIVERY

Coordinating programs and minimizing duplication emanates from the mission differentiation of Minnesota's public postsecondary systems. Data illustrate that the academic programs of MnSCU and the University of Minnesota well complement one another. For example, there is a very sharp difference in the levels of degree awards, with MnSCU dominating in degrees awarded at the baccalaureate level and below. By contrast, the University predominates in the public sphere, in post-baccalaureate degrees, and invests considerable resources in research and public service, unique components of its statutory mission. An analysis of specific degree programs and patterns of enrollment reveals appropriate distribution among public providers for high-demand areas such as business management and education, as well as appropriate specialization, with MnSCU, for example, offering all of the Protective Services degrees, and the University of Minnesota offering all of the M.D.s.

Analysis reveals very little duplication of programs in the metropolitan area between the University and MnSCU. Among the University of Minnesota – Twin Cities' more than 580 degree programs, and Metropolitan State University's 143 degree programs, only 21 share similar titles (see chart on p. 22). Most of these are in high demand fields, such as business and communication.

For specific, workforce-related instances where inter-system coordination can benefit the metropolitan area, MnSCU and the University established in 1993 a formal and collegial process for the identification and development of program opportunities, through the Minnesota Higher Education Partnership. Formalized in 1998 through a joint "Partnership Agreement for Public Higher Education," this collaboration has produced 10 partnership baccalaureate degrees (in such workforce-oriented fields as construction management, information networking, and manufacturing technology) that leverage the lower-division resources of MnSCU partners with the upper-division resources of the University of Minnesota.

### IV. STATEWIDE COLLABORATIVE EFFORTS

Inter-system integration and coordination of resources, including emphasis upon libraries, academic programs, and use of technology to expand access to learning, has been extended beyond the metropolitan area to cover the entire state. A joint, annual report on collaborations statewide between MnSCU and the University of Minnesota demonstrates

that over the past three years, formal academic collaborations have grown from 60 to nearly 170 programs, including articulation agreements and partnership degrees, available in nearly every part of the state.

In addition, MnSCU and the University of Minnesota have shared in the development of information technology resources, through important statewide initiatives like ISEEK Solutions and the Digital Library Consortium. A Joint Powers Group has recently developed a statewide plan for a new integrated telecommunications network that will serve the needs of the state's K-20 education system. MnSCU and the University also share library resources, through MnLINK, which provides a gateway to the library catalogues of the University campuses, MnSCU institutions, state agencies, Twin Cities and regional public library systems, and others. In addition, the MINITEX Library Information Network, housed in the University Libraries, provides full text of key subscriptions to MnSCU academic libraries throughout the state.

## V. REMEDIAL AND DEVELOPMENTAL EDUCATION

Developmental and remedial education encompass both coursework and academic support services for students who need help meeting the academic requirements of the college-level curriculum. The terms "developmental" and "remedial" are often used interchangeably in practice, but the research literature defines "remedial" as work that should have been completed in high school, while "developmental" covers college-level work in a context that includes a special focus on strategies for success in college. Researchers at the University cite and apply this distinction in inquiry and practice, while MnSCU institutions use the two terms interchangeably.

Preliminary data suggests that even this distinction is too broad. Anecdotal information reveals that students take developmental and remedial courses for many reasons, e.g., often to refresh skills so they feel better prepared for specific college coursework. Moreover, as the data indicate, the vast majority of students engaged in remedial or developmental education take only one to two courses. When combined, the anecdotal information and the available hard data suggest that a deeper analysis would be useful to help system administrators more accurately understand the patterns of use in developmental and remedial education. The systems, then, could collaborate more effectively to develop appropriate solutions for the various user groups, e.g., better communication regarding preparation expectations, lifelong learning needs, immigrant populations, etc. (see Section VII, pp. 38-41, for recommendations).

Nearly all Minnesota public postsecondary institutions provide some form of remedial and/or developmental education<sup>2</sup>. Statewide, 32 percent (7,200) of the 22,447 public

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<sup>2</sup> In the Twin Cities metropolitan area, 10 community and technical colleges of MnSCU's Metro Alliance and the University offer remedial and/or developmental courses. Metropolitan State University offers none.

high school graduates who enrolled in public colleges and universities in Minnesota took one or more remedial or developmental courses in 1999-2000. At the University of Minnesota, 14.7 percent (766) of the 5,202 students from public high schools who were enrolled in 1999 took one or more remedial courses. Seventy-five percent of the University of Minnesota students in remedial classes took a single remedial course; 98 percent of the remedial credits were in mathematics courses; the remaining 2 percent were in writing/reading. In MnSCU, 21 percent of students at four-year institutions and 45 percent of students at two-year colleges took remedial instruction.

The two-year institutions of the Metro Alliance are open access, open enrollment institutions. This means that all applicants with a high school diploma or GED are admitted to the colleges. However, admission to the institution does not guarantee admission to college-level courses or entry into specific programs. To ensure that students are adequately prepared for college-level courses, the ten community and technical colleges give mandatory entry-level skills tests in reading, writing, and mathematics. Some also test for English as a Second Language (ESL). These tests, thus, serve a dual purpose: to assist students in registering for appropriate courses that will support their future success in college, and to ensure standards of quality for the college-level curriculum. The Metro Alliance two-year colleges have addressed these deficiencies through a strong curriculum of developmental courses.

General College plays a unique role within the University of Minnesota, focusing on the preparation of students for transfer to schools and colleges of the University and other higher education institutions. These students may require special preparation because of personal circumstances or previous education; General College also has a special mission to support first-generation and urban students. General College offers remedial courses only in basic math and some ESL courses. The remainder of its curriculum carries full college credit and is developmental in nature – that is, it teaches college-level courses (not high school-level courses) to students with a wide range of learning styles.

MnSCU and the University of Minnesota cooperate in the preparation and analysis of annual reports to school districts on remedial instruction, so that the districts receive a single joint report each year, with a comprehensive picture of their graduates' enrollment in remedial courses.

## VI. CREDIT TRANSFERS

MnSCU and the University have an extensive policy background and operational initiatives to support access through flexible transfer programs. MnSCU and the University of Minnesota can claim great success in developing a series of interrelated programs that have made inter-system transfer easy, thereby increasing flexibility and access to Minnesota's public postsecondary institutions. In fall 2000, the University of Minnesota accepted 2,725 transfer students from 502 institutions. Of these, 36 percent

came from Minnesota community colleges and 9.6 percent from state universities. (10.8 percent came from Minnesota private colleges, and 43.7 percent came from other schools; most in the upper Midwest region.) MnSCU colleges and universities accepted 18,906 transfer students in Fiscal Year 2000, constituting almost 20 percent of all new students that year. About half of these students came from MnSCU Institutions, another 16 percent from other Minnesota institutions (including 8.9 percent from the University of Minnesota), and the remainder from other states. Approximately half of the transfer students enrolled at a state university, the rest in other MnSCU colleges.

Within the MnSCU system, all institutions in the Metro Alliance offer all or part of the Minnesota Transfer Curriculum. In response to the 2001 legislation regarding the transfer of general education courses, MnSCU now has in place a formal process to review courses from technical colleges for inclusion in the Minnesota Transfer Curriculum; 42 courses have been approved to date from the four metro area technical colleges.

These inter-system transfers are supported by a number of formal procedures and agreements that, beginning in 1991, MnSCU and the University of Minnesota developed to clarify and improve transfer procedures and information sharing. These include: "Standards and Procedures for Transfer" (1992); the Transfer Specialists' Network (1992); the Minnesota Transfer Curriculum (1994); Articulation Councils; the Minnesota Cooperative Admissions Program (1999); and, Electronic Data Interchange programs including SPEEDE/ExPRESS (for electronic interchange of transcript information, piloted in June 2000); the Degree Audit Reporting System; and the Course Applicability System, scheduled to "go live" in March 2002.

## VII. NEXT STEPS AND RECOMMENDATIONS

Through this joint planning initiative and legislative report, leadership of the two systems has identified the following areas to address continuing statewide and metropolitan area issues.

### Statewide issues

- Program collaborations.
- Remedial and developmental education.
- Credit transfer.

### Metropolitan area issues

From the analysis in this report, it is evident that there is an ongoing, critical need to target resources to emerging areas in higher education within the Twin Cities metropolitan area. These shifting needs for associate degree, baccalaureate degree, and lifelong learning will require actions in addition to the statewide plan noted above.

Future work will involve joint planning and action from MnSCU and the University in the following areas:

A. Access and Opportunity

1. Develop joint task force on workforce development and lifelong learning to formulate recommendations and strategies that expand educational access and opportunity for lifelong learning.
2. Identify important career-ladder opportunities (e.g., health professions), articulate ways to share human and physical resources, and strategies to leverage the promise of distributed education and distance learning technologies.
3. Expand the necessary academic partnerships involving the University and MnSCU institutions to increase access to educational resources for students in the metro area.

B. Leadership Framework

1. Consider formation of a metropolitan area preK-16 partnership advisory group to improve the performance, articulation, and coordination of preK-16 systems.
  - The joint leadership group would explore the need and feasibility of improvements in several related areas, including:
    - high school graduation rates
    - academic preparation for postsecondary education and lifelong learning
    - articulation among preK-12 and higher education systems
    - career-ladder and adult educational options (particularly in areas related to economic and community needs)
    - access to four-year degree options in the metropolitan area
    - more efficient use of human, physical, and technological resources
2. Formulate strategies that maximize the coordination and delivery of pre-collegiate programs to improve academic preparation for postsecondary participation, high school graduation rates, and participation rates in postsecondary education.
3. Deepen research and analysis of data on developmental/remedial education, to clarify patterns of use, student needs, and opportunities for expanded preK-12/higher education collaboration.

Final recommendations for new collaborative programs, strategies, improved use of resources, etc., will result from analyses and work in the designated areas of emphasis, above, and from leadership and consultation involving administrative leadership, board members, community leaders, and others.



## I. INTRODUCTION

The Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota (UM or “the University”) are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Higher Education Appropriation Bill 01-4469 Art. 1, Section 6, Subd. 1.

The report responds to the topics requested by the legislature, and highlights areas of particular focus for the future. To put this information in context, a brief analysis of postsecondary education related to data on demographics, demand, and capacity is also provided. This report is the result of substantial discussions and strategy sessions over several months by regents and trustees, administrators in both systems, and in consultation with key University collegiate units and the leadership of MnSCU’s Metro Alliance. This report was compiled by an inter-system working group (which includes MnSCU trustees and UM regents) established in 1999 by the MnSCU senior vice chancellor for academic and student affairs and the UM executive vice president and provost, to promote UM/MnSCU collaboration and coordination of programs and services.

### Relationship History

This report reflects the long-term and ongoing working relationship between the two systems that provide public higher education in Minnesota. While individual cooperative initiatives have been in operation for over a decade, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate comprehensive, joint metropolitan area postsecondary programs through formal agreements.

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

In January 1998, University of Minnesota President Mark G. Yudof and MnSCU Chancellor Morris Anderson signed *A Partnership Agreement for Public Higher Education* (see Appendix A), an agreement to foster cooperation and innovation between the state’s two public higher education systems. Under the agreement, both systems work together to enhance the capacity of higher education in Minnesota to leverage and extend resources in areas critical to workforce and economic development to every part of the state, through joint strategic planning to develop many of the incentives for

implementing partnerships and collaborations, and streamlining the processes for approving and implementing cooperative activities.

Expanding on the 1993 partnership agreement, the 1998 agreement acknowledged the mutual goals of the University and MnSCU systems to:

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

The agreement also established an Inter-System Policy Committee to provide oversight and coordination to expand academic offerings, share use of resources, and improve coordination and articulation between the two systems.

## II. DEMAND AND CAPACITY OF HIGHER EDUCATION IN THE TWIN CITIES METROPOLITAN AREA

Any plan for postsecondary education in Minnesota must respond to the demographic trends in the metropolitan region. This report begins with a brief overview of the key demographic trends in the following areas:

- The Twin Cities metropolitan area,
- High school students and graduates in the Twin Cities, and
- MnSCU and University of Minnesota students in the Twin Cities.

### **Demographic Trends Affecting Higher Education Demand and Capacity in the Twin Cities**

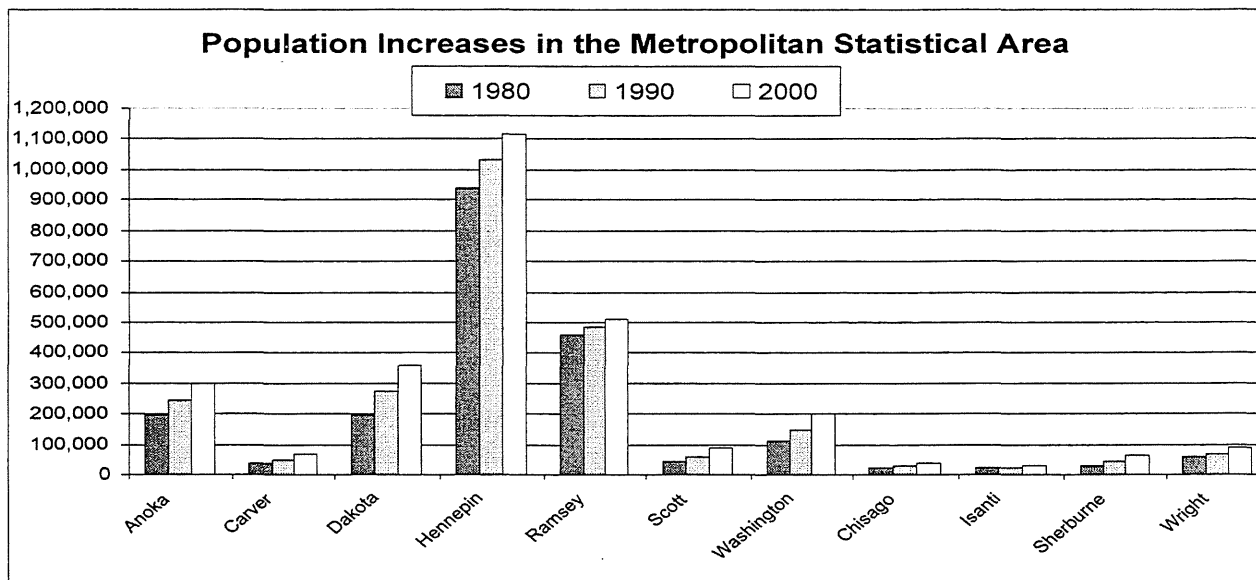
#### Population Growing in the Twin Cities Metropolitan Area

As the table below shows, population in the 11-county Twin Cities metropolitan area has grown faster than in Minnesota as a whole.

<b>Minnesota Population Change by County 1980-2000</b>					
<b>County</b>	<b>1980</b>	<b>1990</b>	<b>2000</b>	<b>% Change 1980-2000</b>	<b>% Change 1990-2000</b>
<b>Overall 11-County Total</b>	2,123,779	2,455,818	2,868,847	35.1%	16.8%
<b>Minnesota Total</b>	4,075,970	4,375,099	4,919,479	20.7%	12.4%

Source: US Census

The chart below shows that growth has occurred in each of the 11 counties making up the Twin Cities metropolitan area. Population has grown more quickly in the outlying counties of the Twin Cities metropolitan area. However, Hennepin and Ramsey Counties are still the most populous and also experienced strong population growth.



Source: US Census

As the table below demonstrates, not only has the 11-county metropolitan area grown, so have the core cities of Minneapolis and St. Paul, reversing earlier trends of declining population.

Minneapolis and St. Paul Have Become More Populous in the Last 10 Years			
City	1990 Population	2000 Population	Change 1990-2000
Minneapolis	368,383	382,618	3.9%
St. Paul	272,235	287,151	5.5%
Total	640,618	669,769	4.6%

Source: US Census

The majority of Minnesotans now live in the 11-county Twin Cities metropolitan area. As the chart below shows, the population growth rate for the Twin Cities is projected to be higher than for the rest of Minnesota, leading to an even greater proportion of Minnesotans living in the Twin Cities. This metropolitan area growth trend is typical for many major metropolitan areas in the United States.

<b>Population Growth Projections for Minnesota for the Years 2005 to 2020</b>					
	<b>2005</b>	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>% Change from 2005-2020</b>
<b>11-County Twin Cities Metropolitan Area</b>	2,913,560	3,022,160	3,116,030	3,189,900	9.48%
<b>Rest of Minnesota</b>	2,036,730	2,045,780	2,053,470	2,055,560	0.92%

Source: State Demographer

The Twin Cities Metropolitan Area is More  
Diverse than Minnesota as a Whole

Ethnic minorities make up about 14.3 percent of the population in the 11-county Twin Cities area. The large majority of ethnic minorities in the 11-county Twin Cities metropolitan area live in Hennepin and Ramsey counties. African Americans are the largest ethnic minority population in the Twin Cities. Asians are the second largest ethnic minority in the Twin Cities. Most African Americans and Asians live in Hennepin and Ramsey Counties.

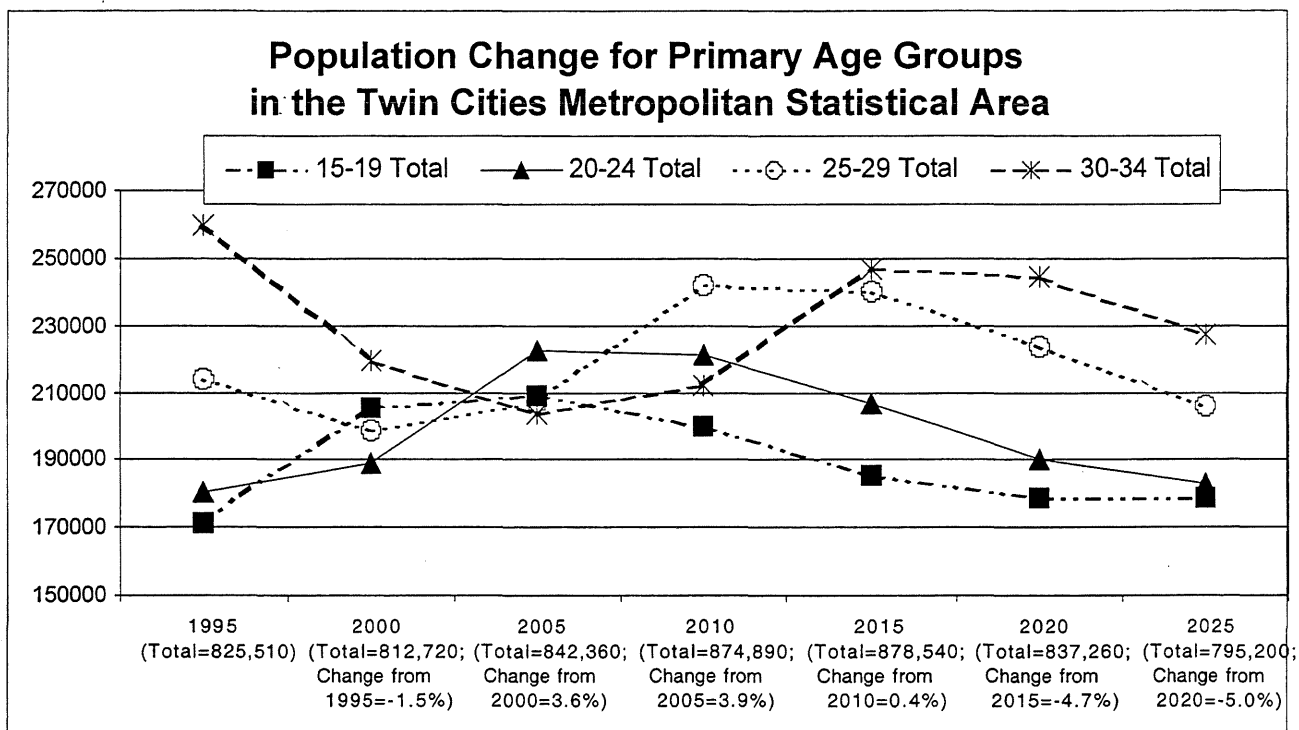
<b>Ethnic Population for the 11-County Twin Cities Metropolitan Area for the Year 2000</b>				
<b>Ethnic Category</b>	<b>11 County</b>	<b>%</b>	<b>Minnesota</b>	<b>%</b>
<b>Total Population</b>	2,868,847		4,919,479	
<b>White</b>	2,458,984	85.7%	4,400,282	89.4%
<b>Black or African American</b>	157,695	5.5%	171,731	3.5%
<b>American Indian or Alaskan Native</b>	21,326	0.7%	54,967	1.1%
<b>Asian</b>	122,225	4.3%	141,968	2.9%
<b>Native Hawaiian or other Pacific Islander</b>	1,229	.04%	1,979	.04%
<b>Some Other Race</b>	45,838	1.6%	65,810	1.3%
<b>Two or More Races</b>	61,550	2.1%	82,742	1.7%
<b>Hispanic or Latino of Any Race</b>	98,337	3.4%	143,382	2.9%

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

Increasing Population of Metropolitan Residents Ages 15-34

As the table and chart below show, current projections for the Twin Cities show increases in the population of Minnesotans ages 15-34 until the year 2015 followed by a declining age cohort to 2025. It should be noted that these projections were made before the 2000 Census and are in the process of being updated. People in the 15-34 age cohort are the most likely to become MnSCU or University of Minnesota students in the near future or to be currently enrolled in programs offered by the two systems. While the Census

projections show a declining number of 15 to 19 year olds beginning after 2005, projections of high school graduates for the state as a whole are essentially constant between 2005 and 2010.



Source: Minnesota Planning, 1998 Projections

### Public School Enrollment Trends Affecting Higher Education Demand and Capacity in the Twin Cities

As the table below shows, the number of K-12 students in public schools in the Twin Cities metropolitan area increased slightly over the last three years. These slight increases are projected to continue until their peak in about 2008. Slight gradual declines in high school graduates are predicted after that. Graduation rates are comparatively low in the urban core: 43.3 percent in Minneapolis, and 63.4 percent in St. Paul.<sup>3</sup> If graduation rates in these large districts were 100 percent, fewer than 3,000 additional high school graduates would be added to the number of potential postsecondary enrollments.

Public K-12 Enrollment in the 11-County Twin Cities Metropolitan Area				
	1998-1999	1999-2000	2000-2001	Change from 98-99 to 00-01
K12 Enrollment	486,875	491,447	496,283	1.9%

Source – Minnesota Department of Children, Families, and Learning

<sup>3</sup> Department of Children, Families, and Learning, Completion Study for the Class of 2000

Public K-12 Students Receiving Free or Reduced Price Lunch or  
Special Education, or Who Are Limited English Proficient

The table below shows that there are a substantial number of public school students in the 11-county Twin Cities metropolitan area who receive free or reduced price lunch or Special Education, or who are Limited English Proficient (LEP). Eligibility for free or reduced price lunch is considered a proxy for measuring the number of students who live in low-income households. Fewer students in the Twin Cities school districts qualified for free lunch from the 1998-1999 to the 2000-2001 school year, but more qualified for reduced price lunch in that same time period. Overall, there was little change in this indicator, but the state was also experiencing an extraordinarily strong economy during this time. There was a large increase in the number of LEP students from the 1998-1999 school year to the 2000-2001 school year. Special Education students also increased in numbers from the 1998-1999 school year to the 2000-2001 school year. Related research indicates that LEP students speak an increasingly diverse range of first languages.

<b>Number of Public K-12 Students Receiving Free or Reduced Price Lunch or Special Education, or Who Are Limited English Proficient for the 1998-1999 to 2000-2001 School Year in the 11-County Twin Cities Metropolitan Area</b>							
<b>Student Group</b>	<b>1998-1999</b>	<b>%</b>	<b>1999-2000</b>	<b>%</b>	<b>2000-2001</b>	<b>%</b>	<b>% Change from 98-99 to 00-01</b>
<b>Pre-K12 Enrollment</b>	486,875		491,447		496,283		1.9%
<b>Students Receiving Free-Lunch</b>	88,868	18.3%	87,210	17.7%	87,617	17.7%	-1.4%
<b>Students Receiving Reduced Price Lunch</b>	27,837	5.7%	28,475	5.8%	29,393	5.9%	5.6%
<b>Limited English Proficient Students</b>	25,841	5.3%	29,368	6.0%	36,524	7.4%	41.3%
<b>Students Receiving Special Education</b>	57,423	11.8%	58,761	12.0%	60,408	12.2%	5.2%

Source – Minnesota Department of Children, Families, and Learning.

Minority Populations in the Public Schools for the  
11-County Twin Cities Metropolitan Area

The table below shows that all student populations increased from the 1998-1999 school year to the 2000-2001 school year. Blacks or African Americans make up the largest minority population in Twin Cities' public schools. Asian-Pacific Islander, Hispanic, and African American student populations grew at a faster rate than White student populations over this period.

<b>Minority Populations in the Public Schools in the 11-County Twin Cities Metropolitan Area for the 1998-1999 to 2000-2001 School Years</b>							
<b>Student Group</b>	<b>1998-1999</b>	<b>%</b>	<b>1999-2000</b>	<b>%</b>	<b>2000-2001</b>	<b>%</b>	<b>% Change from 98-99 to 00-01</b>
<b>American Indians</b>	6,427	1.4%	6,564	1.3%	6,513	1.3%	1.3%
<b>Asian Pacific Islanders</b>	33,572	7.4%	36,399	7.4%	37,988	7.7%	13.2%
<b>Hispanic</b>	13,181	2.9%	15,480	3.1%	17,932	3.6%	36.0%
<b>African American</b>	45,912	10.0%	49,119	10.0%	51,981	10.5%	13.2%
<b>White</b>	357,489	78.3%	383,870	78.1%	381,852	76.9%	6.8%
<b>Total for All Minorities</b>	99,092	21.7%	107,562	21.9%	114,414	23.1%	15.5%

Source – Minnesota Department of Children, Families, and Learning

More than 96 percent of all seniors expect to have had at least some college within six years of high school graduation, regardless of racial/ethnic background. However, African American, Hispanic, and American Indian students are 20 percent to 50 percent as likely as White or Asian students to take the ACT test (a general measure of interest in college).

#### **Enrollment Trends for the MnSCU Metro Alliance and the University of Minnesota – Twin Cities**

The table below shows that MnSCU's Metro Alliance and the University of Minnesota – Twin Cities, combined, serve over 75,000 full-year equivalent (FYE) students per year. Together they serve about one-third of Minnesota's higher education market. Both the Metro Alliance and the University of Minnesota – Twin Cities campus are projecting enrollment increases for the current and coming fiscal years. The University of Minnesota – Twin Cities campus enrolls about 15 percent more FYE students than the Metro Alliance. The Metro Alliance's projected increase is slightly higher than the University of Minnesota's projected increase.

<b>Enrollments at Metro Alliance Institutions and the University of Minnesota – Twin Cities Campus</b>				
<b>Fiscal Year</b>	<b>Metro Alliance of MnSCU Institutions</b>	<b>% Change from Prior Year</b>	<b>University of Minnesota – Twin Cities Campus</b>	<b>% Change from Prior Year</b>
<b>FY 1995</b>	36,830		41,599	
<b>FY 1996</b>	35,197	-4.4%	42,009	1.0%
<b>FY 1997</b>	34,623	-1.6%	41,074	-2.2%
<b>FY 1998</b>	34,877	.7%	40,279	-1.9%
<b>FY 1999</b>	31,978	-8.3%	41,325	2.6%
<b>FY 2000</b>	35,039	9.6%	40,480	-2.0%
<b>FY 2001</b>	37,020	5.7%	41,408	2.3%

Source: MnSCU Office of Research and Planning and UM Office of Institutional Research and Reporting

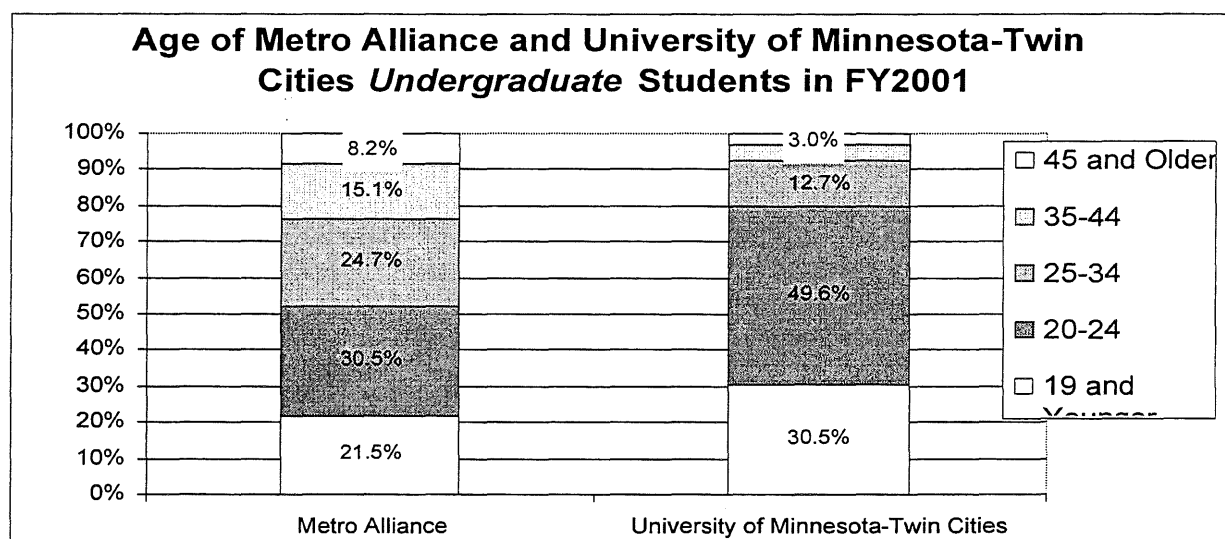
As the table below shows, the Metro Alliance and the University of Minnesota – Twin Cities campus combine to serve over 67 percent of the student headcounts in the Twin Cities.

<b>Where College Students Are Enrolled in the Twin Cities – Fall 1999 Headcount</b>			
<b>Metro Alliance of MnSCU Institutions</b>	<b>University of Minnesota – Twin Cities</b>	<b>Private Colleges and Universities</b>	<b>Total</b>
53,946	45,361	48,360	147,667
36.5%	30.7%	32.7%	

Source: MnSCU Office of Research and Planning and UM Office of Institutional Research and Reporting

### Student Ages at Metro Alliance Institutions and the University of Minnesota – Twin Cities

As the chart below shows, just over 50 percent of the students in the Metro Alliance and just over 80 percent of students at the University of Minnesota – Twin Cities are in the traditional college age-range of 19-24. The Metro Alliance institutions have much higher percentages of older students, particularly those 25 and older.



Source: MnSCU Office of Research and Planning and UM Office of Institutional Research and Reporting

### Student Ethnicity at Metro Alliance Institutions and the University of Minnesota – Twin Cities

The Metro Alliance and the University of Minnesota – Twin Cities have substantial enrollments of students of color. Students of color represented over 17 percent of enrollment at Metro Alliance institutions in fall semester 1999 and about 13 percent of



enrollment at the University of Minnesota – Twin Cities. (International students are not factored into either of these percentages.) Together, their enrollment of students of color is higher than the 14.3 percent of Twin Citians of color. It should be noted that the University of Minnesota – Twin Cities has a much higher percentage of international students, which are not counted as students of color, than does the Metro Alliance.

<b>Race/Ethnicity of Metro Alliance and University of Minnesota – Twin Cities Students</b>				
	<b>Fall 1999 Headcounts</b>		<b>Fall 2000 Headcounts</b>	
	<b>Metro Alliance</b>	<b>UM – Twin Cities</b>	<b>Metro Alliance</b>	<b>UM – Twin Cities</b>
<b>African American</b>	7.9%	3.4%	8.8%	3.4%
<b>Asian or Pacific Islander</b>	5.0%	6.8%	5.6%	6.9%
<b>Hispanic</b>	1.8%	1.9%	2.0%	1.7%
<b>Native American</b>	0.9%	0.7%	1.0%	0.6%
<b>Non-Resident Alien/ International</b>	1.9%	6.7%	1.9%	7.4%
<b>Caucasian</b>	82.4%	74.0%	80.7%	73.4%
<b>Total</b>	100.0%	93.5%	100.0%	93.4%
<b>Unknown*</b>	14.4%	6.5%	23.8%	6.6%

**Source:** MnSCU Office of Research and Planning and UM Office of Institutional Research and Reporting

*\*Note that students choosing not to reveal their race/ethnicity are not included in the percentage calculations for the Metro Alliance but are included in the percentage calculations for the University of Minnesota. For several years MnSCU was prohibited from asking for ethnicity information from students.*

### III. METROPOLITAN PROGRAMS: COORDINATION, DUPLICATION, PLANNING, AND DELIVERY

Since 1993, MnSCU and the University have worked to cultivate a formal and collegial process to identify, develop and coordinate inter-system programs for efficient delivery of educational programs, in part to benefit workforce development in the metropolitan area. The data and analysis, below, illustrate that the academic programs of MnSCU and the University complement one another, following their clearly differentiated missions. For example, there is a very sharp difference in the levels of degree awards, with MnSCU dominating in degrees awarded at the associate level. By contrast, the University 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.

#### **Policy Background**

The inter-institutional formal partnership agreements (see *Section I. Introduction*) provide a historical context and overarching guidance to the efforts to coordinate joint postsecondary program development for the metropolitan area. Efforts to address issues of coordination and duplication are grounded in Minnesota State statute, which addresses the mission differentiation of Minnesota's public postsecondary systems.

### 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.”

### **Coordination of Program Development in the Metropolitan Area**

#### Partnership Degree Programs

Developed under the 1998 higher education partnership agreement, MnSCU and the University offer several joint degree programs that address workforce issues in Minnesota, including:

- Bachelor of Applied Science (B.A.S.) degree in Applied Business, with Inver Hills CC, North Hennepin CC, and Rochester Community and Technical College (RCTC)<sup>4</sup>
- B.A.S. in Construction Management, with Inver Hills CC and North Hennepin CC
- B.A.S. in Emergency Health Services, with Inver Hills CC and RCTC
- B.A.S. in Information Technology Infrastructure, with North Hennepin CC
- B.A.S. in Manufacturing Technology, with RCTC and Winona State University
- B.A.S. in Network Administration, with Inver Hills CC and RCTC

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<sup>4</sup> Offerings of this degree by the University will be phased out during 2001-02; courses will continue to be offered by the University's College of Continuing Education (CCE) for use in other programs. Students are being referred to business degree programs at Metro State.

The University's College of Continuing Education (CCE) and MnSCU are currently developing and preparing to offer in new locations important partnership degrees, several reflecting the focus the University and MnSCU have placed on expanding program offerings in Rochester, such as:

- Bachelor of Applied Science (B.A.S.) degree in Clinical Laboratory Science, with Fergus Falls CC, Alexandria TC, St. Paul TC, North Hennepin CC, and Lake Superior College
- B.A.S. in Information Technology Infrastructure, with RCTC
- B.A.S. in Network Administration, with RCTC
- B.A.S. in Respiratory Care, with RCTC and the Mayo Clinic

#### Coordinated Programs Offered by the Metro Alliance

The Metro Alliance provides a model for coordinated delivery of programs within the MnSCU system. The following list includes some of the programs that are jointly offered at the present time:

- Metropolitan State University offers the upper division courses for a business administration major on three college campuses.
- Inver Hills Community College, Minneapolis Community and Technical College, and Metropolitan State University jointly offer an Urban Teacher Program.
- Metropolitan State University offers upper division accounting courses on two college campuses.
- Hennepin Technical College offers a carpentry program on the Minneapolis Community and Technical College campus.
- Dakota Technical College and Inver Hills Community College have taken the lead in bringing Metro Alliance institutions together to design programs for unemployed airline workers.
- Metropolitan State University offers an aviation program in collaboration with Inver Hills Community College and Minneapolis Community and Technical College.
- Metropolitan State University developed five Bachelor of Applied Science degree programs offered in collaboration with the technical colleges.

#### Workforce Development

The UM-Twin Cities and MnSCU are exploring collaboration in non-credit workforce-oriented programming, utilizing MnSCU training facilities to offer continuing education technology programs. For example, the University's College of Continuing Education (CCE) offers a web design institute course at Dakota County Technical College, and new facilities at North Hennepin Community College will continue to make space for University computer offerings. Inter-system cooperation of this type reduces the need to expand classroom facilities by accessing existing facilities for high-demand programs in more geographically dispersed areas. In addition, the CCE and MnSCU are co-

sponsoring a statewide conference, *Workforce Minnesota*, in fall 2002 on the role of education in developing Minnesota's future workforce.

#### Inter-System Governance Group for a Metropolitan Education Strategy

Beginning in spring 1999, the University of Minnesota and MnSCU convened a task force to develop a joint strategy to address the postsecondary preparation and education needs of the Twin Cities metropolitan area.

In fall 1999, MnSCU presented its report, *Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area*, to the legislature, laying out a strategic plan to link the 11 MnSCU institutions in the metropolitan area. Parallel and complementary to MnSCU's report, in fall 1999, the University developed a working paper, *The University of Minnesota and Metropolitan Education Needs*. This report lays out key goals, new initiatives, and ongoing issues for the University to pursue in collaboration with MnSCU.

For future planning, the task force recommended that joint work focus on the following priorities:

- Access – Preparing preK-12 students for postsecondary education
- Access – Addressing transfer and developmental education needs of college students
- Shared state and regional facilities and resources
- Leadership – enhancing inter-system leadership and coordination with preK-12 system leaders to address ongoing metropolitan education policy issues

#### **Comparison of Degree Programs in the Metropolitan Area**

There is little duplication of academic programs offered by MnSCU and the University in the metropolitan area. The University offers no associate degrees in the metropolitan area, while MnSCU's metropolitan institutions offer no doctoral or first professional degrees. A comparison of baccalaureate and master's degree programs offered by Metropolitan State University and the University's Twin Cities campus reveals an apparent overlap of only 21 programs (out of a total of 46 baccalaureate and master's degree programs at Metro State, and 580 total degree programs at UM). However, in some instances, the overlap is in name only, and not substantively duplicative in program offerings.

#### **University of Minnesota and MnSCU Degree Programs Offered in the Metropolitan Area**

	UM	MnSCU	Total	# Duplicates
Associate	0	97	97	0
Baccalaureate	196	40	236	15
Master's	245	6	251	6
Doctoral	134	0	134	0
First Professional	5	0	5	0
Total	580	143	723	21

Much of this overlap occurs in very high-demand programs, such as business administration, liberal arts disciplines, and nursing. The distribution of specific degree programs and patterns of enrollment for metropolitan MnSCU institutions and the UM-Twin Cities follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management and education, as well as appropriate specialization. For example, MnSCU offers all of the Protective Services degrees, and the University of Minnesota offers all of the M.D. degrees.

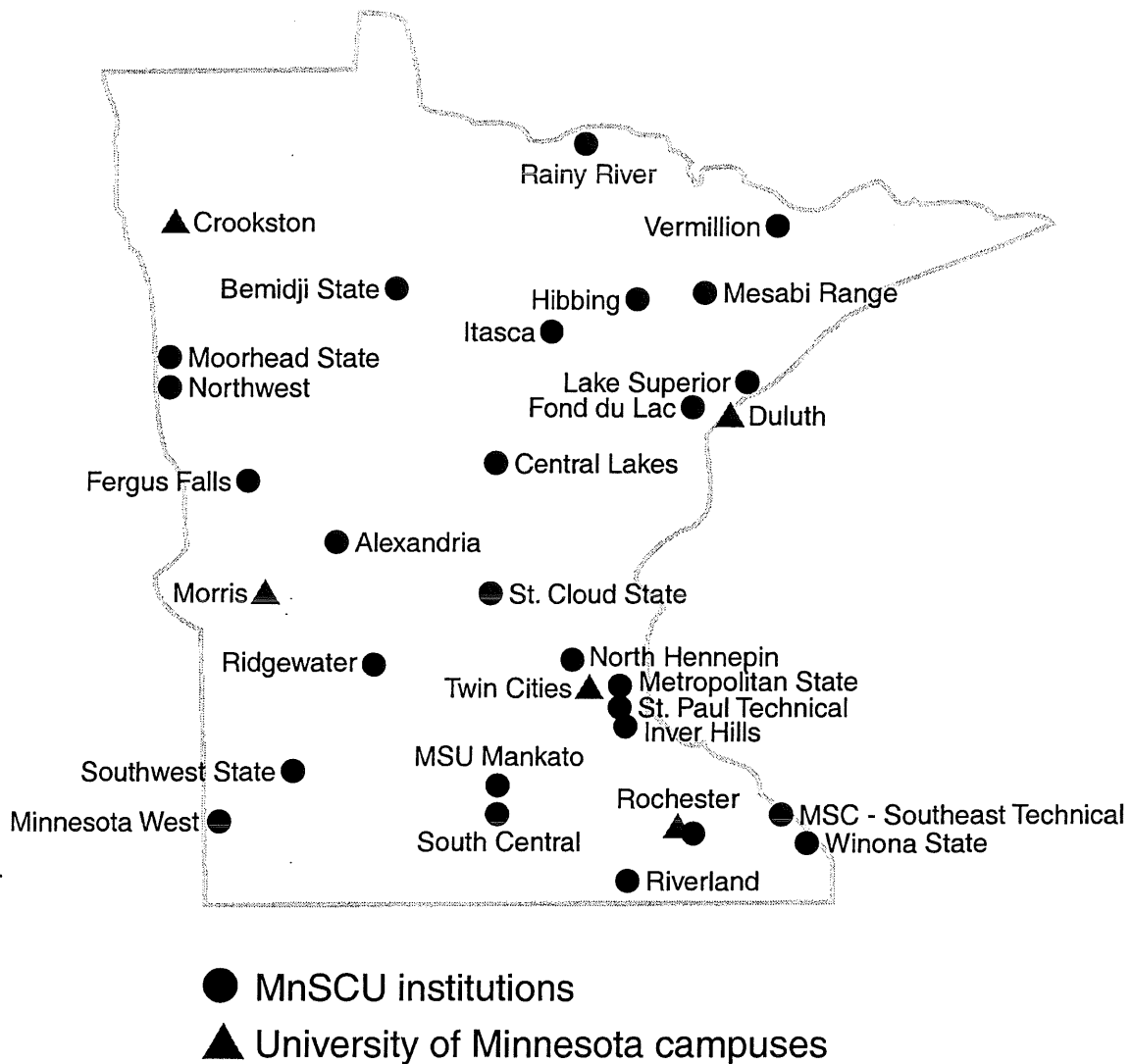
**University of Minnesota and MnSCU Program Duplication  
in the Metropolitan Area**

<b>Baccalaureate Programs</b>	<b>Master's Degree Programs</b>
Accounting	Business Administration and Management
Business Administration and Management	Economics
Information/Computer Science	Psychology
Biology	Public Administration
Economics	Nursing
English Language and Literature	Technical Communication
Ethnic Studies/Multicultural Studies	
History	
Mathematics	
Philosophy	
Psychology	
Speech and Rhetorical Studies	
Women's Studies	
Theatre	
Nursing	

Coordination and Duplication of Program Offerings within MnSCU

Historically, the eleven individual MnSCU Metro Alliance institutions conducted their own assessments of market needs, responded with new or revised programs, and acquired the human, fiscal, and facilities resources they needed to offer the programs. This program development function often took place in what could be characterized as a competitive environment, with institutions simply "checking" with fellow institutions to see if there were any objections to new or modified programs. The alliance has instituted a new collaborative process; all new program proposals are reviewed for impact on other metro area institutions at the monthly meeting of the Metro Alliance chief academic officers. In addition, programs are posted on MnSCU's new program proposal list for review for statewide impact. Approval of new programs is made by the MnSCU Board of Trustees.

## Locations of MnSCU/University of Minnesota Academic Collaborations



## IV. STATEWIDE COLLABORATIVE EFFORTS

### Collaborative Academic Programs

During the past three years the number of formal academic collaborations and partnerships between UM and MnSCU institutions has grown from 60 to 170 programs, either already implemented or currently in development. The map on the previous page illustrates the distribution of these academic collaborations by location of partnership institutions.

The 2001 *Survey of Collaborative Efforts* (see Appendix B or online at <http://www.evpp.umn.edu/evpp/init.htm>), an annual joint report compiled by MnSCU and the University, summarizes the ongoing development of the MnSCU and University of Minnesota partnership agreement, highlights noteworthy new and continuing efforts in the current academic year, and provides a list of the numerous activities that are taking place statewide. Listed below are some examples of the statewide cooperative efforts between MnSCU and the University in Greater Minnesota.

#### Strengthening Academic Programs and Research

Through a multitude of academic collaborations and partnerships, the University of Minnesota and MnSCU enable place-bound students across the state to take advantage of a variety of cooperative degree programs, such as:

- Collaborative Undergraduate Programs, e.g., “2+2 agreements” which allow students in residence at one system’s institutions to apply approved coursework toward completion of degree programs from the other system.
- Applied Baccalaureate Programs, MnSCU has expanded the Bachelor of Applied Science (B.A.S.) to integrated degrees starting at the technical colleges with completion at a state university. The University has developed B.A.S. degree programs in partnership with MnSCU community colleges, which allow students to build focused baccalaureate programs at the University on approved community college coursework, and to complete the programs on MnSCU campuses.
- UM Graduate/Professional Programs, e.g., these collaborative partnerships allow students to complete UM graduate and professional programs while in residence at MnSCU institutions, often using shared faculty resources.

Listed below is a sample of specific examples of the statewide cooperation between MnSCU and the University of Minnesota:

#### Agriculture

The UM-Twin Cities College of Agricultural, Food, and Environmental Sciences (COAFES) has three majors offered at Southwest State University (SSU): Scientific and Technical Communication, Crop and Soil Resource Management, and Agricultural Industries and Management.

MnSCU and the University of Minnesota have “2+2” collaborations in Agricultural, Food, and Environmental Education. New ones are being developed or expanded for programs with Rochester Community and Technical College, Ridgewater Community College, Central Lakes College, South Central Technical College, MN West Community and Technical College, and Fond du Lac Tribal and Community College.

### Biological Sciences

Faculty from the University of Minnesota, Bemidji State University, Minnesota State University-Moorhead, and Minnesota State University-St. Cloud participated in workshop courses in digital imaging, presentation and database software; geographic information services; and bioinformatics at the University’s Lake Itasca Forestry and Biology Station. These same campuses provided summer courses for K-12 science and math teachers in northwestern Minnesota.

### Education

The Fond du Lac Tribal and Community College (FDLTCC) American Indian Teacher Corps Project recruits American Indian students who have the capacity to become quality teachers and administrators and provides a culturally relevant curriculum. FDLTCC provides the first two years of a fully articulated program. UM-Duluth (UMD) courses taught at FDLTCC comprise the junior and senior curriculum, and UMD is the degree-granting institution.

The University of Minnesota’s Department of Educational Policy and Administration and St. Cloud State University Ed.D. Collaborative Program has enrolled two cohorts to date with courses taught by regular faculty at both institutions delivered on the St. Cloud campus. A similar program between the Department of Educational Policy and Administration, Minnesota State University-Mankato (MSUM), and Winona State University (WSU) is offered at the Rochester Center campus.

### Manufacturing

A new partnership agreement has been developed between UM-Crookston (UMC) and Northwest Technical College to provide credit-based programming on a corporate site (Marvin Windows and Doors). The program will lead to an A.A. in Supervisory Leadership or Manufacturing Engineering Technology and, further, to a Bachelor of Manufacturing degree from UMC.

In cooperation with Winona State University, Rochester Community and Technical College, and metro area community and technical colleges, UM-Twin Cities has developed a Bachelor of Applied Science in Manufacturing Technology, offered in Rochester beginning in fall 2001.

### Nursing

A statewide project, the Collaborative Nurse Practitioner Project, has developed a number of programs since 1993. Schools involved are: College of St. Catherine, College of St. Scholastica, Metropolitan State University, Minnesota State University-Mankato, Winona State University, and the University of Minnesota.



In addition, \$980,000 will be invested in 2002-03 to establish both satellites of the University's B.S. in Nursing program and the medical technology program at University Center Rochester. The nursing program will be a collaborative effort with the Mayo Clinic and Winona State University.

#### Social Work

UM-Twin Cities' School of Social Work collaborates with Minnesota State University-Moorhead in offering an expansion of the Master's of Social Work (MSW) program over interactive television. The program uses Moorhead's ITV classrooms in the Business School; space is donated for the UM on-site coordinator.

#### Study Abroad

UM-Twin Cities' Global Campus, the Metro Alliance, and Minnesota State University-Moorhead have a collaboration that enables Metro Alliance and Moorhead State students to take advantage of reduced rates on a number of study abroad programs.

#### Technical Education

In collaboration with the MnSCU Licensure Steering Committee, the UM College of Education and Human Development has developed a certificate in Technical Education. The certificate will formally recognize the completion of a series of five courses required for technical college instructors without bachelor's degrees in Vocational-Technical Education. Courses will be delivered either on the UM-Twin Cities campus or at MnSCU locations across the southern half of Minnesota via ITV. Bemidji State University will initiate a parallel certificate to provide a similar program for northern Minnesota.

#### Veterinary Medicine

Ridgewater College and the UM College of Veterinary Medicine have developed a collaborative agreement for Ridgewater students to participate in one of three ten-week clinical rotations in veterinary technology.

#### MnSCU and UM College of Continuing Education (CCE) Collaborations

Outside the metro area, CCE and MnSCU offer (or are preparing to offer in new locations) a significant number of partnership degrees, many reflecting the focus the University and MnSCU have placed on expanding higher education in Rochester.

- B.A.S. in Clinical Laboratory Science, with Fergus Falls Community College, Alexandria Technical College, St. Paul Technical College, North Hennepin Community College, and Lake Superior College
- B.A.S. in Network Administration, with Rochester Community and Technical College
- B.A.S. in Manufacturing Technology, with Rochester Community and Technical College and Winona State University
- B.A.S. in Information Technology Infrastructure, with Rochester Community and Technical College

- B.A.S. in Respiratory Care, with Rochester Community and Technical College and the Mayo Clinic (proposed)
- B.A.S. in Radiation Therapy, with Rochester Community and Technical College and the Mayo Clinic (proposed)

#### University of Minnesota Extension Service

The University of Minnesota Extension Service (UMES) collaborates with MnSCU institutions across the state with programs in areas such as agriculture, children and youth, workforce readiness, and strengthening communities. For specific examples, see Appendix B: 2001 *Survey of Collaborative Efforts*.

#### Higher Education Programs in Rochester

In early 1999, MnSCU and the University jointly developed a set of principles to guide the strategic expansion of higher education in Rochester. Each system contributes mission-related strengths to multiply the opportunities for students in Rochester.

- Rochester Community and Technical College offers lower division academic programs and technical programs that readily respond to workforce needs.
- These programs are complemented by the upper division liberal education and selected professional programs offered by Winona State University.
- These resources are further augmented by the upper division, graduate, professional degree, technology-transfer, and outreach programs offered by the University of Minnesota.
- An expanded technology center will ensure that the University Center Rochester (UCR) offers state-of-the-art course delivery to local students as well as serving as a testbed for the use of learning technology to reach students at more distant locations. By April 2002, the TelePro project will be substantially completed, positioning UCR as a center for extending education to the Rochester community and beyond through telecommunications.

### **Information Technology Resources**

#### ISEEK Solutions

The Internet System for Education and Employment Knowledge, ISEEK Solutions, is a one-stop Internet Web portal for Minnesota citizens seeking access to learning opportunities, job openings, and career information. ISEEK is a flagship initiative of the MnSCU/UM relationship. It can be accessed via the Internet at [www.iseek.org](http://www.iseek.org).

While the ISEEK system is physically housed at MnSCU, a joint powers agreement guides this multi-agency, inter-institutional partnership; signatories include MnSCU; the University of Minnesota; Minnesota Department of Children, Families, and Learning; Minnesota Department of Economic Security; Higher Education Services Office; Governor's Workforce Development Council; Minnesota Department of Trade and Economic Development; and the Minnesota Private College Council.

## METNET

Physically located at the University, METNET collaborates with MnSCU to host WebCT software that allows faculty to develop on-line courses at MnSCU's Metro Alliance campuses, including help desk support and training opportunities that are critical for success in an e-learning environment.

## **Library Resources**

### Digital Library Consortium

Recently awarded a planning grant by the Department of Children, Families, and Learning, this consortium of libraries at St. Cloud State University, Winona State University, Minnesota State University-Mankato, and UM-Twin Cities, and MINITEX, will develop plans for greater interlibrary cooperation including creation of a virtual digital library for Minnesota.

### Information and Referral Service

Libraries at UM-Twin Cities, UM-Duluth, Rochester Community and Technical College, Winona State University, Minnesota State University-Mankato, MINITEX, and several public library systems are developing a reference question management software system that will allow for the seamless exchange of reference transactions between cooperative reference partners. UM-Twin Cities will host the software for the participants in the project.

### MnLINK

The University of Minnesota and MnSCU Libraries continue their strong support of and leadership for the MnLINK Project, a partnership among academic, public, and K-12 libraries statewide. The MnLINK Gateway provides access to the library catalogs of the University campuses, MnSCU institutions, state agencies, and public library systems, as well as some private colleges and several K-12 school systems.

### MINITEX Library Information Network

A legislative appropriation supports this network, housed in the University of Minnesota Libraries. This network has leveraged to an extraordinary degree the print-on-paper subscriptions owned by the UM-Twin Cities libraries. These include access to the 30 American Chemical Society Journals owned by the University Libraries, for several MnSCU academic libraries. The UM-Twin Cities Biomedical Library's server has been used for three years to provide access to MnSCU libraries with nursing programs on campus.

## V. REMEDIAL AND DEVELOPMENTAL EDUCATION

Developmental and remedial education encompass both coursework and academic support services for students who need help meeting the academic requirements of the college-level curriculum. The terms “developmental” and “remedial” are often used interchangeably in practice, but the research literature defines “remedial” as work that should have been completed in high school, while “developmental” covers college-level work in a context that includes a special focus on strategies for success in college. Researchers at the University cite and apply this distinction in inquiry and practice, while MnSCU institutions use the two terms interchangeably.

Preliminary data suggests that even this distinction is too broad. Anecdotal information reveals that students take developmental and remedial courses for many reasons, e.g., often to refresh skills so they feel better prepared for specific college coursework. Moreover, as the data indicates, the vast majority of students engaged in remedial or developmental education take only one to two courses. When combined, the anecdotal information and the available hard data suggest that a deeper analysis would be useful to help system administrators more accurately understand the patterns of use in developmental and remedial education. The systems, then, could collaborate more effectively to develop appropriate solutions for the various user groups, e.g., better communication regarding preparation expectations, lifelong learning needs, immigrant populations, etc. (see Section VII, pp. 38-41, for recommendations).

Developmental and remedial courses and services provide 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.

All Minnesota public postsecondary institutions admit some students who have need for remedial and/or developmental instruction. Developmental and remedial instruction expands access to higher education for those students who have the ability to succeed in college, but need extra help to improve their basic skills. 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.

MnSCU institutions have the mission of providing open door access to higher education. The colleges are not selective in admissions and admit all students who can benefit from higher education. Consequently, a number of students admitted to the colleges are not

ready for college-level courses. MnSCU colleges, with the exception of Metropolitan State University, have the most extensive array of remedial courses and academic support services.

Universities with the mission of offering baccalaureate and graduate degrees offer fewer remedial courses. Because these institutions are more selective in their admissions, entering students are, on average, better prepared for college-level work. Nonetheless, most universities both in Minnesota and across the country offer remedial courses. In 1995, 93 percent of the public institutions in the nation, including 81 percent of four-year public institutions, offered at least one remedial course (*The Condition of Education 2000*, National Center for Educational Statistics). Nearly all of Minnesota's public post-secondary institutions offered at least one course in remedial mathematics, reading, or writing in 1999-2000.

### **Cooperative Reporting to Minnesota School Districts**

In 1993, the Minnesota Legislature directed the public postsecondary systems to annually report to school districts on the extent and content of remedial education received by recent Minnesota high school graduates (Chapter No. 351, H.F. 1245 Section 40). MnSCU and the University of Minnesota cooperate in the development of joint reports so that school districts receive one comprehensive report each year that provides an undivided picture of the enrollment of their graduates in postsecondary developmental and remedial courses. The stated purpose of these reports is to assist school districts "... in developing academic standards, determining specific areas of academic deficiency within the secondary school curriculum, and improving instruction." The legislation also amended state Data Practices statutes to allow the colleges and universities to disclose individually identifiable data on high school graduates to each school district.

The following findings are from the UM/MnSCU joint report, *Getting Prepared: A 2001 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- Thirty-two percent or 7,200 of the 22,447 Minnesota public high school graduates in 1999 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 1999-2000 academic year.
  - Fourteen percent of 1999 public high school graduates at the University of Minnesota took developmental courses;
  - Twenty percent of 1999 public high school graduates at the MnSCU state universities took remedial or developmental courses;
  - Forty-six percent of 1999 public high school graduates at the MnSCU colleges took remedial courses.
- Eighty percent of the 7,200 graduates who took developmental instruction took one developmental course (55.3 percent) or two developmental courses (24.6 percent).
  - Fifty-six percent of the developmental credits taken by the 1999 graduates were in mathematics courses and another 26 percent were in writing courses.

- Recent high school graduates who took one or more remedial courses have lower average ACT scores than all recent high school graduates.

### **Developmental Education in the Metro Alliance**

The two-year institutions of the Metro Alliance are open access, open enrollment institutions. This means that all applicants with a high school diploma or GED are admitted to the colleges. However, admission to the institution does not guarantee admission to college-level courses or entry into specific programs. To ensure that students are adequately prepared for college-level courses, the ten community and technical colleges give mandatory entry-level skills tests in reading, writing, and mathematics. Some also test for English as a Second Language. These tests, thus, serve a dual purpose: to assist students in registering for appropriate courses that will support their future success in college, and to ensure standards of quality for the college-level curriculum.

Students who lack the college-level skills are routinely advised to gain those skills by enrolling in developmental courses. The Metro Alliance two-year colleges have addressed these deficiencies through a strong curriculum of developmental courses. This curriculum is designed to take students from where they are at and move them quickly forward to college readiness. Metropolitan State University offers no remedial or developmental courses; rather, Metro State students needing developmental education are referred to a two-year college.

MnSCU College Readiness Tests reveal a large-scale lack of preparation to do college-level work on the part of entering students:

- 85 percent of new entering students are not ready for college-level mathematics
- 43 percent of new entering students are not ready for college-level writing.
- 24 percent of new entering students are not ready to read at the college level.

These results are for all students, including recent high school graduates and older, adult students. Over the years the results have remained consistent. The numbers for Metro Alliance two-year institutions parallel those elsewhere in Minnesota and in the nation. These results are similar for all students, including recent high school graduates and older, adult students.

Century College and Inver Hills Community College are meeting with high schools in their service area to identify and work on strategies to improve student success from pre-K through college. The meetings have involved principals, college administrators, counselors, and high school and college faculty members. However, most of the entering students in Metro Alliance two-year colleges are not recent high school graduates. The average age for students entering metro colleges is between 26 and 29 years.

## **The Role of the University's General College**

The University founded General College (GC) in 1932 to study the typical college student of the time and develop an appropriate educational experience for those who probably would not complete four years of postsecondary study. For more than 50 years, the college evolved to meet the changing needs of a range of students seeking access to higher education through the University of Minnesota. In January 1986, the regents of the University approved the discontinuance of the college's baccalaureate and associate degree programs by summer 1991, and the phasing out of its certificate programs by 1988.

These changes reflect the University's commitment to mission differentiation and underscore the important role General College plays in fostering academic success for all students. GC enrolls students who require special preparation because of personal circumstances or previous education. It has a special mission to support first-generation and urban students. GC also supports students from colleges across the University by administering a variety of services that affect the educational experience of many students (e.g., TRIO, child care grant program, Upward Bound), as well as by providing developmental assistance to students who are admitted to other colleges but who need special support in certain areas (particularly math).

Under its new mission, the college faculty and staff concentrate their full attention and research on the preparation of students for transfer to schools and colleges of the University and other higher education institutions. Over the past ten years, GC has raised its admission standards to try to admit those students who have the best chance of succeeding in a research university environment. Except for a limited set of remedial courses in mathematics, all General College courses carry full University credit toward graduation. While continuing to provide access for a range of students who might otherwise not qualify for admission to the University of Minnesota-Twin Cities campus, it has paid close attention to the qualities and characteristics that will predict student success, and has used that information to help select the students with the greatest potential. At the present time, enrollment is limited to 850 new freshmen (down from a high of 971 in 1999), and in the future GC will severely curtail its admission of students with an AAR score (a combination of high school class rank and ACT score) of less than 70.

### **UM/MnSCU Collaboration for Faculty Development in Developmental Education**

Also, in partnership with the University's College of Education and Human Development, GC provides leadership in developmental education within the state by preparing professionals in developmental education. The GC Center for Research on Developmental Education has established working relationships with faculty and administrators at a number of MnSCU community and technical colleges, leading to workshops and colloquia on developmental education issues and related common research interests. For example, GC and Minneapolis Community and Technical College are collaborating on a curriculum transformation and disability program, which provides

20-hour programs of faculty development and training on classroom accessibility for students with disabilities.

## VI. CREDIT TRANSFER

### **Background: Policies and Practices**

Both the University and MnSCU want students to be able to transfer and graduate in a timely way. The systems have developed common principles and practices to assure that students who earn degrees from either system are doing so by completing work that is appropriate to their degree program. A recent study indicates that students who transfer to the University graduate with approximately the same number of credits in each degree program as students who begin at the University as true freshmen. That is, in a side-by-side comparison of native and transfer students in each degree program, the transfer students are not disadvantaged in time-to-degree. Moreover, every effort is made to be generous in the assessment of transfer courses, and to help students avoid “retaking” courses whose content they have covered in previous courses. Preliminary data suggest that occurrences of “retaking” courses are minimal.

The University of Minnesota and MnSCU engage in significant transfer credit for coursework taken at other accredited institutions. Broad policy guidelines for receiving transfer credits are as follows:

- Regional accreditation serves as the primary criterion for determining the transferability of coursework from other institutions. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all MnSCU technical colleges, community colleges, and state universities. Transfer among the MnSCU colleges and universities and the University of Minnesota is grounded in this common accreditation.
- Students will be afforded the benefit of the doubt, where possible, in transfer situations. Institutions will consider whether or not the coursework is comparable to coursework they offer. When it is necessary to conduct individual reviews to determine course transferability, factors to be used to evaluate the courses include the level at which courses are taught, the texts used, and the course syllabus, to determine if this course is similar to program requirements.
- Finally, institutions will consider the appropriateness of the coursework for meeting the requirements of degrees or certificates.

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



## **Transferability Within and Between Systems**

### Metro-Area Transfer and the University

In the fall of 2000, the University of Minnesota accepted 2,725 transfer students from 502 institutions. Of these, 36 percent came from Minnesota community colleges, 9.6 percent from the state universities, 10.8 percent from Minnesota private colleges, and 43.7 percent from other schools (the top three on this list are UW-Madison, UW-Eau Claire, and University of North Dakota).

- Because of its physical presence in the metropolitan area, the Twin Cities campus provides an important source of access to University of Minnesota educational resources for new freshmen, as well as students who begin their studies elsewhere. Metro area students also transfer to the University's other campuses, although in smaller numbers.
- The total number of metro area transfers to University of Minnesota campuses increased by 22.19 percent between 1996 and 2000, from 1,104 to 1,349.
- In 2000, the proportion of transfer students from the metropolitan area increased on the Twin Cities and Morris campuses; it declined on the Crookston and Duluth campuses.
- In 2000, 1,233 students from the metropolitan area transferred to UM-Twin Cities, 90 to UMD, 23 to UMM, and 3 to UMC, for a total of 1,349 transfer students.

### Transfers Within the Metro Alliance

The Metro Alliance institutions have collaborated to improve transfer of general education and other courses between Alliance institutions. All Metro Alliance institutions offer all or part of the Minnesota Transfer Curriculum and accept the completed Minnesota Transfer Curriculum toward meeting the general education requirements for their programs. When students do not complete the entire Minnesota Transfer Curriculum, institutions accept transfer of individual courses. Although the credits may be distributed differently at a transfer institution than at the original institution, they can still be used to meet general education requirements. In response to the 2001 legislation regarding the transfer of general education courses, the technical colleges recently submitted courses to the Office of the Chancellor for faculty review and recommendation for inclusion in the Minnesota Transfer Curriculum. Forty-two courses from the four metro technical colleges have been approved to date.

There are two areas in which the institutions continue to have challenges relative to transfer. These areas are accounting and nursing. The Metro Alliance faculty and academic vice presidents will continue to work together to address these issues over the next year.

### Transfer and Minnesota State Colleges and Universities

MnSCU colleges and universities accepted 18,906 transfer students in Fiscal Year 2000. The transfer students constituted almost 20 percent of all new students that year. About

half of these students came from MnSCU institutions, another 16 percent from other Minnesota institutions, and the remainder from other states. The sending segments included:

- Community colleges – 16.5 percent
- Community and technical colleges – 16.4 percent
- State universities – 12.0 percent
- Technical colleges – 5.9 percent
- University of Minnesota campuses – 8.9 percent
- Other Minnesota institutions – 7.3 percent
- Institutions in border states – 16.7 percent
- All other institutions – 16.5 percent

About half of the transfer students enrolled at a state university. The receiving segments included:

- State universities – 49.9 percent
- Community and technical colleges – 20.6 percent
- Community colleges – 14.6 percent
- Technical colleges – 14.9 percent

### **Cooperative Inter-System Transfer Initiatives**

In 1991, MnSCU and the University of Minnesota submitted a joint report to the Legislature called *Progress in Improving Student Transfer*. That report laid out an ambitious agenda which included transfer standards, a transfer curriculum, a transfer specialists' network, and articulation committees in various disciplines. To date, all of these ambitious initiatives have been implemented, and transfer across systems throughout the state has improved greatly. Here is a brief overview of each of these initiatives, plus several new ones added since that time:

#### Standards and Procedures for Transfer

This document laid out principles for course transfer, good practices for transfer, and information to be given to all students about transfer. Its goal was to assure that students would be given comparable information about transfer by all institutions, and that transcript notations and other logistical procedures were handled in a standard way. These principles have become standard practice for all Minnesota public postsecondary institutions.

#### Transfer Specialists' Network

Every campus has a designated transfer specialist who can answer students' questions about transfer *to* or *from* that institution. This statewide group frequently meets to discuss issues and resolve problems.

## Minnesota Transfer Curriculum

The Minnesota Transfer Curriculum is a set of broad goals for lower division education, 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 transcript are exempt from any lower-division general education requirements at any Minnesota public institution to which they may transfer. The agreement works very well for students transferring to four-year institutions from community colleges and from consolidated community and technical colleges. An ongoing oversight committee (comprising faculty and administrators from MnSCU and the University) meets regularly to iron out some small problems and insure that the Minnesota Transfer Curriculum continues to meet its objective. The importance of the Minnesota Transfer Curriculum was reinforced during the 2001 legislative session. The Minnesota State Legislature incorporated general education transfer language in the Education Omnibus Bill (Special Session S.F. 11) which requires the transfer of UM-Twin Cities courses among MnSCU institutions. The University's liberal education requirements have fulfilled the Transfer Curriculum since it was approved in 1994. (See Appendix C for a detailed description of the Minnesota Transfer Curriculum.)

## Articulation Councils

These discipline-based faculty groups work to improve statewide articulation in specific disciplinary areas (notably nursing and engineering, although other groups are now under way). Some of these areas are within MnSCU (law enforcement, for example); others, such as nursing, include University representation.

## Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a new partnership between the University's Twin Cities campus and metro area community colleges. It began as a pilot program in 2000 and now includes all metro area community colleges and six undergraduate colleges at UM-Twin Cities. MnCAP serves freshman applicants to the UM-Twin Cities who were not admitted (or were put on a waiting list) by inviting them to consider completing lower-division coursework at one of the participating community colleges. Under MnCAP, students attending MnSCU institutions who complete the Minnesota Transfer Curriculum with an appropriate GPA are guaranteed admission to the UM-Twin Cities to complete the upper division portion of a baccalaureate degree program. (See Appendix D for a detailed description.)

## Electronic Records, Web-based and Other Technology-based Projects to Support Transfer

The University and MnSCU are collaborating on several projects that are designed to help link student transcript records across systems and will further assist students with transfer (see Appendix E for more detailed descriptions):

Degree Audit Reporting System (DARS): DARS is designed to facilitate the evaluation of transfer credits and the production of user-friendly degree audits to help students more accurately track academic progress.

SPEEDE/ExPRESS: The University, MnSCU and some private colleges have been working to implement SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange), which will allow participating institutions to exchange official transcript information electronically, eliminating the need for students to send paper transcripts. The postsecondary collaboration is also working with Minnesota high schools to facilitate electronic transfer of high school transcript information via ExPRESS (Exchange of Permanent Records Electronically for Students and Schools).

Course Applicability System (CAS): CAS will allow students to find out *before* they transfer how their courses will meet requirements at another institution. They will be able to enter the courses they have taken at one institution, then ask a series of “what if” questions, e.g., “What if I wanted to transfer these courses to UM-Morris?” “What if I want to major in Psychology at St. Cloud State?” The system will give them an analysis of how their courses will transfer and what requirements will be met. It is expected that pilot systems will be up and running in spring 2002.

World Wide Web: A collaborative website ([www.MnTransfer.org](http://www.MnTransfer.org)) provides students with comprehensive information with a wide range of transfer issues.

MnVU and ISEEK help students access higher education statewide and put education in a work/career context ([www.iseek.org](http://www.iseek.org)).

### Cooperative Degree Programs and Articulated Degrees

The University and MnSCU offer a number of cooperative degree programs (several applied baccalaureate programs in the metro area, agriculture programs with Southwest State and UM-Twin Cities, a wide variety of regionally articulated programs at UM-Crookston and UM-Duluth, and many others). A complete list of collaborative programs between the University and MnSCU is available on the Web at [www.evpp.umn.edu/evpp/init.htm](http://www.evpp.umn.edu/evpp/init.htm).

### **Transfer Policies in Transition**

There are ongoing issues about the transfer of coursework from MnSCU technical colleges to the University of Minnesota and to MnSCU state universities. Prior to the MnSCU merger, standard practice rarely accommodated the transfer of credits from technical colleges to the University. Following the merger, policy changes authorized technical colleges to offer degrees and the attendant curriculum. Courses from technical colleges are now evaluated under the criteria described above. The University recognizes Minnesota Transfer Curriculum completion and completion of appropriate coursework from all MnSCU colleges and universities, including the technical colleges.

## VII. NEXT STEPS FOR ONGOING INTER-SYSTEM COLLABORATION AND COOPERATION

During the past several years, MnSCU and the University have made major progress in improving articulation and joint academic programs to expand public access and opportunity to postsecondary education in Minnesota. These growing partnerships have affirmed the distinct statutorily defined missions and responsibilities of the two public systems and leveraged complementary academic strengths to improve educational opportunity and increase efficiency in use of resources. Through this joint planning initiative and legislative report, leadership of the two systems has identified the following areas to address continuing statewide and metropolitan area issues.

As the systems pursue the recommendations and next steps, below, they will consider key issues including options and implications for use of resources, and prospective return on investment of proposed initiatives. This return on investment would, for example, include return for students, e.g., opportunity, skills, and income gained from more efficient and effective learning opportunities; for campuses, e.g., maximization of learning environments for diverse learning communities; and, for the state, e.g., increased alignment of preK-12 and higher education systems for better student retention, more focused career and training pathways aligned with state economic needs.

### Statewide Issues

- Program collaborations (see pp. 25-29). Continue to work through leadership structure to assess long-term shifts in demand and opportunities for new, statewide joint program development (e.g., in health-related professions, advanced professional degrees for educational professionals, and other workforce career-ladder related areas).
- Remedial and developmental education (see pp. 30-33). Continue to assess scope, impact, and efficiency of remedial and developmental education programs, and to collaborate between systems on research and programs in this area. This activity should engage statewide leadership in preK-12 and higher education to seek ways to address these educational needs.
- Credit transfers (see pp. 34-38). Continue to identify and resolve barriers to the appropriate transfer of credits among public institutions of higher education. These actions will include: continued maintenance of the joint MnSCU/UM council to resolve policy and management issues; expansion of MnCAP (Minnesota Cooperative Admissions Program) to additional MnSCU and UM campuses; and testing and expansion of a Web-based Course Applicability System (CAS).

## Metropolitan Area Issues

From the analysis of this report, it is evident that there is an ongoing, critical need to target resources to emerging areas in higher education within the Twin Cities metropolitan area. These shifting needs for associate degree, baccalaureate degree, and lifelong learning will require actions in addition to the statewide plan noted above. Future work will involve joint planning and action from MnSCU and the University in the following areas:

### A. Access and Opportunity

1. Develop joint task force on workforce development and lifelong learning to formulate recommendations and strategies that expand educational access and opportunity for lifelong learning.
2. Identify important career-ladder opportunities (e.g., health professions), articulate ways to share human and physical resources, and strategies to leverage the promise of distributed education and distance learning technologies.
3. Expand the necessary academic partnerships involving the University and MnSCU institutions to increase access to educational resources for students in the metropolitan area.
  - The public metropolitan area systems are experiencing pressure on enrollment capacity to admit new high school graduates and transfer students.
  - Other communities have leveraged available resources to meet expanding need through partnership agreements (e.g., Rochester, Minnesota; Indianapolis; Kansas City; Denver), expanding focused neighborhood-based centers (e.g., Minneapolis Community and Technical College Phillips Neighborhood Center), coordination of technological support (e.g., expanding and improving ISEEK), and other strategies.
  - It is essential that this planning effort be grounded on criteria that include statutory mission differentiated responsibilities, maximum use of existing personnel, campus and physical resources, expanded use of technology, needs analysis, and financing strategies that rely substantially upon available resources and new revenue.

### B. Leadership Framework

1. Consider formation of a metropolitan area preK-16 partnership advisory group to improve the performance, articulation, and coordination of preK-16 systems.

- This board would include leadership from and collaboration with preK-12 school systems, higher education systems, and citizens and community non-profit organizations.
  - One of the conclusions this report suggests is that Minnesota is experiencing a growing need for better educational results and expansion of educational alternatives within the metropolitan area in several key areas. The joint leadership group would explore the need and feasibility of improvements in several related areas, including:
    - high school graduation rates
    - academic preparation for postsecondary education and lifelong learning
    - articulation among preK-12 and higher education systems
    - career-ladder and adult educational options (particularly in areas related to economic and community needs)
    - access to four-year degree options in the metropolitan area
    - more efficient use of human, physical, and technological resources.
2. Formulate strategies that maximize the coordination and delivery of pre-collegiate programs to improve academic preparation for postsecondary participation, high school graduation rates, and participation rates in postsecondary education.
- The University, MnSCU, private colleges, the Higher Education Services Office, and private organizations offer dozens of pre-collegiate information and academic enrichment programs. Initial discussions have been held with leaders of these systems and organizations. There is interest in developing a more coherent and coordinated strategy with preK-12 leadership in the metropolitan area.
3. Deepen research and analysis of data on developmental/remedial education, to clarify patterns of use, student needs, and opportunities for expanded K-12/higher education collaboration.

Final recommendations for new collaborative programs, strategies, improved use of resources, etc., will result from analyses and work in the designated areas of emphasis, above, and from leadership and consultation involving administrative leadership, board members, community leaders, and others.





# APPENDIX A



## **Partnership Agreement for Public Higher Education**

Minnesota's two public systems of higher education have a mutual interest in and a historical commitment to expanding and improving higher education opportunities for the people of Minnesota.

The challenges facing higher education today make cooperation and collaboration between the two systems imperative to provide the greatest possible benefit to students and the people of Minnesota:

- Minnesota's economy is becoming increasingly global and knowledge-based;
- The growing businesses and industries of the 21st century will require an increasingly skilled and knowledgeable workforce;
- A looming labor shortage means that skilled and educated workers will be in even greater demand in the future;
- Minnesota's educational systems need to do a better job in recruiting and preparing students of color for participation and success in higher education;
- Higher education is a route to individual prosperity;
- An educated citizenry is the foundation of a democratic society.

In recognition of these challenges, Minnesota's two public systems of higher education share the following goals:

- Provide access to high-quality educational opportunities to all Minnesotans;
- Offer post-secondary education opportunities to keep Minnesota citizens competitive in a global economy;
- Increase the participation and success in higher education of traditionally under-represented populations.

Moreover, the two systems recognize that a number of successful projects and programs have been implemented jointly, and that future collaborations could include the following strategies and others:

- Joint programs in technology, health care, agriculture, food production and other fields;
- Cooperative degree programs in select fields;
- Well-articulated transfer policies between the two systems;

- Opportunities for students to take courses in one system and apply them toward degree programs in the other system;
- Provide faculty and staff with professional development opportunities;
- Cooperation and sharing of facilities and resources for student services;
- Sharing and coordinating library resources for students and communities;
- Sharing technological resources, such as on-line job search strategies, career development resources, and distance education classrooms;
- Joint participation in Minnesota's Virtual University, a digital "front door" to provide all Minnesotans with better access to lifelong learning;
- Development of shared programs with the K-12 education system to meet the educational needs of metropolitan and rural communities;
- Collaborative planning to assess the capacity of both systems to meet the needs of learners and employers in the metropolitan area;
- Joint marketing efforts to increase net enrollments and appropriate placements in Minnesota's public higher education systems; and
- Collaborative efforts to offer internships, community service projects, and study abroad programs.

Therefore we, as representatives of The Minnesota State Colleges and Universities and The University of Minnesota, agree to foster expanded cooperation and innovation between the two systems. While we acknowledge and respect that each system has a distinct mission and charter, we also recognize that meaningful partnerships and collaborations are an important way to serve the state and contribute to student success.

To this end, we agree to engage in joint strategic planning, develop incentives for implementing partnerships, and streamline the processes for approving and implementing cooperative activities.

We further agree, as an important first step, that the chief academic officers of both systems (the Senior Vice Chancellor for Academic and Student Affairs of MnSCU and the Executive Vice President and Provost of the University of Minnesota) will co-chair an Inter-System Policy Committee, which will provide oversight and a coordinating mechanism for joint working groups.

Signed this 15th day of January, 1998,

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Morris J. Anderson  
Chancellor  
Minnesota State Colleges  
and Universities

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Mark G. Yudof  
President  
University of Minnesota

# APPENDIX B



# **Survey of Collaborative Efforts**

**Minnesota State Colleges and  
Universities**

**University of Minnesota**

**August 2001**

**Office of the Executive Vice President and Provost, University of Minnesota**

**Office of the Senior Vice Chancellor for Academic and Student Affairs,  
Minnesota State Colleges and Universities**

This report is available on the Web: <http://www.evpp.umn.edu/evpp/init.htm>. For additional copies or information, contact the Office of the Executive Vice President and Provost, University of Minnesota (612)-625-0051.





## **Executive Summary**

### **Survey of Collaborative Efforts**

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

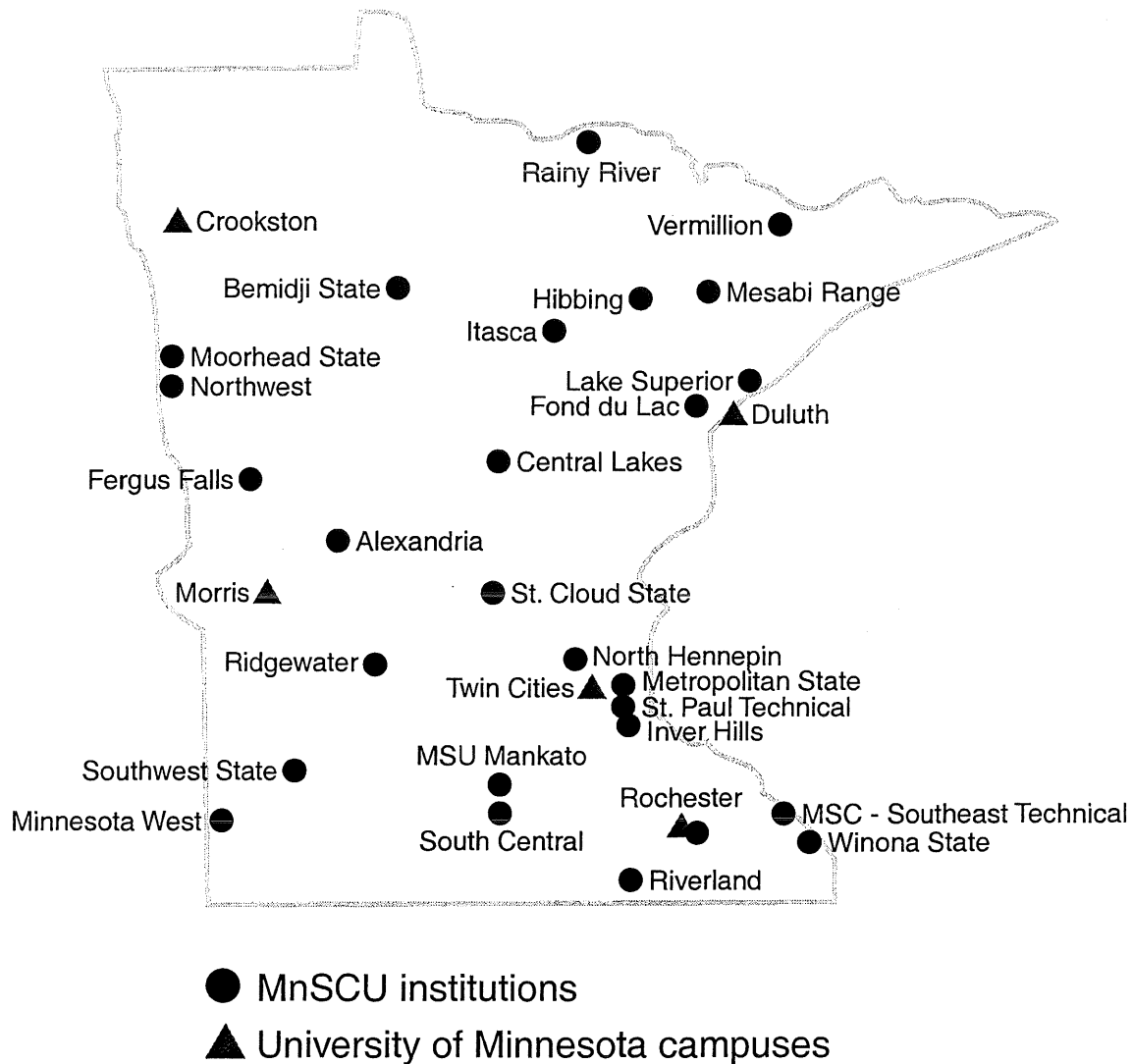
**August 2001**

In 1998, the University of Minnesota (UM) and Minnesota State Colleges and Universities (MnSCU) signed a "Partnership Agreement for Public Higher Education" to enhance the capacity of higher education in Minnesota to leverage and extend resources in areas critical to workforce and economic development to every part of the state. In conjunction with this agreement, a list of 60 partnerships and collaborative activities was compiled. During the past three years, in addition to numerous collaborative activities described below, the number of formal academic collaborations and partnerships has grown to nearly 170 programs implemented or in development. As the map on the next page illustrates, these academic collaborations are flourishing state-wide and in the metropolitan area.

This report, updated annually, summarizes the development of the MnSCU and University of Minnesota partnership agreement, highlights noteworthy new and continuing efforts in 2000-01, and provides a list of the numerous activities that are taking place state-wide. Among the initiatives and programs highlighted in this report are:

- Development of a new inter-system transfer program -- Minnesota Cooperative Admissions Program (MnCAP) -- to facilitate admission to Twin Cities community colleges of students seeking but not immediately gaining admission to the UMTC. Students, completing certain requirements, will be automatically admitted to the UMTC to complete the bachelors' degree.
- UM/MnSCU co-sponsorship and joint planning for a fall 2001 statewide conference, "Workforce Minnesota," on the role of education in developing Minnesota's future workforce.
- New 2+2 programs with Anoka-Hennepin Technical College, Central Lakes College, Fond du Lac Tribal and Community College, Minnesota West Community and Technical College, Northwest Technical College, and South Central Technical College.
- New collaborative programs in agriculture, biological sciences, dentistry, developmental education, education, extension, continuing education, manufacturing, nursing, and social work.
- New Bachelor of Applied Science in Manufacturing Technology offered in Rochester by the University of Minnesota Twin Cities, metro-area community and technical colleges, Rochester Community and Technical College, and Winona State University.
- Cooperation to help provide low costs for study abroad programs.
- Joint powers agreement and continued development of ISEEK Solutions to provide one-stop career information through its Website.
- Expansion of joint library resources through the Digital Library Consortium.

## Locations of MnSCU/University of Minnesota Academic Collaborations



**MnSCU**  
 Minnesota State Colleges & Universities

**UNIVERSITY  
 OF MINNESOTA**

## **Survey of Collaborative Efforts**

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

**August 2001**

In 1998, University of Minnesota President Mark G. Yudof and Minnesota State Colleges and Universities Chancellor Morris Anderson signed a "Partnership Agreement for Public Higher Education." This agreement formalized the commitment to foster cooperation between the two systems, expanding on the earlier vision of the 1993 Twin Cities Higher Education Partnership.

The 1998 agreement included a listing of nearly 60 partnerships and collaborative efforts that the University and MnSCU engaged in state-wide. As this report illustrates, over the past three years the number of collaborative activities in place or in development has increased significantly. The number of formal academic collaborations and partnerships has increased to nearly 170 programs. These activities enhance the capacity of higher education in Minnesota to leverage and extend resources in areas critical to workforce and economic development in every part of the state.

This updated survey is divided into two parts: first, it highlights noteworthy new and continuing programs and, second, it provides a listing of formally approved collaborative academic programs implemented, and those in development.

## **I. Policy Background**

### **Partnership Agreement for Public Higher Education**

In January 1998, University of Minnesota President Mark G. Yudof and MnSCU Chancellor Morris Anderson signed an agreement to foster cooperation and innovation between the state's two public higher education systems. Under this agreement, MnSCU and the University stated their commitment to engage in joint strategic planning, to develop incentives for implementing partnerships and collaborations, and to streamline the processes for approving and implementing cooperative activities.

Expanding on the 1993 Twin Cities Higher Education Partnership, the 1998 agreement acknowledged the mutual goals of the U of M and MnSCU systems to provide access to high-quality educational opportunities for all of

Minnesota's citizens; to offer post-secondary education opportunities to keep Minnesota citizens competitive in a global economy; and to increase the participation and success in higher education of traditionally under-represented populations. The agreement also established an Inter-System Policy Committee to provide oversight and coordination for joint working groups.

### **Guidelines for Development of Partnership Degrees**

In May 1998, the University of Minnesota developed guidelines that frame the rationale and principles to guide further development of partnership degree programs in the Twin Cities metropolitan area, criteria to be used in evaluating such programs, and a strategy for identifying future collaborative efforts across the state.

The rationale for these programs recognizes and responds to:

- the growing need for a new type of applied, career-oriented baccalaureate degree program, blending the “how” and “why” of knowledge;
- workforce needs and issues being discussed by businesses and industries concerned about participating in the “knowledge economy;”
- the need to identify creative institutional strategies to use limited state resources effectively and efficiently; and
- the University’s land-grant mission to provide specialized course work that is the foundation for our graduates to pursue leading-edge careers.

Key principles include: consistency with institutional values and mission, balance of liberal education and technical skills, effectiveness and efficiency not available if offered by a single UM campus or by either of the systems alone, flexible and seamless delivery across systems, and faculty responsibility for program. These principles are reflected in the suggested review and evaluation criteria: quality, uniqueness, connectedness, integration, demand, and cost-effectiveness.

### **High School Preparation Requirements**

Since 1991, the University and MnSCU have jointly adopted a unified set of preparation requirements (in English, mathematics, science, social science, second languages) for Minnesota high school students planning to enter baccalaureate programs in either system. Additional requirements in geography and visual or performing arts will be implemented in 2000. And, through the joint Metropolitan Education Strategy Task Force, MnSCU and the University are developing a coordinated approach to precollegiate preparation.

### **Minnesota Transfer Curriculum**

In 1994, MnSCU and the University approved and implemented a comprehensive arrangement for transfer students moving between campuses or systems, called the “Minnesota Transfer Curriculum” (MTC). The two systems have worked together on the effects of the University’s semester conversion on the transfer curriculum, and they are gathering information about the specifics of the MTC on each campus for review by the MTC Oversight Committee. The UM and MnSCU are also involved in a joint web site that provides transfer information for students, [www.MinnesotaTransfer.org](http://www.MinnesotaTransfer.org).

## **II. New and Noteworthy Academic Programs**

### **Improving Access**

#### **Minnesota Cooperative Admissions Program (MnCAP)**

MnCAP, entering its second year, is a partnership between UMTC and Inver Hills Community College, Normandale Community College, North Hennepin Community College, and Minneapolis Community and Technical College, designed to facilitate transfer between the systems. In mid-winter, MnCAP identifies freshman applicants to UMTC who had not been admitted (or were put on a waiting list) to the College of Liberal Arts, General College,

or any other college, and who live in the Twin Cities metropolitan area. UMTC contacts these students, inviting them to consider admission to one of the participating community colleges for lower-division work. If they choose to attend these colleges, and complete course and grade requirements, they will gain immediate admission to UMTC to complete the third and fourth year of a baccalaureate degree program. In 2000-01, the pilot year, a total of 19 students took advantage of this program. For 2001-02, a

total of over 800 students have been notified of this opportunity.

### **Electronic Records**

The Degree Audit Reporting System (DARS) and the Course Access System (CAS), and SPEEDE are all designed to help link student

transcript records across systems. These information technology resources thus facilitate student transfer across systems.

## **Strengthening Academic Programs and Research**

Through many academic collaborations and partnerships, the University of Minnesota and MnSCU enable place-bound students across the state to take advantage of 2+2 degrees, partnership degrees, and other academic resources of our two systems.

### **Agriculture**

The UMTC College of Agricultural, Food, and Environmental Sciences (COAFES) has three majors offered at Southwest State University (SSU), and graduated its first B.S. cohort at SSU in May 2001. These eight students graduated from the Scientific and Technical Communication major (1), the Crop and Soil Resource Management major (5), and the Agricultural Industries and Management major (2).

In addition, COAFES and the Department of Work, Community and Family in the College of Education and Human Development have 2+2 collaborations in Agricultural, Food, and Environmental Education in place, and new ones being developed or expanded for programs with Rochester Community and Technical College, Ridgewater Community College, Central Lakes College, South Central Technical College, MN West community and Technical College, and Fond du-Lac Tribal and Community College.

### **Biological Sciences**

A series of intensive workshop courses in the areas of digital imaging, presentation and database software, Geographic Information Services, bioinformatics, and genomics will be offered for UM and MnSCU faculty at the University's Lake Itasca Forestry and Biology Station. MnSCU institutions involved in this partnership include Bemidji State, Minnesota

State University, Moorhead, and Minnesota State University, St. Cloud.

A second initiative is directed to providing summer courses for K-12 science and math teachers in northwestern Minnesota, offered at the Itasca Station in partnership with Bemidji State, Minnesota State University, Moorhead, and Minnesota State University, St. Cloud. Proposed courses included: ecosystem biology and genomics and bioinformatics.

### **Dentistry**

Plans have been developed to open a rural dental clinic on the Hibbing Community College campus in fall 2001. The School of Dentistry has also completed preliminary plans for a second UM dental clinic in Fergus Falls; southwestern and far northwestern Minnesota are also being evaluated to determine the need for and potential viability of comparable clinics.

### **Developmental Education**

General College and Minneapolis Community Technical College are collaborating on a Curriculum Transformation and Disability program, providing 20 hour programs of faculty development training on classroom accessibility for students with disabilities. Sixteen MCTC faculty are participating in this training.

In addition, the GC Center for Research on Developmental Education has established a

working relationship with faculty and administrators at a number of community and technical colleges, leading to workshops and colloquia on common research interests.

### **Education**

The Fond du Lac Tribal and Community College (FDLTCC) American Indian Teacher Corps Project recruits American Indian students who have the capacity to become quality teachers and administrators and provides a culturally relevant curriculum. FDLTCC provides the first two years of a fully articulated teaching and educational administration program. The University of Minnesota Duluth (UMD) and FDLTCC work together to provide the cultural context. UMD courses taught at FDLTCC comprise the junior and senior curriculum, and UMD is the degree-granting institution. This project, funded in part by a three-year grant from the U.S. Department of Education, was started in fall semester 2000 and currently enrolls 21 students.

Department of Educational Policy and Administration and St. Cloud State University Ed.D. Collaborative Program has enrolled two cohorts to date. It shares administrative and faculty co-directors (individuals from each institution); courses delivered at convenient location for students in central Minnesota (on St. Cloud campus); courses taught by regular faculty at both institutions (some team taught by St. Cloud and UMN faculty, some delivered alone by St. Cloud, some delivered alone by UMN).

Department of Educational Policy and Administration, Minnesota State University-Mankato (MSUM) and Winona State University (WSU) share administrative/faculty co-directors (individuals from each institution); courses delivered at convenient location for students in southern Minnesota (Rochester Center campus); courses taught by regular faculty from each institution (some team taught with MSUM/WSU, some delivered alone by MSUM/WSU/UMN). Counseling and School Personnel Psychology,

Department of Educational Psychology and Minnesota State University, Mankato collaborate on a longitudinal study of college aspirations of children in the Mankato and St. Paul elementary schools; to be continued in middle and high schools over 10 years. They are also collaborating on a study on bullying in education and the workplace.

The Leadership Academy is a collaborative effort among WCFE, EdPA, and the College of Education and Human Service Professions at UM Duluth. The Academy's advisory board include considerable representation from MnSCU. The purpose of the Leadership Academy is to prepare leaders for two-year colleges in the state. This is done via an Ed.D. cohort program. In the fall of 2000, the fifth cohort began. Plans are being made to recruit for a sixth cohort that should begin in Summer 2002. Each cohort has consisted of approximately 25 students. Special efforts have been made to recruit participants from Tribal colleges.

The UMTC department of Educational Psychology, University of Minnesota Duluth, Minnesota State University Moorhead, St. Cloud State University, and University of St. Thomas collaborate through a working group of professors and directors of ECSE programs that meets quarterly to design curricula, keep current on state and federal regulations, and plan an annual Summer Institute (offered at St. John's in August).

### **Manufacturing**

A new partnership agreement has been developed between UM Crookston and Northwest Technical College to provide credit-based programming on a corporate site (Marvin Windows and Doors). The program will lead to an AA in Supervisory Leadership or Manufacturing Engineering Technology and, further, to a Bachelor of Manufacturing degree from UM Crookston.

In cooperation with Winona State University, Rochester Community and Technical College, and metro-area community and technical

colleges, UMTC has developed a Bachelor of Applied Science in Manufacturing Technology, to be offered in Rochester beginning in fall 2001. The BAS in Manufacturing Technology is designed to educate students (primarily working adults who have a two-year technical associates degree) in manufacturing technology, processes, and systems and, in addition, enhance their business and communication skills. These skills are needed by manufacturing employers who face increasing challenges to compete in today's global economy of shorter product cycle times, higher quality products, and lower costs.

In addition, UM Crookston, in partnership with Hennepin Technical College - Brooklyn Park, Anoka-Hennepin Technical College, and Dakota County Technical College, is beginning to offer courses in the metropolitan area that will lead to the Bachelor of Manufacturing Degree and a Manufacturing Management Certificate.

### **Nursing**

A state-wide project, the Collaborative Nurse Practitioner project has developed a number of programs since 1993, funded by \$500,000 in state dollars each biennium, which has in turn leveraged extramural support of over \$4,300,000. Schools involved are: College of St. Catherine, College of St. Scholastica, Metropolitan State University, Minnesota State University, Mankato, Winona State University, and the University of Minnesota. Programs include:

The UMTC statewide Nurse Practitioner Education Partnership with HealthPartners fosters collaboration with MnSCU schools and HealthPartners. It is designed to incorporate managed care skills into primary care education for nurse practitioner students. It also provides additional training in the allocation of limited resources, population health, teamwork, and ethical conflicts that can arise in the context of managed.

Partnership for Training, a Robert Wood Johnson Foundation grant, supports

development of web-based and interactive TV courses for nurse practitioner students.

Health Information Access for Rural Nurse Practitioner Students brought together libraries of the six partners to provide on-line access to health science information for rural nurse practitioner students.

Public Health and Psychiatric Mental Health Nursing Outreach teamed WSU and UMTC to deliver the public health and psychiatric/mental health curriculum to nurses in southeastern Minnesota, making it possible for place-bound students to take a significant part of the coursework at Winona.

In addition, \$980,000 will be invested in 2002-03 to establish both satellites of the University's B.S. in Nursing program and the medical technology program at University Center Rochester. The nursing program will be a collaborative effort with the Mayo Clinic and Winona State University. The medical technology program will offer the first two years at MnSCU institutions in Rochester or elsewhere in southeast Minnesota; the final two years of course work and clinical rotations will be offered in Rochester.

### **Social Work**

UMTC's School of Social Work collaborates with Moorhead State University in offering an expansion of the MSW program over interactive television. Previously, the advanced standing MSW program was offered; now we are able to offer the full two-year program for students who have an undergraduate degree in a field other than social work. The program uses Moorhead's ITV classrooms in the Business School; space is donated for the UM on-site coordinator.

In addition, in spring 2001, MnSCU universities in St. Cloud, Winona, Moorhead, Bemidji, and Mankato submitted a proposal to the Minnesota Department of Human Services to receive Title IV-E funds to develop a BSW Consortium in collaboration with the UM School of Social Work. The purpose of the program is to improve undergraduate

education in child welfare which would ultimately improve the lives of children and families in Minnesota. Students would be recruited who would commit to staying in greater Minnesota areas to practice in county social service agencies.

### **Study Abroad**

UMTC's Global Campus, the Metropolitan Alliance, and Moorhead State University have a collaboration that enables Metro Alliance and Moorhead State students to take advantage of reduced rates on a number of study abroad programs.

### **Technical Education**

In collaboration with the MnSCU Licensure Steering Committee, the UM College of Education and Human Development has developed a certificate in Technical Education. The certificate will formally recognize the completion of a series of five courses commonly referred to as the Teacher Education Sequence that is required for Technical College instructors without bachelor's degrees in Vocational-Technical

Education. Courses will be delivered either on the UM Twin Cities campus or at MnSCU locations across the southern half of Minnesota via ITV. Bemidji State University will initiate a parallel certificate to provide a similar program for northern Minnesota. These programs will serve instructors in technical and community colleges, those aspiring to be instructors, and individuals seeking a certificate for workplace advancement.

### **Veterinary Medicine**

Ridgewater College and the UM College of Veterinary Medicine have developed a collaborative agreement for Ridgewater students to participate in one of three ten-week clinical rotations in veterinary technology. In addition, the Veterinary Technology program has an agreement with UM Morris for second-year students to access UMM's outreach station one day per week for several weeks to gain experience with hands-on procedures on livestock.

## **III. Metropolitan and Regional Collaborations and Special Outreach Resources**

### **Metropolitan Education Strategy**

Beginning in spring 1999, the University of Minnesota and MnSCU convened a task force to develop a joint strategy to address the postsecondary preparation and education needs of the Twin Cities metropolitan area. In fall 1999, MnSCU presented its report *Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area*, to the legislature, laying out a strategic plan to link the 11 MnSCU institutions in the metropolitan area. Key areas of focus include:

- Reaching out to students not traditionally well-served by higher education;
- Improving coordinate services for students already attending MnSCU institutions;
- Eliminating unnecessary duplication of

programs;

- Strengthening the state colleges and universities in the metropolitan area;
- Collaborating with the University and other higher education institutions in the metropolitan area; and
- Meeting the growing demand for educating and upgrading skills of the workforce.

Parallel and complementary to MnSCU's report, in fall 1999, the University developed a working paper, *The University of Minnesota and Metropolitan Education Needs*. This report lays out key goals, new initiatives, and ongoing issues for the University to pursue in collaboration with MnSCU:

- Improving precollegiate programs;



- Providing coordinated and cost-effective access to and success in postsecondary education;
- Minimizing duplication of expensive, specialized postsecondary education programs and resources;
- Improving the use of human and capital resources;
- Expanding application of technology to improve access and coordination of resources and programs.

Joint MnSCU/UM task forces are being charged to develop specific action plans in these high-priority areas:

#### Access – Preparing K-12 Students for Postsecondary Education

- Developing strategies to identify and address precollegiate trends and college preparation needs for underserved populations;
- Improving focus and management of minority encouragement programs and K-12 outreach programs;
- Using ISEEK Solutions as a resource to distribute information about postsecondary education resources and programs;

#### Access – Addressing Transfer and Development Education Needs of College Students

- Completing inter-system development of Minnesota Transfer Curriculum;
- Implementing a “transfer pilot” program with UMTC, Normandale, North Hennepin, and Inver Hills CCs, streamlining transfer process for students seeking admission to the University of Minnesota after completing two years at a community college;
- Completing work on the Degree Audit Reporting System (DARS), the Course Access System (CAS), and SPEEDE to link student transcript records across systems;

#### Shared State and Regional and Resources

- Sharing resources and facilities, like libraries and telecommunication;
- Collaborating on developmental education research and dissemination projects;

- Targeting shared research to issues and areas of greatest need, i.e., underserved student populations, study abroad, faculty development;
- Collaborating to link college training with welfare reform, focusing on new immigrants and long-term welfare recipients;

#### Leadership

- Enhancing inter-system leadership and coordination of approaches to ongoing metropolitan education policy issues;
- Utilizing existing structures to pursue joint initiatives to increase efficiencies;
- Expanding role of proposed inter-system Council on Academic Programs, through summits, consortia, and other collaborative activities;
- Extending joint system consideration of issues and opportunities for collaboration state-wide.

#### **MnSCU and UM College of Continuing Education Collaborations**

The College of Continuing Education is the primary continuing education unit of the University of Minnesota. CCE serves as the University-wide vehicle for developing and delivering unique, applied, career-oriented degree programs. These baccalaureate-level programs, with specific majors within the Bachelor of Applied Sciences (B.A.S.) rubric, are based on a formal partnership agreement with MnSCU described above. They focus on meeting workforce needs and draw on the unique specialized academic strengths of the partner institutions. CCE bears degree-granting responsibility for these programs but collaborates closely with colleges of the University, as well as MnSCU, in developing and evaluating new partnership degree ideas.

Through these collaborations, CCE and MnSCU have developed the following degree programs which enable students to take the first two years of their program at a community college, and to complete the last two years of University of Minnesota coursework on a community college campus. Courses are designed to be highly applicable to

the workplace and many are taught by industry experts. Class schedules are designed to meet the needs of working students.

- B.A.S. in Applied Business, with Inver Hills CC, North Hennepin CC, Rochester Community and Technical College (RCTC) [This degree will be phased out during 2001-02; courses will continue to be offered for use in other programs]
- B.A.S. in Construction Management, with Inver Hills CC and North Hennepin CC
- B.A.S. in Emergency Health Services, with Inver Hills CC and RCTC
- B.A.S. in Information Technology Infrastructure, with North Hennepin CC
- B.A.S. in Manufacturing Technology, with RCTC and WSU
- B.A.S. in Network Administration with Inver Hills CC and RCTC

CCE and MnSCU are currently developing or preparing to offer in new locations a significant number partnership degrees, many reflecting the focus the University and MnSCU have placed on expanding higher education in Rochester:

- B.A.S. in Clinical Laboratory Science with Fergus Falls CC, Alexandria T.C., St. Paul T.C., North Hennepin CC, and Lake Superior College
- B.A.S. in Information Technology Infrastructure, with RCTC
- B.A.S. in Network Administration, with RCTC
- B.A.S. in Respiratory Care with RCTC and the Mayo Clinic

### **Workforce Development**

CCE and MnSCU are also collaborating in non-credit workforce-oriented programming, utilizing MnSCU training facilities to offer CCE technology programs. Inter-system cooperation of this type reduces the need to expand classroom facilities by accessing existing facilities for high-demand programs in more geographically dispersed areas.

In addition, CCE is co-sponsoring a statewide conference, Workforce Minnesota, in Fall

2001 on the role of education in developing Minnesota's future workforce.

### **University of Minnesota Extension Service Collaborations with MnSCU**

The University of Minnesota Extension Service (UMES) collaborates with MnSCU institutions across the state with programs in areas such as agriculture, children and youth, workforce readiness, and strengthening communities. Examples in these areas include:

#### Agriculture

- Crop Research, Agroforestry and Manure Management -- Central Lakes College at Wadena and Wadena County Extension Office.
- Low Input Conversion of CRP Land to a High Profitability Management -- Riverland CC at Spring Valley and Fillmore County Extension Service.
- Farm Business Management -- South Central TC and North Mankato and Blue Earth County Extension Service, identifying new opportunities for cooperation on educational programs related to agriculture.
- Small Fruit Conference -- Northland CTC, Lake Superior College, and St. Louis County Extension, an annual event to disseminate information on pest control, nutrient management, winter injury and managing risk on small fruit farms.
- Prairie Region Dairy Profit Team -- Alexandria TC, Ridgewater CTC, Central Lakes College, Northland CTC, and Wilken County Extension Service, provides dairy diagnostic services to 40 dairy farms in west central Minnesota.
- Winning the Game: Profitable Strategies for Marketing Grain -- Nicollet County Extension Service and six local teaching teams from MnSCU colleges in southcentral Minnesota, pilot program in utilizing seasonal trends and price differences to make marketing decisions.
- "MARL" Minnesota Agriculture and Rural Leadership Program -- Southwest State and Minnesota Agriculture and Rural Leadership Program, a two-year program, new in 2001, to develop skills of

agricultural and rural leaders.

#### Children and Youth, and Health

- Maternal and Child Health, education of at-risk teen mothers -- Dakota County TC and Dakota County Extension, brings nutrition and parenting education to students who are learning English as a second language.
- ServSafe Food Safety Certification Program -- Southeast TC Winona and Houston County Extension, has certified over 300 food service workers in SE Minnesota.
- In development with SSU and area schools -- Native Prairie Curriculum for K-6 students
- Caring for Kids annual conference, with SCTC, for child care providers, educators, and parents.

#### Workforce Readiness

- Telework for Rural Families in NW Minnesota, with MnSCU representatives, helps develop workforce capabilities for rural citizens to work from their homes;
- Fillmore County School-to-Work program with RCTC and Winona Vo-Tech provides education and workforce preparation for all learners, tied to the needs of a competitive workplace (offered in every county).

#### Strengthening Communities and Economic Development

- Winning the Game: Profitable Strategies for Marketing Grain -- Southcentral TC and Nicollet County Extension Office, involved 70 evaluations from farmers listing their pre-harvest marketing intentions.
- The Northwest Telework Partnership -- Northland C&TC, Thief River Falls and Northwest TC, and Polk County Extension Office, to foster employment of people in good-paying jobs with emphasis on utilizing information technology. Includes focus on e-commerce business development, and on telework training.

#### **Higher Education Programs in Rochester**

In early 1999, MnSCU and the University jointly developed a set of principles to guide the strategic expansion of higher education in Rochester. These principles, approved by the Boards of both systems, included the following key points: the University will establish a non-residential branch campus in Rochester, lead by a senior academic officer; the University will assume leadership for upper division and graduate programs; this expansion will depend on continued expansion of partnerships with MnSCU institutions and with the Mayo Clinic and other businesses; program expansion will match community and industry needs and will leverage the University's unique research strengths in allied health, technology, education, social services and professional fields; and technology will be utilized to leverage and extend resources.

The 1999 higher education legislation called for the University, working with MnSCU, WSU, and RCTC, to submit an academic plan for Rochester by January 2000. This report, *Partnerships for the 21<sup>st</sup> Century: Academic Plan for Rochester, Minnesota*, analyzed demographic and enrollment trends and projections and academic needs. The report further proposed a strategic approach to mission differentiation, leadership and governance structure, and described a short- and long-term strategy for the University and MnSCU in Rochester for academic programs and physical plant needs.

Each institution contributes mission-related strengths to multiply the opportunities for students in Rochester.

- Rochester Community and Technical College offers lower division academic programs and technical programs that readily respond to workforce needs.
- These programs are complemented by the upper division liberal education and selected professional programs offered by Winona State University.
- These resources are further augmented by the professional upper division, graduate,

professional degrees, technology-transfer and outreach programs offered by the University of Minnesota.

- An expanded technology center will ensure that the University Center Rochester offers state-of-the-art course delivery to local students as well as serving as a testbed for the use of learning technology to reach students at more distant locations.

In summer 2000, the University appointed a permanent Provost to lead its academic programs in Rochester. Joint academic planning by the University, RCTC, WSU, and the Mayo Clinic is underway (see attached list of current programs and programs under development).

By December 2001, the TelePro project will be completed, positioning UCR as a center for extending education to the Rochester community and beyond through telecommunications. UCR's teaching and learning telecommunications hub will create a community education network that will link businesses, community sites, and K-12 schools to higher education. A new position, Associate Provost of Information Technology and Distributed Learning, has been created to support this effort.

Through collaborative planning and governance, with clearly defined missions, leadership, and responsibilities, the partner institutions are working together to leverage resources, avoid duplication, and build the market to provide higher education programs that match the needs of the greater Rochester community.

## **Information Technology Resources**

### ISEEK Solutions

In fall 1999, the Minnesota Virtual University (MnVU) and the Internet System for Education and Employment Knowledge (ISEEK) were merged into a single entity, ISEEK Solutions. This system, housed at MnSCU, will be the Internet Web portal for Minnesota citizens seeking access to learning opportunities, job openings, and career information.

ISEEK is a one-stop career information Website where learners can explore career paths and find current job openings in Minnesota. It aims to provide a common catalogue of course information for learners about degree programs, courses, certificate and personal enrichment classes, which will also link to registration sites of member institutions/providers. It will provide a Course Applicability System (CAS) -- student-driven Web access to transfer, articulation, and degree audit information.

The Executive Committee for ISEEK Solutions is broadly representative, including the University of Minnesota; MnSCU; Department of Children, Families, and Learning; Department of Economic Security; Higher Education Services Office; Governor's Workforce Council; Department of Trade and Economic Development; and the Minnesota Private College Council. A joint powers agreement was signed in fall 2000 to guide this inter-agency/institutional partnership.

## **Library Resources**

### Digital Library Consortium

Recently awarded a planning grant by the Department of Children, Families and Learning, this consortium of libraries at St. Cloud, Winona, Mankato, and UMTC, and MINITEX, will develop plans for greater interlibrary cooperation including creation of a virtual digital library for Minnesota.

### Information and Referral Service

Libraries at UMTC, UM Duluth, RCTC, WSU, MSU-Mankato, MINITEX, and several public library systems are developing a reference question management software system that will allow for the seamless exchange of reference transactions between cooperative reference partners. UMTC will host the software for the participants in the project.

### MnLINK

The University of Minnesota and MnSCU Libraries continue their strong support of and leadership for the MnLINK Project, a partnership among academic, public, and K-12

libraries state-wide, with funding responsibility in HESO. The MnLINK Gateway, which "went live" in March 1999, provides access to the library catalogs of the University campuses, MnSCU institutions, state agencies, and Twin Cities and regional public library systems, as well as some private colleges and several K-12 school systems. Users can search the catalogs and a selected set of databases using a common interface. The MnLINK integrated library system will replace current systems used by all these partners.

#### Minnesota Library Access Center

The new Center (Elmer Andersen Library) is a climate-controlled shared depository, opened in 2000, for infrequently used library materials. Minnesota State University Mankato will deposit such materials in the Access Center. The dean/director of libraries at Bemidji SU, MSU Moorhead, St. Cloud SU, and WSU serve on the advisory board of the Access Center.

#### MINITEX Library Information Network

A legislative appropriation supports this network, housed in the University Libraries. This network has leveraged to an extraordinary degree the print-on-paper subscriptions owned by the UMTC libraries. These include access to the 30 American Chemical Society Journals owned by the University Libraries, with full text for MnSCU academic libraries at Bemidji, Mankato, Moorhead, Normandale CC, Southwest State, St. Cloud, and Winona. The UMTC Biomedical Library's server has been used for three years to provide access to MnSCU libraries with Nursing programs on campus. Now moved to the Internet, these programs have access to 28 full-text nursing journals.

For additional information about these library resources, go to <http://research.lib.umn.edu> or <http://tutorial.lib.umn.edu>.

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## **IV. Collaborative Academic Programs, Approved and in Development**

The listing below is sorted by location of partnership institutions to show the state-wide distribution of MnSCU and U of M collaborations. Program types are defined as follows:

Collaborative Undergraduate Programs ("Collab") are "2 + 2" agreements between the U of M and MnSCU that allow students in residence at one system's institutions to apply approved coursework toward completion of degree programs from the other system. Applied Baccalaureate Programs ("Applied),

developed in partnership with MnSCU community colleges, allow students to build focused U of M baccalaureate programs on approved community college coursework, and to complete the programs on MnSCU campuses.

U of M Graduate/Professional Programs ("Grad/Prof") in Collaboration with MnSCU allow students to complete U of M graduate and professional programs while resident at MnSCU institutions.

## Joint University of Minnesota/MnSCU Academic Programs

### New and Continuing Programs

*[Programs added in 2000-01 are listed in italics.]*

<u>MnSCU Campus(s)</u>	<u>U of M Campus</u>	<u>Degree</u>	<u>Title</u>	<u>Type</u>
<i>Anoka-Hennepin TC</i>	<i>UMC</i>	<i>BS</i>	<i>Plant Industries Management</i>	<i>Collab</i>
<i>Anoka-Hennepin TC</i>	<i>UMC</i>	<i>BS</i>	<i>Golf Facilities and Turf Systems</i>	<i>Collab</i>
Bemidji SU	UMC	BS	Accounting	Collab
Bemidji SU	UMC	BS	Early Childhood Program Management	Collab
Bemidji SU	UMC	BS	Natural Resources Law Enforcement	Collab
<i>Central Lakes College</i>	<i>UMTC</i>	<i>BS</i>	<i>Agricultural Education</i>	<i>Collab</i>
Fergus Falls CC	UMC	BS	Agribusiness	Collab
Fergus Falls CC	UMTC	BAS	Clinical Lab Science	Applied
Fond du Lac T/CC	UMD	BS	Computer Science	Collab
Fond du Lac T/CC	UMD	BA	Criminology	Collab
<i>Fond du Lac Tribal &amp; CC</i>	<i>UMTC</i>	<i>BS</i>	<i>Environmental Science</i>	<i>Collab</i>
Hibbing CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Hibbing CC	UMD	BS	Biology	Collab
Hibbing CC	UMD	BS	Cell Biology	Collab
Hibbing CC	UMD	BS	Chemical Engineering	Collab
Hibbing CC	UMD	BS	Chemistry	Collab
Hibbing CC	UMD	BS	Computer Science	Collab
Hibbing CC	UMD	BS	Electrical and Computer Engineering	Collab
Hibbing CC	UMD	BS	Geology	Collab
Hibbing CC	UMD	BS	Industrial Engineering	Collab
Hibbing CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Hibbing CC	UMD	BS	Physics	Collab
Hibbing CC	UMD	BS	Accounting	Collab
Hibbing CC	UMD	BS	Business Administration	Collab
Hibbing CC	UMD	BS	Management Information Systems	Collab
Hibbing CC	UMD	BS	Economics	Collab
Hibbing CC	UMD	BA	Sociology	Collab
Hibbing CC	UMD	BA	History	Collab
Hibbing CC	UMD	BA	Criminology	Collab
Inver Hills CC	UMTC	BAS	Applied Business	Applied
Inver Hills CC	UMTC	BAS	Construction Management	Applied

Inver Hills CC	UMTC	BAS	Emergency Health Services	Applied
Inver Hills CC	UMTC	BAS	Network Administration	Applied
Itasca CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Itasca CC	UMD	BS	Biology	Collab
Itasca CC	UMD	BS	Cell Biology	Collab
Itasca CC	UMD	BS	Chemical Engineering	Collab
Itasca CC	UMD	BS	Chemistry	Collab
Itasca CC	UMD	BS	Computer Science	Collab
Itasca CC	UMD	BS	Electrical and Computer Engineering	Collab
Itasca CC	UMD	BS	Geology	Collab
Itasca CC	UMD	BS	Industrial Engineering	Collab
Itasca CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Itasca CC	UMD	BS	Physics	Collab
Itasca CC	UMD	BS	Accounting	Collab
Itasca CC	UMD	BS	Business Administration	Collab
Itasca CC	UMD	BS	Management Information Systems	Collab
Itasca CC	UMD	BS	Economics	Collab
Itasca CC	UMTC	BS	Wood and Paper Science	Collab
Lake Superior College	UMD	BS	Computer Science	Collab
Lake Superior College	UMD	BS	Health Education	Collab
Lake Superior College	UMD	BS	Information Systems and Technology	Collab
Lake Superior College	UMD	BS	Accounting	Collab
Mesabi Range CTC	UMD	BS	Biochemistry and Molecular Biology	Collab
Mesabi Range CTC	UMD	BS	Biology	Collab
Mesabi Range CTC	UMD	BS	Cell Biology	Collab
Mesabi Range CTC	UMD	BS	Chemical Engineering	Collab
Mesabi Range CTC	UMD	BS	Chemistry	Collab
Mesabi Range CTC	UMD	BS	Computer Science	Collab
Mesabi Range CTC	UMD	BS	Electrical and Computer Engineering	Collab
Mesabi Range CTC	UMD	BS	Geology	Collab
Mesabi Range CTC	UMD	BS	Industrial Engineering	Collab
Mesabi Range CTC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Mesabi Range CTC	UMD	BS	Physics	Collab
Mesabi Range CTC	UMD	BS	Accounting	Collab
Mesabi Range CTC	UMD	BS	Business Administration	Collab
Mesabi Range CTC	UMD	BS	Management Information Systems	Collab
Mesabi Range CTC	UMD	BS	Economics	Collab
Mesabi Range CTC	UMD	BA	Geography	Collab

Mesabi Range CTC	UMD	BA	Sociology	Collab
Mesabi Range CTC	UMD	BA	History	Collab
Mesabi Range CTC	UMD	BA	Criminology	Collab
Metro State U, Minneapolis CC	UMTC		Preparing Future Faculty	Grad/Prof
<i>Minnesota State University-Mankato; Winona State U Minnesota West C TC</i>	<i>UMTC</i>	<i>Ed.D.</i>	<i>Educational Policy and Administration [delivered at UCR]</i>	<i>Grad/Prof</i>
	<i>UMTC</i>	<i>BS</i>	<i>Agricultural, Food, and Environmental Education</i>	<i>Collab</i>
Moorhead SU	UMM	BS	Global Studies Teaching	Collab
Moorhead SU	UMTC	BS	Technology	Collab
Moorhead SU	UMTC	M	Social Work	Grad/Prof
Moorhead SU, WSU	UMTC	MS	Nursing	Grad/Prof
North Hennepin CC	UMTC	BAS	Applied Business	Applied
North Hennepin CC	UMTC	BAS	Construction Management	Applied
North Hennepin CC	UMTC	BAS	Information Technology Infrastructure	Applied
North Hennepin CC	UMTC	BAS	Network Administration	Applied
<i>North Hennepin CC</i>	<i>UMTC</i>	<i>BS</i>	<i>Wood and Paper Science</i>	<i>Collab</i>
<i>Northland CTC</i>	<i>UMC</i>	<i>BS</i>	<i>Computer Information Systems</i>	<i>Collab</i>
<i>Northwest TC</i>	<i>UMC</i>	—	<i>Credit-based programming on corporate sites</i>	<i>Collab</i>
<i>Northwest TC</i>	<i>UMC</i>	<i>BS</i>	<i>Manufacturing</i>	<i>Collab</i>
Northwest Technical CC	UMC		UMC provides general education courses for associate's degree	Collab
Rainy River CC	UMD	BA	Criminology	Collab
Rainy River CC	UMD	BA	Sociology	Collab
Rainy River CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Rainy River CC	UMD	BS	Biology	Collab
Rainy River CC	UMD	BS	Cell Biology	Collab
Rainy River CC	UMD	BS	Chemical Engineering	Collab
Rainy River CC	UMD	BS	Chemistry	Collab
Rainy River CC	UMD	BS	Computer Science	Collab
Rainy River CC	UMD	BS	Electrical and Computer Engineering	Collab
Rainy River CC	UMD	BS	Geology	Collab
Rainy River CC	UMD	BS	Industrial Engineering	Collab
Rainy River CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Rainy River CC	UMD	BS	Physics	Collab
Rainy River CC	UMD	BS	Accounting	Collab
Rainy River CC	UMD	BS	Business Administration	Collab
Rainy River CC	UMD	BS	Management Information Systems	Collab
Rainy River CC	UMD	BS	Economics	Collab



Rainy River CC	UMD	BS	Outdoor/Environmental Education	Collab
Rainy River CC	UMTC	BS	Wood and Paper Science	Collab
Ridgewater CC	UMTC	BS	Agricultural Education	Collab
Ridgewater CC	UMC	BS	Animal Industries Management	Collab
Ridgewater CC	UMC	BS	Applied Management	Collab
Ridgewater CC	UMC	BS	Technical Studies	Collab
RCTC	UMTC	BAS	Applied Business	Applied
RCTC	UMTC	BAS	Emergency Health Services	Applied
RCTC	UMTC	BS	Environmental Horticulture	Collab
<i>RCTC, WSU</i>	<i>UMTC</i>	<i>BAS</i>	<i>Manufacturing Technology</i>	<i>Applied</i>
RCTC	UMTC	BS	Scientific and Technical Communication	Collab
SCSU	UMTC	Ed.D.	Educational Policy and Administration	Grad/Prof
<i>South Central TC</i>	<i>UMTC</i>	<i>BS</i>	<i>Agricultural Education</i>	<i>Collab</i>
SSU	UMTC	BS	Agricultural Industries and Marketing -- Agronomy Emphasis	Collab
SSU	UMTC	BS	Crops and Soils Resource Management	Collab
SSU	UMC	BS	Hotel, Restaurant, and Institutional Management (UM degree offered on SSU campus)	
SSU	UMTC	BS	Scientific and Technical Communication	Collab
Vermilion CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Vermilion CC	UMD	BS	Biology	Collab
Vermilion CC	UMD	BS	Cell Biology	Collab
Vermilion CC	UMD	BS	Chemical Engineering	Collab
Vermilion CC	UMD	BS	Chemistry	Collab
Vermilion CC	UMD	BS	Computer Science	Collab
Vermilion CC	UMD	BS	Electrical and Computer Engineering	Collab
Vermilion CC	UMD	BS	Geology	Collab
Vermilion CC	UMD	BS	Industrial Engineering	Collab
Vermilion CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Vermilion CC	UMD	BS	Physics	Collab
Vermilion CC	UMD	BS	Accounting	Collab
Vermilion CC	UMD	BS	Business Administration	Collab
Vermilion CC	UMD	BS	Management Information Systems	Collab
Vermilion CC	UMD	BS	Economics	Collab
Vermilion CC	UMD	BA	History	Collab
Vermilion CC	UMD	BA	Criminology	Collab
WSU, RCTC	UMTC	BA	English	Collab

### Programs in Development

<u>MnSCU Campus(es)</u>	<u>UM</u> <u>Campus</u>	<u>Degree</u>	<u>Title</u>	<u>Type</u>
Alexandria TC	UMTC	BAS	Clinical Lab Science	Applied
Anoka-Hennepin TC	UMC	BS	Manufacturing	Collab
Bemidji SU	UMTC	BS	Technology	Collab
Central Lakes CC	UMTC	BS	Agricultural Education	Collab
Central Lakes CC	UMTC	BS	Environmental Horticulture	Collab
Central Lakes CC	UMTC	--	Regional Partnership for Agroforestry	Collab
Fergus Falls CC	UMTC	BS	Agricultural Business	Collab
Fergus Falls CC	UMTC	BS	Agricultural Industries and Marketing	Collab
Fergus Falls CC	UMTC	BAS	Clinical Lab Science	Applied
Fergus Falls CC	UMTC	BS	Agricultural Education	Collab
Hennepin TC	UMC	BS	Manufacturing	Collab
Lake Superior College	UMTC	BAS	Clinical Lab Science	Applied
Mayo Clinic	UMTC	Ph.D.	Applied Doctorate in Clinical Audiology	Grad/Prof
Mayo Clinic	UMTC	Ph.D.	Communication Disorders	Grad/Prof
Mayo Clinic	UMTC	MS	Public Health	Grad/Prof
MSU-Mankato	UMTC	BS	Scientific and Technical Communication	Collab
North Hennepin CC	UMTC	BAS	Clinical Lab Science	Applied
Ridgewater CC	UMTC	BS	Food Science	Collab
Ridgewater CC	UMTC	--	Veterinary Technician Clinical Rotation	Collab
Mayo Clinic, Fairview- University Medical Center	UMTC	BAS	Radiation Therapy	Applied
RCTC	UMTC	BS	Agricultural Education	Collab
RCTC	UMTC	BAS	Information Technology Infrastructure	Applied
RCTC	UMTC	BS	Wood and Paper Science	Collab
RCTC	UMTC	BAS	Network Administration	Applied
RCTC, Mayo Clinic	UMTC	BAS	Respiratory Care	Applied
St. Cloud SU	UMTC	MS	Nursing	Grad/Prof
St. Paul TC	UMTC	BAS	Clinical Lab Science	Applied
South Central TC	UMTC	BS	Animal Production Systems	Collab
SSU	UMTC	BS	Crops and Soils Management	Collab
SSU	UMTC	BS	Agricultural Business	Collab

# APPENDIX C



# **THE MINNESOTA TRANSFER CURRICULUM**

The MN Transfer Curriculum is a unified response from public higher education to the changing needs of students. It offers to students high-quality general education and seamless progress toward a baccalaureate degree regardless of where they begin their education and where they finish.

**DESIGNED BY FACULTY  
REPRESENTATIVES of the**

**MN COMMUNITY COLLEGES  
MN STATE UNIVERSITIES**

**MN TECHNICAL COLLEGES  
UNIVERSITY OF MINNESOTA**

February 1994



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## **PREFACE**

The Minnesota Transfer Curriculum is a collaborative effort among all two- and four-year public colleges and universities to help students transfer their work in general education.

Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other institution. Students who complete a curriculum are certified in the ten areas of competency by faculty at the sending institution.

Students who choose not to complete a transfer curriculum will continue to have their courses evaluated for transfer by existing lists of course equivalencies.

Admission to any institution is an issue separate from transfer. All transfer students must continue to meet admission requirements (usually a grade point average for institutions or prerequisites for specific programs) when they transfer.

**This document has four parts:**

- Section I, "Student Transfer -- a New Approach"** reviews the changes that led to definition of a new transfer curriculum and the faculty guidelines that shaped it.
- Section II, "The Minnesota Transfer Curriculum,"** provides detail about the competencies expected for general education that will transfer.
- Section III, "Structures to Support the Transfer Curriculum,"** explains the faculty communication network that will support successful student transfer.
- Section IV, "Implementation Steps and Timetable,"** outlines the key steps and the timetable for implementing the transfer curriculum across all four public systems of higher education.

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# I. STUDENT TRANSFER – A NEW APPROACH

Student transfer of credit is an important issue for higher education in Minnesota and most other states. Changes in student attendance patterns and more requests for transfer of credit have led to changes in the policies and agreements for the credits most often transferred across systems and intersystem: those in lower-division "general education" or "liberal education." Those credits are the focus of the Minnesota Transfer Curriculum.

In the past, when transfers were few in number, they could be handled with relative ease by faculty and staff advising individual students who sought assistance in transfer planning. At the time of transfer, a student presented a transcript; it was reviewed by an admissions officer or registrar and a decision was made. Informal contacts between admissions staff in various colleges provided answers for questions about the nature and content of course work. With more students choosing to transfer, emphasis shifted during the 1980s to development of formal agreements designed to cover larger groups of students.

These agreements were progressive for their time and worked well for students who followed the pathways, but they do not adequately serve the needs of the 1990s transfer student. The problems apparent in the 1980s agreements include: confusion caused by too many transfer agreements, the lack of agreements between four-year institutions, and too little attention to the quality and coherence of general education for those students who attend more than a single institution. These drawbacks are compounded by continued growth in the number of college students and by increasing variety in patterns of attendance. Today's students are more likely to work part-time, stop out along the way to a degree, travel, move, begin at a two-year college; transfer from one four-year institution to another, change a major and, as a reflection of the nation's demographics, to be more representative of our country's growing racial and ethnic variety. Therefore, the policies and agreements developed for the 1980s are in need of revision.

In 1991, Minnesota's four public higher education systems (the University of Minnesota, the State University System, the Community College System and the Technical College System) began planning a new approach to transfer. Under the "academic model for transfer" as it is called in national research, faculty and staff in all colleges and universities view transfer of credits and student success as a responsibility they share with students.

## Changing needs

*Transfer in the 1970s and 1980s*

*Change in students*

## New responses

*Transfer in the 1990s*

*The "academic model":  
shared responsibility*

The Minnesota plan for transfer spells out responsibilities for student transfer of credit. Systems' chief academic officers, who develop boards' and regents' policies that address curriculum and transfer, establish a common agenda and set goals. Faculty meet across systems to compare courses and programs, to discuss teaching issues, and to coordinate their expectations of student performance. Student services staff provide students with clear information and simplified transfer processes. Collection and analysis of data on transfer student performance and progress provide information on how well transfer works. This new approach to transfer is driven by two considerations: (1) assurance of a quality educational experience across institutions and (2) a student-centered focus that requires institutions to help students plan for transfer and facilitate their progress.

*System and faculty participation*

*Quality experience, student focus*

Even as the new transfer agenda was being defined, the 1991 Minnesota State Legislature raised the transfer issue in legislative committee meetings. Legislators were responding to constituents who generally complained about loss of credits when they transferred or about complicated procedures and rules regarding credit transfer. The perception, neither supported nor refuted by the data available on transfer, seemed to be that problems were numerous. Several possible solutions were familiar to legislators: plans enacted in other states such as common course numbering systems, course equivalency guides available to students electronically, and legislated transfer pathways. The result in 1991 legislation was a mandate by the Legislature to the Higher Education Advisory Council:

**Legislative concerns**

*Concerns, possible solutions*

*Mandate*

"By September 15, 1991, the higher education advisory council shall resolve differences and inconsistencies within and among the post-secondary systems relating to educationally sound transfer of credit policies, including system policies on the award of credits, transferability of general education components, use of tests for determining credit or proficiency, development of a transfer curriculum to satisfy lower division requirements, and provision and use of appeals processes. Each system also shall review and update its existing credit transfer policy. The post-secondary systems shall devise and implement procedures for exchanging information that documents the performance and progress of individual students who transfer between systems. The legislature intends that credit transfer policies provide for the broadest and most simple mechanisms that are feasible while protecting the academic quality of institutions and programs." (Ed.: Underlining added) *Laws of Minnesota, 1991, Ch. 356, Art. 2., Sec. 8.*

Work on the new transfer agenda progressed and a report on that progress was delivered to members of the Senate Finance Committee (Higher Education Division) and the House Appropriations Committee (Education Division) on Monday, September 16, 1991. In December, 1991, the Chancellors of the Minnesota State University System, the Minnesota Community College System, the Minnesota Technical College System and the President of the University of Minnesota signed a joint agreement committing their systems to accept responsibility for transfer and to implement a common transfer agenda. That agreement and an overview of the full transfer agenda are in Appendices A and C.

## The transfer agenda

*Systems' agreements*

## Definition, guidelines, and design of a transfer curriculum

The Minnesota Transfer Curriculum is the means by which students transfer their completed lower division general education work at one public college or university to meet lower division general/liberal education requirements at any public college or university in Minnesota. The specified transfer curriculum would be accepted as a package. This approach allows for transfer of general education from two-year colleges to universities or for transfers from one university to another.

All such "packaged courses" or transfer curricula must be certified by the faculty of the sending institution as meeting the goals and student competencies for general education agreed to by representatives of all public higher education systems.

### THE TRANSFER CURRICULUM

- is -- based on broad goals and student competencies for lower-division general education
- is NOT -- a specified number of credits earned in each curriculum area
- is -- general education courses selected by each institution's faculty to teach skills, meet knowledge objectives, and address broad interdisciplinary themes
- is NOT -- a list of core required courses
- is -- transferred as a package
- is NOT -- reviewed course by course for acceptance by the receiving college
- is -- good for transfers between systems and between institutions within systems
- is NOT -- limited to transfers from two-year to four-year institutions/systems

### Definition

*Lower-division  
general education*

*Faculty-certified*

*Common goals,  
competencies*

*Faculty-designed*

*A package*

*College to university  
University to university*

is -- a statewide system-to-system agreement  
is NOT -- an institution-to-institution agreement

*Statewide agreement*

"Universities" refers to the University of Minnesota and the seven universities in the State University System. "Two-year colleges" refers to community colleges and technical colleges. Only two technical colleges offer general education for transfer. All others have cooperative agreements whereby community colleges or universities provide the general education courses required in an associate in applied science degree program.

The following are guidelines for establishing a transfer curriculum. Recommended by faculty and staff, they have been accepted by all public systems.

- A. All systems working together will determine the goals and student competencies. A minimum of 60 quarter credits in general education will be required for each institution's transfer curriculum.
- B. Each college or university's transfer curriculum will be developed by its faculty to meet the goals and competencies accepted by all systems.
- C. There will be some differences in each faculty's approach to designing a transfer curriculum. That is, the ends or goals are the same, but the means may vary.
- D. Some institutions may choose to achieve some competencies through an "integrated" approach where the competencies are addressed in courses across the curriculum. Specifying a minimum of 60 quarter credits does not imply that there is a direct correspondence between areas of emphasis and individual courses.
- E. The expectation of all institutions is equivalent learning in comparable courses or programs.
- F. The community colleges' associate in arts (AA) degrees will be designed to meet the goals of the transfer curriculum.
- G. Transfer arrangements will be made for general education (usually 32-45 quarter-credits) required by associate in applied science (AAS) degree programs. AAS students at all but two technical colleges take their general education courses from community colleges, state universities, or a branch of the University of Minnesota.

## Guidelines

*60 quarter-credit  
minimum*

*Faculty-developed  
Common goals*

*Flexibility*

*Relationship-courses,  
credits*

*Equivalent, comparable*

*Associate in Arts*

*Associate in Applied  
Science*

- H. Each associate in science (AS) degree transfers as a package to a specific baccalaureate program. Because each AS is designed to fulfill specified prerequisites (e.g. engineering, nursing), continued use of articulation agreements is the transfer method of choice.
- I. Each faculty will certify its students' satisfactory completion of its institution's transfer curriculum (or confer an associate in arts degree). Certification represents a student's attainment of the goals and student competencies of the Transfer Curriculum.
- J. Completion of an institution's identified transfer curriculum (or an associate in arts degree) will satisfy the lower-division general education requirements at any public university.
- K. Universities will set any upper division general education requirements so that students who complete a transfer curriculum will not be required to take any more general education credits than a native student in the same degree program would be required to take.
- L. Some institutions will have graduation requirements that are not part of general education or part of a major.
- M. All prior system or institutional transfer agreements are assumed to be in effect unless or until action is taken to replace or cancel them. *(See list in appendix B.)*

### *Associate in Science*

### *Competency certified*

### *Lower-division general education*

### *Other general education*

### *Graduation requirements*

### *Prior transfer agreements*

The MN Transfer Curriculum (MNTC) is designed by faculty representatives from the systems that will use it: the Minnesota Community College System, the Minnesota State University System, the Minnesota Technical College System, and the University of Minnesota. The MNTC consists of goals, competencies, and a minimum credit requirement. It remains the prerogative of individual faculties to determine how their curriculum will meet the goals and competencies.

The timeline in Section IV of this document fully delineates past, present, and future processes for development of the MNTC. Since July of 1991, faculty representatives from the four systems have gathered at meetings and workshops to discuss the total transfer curriculum and to draft the goals and competencies presented in Section III. Recent efforts of many colleges and universities to revise their general/liberal education curricula serve as a foundation for the transfer curriculum design.

## **Design**

### *Development by faculty*

### *Development process*

### *Basis for design*



It is the responsibility of each institution's faculty to review their current approach to general/liberal education, to assess it in light of the MN Transfer Curriculum, and to determine how the MNTC will be implemented on their campus. The intent of the MNTC is to assure a consistent approach to general/liberal education across the state's four systems; it does not mandate a core of courses and does not impose maximum credit limits. Institutional/faculty autonomy is preserved through campus determination of course development and competency fulfillment. The campus faculty curriculum committees are supported by a communication network of articulation councils made up of faculty from each of the systems and representing a single discipline or program area (see Section III). Throughout the design process, and when the transfer curriculum is implemented, these councils, along with an intersystem faculty oversight committee, will provide ongoing networking, review, and oversight of the MNTC.

Faculty members are encouraged to participate in the design process through the mechanisms appropriate on their campuses or within the systems.

*Affirmation of faculty responsibility*

*Curriculum flexibility*

*Discipline/program input*

*Faculty input*

## **II. THE MINNESOTA TRANSFER CURRICULUM**

### **Goals and Student Competencies**

---

#### **Foreword**

The transfer curriculum commits all public colleges and universities in the state of Minnesota to a broad educational foundation that integrates a body of knowledge and skills with study of contemporary concerns -- all essential to meeting individuals' social, personal, and career challenges in the 1990s and beyond. The competencies people need to participate successfully in this complex and changing world are identified. These competencies emphasize our common membership in the human community; personal responsibility for intellectual, lifelong learning; and an awareness that we live in a diverse world. They include diverse ways of knowing -- that is, the factual content, the theories and methods, and the creative modes of a broad spectrum of disciplines and interdisciplinary fields -- as well as emphasis on the basic skills of discovery, integration, application and communication. All competencies will be achieved at an academic level appropriate to lower-division general education. There are ten areas of emphasis:

- |  |                                     |
|--|-------------------------------------|
| 1. Communication                                     | 6. The Humanities and Fine Arts     |
| 2. Critical Thinking                                 | 7. Human Diversity                  |
| 3. Natural Sciences                                  | 8. Global Perspective               |
| 4. Mathematical\Logical Reasoning                    | 9. Ethical and Civic Responsibility |
| 5. History and the Social<br>and Behavioral Sciences | 10. People and the Environment      |

Students who complete a transfer curriculum will be expected to use computers, libraries, and other appropriate technology and information resources. Institutions should assure integration of these skills in courses throughout the general education curriculum.

## 1. COMMUNICATION

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

### Student competencies:

Students will be able to

- a. understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- b. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- c. locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- d. select appropriate communication choices for specific audiences.
- e. construct logical and coherent arguments.
- f. use authority, point-of-view, and individual voice and style in their writing and speaking.
- g. employ syntax and usage appropriate to academic disciplines and the professional world.

## 2. CRITICAL THINKING

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

### Student competencies:

Students will be able to

- a. gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- b. imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems
- c. analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- d. recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.



### 3. NATURAL SCIENCES

**Goal:** To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

#### Student competencies:

Students will be able to

- a. demonstrate understanding of scientific theories.
- b. formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- c. communicate their experimental findings, analyses, and interpretations both orally and in writing.
- d. evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

### 4. MATHEMATICAL/LOGICAL REASONING

**Goal:** To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra. (*Recommendation from the intersystem Mathematics Articulation Council. Adopted by all systems in February 1992.*)

#### Student competencies

Students will be able to

- a. illustrate historical and contemporary applications of mathematical/logical systems.
- b. clearly express mathematical/logical ideas in writing.
- c. explain what constitutes a valid mathematical/logical argument (proof).
- d. apply higher-order problem-solving and/or modeling strategies.

---

**5. HISTORY AND THE  
SOCIAL AND  
BEHAVIORAL-  
SCIENCES**

**Student competencies**

**Goal:** To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to

- a. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- b. examine social institutions and processes across a range of historical periods and cultures.
- c. use and critique alternative explanatory systems or theories.
- d. develop and communicate alternative explanations or solutions for contemporary social issues.

---

**6. THE HUMANITIES  
AND FINE ARTS**

**Student competencies**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to

- a. demonstrate awareness of the scope and variety of works in the arts and humanities.
- b. understand those works as expressions of individual and human values within an historical and social context.
- c. respond critically to works in the arts and humanities.
- d. engage in the creative process or interpretive performance.
- e. articulate an informed personal reaction to works in the arts and humanities.

---

## **7. HUMAN DIVERSITY**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

### **Student competencies**

**Students will be able to**

- a. understand the development of and the changing meanings of group identities in the United States' history and culture.
- b. demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- c. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- d. describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- e. demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

---

## **8. GLOBAL PERSPECTIVE**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

### **Student competencies:**

**Students will be able to**

- a. describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- b. demonstrate knowledge of cultural, social, religious and linguistic differences.
- c. analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- d. understand the role of a world citizen and the responsibility world citizens share for their common global future.

## **9. ETHICAL AND CIVIC RESPONSIBILITY**

### **Student competencies**

**Goal:** To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

### **Students will be able to**

- a. examine, articulate, and apply their own ethical views.
- b. understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- c. analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- d. recognize the diversity of political motivations and interests of others.
- e. identify ways to exercise the rights and responsibilities of citizenship.

## **10. PEOPLE AND THE ENVIRONMENT**

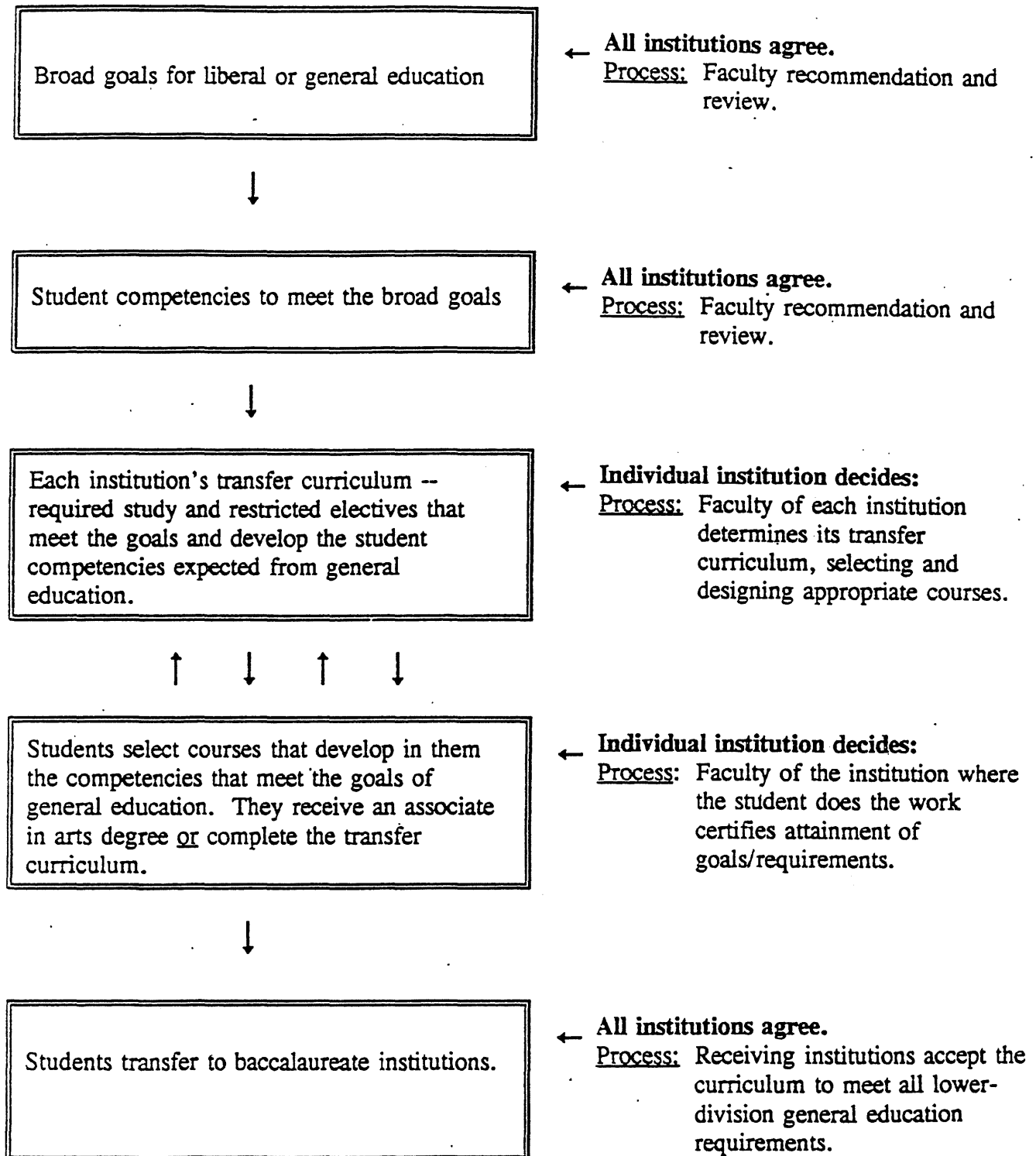
### **Student competencies:**

**Goal:** To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

### **Students will be able to**

- a. explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- b. discern patterns and interrelationships of bio-physical and socio-cultural systems.
- c. describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- d. evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- e. propose and assess alternative solutions to environmental problems.
- f. articulate and defend the actions they would take on various environmental issues.

## HOW THE TRANSFER CURRICULUM WORKS





### III. STRUCTURES TO SUPPORT MAINTENANCE OF THE TRANSFER CURRICULUM

**PURPOSE OF THE COMMITTEE:** The committee's purpose is to review implementation of the Minnesota Transfer Curriculum (MNTC) -- providing oversight that assures appropriate, high quality general education for students who transfer within the four public post-secondary systems.

**RESPONSIBILITIES:** The committee will review and report to the systems on the functioning of the MN Transfer Curriculum. Review and reporting will include the following:

- a. Development of criteria to evaluate the functioning of the Transfer Curriculum.
- b. Monitoring of data on transfer students' performance.
- c. Identification and discussion of faculty issues and concerns relating to the Transfer Curriculum.

**RELATIONSHIP TO OTHER GROUPS:** There should be an active relationship between the "No Name Committee" and the Oversight Committee. Members of the Oversight Committee will be appointed by usual system procedures and charged by the council of chief academic officers or "No Name" Committee.

**MEMBERSHIP:** Following their approval of the MN Transfer Curriculum proposal, each system will appoint two faculty members representing different knowledge areas and one administrator from academic affairs or instruction to the Oversight Committee.

**MEETINGS:** As needed to address responsibilities. Minimum twice a year.

**PURPOSE OF THE ARTICULATION COUNCILS:** Each articulation council -- an intersystem group of faculty members from a single discipline or program area -- is part of the structure for continuing faculty communication across system and institutional boundaries. The councils' purpose is to help build the essential base of knowledge, understanding, trust, and mutual respect that supports equitable treatment of students who transfer.

**RESPONSIBILITIES:** Articulation councils discuss course goals and content, pedagogy, student requirements, and issues of concern in each field. The goals are:

1. to improve articulation of disciplines and selected program areas,
2. to provide assurance of comparable, appropriate preparation of students across systems,
3. to recommend for systems' and institutions' consideration and adoption strategies to achieve 1 and 2.

#### **An Oversight Committee for the Minnesota Transfer Curriculum**

#### **Articulation Councils**



RELATIONSHIP TO OTHER GROUPS: Members are appointed by usual system procedures and charged by the council of chief academic officers or "No Name" Committee.

MEMBERSHIP: Presently, three or four faculty members from each system are appointed to each articulation council.

MEETINGS: As needed to address responsibilities, usually one to three meetings per academic year.

#### IV. IMPLEMENTATION STEPS, TIMETABLE

*Some of the activities completed July 1991 to February 1993*

1. A workshop for faculty and administrators from all systems identified broad goals and made recommendations concerning a MN Transfer Curriculum. *(July, 1991)*
2. Four intersystem regional workshops for faculty from all systems reviewed the proposal for a MN Transfer Curriculum. *(November, 1991)*
3. An articulation council met in mathematics and made recommendations that were accepted by all systems. *(Feb. 1992)*
4. Ten faculty groups met to draft student competencies in the skill/knowledge/theme areas of the curriculum. *(March - April, 1992)*
5. Each system's curriculum committees, task forces, or other groups concerned with general education critiqued the proposed goals and student competencies. *(Sept.-Oct., 1992)*
6. All systems' academic vice presidents or deans met to review the transfer initiatives. *(Sept. 1992)*
7. Faculty from all systems met in a general education workshop to review campus responses and make recommendations for draft 2 of the transfer curriculum. A credit minimum for general education was set at 60 credits. *(Oct. 1992)*
8. A committee of faculty from all systems met to redraft the Transfer Curriculum proposal, incorporating recommendations from the workshops and campus committees. *(Jan. 1993)*
9. Articulation councils met in composition, English, physics, biology, chemistry, psychology, and history. *(Nov. - May, 1993)*
10. Draft 2 of the transfer curriculum was distributed to all institutions for discussion. *(Mar. 1993)*

**Activities  
completed**



11. Colleges and universities held discussions of the proposed MN Transfer Curriculum. (Articulation Councils also discussed Draft 2. March to Oct., 1993)
12. Colleges and universities' faculty provided written responses to Draft 2. (November 1, 1993)
13. All written responses were reviewed by an intersystem faculty committee. Recommendations for a final version of the MNTC were sent to the chief academic officers. (Jan. 13 and 14, 1994)

#### 1994

February 1. Systems endorse of the MNTC for approval.

February 2. Adopting campuses begin work on design of their Transfer Curricula.

Spring 3. Additional articulation councils are appointed by the chief academic officers. Existing councils continue to meet.

Spring 4. The Intersystem MNTC Oversight Committee has its first meeting. Each system appoints two faculty members and one administrator to the committee.

Spring 5. Campuses begin work on design and implementation of the MNTC.

Fall 6. Systems complete the MNTC approval process. Initial implementation of the MNTC begins.

#### 1995

Fall 7. The MNTC is fully implemented.

### **Steps remaining**

## **APPENDICES**

# Minnesota Public Higher Education Transfer Agreement

**Preamble:** On December 7, 1991, we the Chancellors of the Community College System, the State University System, and the Technical College System, and the President of the University of Minnesota signed an agreement that the public higher education systems would operate in full partnership to accept the responsibility for making the transfer of credits from one institution to another a simpler, more predictable process for students. We further agreed to discharge this responsibility for transfer through a well-designed network of agreements and relationships represented by a four-part agenda that would include:

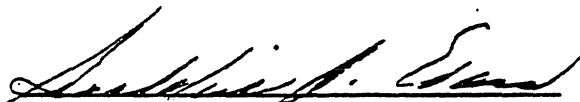
- The Minnesota Transfer Curriculum
- The Minnesota Standards and Procedures for Transfer
- The Minnesota Faculty Articulation Councils
- Improved collection and analysis of data on transfer

**Whereas:** Substantial progress has been made in the past two years: 1) Student services staff on all campuses implemented common standards for transfer. 2) Faculty developed a competency-based general education transfer curriculum to be offered and accepted by public colleges and universities. 3) Faculty councils are meeting in a number of disciplines to discuss curriculum and standards for general education. 4) Changes have been made in the collection and analysis of transfer data.


**Whereas:** It is essential that this progress continue through the organizational changes that will be part of the merger of three higher education systems.

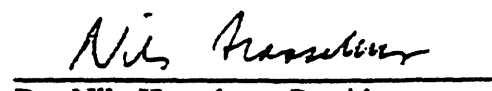
**Therefore:** We strongly affirm our continued support for the initiatives of the transfer agenda as they move toward full implementation on the campuses of Minnesota's public colleges and universities.

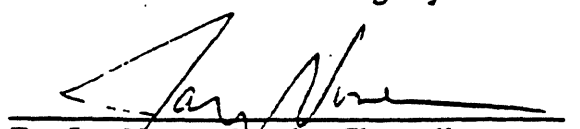
SIGNED ON THIS DAY: February 1, 1994

  
Dr. Geraldine Evans, Chancellor  
Minnesota Community College System

  
Dr. Terrence MacTaggart, Chancellor  
Minnesota State University System

  
Dr. Carole M. Johnson, Chancellor  
Minnesota Technical College system

  
Dr. Nils Hasselmo, President  
University of Minnesota

  
Dr. Jay Noren, Interim Chancellor  
Minnesota State Colleges and Universities

## **APPENDIX A-2**

# **Minnesota Public Higher Education Transfer Agreement**

**December 7, 1991**

**Preamble:** The state of Minnesota has established an array of higher educational institutions, including the University of Minnesota, State Universities, Community Colleges and Technical Colleges. The people of Minnesota and the Legislature expect and believe that these institutions operate in full partnership, with a broad understanding within each system of the degrees and programs offered by the others. Given this understanding, it follows that responsibility for making student transfers between institutions simple and efficient rests with the systems of higher education.

## **Statement of Agreement**

We, the undersigned, agree that the public higher education systems of Minnesota -- the University of Minnesota, State Universities, Community Colleges and Technical Colleges --

- accept the responsibility for making the transfer of credits from one institution to another a simpler, more predictable process for students,
- agree that accountability for making this process work rests with the higher education systems and institutions.

We agree to discharge this responsibility for transfer through a well-designed network of further agreements and relationships that honor the following principles:

### **Principles**

- All students, transfer and non transfer, will receive comparable treatment.
- Institutions will continue efforts to improve students' access to information about transfer and to simplify the processes of transfer.
- For their part, students will be expected to plan for transfer using the information and assistance available at all institutions.
- A standard of quality for general education will be insured across all systems.

Minnesota Public Higher Education Transfer Agreement

Page Two

- On each campus authorized by legislated mission and accredited to offer general education, faculty will develop coherent, educationally-sound curricula that meet the general education goals and objectives accepted by all systems.
- Faculty and administrators will have opportunities for communication across systems.
- The success of transferring students will be evaluated through the collection and analysis of performance data.


We further agree at this time to implement three initiatives that will be the foundation of our future efforts. They are:

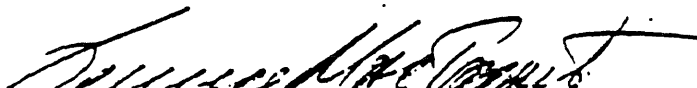
- ▶ The Minnesota Transfer Curriculum
- ▶ The Minnesota Standards and Procedures for Transfer
- ▶ The Minnesota Faculty Articulation Councils


Finally, we agree to submit this Agreement, with a recommendation for approval, to the governing boards of our college and university systems.

SIGNED ON THIS DAY: December 7, 1991

  
Dr. Gerald W. Christenson, Chancellor  
Minnesota Community College System

  
Dr. Carole M. Johnson, Chancellor  
Minnesota Technical College System

  
Dr. Terrence MacTaggart, Chancellor  
Minnesota State University System

  
Dr. Nils Hasselmo, President  
University of Minnesota

## APPENDIX B

# EXISTING TRANSFER AGREEMENTS

THESE WILL REMAIN IN PLACE UNLESS OR UNTIL ACTION  
IS TAKEN TO CHANGE OR REPLACE THEM.

### Agreements for transfer of the Associate in Arts degree.

With an Associate in Arts Degree, transfer students meet lower-division general education requirements at the following receiving institutions:

- a. the State Universities (1985)
- b. the University of Minnesota, College of Liberal Arts, Twin Cities (1991)
- c. the University of Minnesota, Morris or Duluth

### Joint admissions agreements

There are several dozen agreements between individual state universities and community colleges that allow students to submit one application and receive admission to a community college and deferred admission to a state university.

### Agreements for transfer of the Associate in Science degree

These agreements -- specific to a single program such as engineering or nursing -- are between community colleges and various state university and University of Minnesota programs. Each of the many agreements lays out the appropriate lower-division courses for a student preparing for admission to a specific upper-division program.

### Agreements for transfer of credits in the Associate of Applied Science degree program.

Articulation guides between community colleges and baccalaureate institutions specify course equivalencies for general education (and some occupational) courses. Policies developed by the State Universities and the Community College System allow for transfer of the general education courses in an associate in applied science degree program and for up to 24 additional electives that can include occupational courses. Transfer of occupational courses beyond the 24 elective credits must be approved by the receiving institution as equivalent to courses they offer. Presently, systems are working on an updated policy for design and transfer of the general education in associate in applied science programs.

# THE MINNESOTA TRANSFER AGENDA

## 1. The student experience

### STANDARDS AND PROCEDURES FOR TRANSFER

- common standards
- clear information
- transfer specialists
- student right of appeal
- hotline

FALL 1992

## 2. Faculty connections

### ARTICULATION COUNCILS

- faculty meetings
- improved communication
- quality assurance

1992, ONGOING

## 3. General education curriculum

### TRANSFER CURRICULUM

- common goals/competencies
- meets lower division general education requirements at any public institution
- faculty certification, oversight

BEGINNING, 1994

## 4. Transfer data collection

### DATA

- common data elements
  - analysis, exchange
- 1992, ONGOING

A joint project of Minnesota colleges and universities.



## APPENDIX D

The people who have participated in developing the concept, design, review, and redraft of the Minnesota Transfer Curriculum – The Office of Intersystem Collaboration is responsible for coordinating and staffing intersystem meetings and committees.  
November 1990 - January, 1994

### Transfer and Articulation Policy Committee, November 1990

#### MN Community Colleges

Frederick Capshaw, North Hennepin CC  
Neil Christenson, MN CC System  
Bruce Hixson, Lakewood CC  
Ron Williams, MN CC System

#### MN State Universities

Angie Bomier, Mankato SU  
Leslie Duly, Bemidji SU  
Linda Bunnell Jones, MN SU System  
Manuel Lopez, MN SU System

#### MN Technical Colleges

Craig Froke, MN TC System  
Helen Henrie, MN TC System  
Judy Neppel, East Grand Forks TC

#### University of Minnesota

Linda Ellinger, U of M  
Anne Hopkins, U of M  
Elaine Tyler May, U of M Twin Cities  
alt. Matt Dion, U of M Twin Cities  
James Preus, U of M Twin Cities

### Faculty Leadership/No Name Committee Dinner Meeting, February, 1991

#### Community Colleges

Neil Christenson MN CC System  
Elaine Hauff Mpls. CC  
Jerry Isaacs MN CC System  
John Jefferson Minneapolis CC  
Lawrence Litecky MN CC Faculty Assn.  
Ronald Williams MN CC System

#### State Universities

Carl Carlson Moorhead SU  
Stephen Frank St. Cloud SU  
Linda Bunnell Jones MN SU System  
Manuel Lopez MN SU System  
Mary Hickerson Inter Faculty Organization

#### MN Technical Colleges

Craig Froke MN TC System  
Helen Henrie MN TC System  
Mariys Howells St. Paul TC  
Anne Oderkirk Alexandria TC

#### University of Minnesota

W. Andrew Collins\* U of MN, Twin Cities  
Edward Foster U of MN  
Warren Ibele U of MN, Twin Cities  
Leonard Kuhl U of MN  
Kim Munholland U of MN, Twin Cities

### 1991 Summer Workshop on the Transfer Curriculum

#### Community Colleges

Terry Dilley Austin CC  
Bruce Hixson Lakewood CC  
Jerry Isaacs Inver Hills CC  
Larry Litecky Minneapolis CC  
Colleen Thompson Willmar CC  
Ron Williams MN CC System

#### Technical Colleges

Jeanette Daines MN TC System  
Craig Froke MN TC System  
David Hart Alexandria TC  
Helen Henrie MN TC System  
Mariys Howell St. Paul TC  
Dennis Schroeder Hutchinson TC  
Larry Shellito\* Alexandria TC

#### State Universities

Philip Keith St. Cloud SU  
Linda Lamwers St. Cloud SU  
Manuel Lopez MN SU System  
Louisa Smith Mankato SU

#### University of Minnesota

Leo Abbott U of M, Twin Cities  
Tom Clayton U of M, Twin Cities  
Ed Foster U of M, Twin Cities  
Jane Ollenburger U of M, Duluth  
Clark Starr U of M, Twin Cities  
Craig Swan U of M, Twin Cities

Nancy Wangen Intersystem Collaboration  
Jerry Gaff Consultant

### Regional Workshops on the Transfer Curriculum – November 1991

#### System representatives at all meetings:

Craig Froke, MTCS  
Ron Williams, MCCC  
Manuel Lopez\*, MSUS  
Linda Ellinger, U of M

Nancy Wangen, Intersystem Collaboration

\*invited, not in attendance



MN Community Colleges*November 4, Grand Rapids*

Jim Clarke  
Paul Kess  
Mike Meirick  
Kathy Nelson  
Isabelle Schmidt  
Pedro Rocha\*

*November 6, St. Cloud*

Ralph Jansen  
Kevin Halvorson\*  
Kenneth Peeders  
Sharon Fodness  
Virginia Portmann  
Stephen Long\*

Itasca CC  
Vermilion CC  
Itasca CC  
Vermilion CC  
Rainy River CC  
Mesabi CC

Willmar CC  
Willmar CC  
Fergus Falls CC  
Brainerd CC  
Fergus Falls CC  
Brainerd CC

*November 13, Eden Prairie*

Carlyle Davidscn  
Cheryl Frank  
John Kronholm  
Gary Langer  
Joe McCulloch  
Peter Meintsma  
Don Rebertus  
Marty Reibert  
Gayla Shoemake

*November 15, Mankato*

Cheryl Avenel-Navara  
Linda Balk  
Dale Carlson\*  
DeWaine Silker  
Gloria Vogt\*  
Val Swanson\*

Anoka Ramsey CC  
Inver Hills CC  
Minneapolis CC  
Lakewood CC  
Normandale CC  
Anoka Ramsey CC  
Normandale CC  
Inver Hills CC  
North Hennepin CC

Worthington CC  
Austin CC  
Worthington CC  
Rochester CC  
Rochester CC  
Willmar CC

\*invited, not in attendance

MN State Universities*November 4, Grand Rapids*

Rod Henry  
Dave Kingsbury  
Bea Knodel  
Ken Lundberg  
Carol Milowski  
Jon Quistgaard  
Kathryn Smith  
Maureen Thomas\*

*November 6, St. Cloud*

Carol Dobitz  
Ted Gracyk  
Al Greig\*  
Phillip Keith  
Linda Lamwers  
Sherwood Reid  
Annette Schoenberger  
Claudette Sutton

Bemidji SU  
Bemidji SU  
Bemidji SU  
Bemidji SU  
Bemidji SU  
Bemidji SU  
Bemidji SU  
Bemidji SU

Moorhead SU  
Moorhead SU  
St. Cloud SU  
St. Cloud SU  
St. Cloud SU  
St. Cloud SU  
St. Cloud SU  
Moorhead SU

*November 13, Eden Prairie*

Ralph Anderson  
David Crockett  
Cyndy Crist  
Mary Dressel  
Pat Lipetzky  
Mary Martin  
Gary Seiler

*November 15, Mankato*

Angie Bomier  
Lowell Eberwein  
Thad Radzilowski  
Doug Sweet  
Richard Wintersteen

Metro SU  
Metro SU  
MN SU System  
Metro SU  
Metro SU  
Metro SU  
Metro SU

Mankato SU  
Southwest SU  
Southwest SU  
Winona SU  
Mankato SU

MN Technical Colleges*November 4, Grand Rapids*

Mary Jacquart  
Diane McMillan\*  
Barb Lee  
Olive Goldesberry\*  
Tom Radtke  
Shirley Brekken\*

*November 6, St. Cloud*

Mike Cartie\*  
Bob Dobrenski  
Marlyn Freer  
Tom Girtz\*  
Janet Gullickson  
Kevin Halversen  
David Hart  
Joel Kennedy\*  
Don Pfeffer  
Don Rinke

Hibbing TC  
Duluth TC  
Bemidji TC  
Thief River Falls TC  
Eveleth TC  
East Grand Forks TC

Brainerd TC  
Detroit Lakes TC  
Wadena TC  
Staples TC  
St. Cloud TC  
Willmar TC  
Alexandria TC  
Pine TC  
Brainerd Staples TC  
Willmar TC

*November 13, Eden Prairie*

Jed Collier  
Mariys Howells  
Dianne Michels  
Pamela Fletcher  
Carl Petersen  
Dave Scheveland  
Arlynne Wolf

*November 15, Mankato*

Lavonne Bitu  
Dan Carlin  
Muriel Copp  
Mike Garry  
Dan Gordon  
Mary Kay Hohenstein  
Pam Liester  
Judy Lindman  
Kathy Monnet

Anoka TC  
St. Paul TC  
Minneapolis TC  
Hennepin TC, B. Pk  
Northeast Metro TC  
Hennepin TC, Ed.Pr.  
Dakota TC

Winona TC  
Riverland TC  
Red Wing TC  
Riverland TC  
SW TC, Pipestone  
Mankato TC  
Southwestern TC  
Riverland TC  
Riverland TC

Dennis Schroeder\*  
 Harriet Tufts\*  
University of Minnesota  
*November 4, Grand Rapids*  
 Richard Christenson  
 Rita Meyer  
 Robert Smith  
 Jane Ollenberger\*  
 Sharon Torrison\*  
 Paul Siders\*  
 Tom Wegren\*  
*November 6, St. Cloud*  
 Elizabeth Blake  
 Mary Ruth Brown

Hutchinson TC  
 Moorhead TC  
  
 U of M Crookston  
 U of M Crookston  
 U of M Crookston  
 U of M Duluth  
 U of M Duluth  
 U of M Duluth  
  
 U of M Morris  
 U of M Morris

Milt Paulsen  
  
 Stephen Granger  
 Michael Korth  
 Tom McRoberts\*  
 Donald Spring\*  
*November 13, Eden Prairie*  
 Thomas Clayton  
 Russell Hobbie  
 Clark Starr  
 Susan Wick  
 Sandra Featherman

Albert Lea TC  
  
 U of M Morris  
 U of M Morris  
 U of M Morris  
 U of M Morris  
  
 U of M, Twin Cities  
 U of M, Twin Cities  
 U of M, Twin Cities  
 U of M, Twin Cities  
 U of M, Duluth

# CC TRANSFER GROUPS, January 1992

Present at all meetings: Ron Williams, Bruce Hixson, MCCC; Nancy Wangen, Intersystem

Pete Meintsma Anoka-Ramsey CC  
 Melissa Juedes Anoka-Ramsey CC  
 Patty Wheeler Andrews Anoka-Ramsey CC  
 Elaine Beaudreau Anoka-Ramsey CC  
 Carlyle Davidsen Anoka-Ramsey CC  
 Phil Anderson ARCC/Cambridge  
 Linda Balk Austin CC  
 Al Mayotte Austin CC  
 Bob Ekstam Austin CC  
 Gene Auringer Austin CC  
 Terry Dilley Austin CC  
 Jane Rysavy Austin CC  
 David Dickinson Austin CC  
 Roger Boughton Austin CC  
 Steve Long Brainerd CC  
 Ray Frisch Brainerd CC  
 Larry Kellerman Brainerd CC  
 Pam Blanchard Brainerd CC  
 Sharon Fodness Brainerd CC  
 Al Holmes Brainerd CC  
 Liliana Hennis Brainerd CC  
 Tina Royer Brainerd CC  
 John DeVries Brainerd CC  
 Roger Vaughan Brainerd CC  
 Jim Casper Brainerd CC  
 Gene Jurgens Fergus Falls CC  
 Paul Carney Fergus Falls CC  
 Jim McDonald Fergus Falls CC  
 Ann Williams Fergus Falls CC  
 Richard Portmann Fergus Falls CC  
 Ann Rotto Fergus Falls CC  
 Arlin Nikolas Fergus Falls CC  
 Louise Pugh Fergus Falls CC  
 Jean McKenzie Fergus Falls CC  
 Art Nelson Fergus Falls CC  
 Dan True Fergus Falls CC  
 Cheryl Frank Inver Hills CC  
 Ken Becker Inver Hills CC  
 Sharon Speich Inver Hills CC  
 Marty Reibert Inver Hills CC  
 Connie Manos-Andrea Inver Hills CC  
 Gerald Strawmatt Inver Hills CC

Richard Voorhees Inver Hills CC  
 Marv Riedesel Inver Hills CC  
 Charles Meyerding Inver Hills CC  
 Lee Ann Joy Inver Hills CC  
 LaVerle McAdams Lakewood CC  
 Ken Grossmann Lakewood CC  
 John Crowley Lakewood CC  
 Patsy Lund Lakewood CC  
 Michael Nessel Lakewood CC  
 Richard Ehlenz Lakewood CC  
 Mary Aspnes Lakewood CC  
 Steve Kingsbury Lakewood CC  
 Ellie Slette Lakewood CC  
 Rosina Fieno Lakewood CC  
 Dave Godderz Lakewood CC  
 Sharon Hayenga Minneapolis CC  
 James Gabe Minneapolis CC  
 Janis Hollenbeck Minneapolis CC  
 John Kronholm Minneapolis CC  
 Lorrie Kohler Minneapolis CC  
 Kevin Kujawa Minneapolis CC  
 Norma Rowe Minneapolis CC  
 Parke Kunkle Minneapolis CC  
 Hugh Yamamoto Minneapolis CC  
 Josephine Reed-Taylor Minneapolis CC  
 Carol Brambl Minneapolis CC  
 Manley Olson Normandale CC  
 Jim Norman Normandale CC  
 Pat McGowan Normandale CC  
 Mike Wartman Normandale CC  
 Geneva Middleton Normandale CC  
 Thomas Kersten Normandale CC  
 Joe McCulloch Normandale CC  
 Nancy Stein Normandale CC  
 Don Rebertus Normandale CC  
 Janis Weiss North Hennepin CC  
 John Robertson North Hennepin CC  
 Njia Lawrence-Porter North Hennepin CC  
 Mary Winterbauer North Hennepin CC  
 Wayne Schmidt North Hennepin CC  
 John Winkelman North Hennepin CC

Jim Brothen	Inver Hills CC	Howard Olson	North Hennepin CC
Thomas Helget	Inver Hills CC	Bruce Lebus	North Hennepin CC
Jon Larson	Inver Hills CC	Patrick Downey	North Hennepin CC
Will Agar	North Hennepin CC	Karen Williamson	Rochester CC
Delmar Smith	North Hennepin CC	Ed Krautkremer	Rochester CC
Rick Nelson	Northland CC	Dick Dalluge	Willmar CC
Janet Aarness	Northland CC	Ivan Dusek	Willmar CC
John Doppler	Northland CC	Steve Enockson	Willmar CC
Barb Hauger	Northland CC	Chuck Gander	Willmar CC
Jack Haymond	Northland CC	Wayne Hulstein	Willmar CC
Jack Kramer	Northland CC	Ralph Jansen	Willmar CC
Deb Jacobson	Northland CC	Lynn Johnson	Willmar CC
Yolanda Martinez	Northland CC	Arlen Sjerven	Willmar CC
Jim Haviland	Northland CC	Val Swanson	Willmar CC
Sue Minnick	Northland CC	Larry Thiery	Willmar CC
Avis Dyrud	Northland CC	Colleen Thompson	Willmar CC
Kay Aune	Rochester CC	Richard Dalrymple	Worthington
Norm Reopelle	Rochester CC	CCRebecca Potts	Worthington CC
Al Hesse	Rochester CC	Krayton Stenzel	Worthington CC
Julie Goodman	Rochester CC	Nancy Wangen	Intersystem Collab.

#### Faculty Leadership/No Name Committee Dinner Meeting, February, 1992

##### Community Colleges

Neil Christenson	Lakewood CC
Terry Dilley	Austin CC
Bruce Hixson	MN CC System
Jerry Isaacs	Inver Hills CC
Lawrence Litecky	MN CC Faculty Assn.
Ronald Williams	MN CC System

##### State Universities

Carl Carlson	Inter Faculty Organization
Stephen Frank	St. Cloud SU
Linda Bunnell Jones	MN SU System
Manuel Lopez	MN SU System
Gunnar Wikstrom	Inter Faculty Organization

##### University of MN

Don Christian	U of MN Duluth
Tom Clayton	U of MN Twin Cities
Linda Ellinger	U of MN Twin Cities
Anne Hopkins	U of MN
Thomas Scott	U of MN Twin Cities
Richard Skaggs	U of MN Twin Cities

##### MN Technical College System

Craig Froke	MN TC System
Helen Henrie	MN TC System
Barbara Herrmann	MN TC System
Marlys Howells	St. Paul TC

#### Meetings to Develop Student Competencies

##### Communication/Composition, 1/31/92

Bill Chartrand	Normandale CC
Sandra Hofsommer	N. Hennepin CC
Bob Stellar	Lakewood CC
Helen Bonner	Bemidji SU
Sheryl Dowlin	Mankato SU
Beverly Hill	Metropolitan SU
Anne Oderkirk	Alexandria TC
Robert L. Brown Jr.	U of M, Twin Cities
Virginia Katz	U of M, Duluth
Arthur E. Walzer	U of M, Twin Cities

##### Physical/Biological Sciences, 2/3/92

Roger Borowick	Rochester CC
Ken Latham	Lakewood CC
Dennis O'Melia	Inver Hills CC
Donald Hein*	Southwest SU
A. J. Hopwood*	St. Cloud SU

##### History/Social Sciences, 4/14/92

Anne Aby	Worthington CC
Pat Gerster*	Lakewood CC
Connie Manos-Andrea	Inver Hills CC
Clark Johnson	Mankato SU
Thad Radzilowski*	Southwest SU
Gerald Schnabel*	Bemidji SU
David Cooperman	U of M
George D. Green	U of M
Robert Franz Jr.	U of M
Dan Sandell	Alexandria TC

##### Humanities, 4/16/92

Nadine Marsnik	Vermilion CC
Constance Mierendorf	Minneapolis CC
Joan Costello	Inver Hills CC
Ralph Jacobs (subst.)	Mankato SU
Margaretta Handke*	Mankato SU

Patricia Simpson*	St. Cloud SU
Jerry Witt	Winona SU
Jan Kurttila*	St. Paul TC
Michael Simmons	U of M
Doyle Britton	U of M

Hazel Retzlaff	Moorhead SU
Candace Johnson	Alexandria TC
Klaus P. Jankofsky	U of M Duluth
Everett Sutton	U of M
H. E. Mason	U of M

#### Critical Thinking 4/7/92

Sue Devereaux	Mesabi CC
Joel Peterson	MN CC System
Julia Hamilton	Inver Hills CC
Carol Milowski	Bemidji SU
Kit Christensen*	Bemidji SU
Del Corrick	Moorhead SU

Debbie Drinkerd-Grovum	Bemidji TC
Jeannette Daines	MN TC System

Ruth Thomas	U of M
Terence Ball	U of M
Gail Peterson	U of M

#### Mathematics -- 4/9/92

Don Goode	Brainerd CC
Julie Guelich	Normandale CC
Ed Lundgren	Lakewood CC

Gail Earles	St. Cloud SU
Gael Mericle	Mankato SU
Mary Wiest	Mankato SU
David Hart*	Alexandria TC
Richard Wagenknecht	St. Paul TC

Stephen Agard	U of M
David Frank	U of M
Michael O'Reilly	U of M Morris

#### Cultural Diversity, 4/20/92

Willie Johnson*	Normandale CC
Dennis Jones*	Rainy River CC
Norma Rowe*	Minneapolis CC
Elisabeth Rosenberg	Normandale CC

June Parrott	St. Cloud SU
D.C. Cole	Moorhead SU
Ivory Giles	St. Paul TC

John M. Taborn	U of M
Toni A. McNaron	U of M
Susan Coultrap-McQuin	U of M Duluth

#### International and Global Perspectives, 4/21/92

Diane Pierson	Minneapolis CC
Paul Mazur	N. Hennepin CC
Edwin Nakasone*	Lakewood CC

Dwain Petersen	Mankato SU
Peter Geib	Moorhead SU
Al Wolfer	St. Cloud SU

Jeanette Daines	MN TC System
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Joonn Lee	U of M Morris
Michael F. Metcalf	U of M
Dietmar W. Rose	U of M

#### Ethics and Civic Responsibility, 4/28/92

Terry Dilley	Austin CC
Makka Abhishaker*	Normandale CC
Darin Witwer*	Minneapolis CC

Kit Christenson	Bemidji SU
David Benson*	Bemidji SU
Dottie Engen-Barker	Mankato SU

Dan Sandell	Alexandria TC
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Harry Boyte	U of M Twin Cities
Robert Evans	U of M Duluth
Edward Goetz	U of M Twin Cities

#### Environmental Issues, 4/30/92

Darby Nelson	Anoka-Ramsey CC
Thomas Helget	Inver Hills CC
Don Holman	Willmar CC

Neil Mundahl	Winona SU
N. Eric Hampton	St. Cloud SU
Betsy Desy	Southwest SU

Al Senechal	Hennepin TC E.Pr.
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Paul B. Ellefson	U of M Twin Cities
Luther Gerlach	U of M Twin Cities
Steve Simmons	U of M Twin Cities

#### Meeting of Chief Academic Officers -- September, 1992

Planning Committee: Linda Ellinger, UMTc; Craig Froke, MTCS; Jerry Isaacs, MCCS; Manuel Lopez, MSUS; Cheryl Frank, IHCC; Leah Harvey, Metro SU, Judy Neppel, E. Grand Forks TC

#### U of M

Wilbert Ahern	U of M - Morris
Linda Ellinger	U of M - Twin Cities
Sandra Featherman	U of M - Duluth
Laurie Hayes	U of M - Twin Cities
Russell Hobbie*	U of M, Twin Cities

Anne Hopkins	U of M - Twin Cities
Rita Meyer*	U of M - Crookston
Donna Peterson*	U of M - Twin Cities
Peter Reed*	U of M - Twin Cities
Richard Skaggs	U of M - Twin Cities
James Tracy	U of M - Twin Cities

**MN TCs and MN TC System**

Deena Allen	MTCS
Dorothy Bray	St. Cloud TC
Craig Froke	MTCS
Tom Girtz	Brainerd TC
James Grove	SW TC, Jackson
Janet Gullickson	St. Cloud TC
Helen Henrie	MTCS
Mary Jacquart	Range TC
Jerry Johnson	Dakota County TC
Garland Kotek	Pine TC
George La Patka	Willmar/Hutchinson TC

Larry Lundblad  
Pete Merila  
Judy Neppel  
Ron Roscoe  
Tim Schreiner  
Larry Shellito  
Tom Tonkin  
Janice Wilson  
Martha Yucel  
Joe Zetah

Mankato TC  
St. Paul TC  
NW TC; E. Grand Forks  
Duluth TC  
Red Wing/Winona TC  
Alexandria TC  
Hennepin TC  
MN Riverland TC  
Northeast Metro TC  
Minneapolis TC

**MN CCs and MN CC System**

Al Baas	Cambridge CC
Roger Boughton	Austin CC
Jack Briggs*	Fond du Lac CC
Dale Carlson	Worthington CC
James Casper	Brainerd CC
Neil Christenson	Lakewood CC
James Clarke	Itasca CC
Rose Ann Findlan	Anoka Ramsey CC
Cheryl Frank	Inver Hills CC
Karen Hanson	Normandale CC
Jim Haviland	Northland CC
Cynthia Heelan*	Arrowhead CC Region
Janis Hollenbeck	Minneapolis CC
Jerry Isaacs	MCCS

Ron Leatherbarrow  
Kathy Nelson  
Arland Otte  
Eugene Phillippe  
Allan Rasmussen\*  
Josephine Reed-Taylor  
Pedro Rocha Jr.  
Myron Schmidt  
Colleen Thompson  
Dan True  
Janis Weiss  
Ron Williams

Lakewood CC  
Vermilion CC  
Rochester CC  
Willmar CC  
Rainy River CC  
Minneapolis CC  
Mesabi CC  
Hibbing CC  
Willmar CC  
Fergus Falls CC  
North Hennepin CC  
MCCS

**State Universities and State U System**

Linda Baer	Bemidji SU
Roland Barden	Moorhead SU
Ned Conway	Southwest SU
Cynthia Crist*	MSUS
Richard Crofts	Mankato SU
Barbara Grachek	St. Cloud SU

Al Greig  
Leah Harvey  
Linda Bunnell Jones  
Manuel Lopez  
Michael Lopez  
Bette Midgarden

St. Cloud SU  
Metropolitan SU  
MSUS  
MSUS  
MSUS  
Moorhead SU

MN State Legislature -- Sen. LeRoy Stumpf; Former Sen. Gary DeCramer; Susan Nemetz, staff

**Faculty Workshop on the Transfer Curriculum -- October 22-23, 1992****State Universities and MN State U System**

Daniel Abebe	Metropolitan SU
Ralph Anderson	Metropolitan SU
Linda Baer	Bemidji SU
David Benson	Bemidji SU
Angie Bomier	Mankato SU
Helen Bonner	Bemidji SU
David Boyer	St. Cloud SU
Ned Conway	Southwest SU
Leslie Crawford	St. Cloud SU
Cynthia Crist	MSUS
Richard Crofts	Mankato SU
Betsy Desy	Southwest SU
Sheryl Dowlin*	Mankato SU
Mary Dressel	Metropolitan SU
Gail Earles	St. Cloud SU
Jane Earley	Mankato SU
Bev Ferguson	Metropolitan SU
Quentin Gerber	St. Cloud SU

Barbara Grachek  
Theodore Gracyk  
Alan Greig  
A. Michael Hamde  
Eric Hampton  
Margaretta Handke  
Leah Harvey  
Don Hein  
Richard Hogan  
Gordon Jackson  
Linda Bunnell Jones  
Paul Lindfors  
Manuel Lopez  
Michael Lopez\*  
Judy McDonald  
Gael Mericle  
Bette Midgarden  
Carol Milowski

St. Cloud SU  
Moorhead SU  
St. Cloud SU  
St. Cloud SU  
St. Cloud SU  
Mankato SU  
Metropolitan SU  
Southwest SU  
St. Cloud SU  
Moorhead SU  
MSUS  
Mankato SU  
MSUS  
MSUS  
Bemidji SU  
Mankato SU  
Moorhead SU  
Bemidji SU

Anne O'Meara  
Dwain Petersen  
Mary Rieder  
Susan Rydell  
Patricia Simpson

Mankato SU  
Mankato SU  
Winona SU, Rochester  
Metropolitan SU  
St. Cloud SU

Rex Veeder  
Bill Webster  
Gunnar Wikstrom  
Kathryn Wise  
Al Wolfer\*

St. Cloud SU  
Mankato SU  
MSUS  
Moorhead SU  
St. Cloud SU

# University of MN

Wilbert Ahern  
Dorab Baria  
Ann Bergeron  
William Beyer  
Mary Ruth Brown  
Maria Cheng  
Richard Christenson  
Roger Clemence  
Susan Coultrap-McQuin  
Linda Ellinger  
David Frank  
Robert E. Franz  
Cathy French  
Van Gooch  
Nat Hart  
Anne Hopkins  
Alan Hunter  
Klaus Jankofsky  
Tom Johnson

U of M - Morris  
U of M - Duluth  
U of M - Duluth  
U of M - Twin Cities  
U of M - Morris  
U of M - Twin Cities  
U of M - Crookston  
U of M - Twin Cities  
U of M - Duluth  
U of M - Twin Cities  
U of M - Twin Cities  
U of M - Duluth  
U of M - Twin Cities  
U of M - Morris  
U of M - Morris  
U of M - Morris  
U of M - Twin Cities  
U of M - Twin Cities  
U of M - Duluth  
U of M - Morris

Virginia Katz\*  
Cheryl Ann Lapp  
Edmond Lundstrom  
Vincent Magnuson  
James McBee  
Michael Metcalf  
Penrod  
Robert Pepin  
Gail Peterson  
Dennis Savaiano  
Thomas Scott  
Don Siniff  
Richard Skaggs  
Clark Starr  
Vern Sutton  
John Taborn  
Ruth Thomas  
Sharon Torrison  
Catherine Wambach

U of M - Duluth  
U of M - Twin Cities  
U of M - Duluth  
U of M - Duluth  
U of M - Crookston  
U of M - Twin CitiesSteve  
U of M - Twin Cities  
U of M - Twin Cities  
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U of M - Twin Cities  
U of M - Twin Cities  
U of M - Twin Cities  
U of M - Twin Cities  
U of M - Twin Cities  
U of M - TC  
U of M - Duluth  
U of M - Twin Cities

# MN CCs and MN CC System

Nancy Alfuth  
Cheryl Avenel-Navara  
Linda Balk  
Ken Becker  
Carol Borich  
Roger Boughton  
Mary Braam  
Christine Braun  
Jim Casper  
Joan Costello  
John Crowley  
Walter Cullen  
Richard Dalluge  
Richard Dalrymple  
Terry Dilley  
Bonnie Edwards  
Jim Gabe  
Donnie Gordon  
Julie Guelich  
Barb Hauger  
Sandra Hofsommer  
Betsy Ingram-Diver  
Jerry Isaacs  
Mary Johnson  
Bill Kallis  
James Kehoe  
Kevin Kujawa

Itasca CC  
Worthington CC  
Austin CC  
Inver Hills CC  
Hibbing CC  
Austin CC  
Rainy River CC  
Vermilion CC  
Brainerd CC  
Inver Hills CC  
Lakewood CC  
MCCS  
Willmar CC  
Worthington CC  
Austin CC  
Mesabi CC  
Minneapolis CC  
Mesabi CC  
Normandale CC  
Northland CC  
North Hennepin CC  
Duluth CC  
MCCS  
Inver Hills CC  
Fond du Lac CC  
Rochester CC  
Minneapolis CC

Bruce Lebus  
Larry Litecky  
Anita Makar  
Nadine Marsnik  
LaVerle McAdams  
Jean McKenzie  
Pete Meintsma  
Christine Misewich  
Kathy Nelson  
Michael Nesset  
Janis Niemi  
Jim Norman  
Howard Olson  
LeAnne Palmer  
Jim Prom  
Louise Pugh  
Roger Rasmussen  
Marty Reibert  
Marjorie Reif  
Terry Reuther  
Isabelle Schmidt  
Gayla Shoemaker  
Gwen Spellerberg  
Nancy Stein  
Larry Thiery  
Colleen Thompson  
Wendy Turner  
Ron Williams

North Hennepin CC  
MCCS  
Minneapolis CC  
Vermilion CC  
Lakewood CC  
Fergus Falls CC  
Anoka-Ramsey CC  
Cambridge CC  
Vermilion CC  
Lakewood CC  
Hibbing CC  
Normandale CC  
North Hennepin CC  
Brainerd CC  
Rochester CC  
Fergus Falls CC  
MCCS  
Inver Hills CC  
Rochester CC  
Anoka-Ramsey CC  
Rainy River CC  
North Hennepin CC  
Duluth CC Center  
Normandale CC  
Willmar CC  
Willmar CC  
Brainerd CC  
MCCS

### MN TCs & System

Deena Allen*	MN TC System	Mary Claire Madole	Minnesota TC System
Bill Bergman	Pine TC	Edgar Meyer	Anoka TC
Phyllis Derning	MN Riverland TC-Faribault	James Michaelson	Alexandria TC
LaVonne Bitu	Red Wing\Winona TC	Roberta Moorhouse	Mankato TC
Audrey Bruning	Hennepin TC--Eden Prairie	Mike Normandin	E. Grand Forks TC
Paul Ellefson	Hennepin TC--Brooklyn Pk.	Anne Oderkirk	Alexandria TC
Sharon Erickson	Thief River Falls TC	Bonnie Ohrt	Mankato TC
Gerald Frie	Hutchinson TC	Debra Peterson	Canby TC
Craig Froke	MN TC System	Graydon Pladson	Wadena TC
Lois Hankins	Albert Lea TC	Tom Radtke	Eveleth TC
Kimberly Hanson	Austin TC	Sally Rappe	MN TC System
David Hart	Alexandria TC	Jerry Reckdahl	Hutchinson TC
Helen Henrie	MN TC System	Dan Sandell	Alexandria TC
Barbara Herrmann	MN TC System	Rachel Savageau	Alexandria TC
John Holmstrom	Bemidji TC	Dennis Schroeder	Hutchinson TC
Marlys Howells	St. Paul TC	Carol Shipley	Detroit Lakes TC
Jo Huelskamp	Red Wing\Winona TC	Dan Sperling	Northwest TC-Moorhead
Molly Johnson	Duluth TC	Larry Uhler	Northeast Metro TC
Swede Johnson	Willmar TC	Dick Wagenknecht	St. Paul TC
Doug Keran	Brainerd TC	Deb Warnsholz	Northeast Metro TC
Harold Keyes	Dakota County TC	Steve Whipple	St. Cloud TC
Jarie Klabecek	Range TC--Hibbing	Dorothy Wiest	Hutchinson TC
Margret Lydell	Minneapolis TC	Val Zelinko	Jackson TC

### Others attending

Kerry Fine	MN Legislative staff	Carol McMahon	Hamline U
Paul Thomas	Higher Ed. Coord. Bd.	Paul Simmons	Augsburg College
Kristeen Flaherty	College of St. Catherine	Denise Wilbur	U of St. Thomas

### **Transfer Curriculum Draft Committee Meeting, January 14-15, 1993**

#### Minnesota State University System

Angie Bomier	Mankato SU	Ted Gracyk	Moorhead SU
Neal Mundahl	Winona SU	Thad Radzilowski	Southwest SU
Les Crawford	St. Cloud SU	Carol Milowski	Bemidji SU
Susan Rydell	Metropolitan SU	Gunnar Wikstrom	Inter Faculty Organization

#### University of Minnesota

Bert Ahern	U of M - Morris	Maria Cheng	U of M - Twin Cities
David Frank	U of MN - Twin Cities	Catherine French	U of MN - Twin Cities
Victor Bloomfield	U of M - Twin Cities	Robert Pepin	U of M - Twin Cities
Robert Franz	U of MN - Duluth		

#### Minnesota Technical College System

Candace Johnson	Alexandria TC	Dan Sandell	Alexandria TC
Neil Sideen*	Hutchinson TC	Dick Wagenknecht	St. Paul TC

#### Minnesota Community College System

Joan Costello	Inver Hills CC	Don Goode	Brainerd CC
Betsy Ingram-Diver	Duluth CC	Howard Olson	N.Hennepin CC
Terry Dilley	Austin CC	Julie Guelich	Normandale CC
Larry Litecky	MCC Faculty Assn.	Joel Peterson	MCCS

#### **Mathematics Articulation Council**

Don Goode	Brainerd CC	Gail Earles	St. Cloud SU
Julie Guelich	Normandale CC	Joe Van Wie	Southwest SU
Ed Lundgren	Lakewood CC	Gael Mericle	Mankato SU
		Mary Wiest	Mankato SU

Dave Hart  
Dick Wagenknecht

Alexandria TC  
St. Paul TC

James Nelson  
Michael O'Reilly

U of M - Duluth  
U of M - Morris

Stephen Agard  
David Frank  
Bert Fristedt

U of M, Twin Cities  
U of M, Twin Cities  
U of M, Twin Cities

Dick Hanson  
Wayne Roberts  
Sharon Stenglein

MN Teachers of Math.  
Macalester College  
MN Dept. of Education

#### Composition Articulation Council

Diane Drake	Northland CC
Sandra Hofsommer	North Hennepin CC
Mary Beth Lake	Normandale CC
Marilyn Theismann	Rochester CC
Bob Zwart	Rochester CC

Bill Anderson	Southwest SU
Helen Bonner	Bemidji SU
Gary Eddy	Winona SU

Rachel Savageau	Alexandria CC
Robert Brown	U of M Twin Cities
Christopher Anson	U of M Twin Cities
Dwight Purdy	U of M Morris
Lida Sprot	U of M Twin Cities

#### Chemistry Articulation Council

Don Holman	Willmar CC
Kenneth Latham	Lakewood CC
Bill Moeglein	Northland CC
Sharon Sechrist	Minneapolis CC
Tom Boates	Bemidji SU
Richard Dendinger	St. Cloud SU
Dennis Mathiason	Moorhead SU
Doyle Britton	U of M Twin Cities
Vincent Magnuson	U of M Duluth
Law Pignolet	U of M Twin Cities

#### English Articulation Council

Joan Costello	Inver Hills CC
Vicky Lettman	No. Hennepin CC
Deanna Louie	Cambridge CC Center
Roger Schoenecker	Cambridge CC Center
Terrance Flaherty	Mankato SU
Gordon Jackson	Moorhead SU
Piers Lewis	Metropolitan SU
Anne Oderkirk	Alexandria TC
Klaus Jankofsky	U of M Duluth
Archibald Leyasmeyer	U of M Twin Cities

#### History Articulation Council

Don Boese	Itasca CC
Peter Meintsma	Anoka Ramsey CC
Diane Pearson	Minneapolis CC
Margaretta Handke	Mankato SU
Jeff Kolnick	Southwest SU
Greg Schmidt	Winona SU

#### Biology Articulation Council

Ann Heuschle	Normandale CC
Lorie Kohler	Minneapolis CC
Dennis O'Melia	Inver Hills CC
David Ongaro	Hibbing CC

Neal Mundahl	Winona SU
Patricia Simpson	St. Cloud SU
Pat Trihey	Bemidji SU

Douglas Keran	Brainerd/Staples TC
---------------	---------------------

Stuart Goldstein	U of M Twin Cities
Norman Kerr	U of M Twin Cities
Willard Koukkari	U of M Twin Cities

#### Physics Articulation Council

Abu Amin	Austin CC
Ray Appel	Lakewood CC
Roger Borowick	Rochester CC
Parke Kunkle	Minneapolis CC

Ron Anderson	Bemidji SU
Edward Borchardt	Mankato SU
Gerry Tobin	Winona SU

Roger Jones	U of M Twin Cities
John Kroening	U of M Duluth

#### Psychology Articulation Council

David Dickinson	Austin CC
Richard Ehlenz	Lakewood CC
Connie Manos-Andrea	Inver Hills CC
Ann Rotto	Fergus Falls CC

Marlene Devoe	St. Cloud SU
William Pavot	Southwest SU
Susan Rydell	Metro SU

Deborah Martin	Alexandria TC
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Paul Fox	U of M Twin Cities
Eric Klinger	U of M Morris
Gail Peterson	U of M Twin Cities

Candace Johnson	Alexandria TC
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Roland Guyotte	U of M Morris
Rus Menard	U of M Morris
M.J. Maynes	U of M Twin Cities



**Transfer Curriculum Redraft Committee Meeting, January 13-14, 1994**

**MN State Universities**

Del Corrick	Moorhead State U
Ralph Jacobs	Mankato State U
Monte Johnson	St. Cloud State U
*Carol Milowski	Bemidji State U
Neal Mundahl	Winona State U
Susan Rydell	Metro. State U
Bill Wagner	Southwest State U
Gunnar Wikstrom	Inter Faculty Org.
Becky Nelson	MN State U Student Assn.

**University of Minnesota**

*Bert Ahern	U of MN - Morris
*Maria Cheng	U of MN - Twin Cities
Joanne Eicher	U of MN - Twin Cities
Linda Ellinger	U of MN - Twin Cities
David Frank	U of MN - Twin Cities
Robert Franz	U of MN - Duluth
Catherine French	U of MN - Twin Cities
Richard Skaggs	U of MN - Twin Cities
Clark Starr	U of MN - Twin Cities

**Minnesota Technical College System**

*Duane Hawkenson	Hutchinson Tech. College
Mary Jacquart	MN TC System
Candace Johnson	Alexandria Tech. College
Jarie Klabecek	Hibbing Tech. College
Jerry Reckdahl	Hutchinson Tech. College
Dan Sandell	Alexandria Tech. College
Dick Wagenknecht	St. Paul Technical College
Martha Yucel	NE Metro Tech. College

**Minnesota Community College System**

Joan Costello	Inver Hills CC
Terry Dilley	Austin Community College
Julie Guelich	Normandale Comm. Coll.
Betsy Ingram-Diver	Duluth Comm. College
Ken Latham	Lakewood Comm. College
Larry Litecky	MN C.C. Faculty Assn
Howard Olson	N. Hennepin Comm. Coll.
Joel Peterson	MN Community Coll. Sys.
Brent Glass	MN CC Student Assn.

All meetings staffed by Intersystem Collaboration -- Nancy Register Wangen, Faciliator, planner

Angela Cook, administrative support

\* invited, not in attendance

**Note: Other intersystem meetings and activities.**

While their names are not listed here, many faculty and student services staff members have been active in the development of the Transfer Standards and Procedures and in the statewide network of transfer specialists. Transfer specialists now meet in conference twice during the academic year. A statewide Logistics committee, made up of registrars, counselors, and admissions directors meets about five times a year to monitor and improve transfer procedures. Ad hoc committees, such as the Electronic Transcribing Committee, meet as needed to address special projects.



# APPENDIX D



# **Minnesota Cooperative Admissions Program (MnCAP)**

## **Description and History**

- **Legislative request for institutional cooperation**

The first exploratory meeting that proposed the idea of a cooperative admissions program between MnSCU community colleges and the University of Minnesota – Twin Cities was held in the fall of 1999. The initial draft of a plan, (“Pilot Metro Plan for Deferred CLA Admission Contract”) came as a response to legislative urgings for greater cooperation and coordination in Minnesota higher education in providing options for enrolling students in degree programs at public institutions. What follows is a brief description of the program and the history of its initial implementation.

- **Minnesota Cooperative Admissions Program (MnCAP)**

The Minnesota Cooperative Admissions Program (MnCAP) was conceived as a vehicle for students to use in their quest to earn a bachelor’s degree from the University of Minnesota – Twin Cities (UMTC). Students who had applied as freshmen to UMTC but were not admissible due to lack of space or for scholastic reasons would be offered a contract to enroll at a participating community college. There they would spend 3-4 semesters completing a stipulated set of lower division degree requirements with a GPA above a recommended minimum; upon completion of the contract terms, students would be automatically admitted to one of the approved colleges and majors at UMTC.

While the initial plan was drafted and discussed in the UMTC Office of Admissions in consultation with administrators from Inver Hills Community College, the program was determined to have as its pilot members four colleges: Inver Hills Community College, Normandale Community College, North Hennepin Community College and the University of Minnesota College of Liberal Arts. Meetings between the participating institutions occurred during the planning phase of January – May 2000, with the intent of providing the program as an option to select fall 2000 freshman applicants.

- **Target cohort**

This program's intent was to reach students who, for scholastic or space reasons, were inadmissible as freshmen to UMTC. Many of these students were in deferred status for some time, as the admission decisions for individual colleges were sorted through and the space issues settled. Other students had been rejected outright. In written communication with these students in the past, the Office of Admissions has always respectfully suggested that students pursue other options to higher education, offering no specific recommendations. Other communication (by phone, e-mail or in-person) between these students and Admissions recruiters, advisors and staff also involved suggestions that these students make alternative plans to pursuing a degree at UMTC.

While we could always make general reference to possible alternatives and options, the Minnesota Cooperative Admissions Program allows for students who are not admitted directly into the University of Minnesota to see a direct path from their community college choice to eventual enrollment and degree completion at the University of Minnesota – Twin Cities. Communication with students (in writing, conversation, or e-mail) when such a program is in place allows us to reference to a tangible, concrete set of higher education options, whose completion will allow a seamless transition to a bachelor's degree program at the University.

Although this is the target student cohort for the MnCAP program, we also came to the conclusion that there was no reason that we would exclude students who had never applied to the U of M as freshmen. If a student came to one of the participating community colleges as a freshman with the intention of completing a bachelor's degree at the University, they would be advised of the program and allowed to participate.

- **Benefits to participating students**

This program will probably be most attractive to those students who are place-bound, to those who need or want lower tuition rates for the lower division portion of their academic career, or to those who do not have feasible alternative plans outside the twin cities after they are denied admission to the U of M. The MnCAP option shows a direct path from freshman year through transfer to a four-year degree program.

Most of the students attending two-year colleges do so intending to eventually continue on in a four-year degree program. Allowing students the benefits of the long-term planning – that is, seeing from early on in their academic career where they will finally finish – we hope will give them a number of advantages. Participating students will form a connection to the University from early on, having signed a contract agreement with the U before beginning at the community college. The contract and accompanying curriculum planning sheets (in development at the Office of Admissions) provide a concrete set of course requirements that students must successfully complete: the first year of a second language (if necessary for UMTC college admission or graduation), the Minnesota Transfer Curriculum or Associate of Arts degree, as well as approved prerequisites for their intended major. The contract also stipulates the minimum GPA for admission to the program, so that students understand from the beginning the quantitative terms of admission

Our communication cycle includes meeting with MnCAP participants at least once during their first year on the community college campus, and once during an Admissions Office sponsored Open House. We would like to see the students visit campus and feel from early on that they will indeed be degree students at the University of Minnesota. U of M Admissions staff will be in frequent contact with counselors at participating community colleges in discussing appropriate options for individuals.

- **Benefits to participating institutions**

We intend for this to be a mutually beneficial agreement between community colleges and the University of Minnesota – Twin Cities. U of M Admissions staff is confident in recommending the curriculum offered at the community colleges as an excellent beginning to a successful academic career. Community college counselors know from early on where these students intend to transfer, and can advise them more accurately and efficiently. The University community is able to extend a welcoming hand to potentially successful students by assisting them in early preparation for transfer.

## **Participating Institutions and Students:** **response and enrollment data**

### ***2000-2001***

- **2000-2001 participating institutions:**

Partner institutions were three MnSCU community college – Inver Hills, Normandale, and North Hennepin – and the College of Liberal Arts at the University of Minnesota – Twin Cities.

- **2000-2001 student respondents and enrollees:**

The MnCAP communication cycle begins with a UMTC mailing from the Office of Admissions to the selected group of students. The mailing includes: MnCAP flier, Business Reply Card (addressed with postage to UMTC), and letter to individual student. When the student returns the reply card, the response is recorded in the student's file in the UMTC Office of Admissions, and then the information is forwarded on to the community college the student has indicated on the card. The community college responds to the student by mailing an application for the college for the term indicated, as well as a MnCAP student contract. The student then comes to the community college to register for courses and submit the MnCAP contract for a counselor signature. The community college keeps one copy of the contract, student retains a copy, and a third copy is forwarded to the UMTC Office of Admissions. This UMTC copy is placed in the student's application file, and a MnCAP Student Group is added to their PeopleSoft application or prospect record for tracking purposes.

The first MnCAP mailing was sent out on June 9, 2000 to a total of 538 students.

These were freshman applicants for fall 2000 who:

- a. had not been admitted to CLA or GC;
- b. had not been admitted to any UMTC college other than CLA or GC;
- c. lived in the twin cities metro area.



**Student response rate – total, and for individual institutions:**

**Total:**

Total number respondents: 35  
% response rate: 6.5%  
Confirmed number enrolled: 19  
(fall 2000)  
% enrollment from mailing: 3.5%  
% enrollment from respondents: 54%

Measured:	Inver Hills	Normandale	North Hennepin
Total number respondents	8	17	10
% of total respondents	23%	48%	29%
Confirmed number enrolled	5	10	4
% enrollment from individual college respondents	63%	58%	40%

**2001-2002**

• **2001-2002 participating institutions:**

In December, 2000, Minneapolis Community & Technical College agreed to join MnCAP for the 2001-2002 application cycle

• **2001-2002 student respondents and enrollees:**

We targeted the same cohort in this admissions cycle as in the previous year. We invited students to join this program shortly after they were denied admission to the U of M for either General College or the College of Liberal Arts, or had been put on a waitlist for these colleges. The first materials went out on January 18, 2001, followed by mailings on February 15, March 15 and May 1, 2001. A total of 838 students received notification of the MnCAP program option. We are still accumulating the data regarding enrollees at the 4 participating community colleges.

**Student response rate – total, and for individual institutions:**

**Total:**

Total number respondents: 66  
% response rate: 7.9%  
Confirmed number enrolled: unknown  
(fall 2001)  
% enrollment from mailing: \_\_\_\_\_  
% enrollment from respondents: \_\_\_\_\_

Measured:	Inver Hills	Normandale	North Hennepin	Minneapolis
Total number respondents*	17	22	13	11
% of total respondents	26%	33%	20%	17%
Confirmed number enrolled	5			
% enrollment from individual college respondents	30%			

- 3 responses indicated no community college preference

**2002-2003**

• **2002-2003 participating institutions and target student cohort:**

Each of the 6 metro area community college have agreed to join the MnCAP program for the 2002-2003 application cycle: Anoka-Ramsey, Century, Inver Hills, Minneapolis, Normandale, and North Hennepin. In addition, 6 of the 8 freshman-admitting colleges at the University of Minnesota – Twin Cities will be participating in the program: College of Liberal Arts (CLA), College of Agricultural, Food, & Environmental Sciences (COAFES), College of Biological Sciences (CBS), College of Human Ecology (CHE) - *non-design majors*, College of Natural Resources (CNR), and Institute of Technology (IT).

The target cohort will remain the same, with an invitation to students to join this program sent out 1-4 weeks after they have been denied admission to the U of M for any freshman-admitting college, or have been put on a waitlist for these participating colleges.

# APPENDIX E



# OVERVIEW OF SPEEDE AND RELATED PROJECTS

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## ELECTRONIC DATA INTERCHANGE (EDI)

### What is EDI?

Electronic Data Interchange (EDI) allows organizations to send data and information to each other electronically rather than in paper form.

This technology can be adapted in administrative areas of education to move student transcripts and other data electronically between computer systems.

“For over ten years AACRAO (American Association of College and University Registrars and Admissions Officers) has sponsored the development of standard data formats for use by colleges and universities and represented postsecondary interests in the North American standards-setting body, the American National Standards Institute Accredited Standards Committee X12. EDI in Education is often referred to as SPEEDE/ExPRESS.” (Source: AACRAO Web site-[www.aacrao.com/technology/edi.htm](http://www.aacrao.com/technology/edi.htm))

Postsecondary and K-12 institutions in several states have developed and implemented the EDI approach to transmitting transcripts (e.g., Iowa, Texas, and Florida). Postsecondary and K-12 institutions in other states, such as South Carolina, are working to implement an EDI network.

### Benefits of EDI for postsecondary and K-12 institutions:

“EDI is a way to replace paper form with electronic delivery of information. By making it possible to communicate, EDI trading partners realize the following benefits:

- Timesavings in getting information from the sender to the receiver
- Increased accuracy of data
- Improved privacy of confidential data
- Cost savings as manual systems are replaced with electronic ones.”

(Source: AACRAO Web site-[www.aacrao.com/technology/edi.htm](http://www.aacrao.com/technology/edi.htm))

Other important savings identified include postage, paper, and envelope costs. The state of Iowa EDI project team estimates that at the elementary and secondary level the cost of processing a transcript is \$18 in staff time and material.

## **SPEEDE/ExPRESS**

### What is SPEEDE/ExPRESS?

The EDI project for electronically transmitting *Postsecondary* transcripts is called SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange).

The EDI project for electronically transmitting *Elementary and High School* transcripts is called ExPRESS (Exchange of Permanent Records Electronically for Students and Schools). The Minnesota EDI Management Team has currently adopted this acronym for the K-12 transcript aspect of its EDI project.

### What's happening in Minnesota?

Representatives of MnSCU, the University of Minnesota, and the University of St. Thomas have formed a management team to implement SPEEDE/ExPRESS. To-date, the Minnesota EDI management team is using the SPEEDE/ExPRESS acronym and has not developed a project name specific to Minnesota.

When the project is running successfully, the management team will begin actively promoting SPEEDE/ExPRESS to other institutions in the state. There is a strong interest among all of the institutional representatives on the SPEEDE/ExPRESS management team to convert to the electronic transmission of high school transcripts, both among K-12 school systems and to colleges and universities.

The following institutions are part of the SPEEDE/ExPRESS pilot project:

- MnSCU institutions: St. Cloud State University, Metropolitan State University, Century College, and Hennepin Technical College.
- The four campuses of the University of Minnesota.
- The University of St. Thomas.
- The Minnesota Department of Children, Families and Learning (CFL).
- TIES (Technology Information and Educational Services), which is a non-profit consortium providing technology support for 38 Minnesota school districts.

### Status of the project:

#### **SPEEDE**

On June 1, 2000, transcripts were exchanged between the University of Minnesota and the University of St. Thomas. Work continued through the summer of 2000. Technical issues with the software were identified in August 2000, and live transfer was halted.

Work has continued on these software issues, and a new go-live target date of December 1, 2001, is planned. At this point, MnSCU, the University of St. Thomas, and the University of Minnesota hope to participate in live transfer of transcripts.

If no major problems are identified when we go live, we will actively market the project to our colleagues at other institutions.

After the pilot project has been implemented, it will be relatively easy to add additional MnSCU institutions because of the centrally developed computer system that will be used by all MnSCU institutions. Additional institutions from the private college sector will be encouraged to join the Minnesota SPEEDE/ExPRESS effort.

#### **ExPRESS**

Wayne Sigler and George Hudachek met with Lakes District principals and with Apple Valley/Eagan/Rosemont vice principals during winter 2001 to promote SPEEDE/ExPRESS.

A high school contact list was obtained from JMC, a major vendor in southern Minnesota (JMC is active with ExPRESS in Iowa). After going live with SPEEDE, the project team will be contacting high schools to more actively pursue the implementation of ExPRESS.

Although the ExPRESS project is in the early planning stages, we are optimistic that this will become a reality after the SPEEDE project is operational.

### **OTHER COOPERATIVE INITIATIVES**

#### **DEGREE AUDIT REPORTING SYSTEMS (DARS)**

The Degree Audit Reporting System (DARS), developed and marketed by Miami University of Ohio, is designed to facilitate the evaluation of transfer credits and the production of user-friendly degree audits.

DARS is being installed at various campuses of MnSCU and has been installed at all of the campuses of the University of Minnesota. The joint UM/MnSCU SPEEDE/ ExPRESS management team is not focusing on DARS and is leaving it to the discretion of individual campuses to implement DARS.

The University of Minnesota, Twin Cities is very close to completing the initial phase of DARS implementation. By October 1, 2001, transfer articulation tables will have been built for 38 feeder institutions. This will enable the Office of Admissions to electronically evaluate the transfer credit from these institutions, which represent approximately 55 percent of the transcripts received by the University of Minnesota, Twin Cities Office of Admissions.

### **COURSE APPLICABILITY SYSTEM (CAS)**

MnSCU and the University of Minnesota have also purchased the Course Applicability System (CAS) from Miami of Ohio. The University of St. Thomas has agreed to join the CAS project.

**"CAS** provides the ability to publish *Course Equivalency Guides, Academic Programs, Courses Offered, Transfer Course Evaluations, and Degree Audit Reporting* in a web environment. Information is easily retrieved from a **CAS** site on the internet by students, faculty, and the interested public. Students contemplating a transfer may submit their coursework to any institution within the **CAS** network for evaluation against that institution's academic programs."

(Source: CAS Web site-<http://miami.transfer.org/cgi-bin/cas/cas20>)

CAS, a front-end system to DARS, uses web-based technology to enable students and counselors from around the United States to determine the transferability and applicability of college coursework to a MnSCU institution, a campus of the University of Minnesota, or a participating Minnesota private college.

The participating institutions will transmit the transfer credit data from DARS (or their own transfer equivalency systems) to CAS. In the initial stages, we will focus primarily on developing transfer credit equivalencies from Minnesota colleges and universities.

University of Minnesota, Twin Cities equivalencies have been identified for popular introductory courses including psychology, sociology, political science, physical and biological sciences, engineering, computer science, math, English, and composition.



MnSCU has purchased and prepared a server that should be adequate for initial use. MnSCU technical staff will provide support and backup for the server. CAS is currently being tested in a production environment. Currently the DARS transfer articulation rules/data have been loaded in CAS for two MnSCU institutions (Anoka-Ramsey C.C. and Century College). DARS data has been loaded into the CAS server for the University of Minnesota, Twin Cities. This data is being reviewed.

The conversion process from DARS to the CAS server should be completed by October 5, 2001. Each school planning to use CAS must set up their courses on the central server. The University of Minnesota and some institutions in MnSCU currently plan to be ready for students to access the CAS system by March 1, 2002.

September 28, 2001

