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UNIVERSITY OF MINNESOTA

**POSTSECONDARY  
PLANNING:  
A JOINT REPORT**

**February 2003**

**MnSCU**

Minnesota State Colleges & Universities

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**Postsecondary Planning Report (U of M 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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## Executive Summary

The *2003 Postsecondary Planning Report* is the second annual report produced jointly by the Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota, as required by the Minnesota Higher Education Appropriation Bill 01-4469 Art. 1, Section 6, Subd. 1.

This report reflects the long-term, ongoing, and increasingly effective working relationship between the two systems to develop and coordinate joint postsecondary programs. These 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,
- the 1998 Partnership Agreement for Public Higher Education that elaborated on a framework for the systems to work together statewide,
- the 2002 Metropolitan Higher Education Consortium (Metro Consortium) and the Minnesota P-16 Education Partnership, and
- regular meetings between the University of Minnesota president and the MnSCU chancellor, as well as between the chief academic officers of both systems.

### **Higher Education Demand and Capacity**

The continuing growth and increasing diversity of the Twin Cities population will place significant strains on higher education institutions' ability to provide a qualified workforce for a changing business and economic climate:

- MnSCU's metro area institutions and the University of Minnesota-Twin Cities serve nearly 85,000 full-year equivalent students per year, including substantial enrollments of students of color, and continuing future growth is projected.
- Population in the 11-county Twin Cities metropolitan area is projected to grow by 24 percent over the next 20 years.
- The 15-34 age group is projected to increase until the year 2015 followed by a declining age cohort to 2025. People in this age group 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.
- The primary working age group (ages 20-59) is expected to increase until 2015, and then steadily decline over the next 10 years. Baby Boomer retirements will present economic challenges nationwide, particularly in metropolitan areas with high workforce participation rates, such as the Twin Cities.
- Ethnic minorities comprise about 14.3 percent of the population in the 11-county Twin Cities area.
- African Americans make up the largest minority population in Twin Cities' public schools. Asian-Pacific Islander, Hispanic, and African American student populations are growing at a much faster rate than white student populations.

- The percentage of students receiving free or reduced-price lunch, who have limited English proficiency, or who receive special education is growing faster than overall K-12 enrollment.

### **Metropolitan Programs: Planning, Coordination, and Duplication**

The University of Minnesota and MnSCU have created the Metropolitan Higher Education Consortium (Metro Consortium) to focus on the following areas:

- Under-Served Students: serving new immigrant populations; defining best practices in developmental education, recruitment, and retention; and exploring new academic and financial aid models;
- Career Pathways: creating career pathways for students interested in small business entrepreneurship; nursing/allied health; food/hospitality; and future careers in fields such as nanotechnology, genomics, and bioinformatics;
- P-16 Educational Partnerships: CollegeEd summer enrichment program for Minneapolis, St. Paul and Robbinsdale students in grades 6-9; liaison with the emerging Minnesota P-16 Education Partnership; and
- Technology Infrastructure: staying abreast of developments in this area.

Coordinating programs and minimizing duplication emanates from the mission differentiation of Minnesota's public postsecondary systems:

- There is a very sharp difference in the levels of degrees awarded in the public postsecondary sphere: MnSCU dominates in degrees awarded at the baccalaureate level and below; the University predominates in the granting of post-baccalaureate degrees and invests considerable resources in research and public service.
- There is very little duplication of programs in the metropolitan area between the U of M and MnSCU. Among the more than 580 degree programs available at the University of Minnesota-Twin Cities, and the 268 degree programs available through MnSCU institutions in the metropolitan area, only 27 are similar enough in content to be considered duplicative, and most are in high demand fields.

### **Statewide Collaborative Efforts**

- Minnesota P-16 Education Partnership: The University, MnSCU, P-12, government, and private sector leaders will formally roll out the Partnership in early 2003.
- Academic Collaborations: Since 1999, formal academic collaborations between MnSCU and the University have grown from 60 to nearly 190 programs, including articulation agreements and partnership degrees available in nearly every part of the state.
- Rochester: In July 2002, a "Revised Statement of Principles, Academic Leadership and Programs for Higher Education in Rochester," signed by both system heads, clarified responsibilities for the three higher education institutions at the University Center

Rochester. Joint academic planning by the University of Minnesota, Rochester Community and Technical College (RCTC), Winona State University (WSU), and the Mayo Clinic is under way.

- Shared Information Technology Resources: MnSCU and the University of Minnesota continue to collaborate in statewide initiatives like iSEEK Solutions and the Minnesota Virtual University (MnVU); and shared library resources, through MINITEX and MnLINK.

### **College Readiness and Under-Prepared Students**

- The University of Minnesota and MnSCU recently published a joint report titled, *Getting Prepared: A 2002 Report on Recent High School Graduates Who Took Developmental/ Remedial Courses—State Level Summary*.
- In spring 2002, the University and MnSCU joined with the Minnesota Private College Council to develop a joint statement on the mathematics competence expected of all entering college students.
- The University of Minnesota's Center for Research on Developmental Education has established working relationships with a number of MnSCU institutions, leading to workshops and colloquia on developmental education issues and related common research interests.

### **Credit Transfers**

- In fall 2000, the U of M accepted 2,725 transfer students from 502 institutions. Of these, 36 percent came from MnSCU community colleges and 9.6 percent from MnSCU 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 institutions accepted 19,830 transfer students in fiscal year 2001, constituting over 20 percent of all new students that year. About half of these students transferred within the MnSCU system, another 17 percent from other Minnesota institutions (including 9.4 percent from U of M campuses), and the remainder from other states. Approximately half of the transfer students enrolled at a state university, the rest in other MnSCU colleges.
- All institutions in MnSCU's Metro Alliance and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.

### **Next Steps**

Through joint planning and a legislative mandate, leadership of the two systems has identified the following areas to address continuing metropolitan and statewide issues:

- Development of strategic work plans in each focus area of the Metro Consortium.
- Continued statewide emphasis on academic program collaboration, enhanced credit transfer, shared information technology resources, and implementation of the statewide P-16 education partnership.

## I. INTRODUCTION

The Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota (U of M) 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 ongoing discussions and strategy sessions over the past year 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 cooperatively by an inter-system working group comprised of representatives from the Office of the Executive Vice President and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

### **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 joint postsecondary programs for the metropolitan area 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 Minnesota State Colleges and Universities 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 as they leverage and extend resources in areas critical to workforce and economic development. This is done 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 Minnesota State Colleges and Universities and the University of Minnesota 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. As the work of strategic planning and cooperation has deepened, this committee has been supplanted by other organizational structures, such as the Metropolitan Higher Education Consortium (Metro Consortium) and the developing Minnesota P-16 Education Partnership. In addition, there are now regular meetings between the president of the University of Minnesota and the chancellor of the Minnesota State Colleges and Universities, as well as regular meetings between the chief academic officers of both systems. A primary purpose of these meetings is to insure ongoing dialogue, to identify opportunities for additional collaboration, and to insure that appropriate groups from both systems are charged with working on these opportunities.

## **Collaborative Structure**

### The Metropolitan Higher Education Consortium

Beginning in spring 1999, the University of Minnesota and the Minnesota State Colleges and Universities 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 to the legislature its report, *Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area*, 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 U of M developed a working paper, *The University of Minnesota and Metropolitan Education Needs*. This report stated key goals, new initiatives, and ongoing issues for the U of M to pursue in collaboration with MnSCU.

Over the years, ongoing dialogue and collaboration have led to the establishment of an inter-system governance group for a metropolitan education strategy. In fall 2002, the Minnesota State Colleges and Universities and the University of Minnesota created the Metropolitan Higher Education Consortium (Metro Consortium), a joint body that articulates a cooperative strategy between the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota-Twin Cities. The broad intent of this collaboration is three-fold: to improve

college readiness; to expand opportunity and facilitate access for residents of the greater metropolitan area to public postsecondary education; and to help the state address its most critical economic needs by maximizing and leveraging existing resources from the two public systems.

This partnership is guided by an executive steering council, empowered to act on behalf of both systems to promote postsecondary education services in the Twin Cities metropolitan area. The Executive Steering Council oversees the progress of pre-existing joint working committees on Career Pathways, Under-Served Students, and P-16 Partnerships. The council also is staying abreast of developments in a fourth area, Technology Infrastructure. Through this committee structure, the council works to identify unmet educational needs, develop and leverage shared resources, and ensure evaluation of intersystem educational initiatives. Additionally, the council seeks broad and close consultation with related stakeholders and community partners, and will report annually to the governing boards of the primary system partners.

For a complete overview of the action plans for the Metropolitan Higher Education Consortium, see Section III: Metropolitan Programs: Planning, Coordination, and Duplication, pp. 14-21.

## 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. The changing demography of the Twin Cities will continue to have an impact on the day-to-day operation of postsecondary institutions. This section 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.

The movement of the Baby Boom generation out of the workforce will present economic challenges nationwide but particularly in metropolitan areas with high workforce participation rates, such as the Twin Cities which currently has the highest rate in the nation. The replacement of a dwindling available workforce is an impending demographic phenomenon that will require postsecondary institutions in the Twin Cities area to reach out to potential students in all sectors of the population. In particular, efforts must emphasize the improved recruitment and retention of students from those groups that traditionally have not enrolled in higher education.

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

### Population Growing in the Twin Cities Metropolitan Area

An increasing proportion of Minnesotans lives in the 11-county Twin Cities metropolitan area. As Table 1 indicates, the population growth rate has been and is projected to be higher for the Twin Cities than for the rest of Minnesota. This metropolitan area growth trend is typical for many major metropolitan areas in the United States.

Table 1

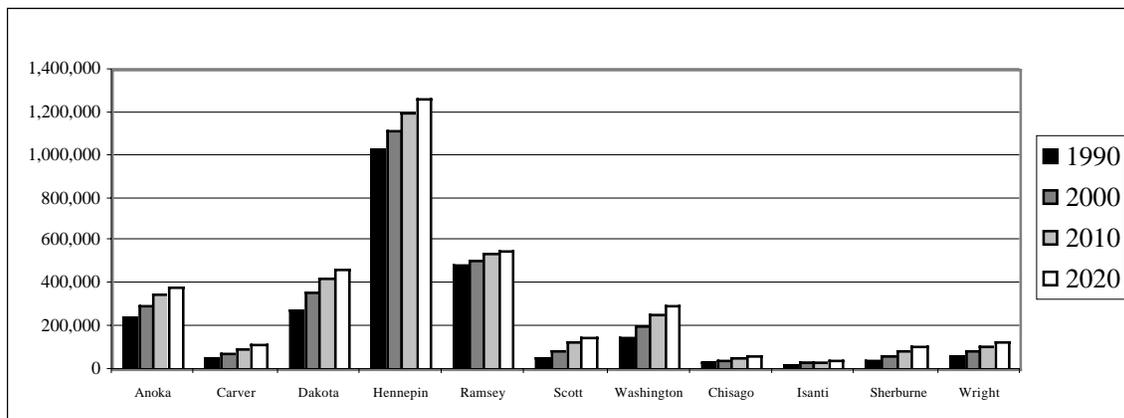
Actual and Projected Population Increases for the 11-County Twin Cities Area							
	1980	1990	2000	2010	2020	Actual % Change 1980 - 2000	Projected % Change 2000 - 2020
<b>11-County Twin Cities Area</b>	2,123,779	2,455,818	2,868,847	3,255,090	3,557,820	35.1%	24.0%
<b>Minnesota</b>	4,075,970	4,375,099	4,919,479	5,452,500	5,909,400	20.7%	20.1%

Source – US Census and Minnesota State Demographer

The population is growing at a faster rate in the outlying counties of the Twin Cities metropolitan area (see Chart 1), especially in such counties as Scott and Sherburne. However, Hennepin and Ramsey counties are still the most populous and will continue to experience strong population growth.

Chart 1

### Actual and Projected Population Increases in the 11-County Twin Cities Metro Area



Source – US Census and Minnesota 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 (see Table 2). African Americans are the largest ethnic minority population in the Twin Cities and Asians are the second largest.

Table 2

<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><u>Total Population</u></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

Note: The 2000 Census changed the race/ethnicity categories so the 2000 Census data are not directly 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.

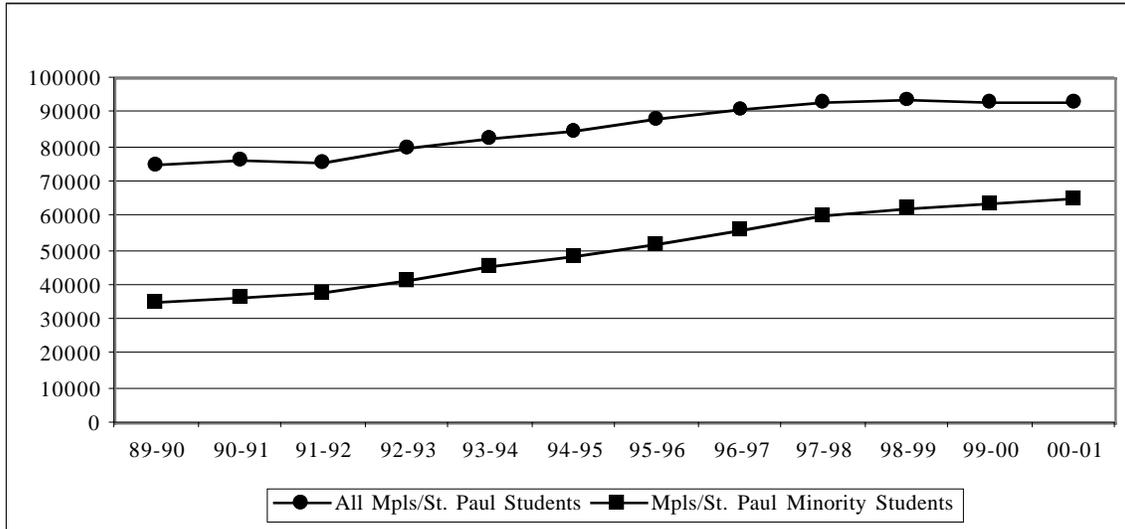
The large majority of ethnic minorities in the 11-county Twin Cities area live in Hennepin and Ramsey counties. The prevalence of minority populations (especially younger populations) in these two counties is evident in the K-12 enrollment trends in the core cities of Minneapolis and St. Paul where minority students comprises nearly 70 percent of the enrollment in both districts (see Chart 2). This growth rate continues to climb, although it has been slower in recent years.

Increasing Percentage of Metropolitan Residents Ages 15-34

Current population projections for the Twin Cities (see Chart 3) show increases in the 15-34 age group until the year 2015 followed by a declining age cohort to 2030. It should be noted that the 15-24 age group will experience increases after 2020. 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.

Chart 2

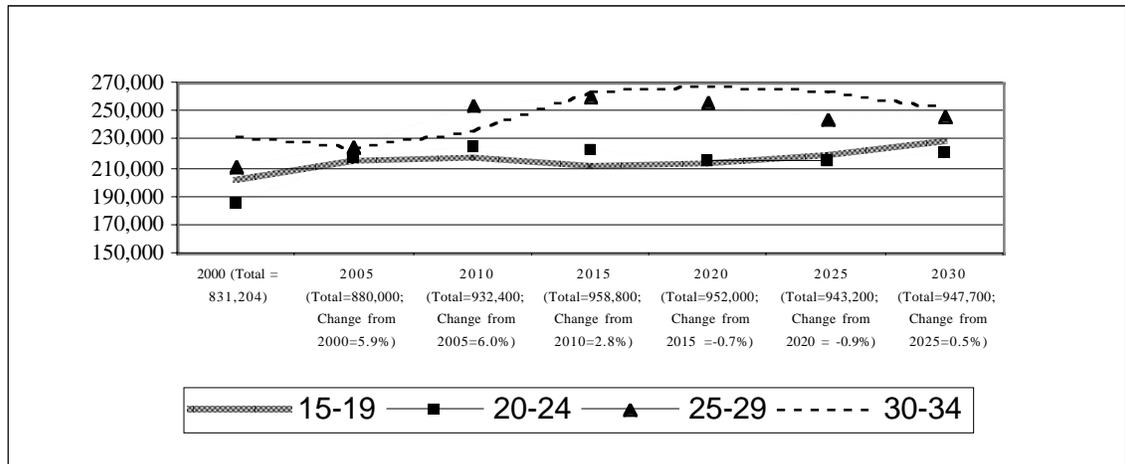
K-12 Enrollment Trends in Minneapolis/St. Paul



Source – Office of Educational Accountability, University of Minnesota-Twin Cities

Chart 3

Population Change for Primary Age Groups in the Twin Cities Metropolitan Statistical Area



Source – US Census and Minnesota State Demographer

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

As Table 3 indicates, 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 and peak in the later part of the decade. Gradual declines in high school graduates are predicted thereafter.

Table 3

<b>Public K-12 Enrollment in the 11-County Twin Cities Metropolitan Area</b>					
	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>% Change</b>
<b>K-12 Enrollment</b>	486,875	491,447	496,283	499,082	2.5%

Source – Minnesota Department of Children, Families, and Learning

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

A substantial number of public school students in the 11-county Twin Cities metropolitan area receive free or reduced price lunch or Special Education, or are considered Limited English Proficient (LEP) (see Table 4). Eligibility for free or reduced price lunch is considered a proxy for measuring the number of students who live in low-income households. The number of students in the Twin Cities school districts that qualified for free lunch between the 1998-1999 and 2001-2002 school years fluctuated but showed an eventual increase last year, likely due to the recession. There continue to be substantial increases in the number of LEP students as shown in the growth from the 1998-1999 school year to the 2001-2002 school year. Special Education students also increased in numbers during this time frame.

Table 4

<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 2001-2002 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>2001-2002</b>	<b>%</b>	<b>% Change 98-99 to 01-02</b>
<b>K-12 Enrollment</b>	486,875		491,447		496,283		499,082		2.5%
<b>Students Receiving Free Lunch</b>	88,868	18.3%	87,210	17.7%	87,617	17.7%	92,026	18.5%	3.6%
<b>Students Receiving Reduced Price Lunch</b>	27,837	5.7%	28,475	5.8%	29,393	5.9%	29,693	5.9%	6.7%
<b>Limited English Proficient Students</b>	25,841	5.3%	29,368	6.0%	36,524	7.4%	39,413	7.9%	5.3%
<b>Students Receiving Special Education</b>	57,423	11.8%	58,761	12.0%	60,408	12.2%	61,812	12.4%	7.6%

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

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

All student populations increased from the 1998-1999 school year to the 2001-2002 school year except for American Indian students (see Table 5). Blacks or African Americans make up the largest minority population in the 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 with the white student population actually declining in the past year.

Table 5

<b>Minority Populations in the Public Schools in the 11-County Twin Cities Metropolitan Area for the 1998-1999 to 2001-2002 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>2001- 2002</b>	<b>%</b>	<b>% Change 98-99 to 01-02</b>
<b>American Indians</b>	6,427	1.4%	6,564	1.3%	6,513	1.3%	6,381	1.3%	-0.7%
<b>Asian Pacific Islanders</b>	33,572	7.4%	36,399	7.4%	37,988	7.7%	38,767	7.8%	15.5%
<b>Hispanic</b>	13,181	2.9%	15,480	3.1%	17,932	3.6%	20,350	4.1%	54.4%
<b>African American</b>	45,912	10.0%	49,119	10.0%	51,981	10.5%	54,491	10.9%	18.7%
<b>White</b>	357,489	78.3%	383,870	78.1%	381,852	76.9%	379,093	76.1%	6.0%
<b>Total for All Minorities</b>	99,092	21.7%	107,562	21.9%	114,414	23.1%	119,989	23.9%	21.1%

Source – Minnesota Department of Children, Families, and Learning

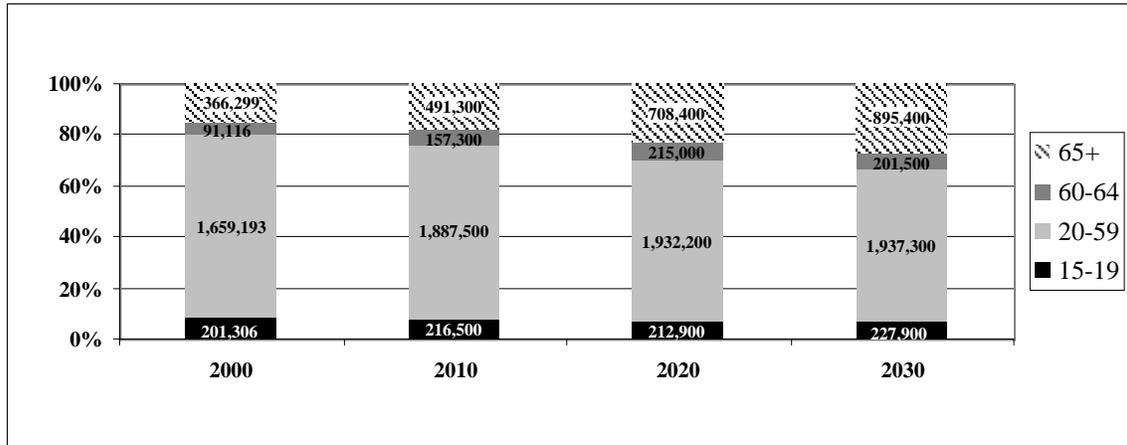
More than 96 percent of all high school seniors expect to have had at least some college within six years of high school graduation, regardless of racial/ethnic background. However, African American, Hispanic, and American Indian students are 20 percent to 50 percent as likely as white or Asian students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

Impact of Demographic Changes on the Twin Cities Workforce

Although the actual numbers of people of working age (ages 15-19 and 20-59) are projected to increase through 2030 (see Chart 4), these groups represent a continuously declining proportion of the overall population over the next 30 years as Baby Boomers move into retirement age. By 2020, the number of individuals entering the workforce (ages 15-19) will be outpaced by those considering a move out of the workforce (ages 60-64). In 2000, for every four people of working age (ages 15-19 and 20-59) there was one person of retirement age (ages 60-64 and 65+); by 2030, as the Baby Boom generation moves into retirement age, that ratio is projected to become less than 2:1.

Chart 4

Figures on Working Age Population in the Twin Cities Metropolitan Statistical Area



Source – US Census and Minnesota State Demographer

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

MnSCU’s Metro Alliance and the University of Minnesota – Twin Cities combine to serve over 67 percent of the student headcounts in the Twin Cities—nearly 85,000 full-year equivalent (FYE) students per year (see Tables 6 and 7). 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 10 percent more FYE students than the 11 institutions of the Metro Alliance. The Metro Alliance’s projected increase is slightly higher than that of the University of Minnesota.

Table 6

Where College Students Are Enrolled in the Twin Cities – Fall 2001 Headcount			
MnSCU Metro Alliance Institutions	University of Minnesota – Twin Cities	Private Colleges and Universities	Total
61,148	46,597	51,788	159,533
38.3%	29.2%	32.5%	100.0%

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

Table 7

Enrollments at Metro Alliance Institutions and the University of Minnesota – Twin Cities Campus				
Fiscal Year	MnSCU Metro Alliance Institutions	% Change from Prior Year	University of Minnesota – Twin Cities	% Change from Prior Year
FY 1995	36,830		41,599	
FY 1996	35,197	-4.4%	42,009	1.0%
FY 1997	34,623	-1.6%	41,074	-2.2%
FY 1998	34,877	.7%	40,279	-1.9%
FY 1999	31,978	-8.3%	41,325	2.6%
FY 2000	35,039	9.6%	40,480	-2.0%
FY 2001	36,999	5.6%	41,750	3.1%
FY 2002	40,072	8.3%	44,230	5.9%

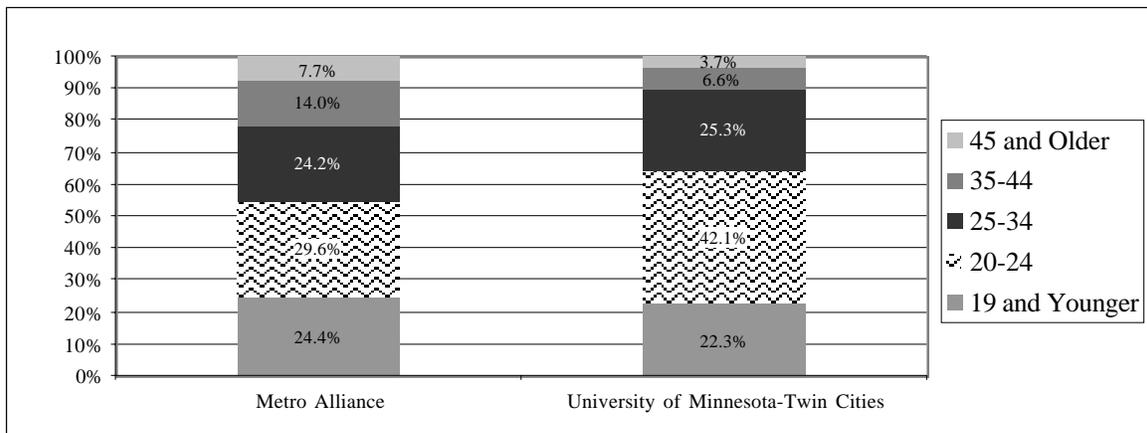
Source: MnSCU Office of Research and Planning and UM Office of Institutional Research and Reporting

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

The Metro Alliance institutions have greater percentages of older students (see Chart 5); 54 percent of the students in the Metro Alliance and just over 64 percent of students at the University of Minnesota – Twin Cities are in the traditional college-age range.

Chart 5

Age of Metro Alliance and University of Minnesota-Twin Cities Students in Fall 2001



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 (see Table 8). Students of color represented approximately 19 percent of enrollment at Metro Alliance institutions in fall semester 2001 and nearly 13 percent of enrollment at the University of Minnesota – Twin Cities (numbers of 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, who are not counted as students of color, as compared to the Metro Alliance (7.8 percent and 2.0 percent, respectively).

Table 8

<b>Race/Ethnicity of Students at Metro Alliance Institutions and University of Minnesota – Twin Cities</b>						
	<b>Fall 1999 Headcounts</b>		<b>Fall 2000 Headcounts</b>		<b>Fall 2001 Headcounts</b>	
	<b>Metro Alliance</b>	<b>UM – Twin Cities</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%	10.3%	3.4%
<b>Asian or Pacific Islander</b>	5.0%	6.8%	5.6%	6.9%	5.7%	7.0%
<b>Hispanic</b>	1.8%	1.9%	2.0%	1.7%	2.1%	1.7%
<b>Native American</b>	0.9%	0.7%	1.0%	0.6%	0.9%	0.7%
<b>Non-Resident Alien/ International</b>	1.9%	6.7%	1.9%	7.4%	2.0%	7.8%
<b>Caucasian</b>	82.4%	74.0%	80.7%	73.4%	79.0%	73.1%
<b>Total</b>	100%	93.5%	100.0%	93.4%	100%	93.7%
<b>Unknown*</b>	14.4%	6.5%	23.8%	6.6%	23.3%	6.3%

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

*\*Note: 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: PLANNING, COORDINATION, AND DUPLICATION

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

resources, the primary institutional partners seek to create an integrated network of entry points to postsecondary education in the Twin Cities, which presently neither has the capacity to develop on its own. Such cooperative efforts will strengthen Minnesota's educational pipeline by delivering seamless service to students in the transition from K-12 to postsecondary education.

## **Planning for the Postsecondary Needs of the Metropolitan Area**

### Metropolitan Higher Education Consortium

The Minnesota State Colleges and Universities and the University of Minnesota have joined to create the Metropolitan Higher Education Consortium (Metro Consortium). The Metro Consortium is committed to supporting collaborative efforts to meet the educational and workforce development needs of the changing student population in the Twin Cities metropolitan area. In order to achieve this goal, the Metro Consortium has identified the following purposes:

- To improve the preparation of high school students and adult learners to succeed in college,
- To expand access to learning opportunities in metropolitan area public colleges and universities,
- To increase the college participation rates of under-served and under-represented students in metropolitan area colleges and universities, and
- To adapt higher education programs and services to meet growing and changing workforce development needs.

The Metro Consortium Executive Steering Council, instituted in September 2002, is comprised of metropolitan leaders from both postsecondary systems and K-12 education, as well as representatives from key community organizations. This new body is accountable to the governing boards of the Minnesota State Colleges and Universities and the University of Minnesota.

In order to achieve its stated purposes, the Metro Consortium established the following joint working committees:

- **Under-Served Students**, to clarify the skills that freshmen need to do college-level work; to reach out to the wide variety of adults who want to start college or upgrade their skills; and to increase college participation and success rates for students from all walks of life.
- **Career Pathways**, to develop career pathways that provide flexible learning opportunities; to address critical workforce needs such as nursing and hospitality; and to expand career-oriented degree programs.
- **P-16 Educational Partnerships**, to enhance the teacher education pipeline and career-long professional development; to improve partnerships between P-12 education and higher education; and to improve program coordination to leverage limited resources and improve student services.

The Consortium will also stay abreast of developments in a fourth area, Technology Infrastructure, because of the growing potential for new networking capabilities to emerge. However, no formal Metro Consortium working committee will be created at this time.

These three joint committees worked during 2002 to develop strategies and action plans to address the areas of primary concern identified in the February 2002 joint report on postsecondary planning submitted to the Minnesota Legislature. Following are recommendations for initial actions in these areas:

### **Under-Served Students Working Committee**

The working committee on Under-Served Students will focus initial efforts on the following four initiatives to improve the enrollment, retention, and success of under-served student populations. Targeted populations include the economically disadvantaged, the educationally under-prepared, communities of color, first generation students, and new immigrant populations.

- Serving New Immigrant Populations: English for Speakers of Other Languages (ESOL): To meet the English language needs of an increasing population of ESOL learners, the Minnesota State Colleges and Universities (Century College, Metropolitan State University, Minneapolis Community and Technical College, and Hennepin Technical College) and the General College of the University of Minnesota are developing a collaborative to support greater access to ESOL programs for new immigrant populations. This initiative will promote academic achievement and workforce readiness and will explore more effective ways to expand access to ESOL programs and postsecondary education to a greater percentage of new immigrant students. Preliminary discussion will clarify where to increase the capacity and the dimension of ESOL programming, as well as address partnerships with K-12 and Adult Basic Education programs. A pilot program designed to capture and apply the best practices in ESOL instruction to existing and proposed courses will be launched fall 2003.
- Best Practices in Developmental Education: The working committee on Under-Served Students will convene a conference during fall 2003 on “best practices” in developmental education to explore how to better serve students who need developmental education. The primary goal of this initial conference will focus on improving the content and pedagogy of developmental education courses as demonstrated by student success in college-level courses. The conference will also strive to identify what constitutes college-level learning within various institutional types, to address the issue of disabilities, and to explore the dynamics of assessment for college readiness. Conference participants will be asked to develop “improvement initiatives,” which should lead to research opportunities to be conducted during 2003-2005 and a follow-up conference to share outcomes and best practices from the improvement initiatives.
- Best Practices in the Recruitment and Retention of Under-Served Populations: The working committee on Under-Served Students will initiate a series of community forums in spring 2003 to gain a better understanding of how under-served populations in the greater metropolitan area learn about and access postsecondary education. Recommendations

stemming from the community forums will inform the development of focused recruitment strategies to be implemented during the 2003-2004 academic year. The committee will also encourage metropolitan postsecondary institutions to share best practices in retaining under-served and under-prepared students at a conference on retention of under-represented populations to address tutoring, mentoring, and other intervention strategies. Each participating institution will be encouraged to develop a retention initiative, as well as research projects, based on these best practices. In the 2005-2006 academic year, a follow-up conference will allow participants to share their experiences and emerging best practices.

- Explore a New Academic/Financial Aid Model: A key task is to develop policies that provide sufficient financial aid for low-income students who already meet postsecondary academic standards, as well as to develop policies and programs that encourage students to prepare academically for postsecondary education, regardless of family incomes, starting in the middle school grades. The working committee on under-served students will explore models of academic and financial aid to improve access to low-income students and suggest an appropriate legislative agenda to support the creation of a new Minnesota model.

### **Career Pathways Working Committee**

“Career pathways” is a term that recognizes the various learner segments in the workforce, which range from new learners, to learners seeking to enhance their job skills, to learners seeking a degree. Both systems want to create seamless pathways so students can move easily from one system to the other. Preliminary discussions of trends in this area have led the committee to recognize structures in each system that will need to be adapted to remove obstacles that currently impede cooperation.

Thus, the committee agreed on three framing principles to guide its planning. First, any collaborative initiative should be bold, new, and hold potential for regional and national impact. Second, collaborative initiatives should combine intellectual assets of both institutions to create a career matrix of interest to students. And third, there should be some focus on customized education and training, with specific initiatives strategically aligned with state workforce development priorities.

Four potential projects have been identified for focused exploration to assess need and opportunity, identify existing resources, and determine the viability of developing a partnership. This committee will develop and implement workplans for one or two projects as Phase 1, through May 2003.

- Small Business Entrepreneur: Eighty-six percent of the businesses in Minnesota employ fewer than 20 people. This suggests that MnSCU and the U of M should develop programs focused on the small business entrepreneur.
- Nursing/Allied Health: This project will leverage resources and streamline admissions to these programs in the Twin Cities metropolitan area. Nursing and allied health professions

are already receiving a lot of attention in greater Minnesota through the work of regional consortia.

- Food/Hospitality: This project will explore the food/hospitality business as a career cluster by meeting the needs of emergent workers through a Ph.D. in areas including food science, nutrition, and management.
- Forecasting Group: This project will develop a strategy for MnSCU and the University of Minnesota to collaboratively identify and address cutting-edge career pathways (e.g., nanotechnology, genomics, bioinformatics) and new workforce development initiatives, by working with key business, industry, and community leaders to study workforce and economic trends.

### **P-16 Educational Partnerships Working Committee**

P-16 partnerships are needed to create a forum to discuss policies, to manage overlapping and mutually supportive partnerships, to surface promising initiatives, and to accommodate regular communication and mutually beneficial planning among the higher education community and P-12 systems in the Twin Cities metropolitan area. Most importantly, P-16 partnerships illustrate the shared commitment to working together to achieve quality and accountability across the education continuum. Only with higher education and K-12 at the same table can we begin to address the educational issues that affect both systems.

Committee members will work toward these ends in Phase I (through summer 2003) as they plan and launch two primary collaborative projects:

- CollegeEd: Of increasing concern today is the rising gap between the economic needs of the state for an increasingly educated workforce and lagging postsecondary matriculation rates. The CollegeEd program, an innovative and engaging college awareness curriculum for 7th grade students developed by the College Board, provides accurate information to students and their families to increase awareness of postsecondary options and financial planning strategies, and builds college-going aspirations of K-12 students at a critical point in their education planning. The U of M and MnSCU are collaborating on a pilot project with the public school districts of Minneapolis, St. Paul, and Robbinsdale to offer CollegeEd as an enrichment program in summer 2003 to middle school students (grades 6-9) with at least a 7th grade reading level. Once initiated, the program has great potential to expand to other metropolitan school districts and is versatile enough to be offered through community organizations, on college campuses, and in partnership with business and municipal government agencies.
- Minnesota P-16 Education Partnership: Although the Minnesota P-16 Education Partnership has an intended focus greater than the metropolitan area, the size and scope of educational issues specific to the metropolitan area will necessitate attention to metro-area strategies as part of the work of this partnership. See Section IV: Statewide Collaborative Efforts, pp. 22-28, for more detailed description of this statewide initiative.

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

Since 1993, MnSCU and the U of M have worked to cultivate a formal and collegial process to identify, develop, and coordinate inter-system programs for efficient delivery of programs to meet the educational demands of the population and to benefit workforce development in the metropolitan area. Analysis of program data from both systems illustrates that the academic programs of MnSCU and the U of M 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 U of M 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 (mentioned in Section I of this report) 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 (see Appendix B: State Statute 135A.052: Post-Secondary Missions), which addresses the mission differentiation of Minnesota's public postsecondary systems.

### Partnership Degree Programs

Several formal partnership degree programs originated from the 1998 higher education partnership agreement. Today, MnSCU and the University continue to develop and offer joint degree programs that address current 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>1</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
- 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 information networking and network administration, with Inver Hills CC and RCTC<sup>2</sup>

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<sup>1</sup> Offerings of the Bachelor of Applied Science degree in applied business were phased out during 2001-02; courses will continue to be offered by the U of M's College of Continuing Education (CCE) for use in other programs. Students have been referred to business degree programs at Metropolitan State University.

<sup>2</sup> Offerings of the Bachelor of Applied Science degree in information networking and network administration will no longer accept students after June 1, 2003.

The U of M'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 MnSCU and the U of M 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 College: Community and Technical College, North Hennepin CC, and Lake Superior College
- B.A.S. in information technology infrastructure, with RCTC
- B.A.S. in information networking and network administration, with RCTC
- B.A.S. in radiation therapy, with RCTC, Mayo Clinic School of Health Sciences, and Fairview-University Medical Center
- B.A.S. in respiratory care, with RCTC and the Mayo Clinic

### Workforce Development

The UMTC and MnSCU are exploring collaboration in non-credit workforce-oriented programming, utilizing MnSCU training facilities to offer continuing education technology programs. For example, the U of M'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, in October 2002, the CCE and MnSCU co-sponsored *Workforce Minnesota*, a statewide conference on the role of education in developing Minnesota's future workforce.

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

There is little duplication of academic programs offered by MnSCU and the U of M in the metropolitan area (see Tables 9 and 10). 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 U of M's Twin Cities campus reveals an apparent overlap of only 27 programs (out of a total of 45 baccalaureate and master's degree programs at Metro State, and 580 total degree programs at U of M). However, in some instances, the overlap is in name only, and not substantively duplicative in program offerings.

Much of the overlap occurs in 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 UMTC 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 degree programs in law enforcement, and the University of Minnesota offers all of the M.D. degrees.

Table 9

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

	U of M	MnSCU	Total	# Duplicates
Associate	0	223	223	0
Baccalaureate	196	39	235	21
Master's	245	6	251	6
Doctoral	134	0	134	0
First Professional	5	0	5	0
Total	580	268	848	27

Table 10

University of Minnesota and MnSCU Program Duplication in the Metropolitan Area

Baccalaureate Programs	Master's Degree Programs
Accounting	
Biology	
Business Administration and Management	Business Administration and Management
Business Marketing and Marketing Management	
Communications	
Computer Science	
Criminal Justice	
Developmental/Child Psychology	
Economics	
English Language and Literature	
English Technical and Business Writing	English Technical and Business Writing
Finance	
History	
Information Sciences/Systems	
Management Information Systems	Management Information Systems
Nursing	Nursing
Philosophy	
Psychology	Psychology
	Public Administration
Social Work	
Theatre Arts	
Women's Studies	

## Coordination and Duplication of Program Offerings within MnSCU

Historically, the 11 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 Metro Alliance has instituted a new collaborative process whereby 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 of statewide impact. Final approval of new programs is made by the chancellor or his designee.

### IV. STATEWIDE COLLABORATIVE EFFORTS

#### **Collaborative Planning for Statewide Education Needs**

##### Minnesota P-16 Education Partnership

The Minnesota State Colleges and Universities and the University of Minnesota played lead roles in 2002 in developing and beginning implementation of a plan to create the Minnesota P-16 Education Partnership. This plan builds upon a long history of collaborative efforts between Minnesota's P-12 and postsecondary education systems, and on the P-16 partnership work of the National Association of System Heads (NASH) and The Education Trust. The Partnership will create a stable group of key leaders who can: 1) articulate an encompassing vision of education based on discussions of critical issues facing the educational community, from pre-kindergarten through postsecondary (P-16) programs; 2) initiate and impact policies and programs designed to raise the academic achievement of all students; and 3) promote seamless transitions from P-12 to postsecondary programs by addressing critical issues that neither P-12 nor higher education can solve alone. What sets this partnership effort apart from previous collaborations is its broad base, fully inclusive of both P-12 and higher education, and the commitment to partnership of key educational leaders and policy makers in Minnesota who are willing to invest their time, energies, and resources to this project.

The Partnership will be formally rolled out in January 2003 and will consist of key education, government, and private sector leaders. This group will determine priorities for collaborative action and provide strategic support and direction to advance the Partnership's work. Much of the work of the Partnership will be carried out by a P-16 Coordinating Team comprised of representatives from Partnership organizations, along with others who can contribute to its work. The Coordinating Team will work to implement Partnership priorities; identify the resources needed to carry out the Partnership's work plan; and inform the on-going work of the

Partnership. In addition, ad hoc working groups may be created to focus on key priorities identified by the Partnership, reflecting the evolving agenda of the Partnership and the changing educational needs and realities of the state. Periodic opportunities (including public forums and ad hoc committees) will also be provided to engage a broader audience of interested persons in the work of the Partnership.

### **Collaborative Academic Programs**

During the past four years the number of formal academic collaborations and partnerships between U of M and MnSCU institutions has grown from 60 to almost 190 programs, either already implemented or currently in development. The 2002 *Survey of Collaborative Efforts* (online at <http://www.evpp.umn.edu/evpp/init.htm>), an annual joint report compiled by the University of Minnesota and the Minnesota State Colleges and Universities, summarizes the ongoing development of the MnSCU/U of M partnership agreement, highlights noteworthy new and continuing efforts in the current academic year, and provides a list of examples of the numerous activities that are taking place statewide (see Appendix C: Section IV. Collaborative Academic Programs, Approved and in Development, from the *2002 Survey of Collaborative Efforts*). Listed below are some examples of cooperative efforts between the Minnesota State Colleges and Universities and the U of M 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: Examples include the Minnesota Cooperative Admissions Program (MnCAP, see p. 35 for more detailed information) which facilitates the transfer of students from MnSCU's metropolitan two-year campuses to the U of M's Twin Cities campus; and "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 U of M on approved community college coursework, and to complete the programs on MnSCU campuses.
- U of M Graduate/Professional Programs: These collaborative partnerships allow students to complete U of M graduate and professional programs while in residence at MnSCU institutions, often using shared faculty resources.

Listed below are a number of specific examples of the statewide cooperation between MnSCU and the University of Minnesota:

### Agriculture

The UMTC College of Agriculture, Food, and Environmental Sciences (COAFES) now offers four majors at Southwest State University (SSU): B.S. in crops and soils resources management; B.S. in crop, soil, and pest management (new in 2002); B.S. in agricultural industries and marketing; and B.S. in scientific and technical communications. These programs graduated 19 students in the first two years, and currently enroll 43 students in 2002. COAFES and SSU are committed to the creation of quality academic opportunities for students, farmers, agribusiness employees, and other citizens of southwest Minnesota.

COAFES' environmental horticulture program also has a new 2+2 transfer agreement with the Associate of Sciences in horticulture program at Century College.

The West Central Research and Outreach Center (WCROC) supports a variety of academic programs and research initiatives, including the Ridgewater veterinary technician program, the farm business management program, and the Pipestone sheep program.

The Southwest Research and Outreach Center (SROC) supports a variety of academic programs and research initiatives, including:

- ConnectU, a partnership with Southwest State University serving families and youth by building the capacity of professionals and individuals through cross-disciplinary opportunities where learning, networking, resource sharing, and family-focused community development occurs.
- Agronomy Field Day, a one-day field course for approximately 200 students serving primarily as a recruitment tool for two-year students at Ridgewater, SSU, South Central Technical, and Minnesota West.
- Graduate certificate program in food science currently under development with SSU, COAFES, and the Minnesota Corn Processors.
- Native Prairie Sites.
- SHOT (Southwest/West Central Higher Education Organization for Telecommunications and Technology), an ongoing technology consortium for using technology in the delivery of credit courses, outreach programs, and communication.

### Biological Sciences

The Science Education Partnership in Greater Minnesota (SEPGM) program involves internships with U of M students from the College of Biological Sciences in biology classrooms in northwestern Minnesota. In addition, this program will conduct teacher professional development workshops at the Lake Itasca Forestry and Biological Station.

The University's College of Biological Sciences and Bemidji State University (BSU) are currently exploring potential partnership opportunities that include using BSU faculty to conduct biology workshops and offering Native American cultural awareness seminars through BSU.

### Dentistry

In January 2002, the University of Minnesota's School of Dentistry opened a rural dental clinic on the campus of Hibbing Community College (HCC) in affiliation with HCC's dental assisting program. The clinic helps recruit and train dentists, dental hygienists, and dental assistants for rural communities. Through October 2002, 43 University of Minnesota dental students completed part of their clinical training at the Hibbing clinic, performing nearly 6,000 dental procedures and serving over 1,000 patients. In 2001-2002, 12 HCC students in dental hygiene and dental assistant programs had hands-on experience in the clinic. In 2002-2003, 40 HCC students will complete clinical experience. The University's School of Dentistry is continuing discussions with other rural communities about the feasibility of additional clinic sites.

### Natural Resources

The UMTC's College of Natural Resources (CNR) has 2+2 agreements with MnSCU institutions for three majors: forest resources, natural resources and environmental studies, and recreation resources management. In addition, the CNR completed formal transfer guides for all MnSCU institutions, and offers courses over interactive television at Itasca Community College, Lake Superior College, and Rainy River Community College.

### Nursing

The Collaborative Nurse Practitioner project has developed several programs since 1993 to enhance the quality of nursing education and increase the number of nurse practitioners. The statewide project involves six institutions (College of St. Catherine, College of St. Scholastica, Metropolitan State University, Minnesota State University Mankato, University of Minnesota, and Winona State University) and receives \$500,000 in state dollars each biennium, which has in turn leveraged extramural support of over \$4.3 million. The project has developed web-based and interactive TV courses and provided on-line access to health science information for rural nurse practitioner students.

In fall 2002, the University of Minnesota's School of Nursing established a satellite of its bachelor of science nursing program in Rochester, in collaboration with Mayo Clinic and MnSCU. This program admits students in their sophomore year in cohort groups of 30; it has the capacity to serve up to 90 students at any one time.

### Health Care

The University of Minnesota's Academic Health Center has received a \$1.1 million federal grant to support training sites for health professions students in medically under-served communities in northeastern and southwestern Minnesota. Planning is being done in collaboration with MnSCU institutions.

The U of M and MnSCU are also conducting a collaborative study of the healthcare workforce needs of northwestern Minnesota.

### Postsecondary Enrollment Options (PSEO)

Educators from MnSCU, UM-Duluth, and the UMTC's College of Continuing Education meet regularly to share information about best practices and quality standards for, and to identify and seek to solve problems that arise in the context of, PSEO and concurrent enrollment programs (e.g., the U of M's College in the Schools program and other such programs offered by 14 MnSCU institutions). They co-hosted the National Alliance of Concurrent Enrollment Partnerships conference in Duluth in October 2002 and continue to work together to ensure that students are well served by programs offered through PSEO.

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

Outside the metro area, MnSCU and the UMTC's CCE offer a significant number of partnership degrees, many reflecting the focus the U of M 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 College: Community and Technical College, North Hennepin Community College, and Lake Superior College
- B.A.S. in information networking and network administration, with Rochester Community and Technical College
- B.A.S. in information technology infrastructure, 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 respiratory care, with Rochester Community and Technical College and the Mayo Clinic
- B.A.S. in radiation therapy, with Rochester Community and Technical College, Mayo Clinic School of Health Sciences, and Fairview-University Medical Center

### University of Minnesota Extension Service

The University of Minnesota Extension Service (UMES) collaborates with MnSCU institutions across the state on programs in areas such as agriculture, children and youth, strengthening communities, and economic development. For specific examples, see Appendix C.

### University Center Rochester: Collaboration to Deliver Postsecondary Opportunities in Rochester

In early 1999, MnSCU and the U of M jointly developed a set of principles to guide the strategic expansion of higher education in Rochester. In summer 2000, the U of M appointed a permanent provost to lead its academic programs in Rochester and in July 2002, a "Revised Statement of Principles, Academic Leadership and Programs for Higher Education in Rochester" was signed by University of Minnesota President Mark Yudof and the Chancellor of the Minnesota State Colleges and Universities, James McCormick. This revised statement clarified responsibilities for the three higher education institutions at the University Center Rochester (UCR); designated UM Rochester as the lead institution for all future baccalaureate and graduate programs; maintained Winona State University-Rochester Center's (WSU-RC) current undergraduate and graduate programs; and acknowledged Rochester Community and Technical College (RCTC) as the institution for offering associate degree programs.

Through the partnership agreement, the UCR continues to be jointly managed by senior administrators from all three partner institutions. A “shared UCR budget,” managed by the UCR Cabinet, has been established and is used to help support joint academic partner initiatives. UCR partners have formal agreements for sharing resources in the areas of academic programming, libraries, computer labs, classrooms, nursing labs, maintenance, and office space. There are also three staff members who have joint appointments with the UCR partner institutions.

Joint academic planning by the University of Minnesota, RCTC, WSU, and the Mayo Clinic is underway. 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

iSeek Solutions, a joint powers organization that includes the Minnesota State Colleges and Universities and the University of Minnesota, provides direction for two collaborative activities: ISEEK (Information System for Education and Employment Knowledge at [www.iseek.org](http://www.iseek.org)) and MnVU (Minnesota Virtual University at [www.mnvu.org](http://www.mnvu.org)). ISEEK continues to offer seamless navigation for career and education information for Minnesota. During 2001-2002, ISEEK merged with Mn Careers and the Minnesota Career Resource Network and developed a strategic partnership with the Minnesota Career Information System (MCIS) that is operated at the Department of Children, Families and Learning. These actions align all public career and education information products and services under the iSeek Solutions banner ([www.iseeksolutions.org](http://www.iseeksolutions.org)). MnVU has been redesigned to better promote online programs, courses, and services delivered by education and training providers in the state.

### METNET

Physically located at the U of M, METNET expands access to WebCT software to institutions in MnSCU’s Metro Alliance, which allows MnSCU faculty to develop online courses with access to help desk support and training opportunities that are critical for success in an e-learning environment.

## **Library Resources**

### MnLINK

The University of Minnesota and MnSCU Libraries are working cooperatively to implement MnLINK, a partnership among academic, public, and K-12 libraries statewide, funded through Minnesota's Higher Education Services Office (HESO). MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty will have improved access to the collections of both higher education systems using the same online automation system, which is expected to facilitate cooperative collection development in the future. The UMTC campus library went online with MnLINK (via the new Ex Libris Aleph System) in July 2002 and plans to go live on the coordinate campuses by July 2003. St. Cloud State University, MnSCU's beta site, will likely be up by February 2003.

### MINITEX Library Information Network

Based within the University Libraries, MINITEX provides significant resource sharing capabilities to some 1,500 libraries within the state. Drawing significantly on the University of Minnesota Twin Cities Libraries, MINITEX facilitates the delivery of books and journal articles to patrons statewide. The majority of MnSCU requests (over 50,000 in FY02) were filled from the collections of the University Libraries. Cooperative arrangements with MnSCU have helped to make inter-library lending from the U of M the largest such service in the country. Most requests for journal articles are now scanned and electronically delivered to the desktops of MnSCU students and faculty, sometimes within hours. Book loans are delivered overnight through the MINITEX Delivery System, operated out of the University Libraries' Andersen Library.

MINITEX also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). MnSCU faculty and students have benefited by inclusion in these agreements, providing access to significant electronic content.

### Information Literacy

The University Libraries have developed a suite of tools, QuickStart and QuickStudy, to assist in developing information literacy skills and in identifying quality resources, particularly for undergraduate students. Both tools are shared with other libraries and St. Cloud State has recently implemented these services.

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

## Professional Development

The University Libraries and MINITEX have sponsored numerous professional development events for librarians in the state, including U of M and MnSCU library staff. These have included large conferences as well as targeted workshops for individual MnSCU institutions.

## V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

Since 1991, the University of Minnesota and the Minnesota State Colleges and Universities have admitted students to baccalaureate programs under a common set of preparation requirements. These include four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. Specific requirements within these disciplines are formalized within University and MnSCU policy and are widely communicated to students in a variety of publications and websites. Since adoption of these joint preparation requirements, a growing number of students have completed a college preparatory curriculum in high school. Additional improvements in student preparation are being sought collaboratively through the new Metropolitan Higher Education Consortium and more broadly by the emerging Minnesota P-16 Education Partnership.

However, all Minnesota public postsecondary institutions also admit some students who have need for remedial and/or developmental instruction, and all of Minnesota's public postsecondary institutions offered at least one course in remedial mathematics, reading, or writing in 2001-2002. Nationally, 93 percent of public institutions offer some remedial and/or developmental courses.

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

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. MnSCU's two-year colleges have the mission of providing open door access to higher education. These institutions are not selective in admissions and admit all students who can benefit from higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of

years and have forgotten skills they once had mastered. MnSCU colleges have the most extensive array of remedial courses and academic support services.

The remainder of this section focuses on several activities that are designed to reduce the number of recent high school graduates who are not academically prepared for college-level work. For a more detailed discussion of developmental and remedial education, please see Appendix D: Excerpts from Section V: Remedial and Developmental Education, from *Postsecondary Planning: A Joint Report*, February 2002.

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

In 1993, the Minnesota Legislature directed the public postsecondary systems to report annually to school districts on the extent and content of remedial education received by recent Minnesota high school graduates (Chapter No. 351, H.F. 1245 Section 40). 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 information on 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 U of M/MnSCU joint report, *Getting Prepared: A 2002 Report On Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*:

- Thirty-one percent (7,201 of 22,746) of Minnesota public high school graduates in 2000 who enrolled at public colleges and universities took one or more developmental or remedial courses during the 2000-2001 academic year.
  - Fourteen percent of 2000 public high school graduates at the University of Minnesota took remedial or developmental courses.
  - Twenty percent of 2000 public high school graduates at the MnSCU state universities took remedial or developmental courses.
  - Forty-three percent of 2000 public high school graduates at the MnSCU state colleges took remedial courses.
- The 7,201 recent high school graduates who enrolled in developmental courses represent 12.5 percent of all public high school graduates in 2000.
- The percentage of recent graduates enrolled in a developmental course decreased by .4 percent from the 2001 report.
- Over 79 percent of 1999 and 2000 graduates who took developmental instruction took one developmental course (55 percent) or two developmental courses (24.2 percent).
- Fifty-six percent of the developmental credits taken by the 1999 and 2000 graduates were in mathematics courses and another 26 percent were in writing courses. Courses in

mathematics constitute a disproportionate percentage of the developmental credits taken by the 2000 graduates at Minnesota public colleges and universities:

- Ninety-eight percent of the developmental credits taken by the 2000 graduates at the University of Minnesota were in math.
- Eighty-nine percent of the developmental credits taken by the 1999 and 2000 graduates at the Minnesota state universities were in math.
- Fifty-one percent of the developmental credits taken by the 1999 and 2000 graduates at the Minnesota state colleges were in math.
- Recent high school graduates who took one or more remedial courses at the University of Minnesota had an average ACT score of 19.8 compared to 23.6 for all recent high school graduates enrolled at the University of Minnesota.

Both postsecondary systems made additional efforts this past year to work with P-12 partners to support the effective use of data contained in the *Getting Prepared* report. Several meetings were held with P-12 and postsecondary stakeholders and as a result, a new section was added to the high school report that focused on ways to make effective use of data. We are continuing to talk with our P-12 colleagues to explore ways to make the data useful to, and ensure its use by, school districts throughout the state as they seek to improve the preparation of their graduates. Both postsecondary systems are now engaged in more comprehensive analyses of data on high school graduates who enroll in remedial courses in college, in an effort to better understand the population and to predict needs and performance expectations. Another example of support for broad statistical analysis is MnSCU's Developmental Education Demonstration Project which is designed to assess the effectiveness of using college placement tests to measure the readiness of high school students.

### **Joint Statement on Mathematics Competence Expected of All Entering College Students**

In light of the fact that mathematics is the greatest area of remedial/developmental education need, particular efforts are being undertaken to help students understand the preparation of mathematics that they will need to be successful in college and to select appropriate courses. To that end, in late spring 2002, the University of Minnesota and the Minnesota State Colleges and Universities joined with the Minnesota Private College Council to develop a joint statement on the mathematics competence expected of all entering college students. The committee includes representatives from all three postsecondary systems as well as P-12 system representatives.

The committee has been working since May to develop a document for wide circulation that defines the mathematics competencies that all students need to be successful in a postsecondary institution in Minnesota. Presently in draft status, the statement will be completed later this academic year. The joint statement will emphasize how essential mathematics preparation is for all college students—those entering two-year as well as four-year institutions—and seeks to dispel the myth that mathematical competence is required of only some college students who enroll in certain college programs. The joint statement will articulate and answer four questions:

- What is mathematical competence?
- How does one acquire mathematical competence?
- Does every college student need the same mathematical competence?
- Is calculus in high school necessary to succeed in college?

This general statement will be followed by more detailed sections describing the mathematical competence needed in four areas:

- Algebra (variables, equations, functions, and graphs);
- Geometry (axioms, deduction, geometric reasoning, and visualization);
- Data Analysis (representations of data, probability, and statistics); and
- Reasoning (mathematical argumentation and proof).

### **U of M/MnSCU Collaboration for Faculty Development in Developmental Education**

In partnership, the University of Minnesota’s College of Education and Human Development and the General College (GC) provide leadership within the state by preparing professionals in developmental education. The GC Center for Research on Developmental Education and Urban Literacy (CRDEUL) works cooperatively with faculty and administrators at a number of MnSCU community and technical colleges, leading 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. The Center hosted its Third National Meeting on Future Directions in Developmental Education in November 2002. Over 40 national and regional leaders in the field convened to take action on issues that have emerged as priorities in the research and practice of developmental education. The CRDEUL Advisory Board includes members from MnSCU institutions.

## VI. CREDIT TRANSFER

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

Both the Minnesota State Colleges and Universities and the University of Minnesota are committed to helping students graduate in a timely way. An important element of this commitment is that transfer, by itself, should not delay graduation. A recent study indicates that students who transfer to the U of M graduate with approximately the same number of credits in each degree program as students who begin at the U of M 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. Improved awareness and understanding of transfer policy has led to a “transfer-friendly” environment wherein prior coursework is assessed in the most generous terms consistent with the degree requirements.

The University of Minnesota and MnSCU offer 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, community and technical 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 ensuring that students who receive degrees from either system are doing so by completing coursework that is appropriate to their degree program.

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

The Minnesota State Colleges and Universities and the University of Minnesota have completed an ambitious agenda to establish and improve cooperative inter-system transfer initiatives, including articulated transfer standards, a transfer curriculum, a transfer specialists’ network, and articulation committees in various disciplines<sup>3</sup>. Transfer across systems throughout the state has improved greatly. Following is a brief overview of several key transfer initiatives.

#### Minnesota Transfer Curriculum (MTC)

The Minnesota Transfer Curriculum (MTC) 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

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<sup>3</sup> In 1991, MnSCU and the University of Minnesota submitted a joint report to the Legislature called *Progress in Improving Student Transfer*, which articulated the vision for transfer initiatives and laid out an ambitious agenda. Over the years, the original vision and agenda have been extended by advances in technology.

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. 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 UMTC courses among MnSCU institutions. The University's liberal education requirements have fulfilled the Transfer Curriculum since it was approved in 1994. The articulation agreement of the MTC can be found online at [www.mntransfer.org/MnTC/MnTC.html#mntc](http://www.mntransfer.org/MnTC/MnTC.html#mntc).

### MTC Oversight Committee

The purpose of the MTC Oversight Committee is to “review implementation of the Minnesota Transfer Curriculum (MTC) – providing insight that assures appropriate, high quality general education for students who transfer...” (February 1994). This ongoing committee (comprised of faculty and administrators from MnSCU and the U of M) meets periodically to iron out some small problems and insure that the Minnesota Transfer Curriculum continues to meet its objective.

### Standards and Procedures for Transfer

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

### Resources and Publications to Guide College Transfer

A collaborative website ([www.mntransfer.org](http://www.mntransfer.org)) provides students with comprehensive information on a wide range of transfer issues. The U of M, MnSCU, and Minnesota private colleges are all featured on the site. An array of resources is divided into five major headings to help the seeker easily access the desired information: Transfer Resources; Tips for Transfer; Student Services; High School Students; and Educators and Advisors. The website has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at both the secondary and postsecondary level. Usage of the website has steadily increased as it has become more known. The monthly average number of hits between November of '01 and September of '02 (excluding two months when the tracking function was not operating properly) is 124,493.

Two new publications are available to guide students through the transfer process. The *Guide to College Transfer*, a MnSCU brochure (also online at [www.mntransfer.org](http://www.mntransfer.org)), lays out the answers to commonly asked questions and steps in the transfer process. The guide includes contacts and

locations for all the MnSCU colleges and universities, including website addresses, as well as information concerning transfer to the U of M and how to obtain information for any Minnesota college or university. The University of Minnesota Office of Admissions produced a guide and application that is exclusively designed and intended for new transfer students. The 44-page *Transfer Student Guide* ([http://admissions.tc.umn.edu/PDFs/03-04\\_trans\\_book.pdf](http://admissions.tc.umn.edu/PDFs/03-04_trans_book.pdf)) leads students through the application process, from the planning and preparation stages, through the application. It also tells students what to expect after they've been admitted and are preparing to begin their studies – from how their credits transfer, parking tips, and financial aid information, to honors programs, housing opportunities, and extracurricular activities.

ISEEK and MnVU (discussed previously in Section IV: Statewide Collaborative Efforts, p. 27) also support the transfer process by helping students to access higher education statewide and to put education in a work/career context.

### Transfer Specialists' Network

Every campus has one or more designated transfer specialists who can answer students' questions about transfer to or from that institution. Cooperative efforts to discuss issues and resolve problems are handled through several means. An annual spring conference includes the U of M, MnSCU, and private college transfer specialists. MnSCU transfer specialists also hold a fall conference. The transfer specialists frequently contact each other by phone to ask questions of each other and use the cooperative web site ([mntransfer.org](http://mntransfer.org)) to share information.

### Articulation Councils

Discipline-based faculty groups work to improve statewide articulation in specific disciplinary areas; some are internal to MnSCU (e.g., accounting) while others include University representation (e.g., nursing).

### Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement (between the University of Minnesota-Twin Cities and MnSCU's 11 Metro Alliance institutions) to facilitate the transfer of students from Minnesota's public two-year campuses to the UMTC. MnCAP began as a pilot program in 2000 with three MnSCU community colleges and the U of M's College of Liberal Arts. In three years, MnCAP has grown to include all metro area community colleges (Anoka-Ramsey, Century, Inver Hills, Minneapolis, Normandale, and North Hennepin) and six of the eight freshman-admitting colleges at UMTC. MnCAP serves freshman applicants to the UMTC 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 UMTC to complete the upper division portion of a baccalaureate degree program. (See Appendix E for a detailed description of MnCAP.)

### Cooperative Degree Programs and Articulated Degrees

The U of M and MnSCU offer a number of cooperative degree programs (several applied baccalaureate programs in the metro area, agriculture programs with Southwest State and UMTC, a wide variety of regionally articulated programs at UM-Crookston and UM-Duluth, and many others). See Appendix C for a list of examples of collaborative programs between MnSCU and the U of M.

### Electronic Records and Web-based Technologies to Support Transfer

Both MnSCU and the U of M use the Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. The U of M has been a DARS client since 1989. MnSCU started system-wide implementation in 1999 and institutions are in various stages of implementation. Together, the two systems are using their DARS transfer articulation data to build the web-based Course Applicability System (CAS) which will allow transfer students to review the acceptance and applicability of their transfer credits from one institution to another, via the Web, before transferring. The SPEEDE project will allow the electronic exchange of transcripts between and among the U of M and all MnSCU institutions.

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. DARS has been installed at all of the campuses of the University of Minnesota and MnSCU institutions now have the option of making web audits available to their students (September 2002).

SPEEDE/ExPRESS: SPEEDE and ExPRESS are electronic data interchange projects that will allow participating institutions to exchange official transcript information electronically, eliminating the need for students to send paper transcripts. SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) accommodates the electronic transfer of postsecondary transcripts. ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) accommodates the electronic transfer of elementary and high school transcripts.

Course Applicability System (CAS): CAS allows students to compare their completed courses against program requirements at another institution before they transfer. 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. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. The U of M and the first institutions from MnSCU are aiming for students to be able to access the CAS system by March 2003.

## **Transferability Within and Between Systems**

### Metro-Area Transfer and the U of M

In the fall of 2002, the University of Minnesota accepted 2,489 transfer students from 453 institutions. Of these, 34.6 percent came from Minnesota community colleges, 10.3 percent from the state universities, 10.8 percent from Minnesota private colleges, and 44.3 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 U of M's other campuses, although in smaller numbers.
- The total number of metro area transfers to University of Minnesota campuses decreased by 13.9 percent between 2000 and 2002, from 1,349 to 1,162.
- In 2002, the proportion of transfer students from the metropolitan area decreased on the Twin Cities and Morris campuses; it increased on the Crookston and Duluth campuses.
- In 2002, 1,034 students from the metropolitan area transferred to UMTC, 104 to UMD, 11 to UMM, and 13 to UMC, for a total of 1,162 transfer students.

### Transfer and Minnesota State Colleges and Universities

Minnesota State Colleges and Universities accepted 19,830 transfer students in Fiscal Year 2001. The transfer students constituted over 20 percent of all new students that year. About half of these students represent transfers among MnSCU institutions, another 17 percent from other Minnesota institutions, and the remainder from other states. The sending segments included:

- Community colleges – 16.6 percent
- Community and technical colleges – 15.5 percent
- State universities – 11.7 percent
- Technical colleges – 6.6 percent
- University of Minnesota campuses – 9.4 percent
- Other Minnesota institutions – 7.5 percent
- Institutions in border states – 16.3 percent
- All other institutions – 16.3 percent

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

- State universities – 49.8 percent
- Community and technical colleges – 20.9 percent
- Community colleges – 14.0 percent
- Technical colleges – 15.3 percent

### 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.

Policy changes following the MnSCU merger authorized technical colleges to offer degrees and the attendant general education curriculum; however, standard practice typically did not accommodate the transfer of credits from technical colleges to the U of M. In response to the 2001 legislation regarding the transfer of general education courses, courses from technical colleges are now submitted to the Office of the Chancellor (MnSCU) for peer faculty review and recommendation for inclusion in the Minnesota Transfer Curriculum. MnSCU has used this peer review process for two years and has approved 198 courses to date. The U of M has agreed to accept the resulting recommendations. In this way, appropriate coursework completed at all MnSCU institutions, including technical colleges, is accepted for transfer to the University of Minnesota.

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

In recent years, the Minnesota State Colleges and Universities and the University of Minnesota have made great progress in improving articulation, electronic and web-based technologies, and joint academic planning for postsecondary education in Minnesota. These growing partnerships have affirmed the distinct statutorily defined missions and responsibilities of the two public systems while allowing the systems to leverage complementary academic strengths to improve educational opportunity and increase efficiency in use of resources. Rarely are these efforts isolated instances; rather, they require – and have received – sustained attention and cooperation.

### **Metropolitan Area Issues**

It is evident that there are ongoing shifting and growing needs for the development of a variety of postsecondary opportunities within the Twin Cities metropolitan area. These emerging needs require cooperative action (in addition to the statewide plan noted below) that supports the development of metropolitan citizens toward lifelong learning. Based on the recommendations of the 2002 joint report on Postsecondary Planning as well as previous consultation and discussions, the Minnesota State Colleges and Universities and the University of Minnesota will

act cooperatively through the Metropolitan Higher Education Consortium to address postsecondary educational issues in the metropolitan area.

The Metro Consortium is currently focused on addressing improvement in three critical areas: Under-Served Students, Career Pathways, and P-16 Educational Partnerships. Joint work groups have developed strategic work plans in each of these areas, which will result in initial outcomes by spring 2003. Developments in a fourth area, Technology Infrastructure, will continue to be monitored (although not via a work group) because of the potential for new networking capabilities to rapidly emerge. The Metro Consortium's plans are described in detail in Section III (pp. 15-19).

It is imperative to note that none of these critical areas has a "quick fix" solution; genuine resolution will require sustained attention, collaborative planning, and the leveraging of shared resources. Future directions of the Metro Consortium will build on these four critical areas. It is expected that progress in these areas will form the basis of future reports to the Legislature.

### **Statewide Issues**

The focus of addressing statewide issues in postsecondary planning remains much the same as in the past few years. For example, both systems continue to work collaboratively to create flexible program offerings to meet emerging needs, to continuously improve transfer articulation and the transfer experience, and to improve the technological systems that support inter-system data transfer. Some issues first identified as concerns in the metropolitan area have potential to relate statewide; for example, although concerns about the alignment of K-12 and postsecondary education first emerged in the metropolitan area, the implications call for statewide solutions.

- Program collaborations (see pp. 22-28). 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 educators, and other workforce career-ladder related areas).
- Credit transfers (see pp. 32-38). Continue to identify and resolve barriers to the appropriate transfer of credits among public institutions of higher education. Immediate actions will include: continued maintenance of the joint MnSCU/U of M council to resolve policy and management issues; full implementation of SPEEDE; and target rollout of the web-based Course Applicability System (CAS) by March 2003.
- Information Technology Resources (see pp. 27-28). Continue to leverage technology to expand educational offerings, access to career and educational information, and access to educational resources and information networks. Continue to maximize opportunity through the use of shared electronic portals such as ISEEK, MnVU, MnLINK, and MINITEX.

- Statewide P-16 Education Partnership (see pp. 22-23). Continue to work collaboratively with MnSCU and other education stakeholder partners to engage educational leaders in plans for a statewide P-16 Education Partnership, scheduled to kick off in early 2003. The Partnership is focusing preliminary attention on fleshing out a vision and values statement to sustain a broad partnership, as well as on identifying the primary issues and potential solutions in the areas of college readiness and teacher development. Continue intersystem collaboration to expand research and apply new knowledge to programs in this area.

Final recommendations and decisions for new collaborative programs, strategies, improved use of resources, etc., will follow from the ongoing analysis of outcomes and feedback on work in these designated areas of emphasis, and from consultation and dialogue involving administrative leadership, board members and other executive leaders, community representatives, and others.

# APPENDIX A

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## **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

## APPENDIX B

### **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.”

# APPENDIX C

# Survey of Collaborative Efforts

Minnesota State Colleges and Universities

University of Minnesota

December 2002

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.

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

The list below presents a sampling of collaborative degree programs presently available through partnerships between the University of Minnesota and MnSCU institutions, as well as additional programs currently in development. The listing is sorted by location of partnership institutions to show the statewide distribution of such collaborations. Program types are defined as follows:

### Collaborative Undergraduate Programs

Collaborative undergraduate programs (“Collab”) are known as “2+2” agreements between the University of Minnesota 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 University of Minnesota baccalaureate programs on approved community college coursework, and to complete the programs on MnSCU campuses.

### Graduate/Professional Programs (“Grad/Prof”)

University of Minnesota and MnSCU collaborations allow students to complete UM graduate and professional programs while resident at MnSCU institutions.

## Joint University of Minnesota/MnSCU Academic Programs

### Examples of New and Continuing Programs

*[Programs added in 2001-02 are listed in italics]*

<b>MnSCU Campus(es)</b>	<b>U of M Campus</b>	<b>Degree</b>	<b>Title</b>	<b>Type</b>
Anoka Hennepin TC	UMC	BS	Plant Industries Management	Collab
Anoka Hennepin TC	UMC	BS	Golf Facilities and Turf Systems	Collab
<i>Anoka Hennepin TC</i>	<i>UMC</i>	<i>BMM</i>	<i>Manufacturing Management</i>	<i>Collab</i>
<i>Bemidji SU</i>	<i>UMC</i>	<i>BS</i>	<i>Aviation Law Enforcement</i>	<i>Collab</i>
Bemidji SU	UMC	BS	Early Childhood Program Management	Collab
Bemidji SU	UMC	BS	Natural Resources Law Enforcement	Collab
<i>Bemidji SU</i>	<i>UMD</i>	<i>MSW</i>	<i>Social Work</i>	<i>Collab</i>
Central Lakes College	UMTC	BS	Agriculture, Food and Environmental Education	Collab
<i>Century College</i>	<i>UMTC</i>	<i>BS</i>	<i>Horticulture/Environmental Horticulture</i>	<i>Collab</i>
<i>Dakota County TC</i>	<i>UMC</i>	<i>BMM</i>	<i>Manufacturing Management</i>	<i>Collab</i>

<b>MnSCU Campus(es)</b>	<b>U of M</b>		<b>Title</b>	<b>Type</b>
	<b>Campus</b>	<b>Degree</b>		
<i>Dakota County TC</i>	UMTC	BS	<i>Horticulture</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
Fond du Lac T/CC	UMTC	BS	Environmental Science	Collab
Hibbing CC	UMD	BS	Accounting	Collab
Hibbing CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Hibbing CC	UMD	BS	Biology	Collab
Hibbing CC	UMD	BS	Business Administration	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	BA	Criminology	Collab
Hibbing CC	UMD	BS	Economics	Collab
Hibbing CC	UMD	BS	Electrical and Computer Engineering	Collab
Hibbing CC	UMD	BS	Geology	Collab
Hibbing CC	UMD	BA	History	Collab
Hibbing CC	UMD	BS	Industrial Engineering	Collab
Hibbing CC	UMD	BS	Management Information Systems	Collab
Hibbing CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Hibbing CC	UMD	BS	Physics	Collab
Hibbing CC	UMD	BA	Sociology	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	Information Networking/Network Administration	Applied
Itasca CC	UMD	BS	Accounting	Collab
<i>Itasca CC</i>	<i>UMD</i>	<i>BA</i>	<i>American Indian Studies</i>	<i>Collab</i>
Itasca CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Itasca CC	UMD	BS	Biological Sciences	Collab
Itasca CC	UMD	BS	Business Administration	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	Economics	Collab
Itasca CC	UMD	BS	Electrical and Computer Engineering	Collab
<i>Itasca CC</i>	<i>UMD</i>	<i>BAS</i>	<i>Elementary Education</i>	<i>Collab</i>
Itasca CC	UMD	BS	Geology	Collab
Itasca CC	UMD	BS	Industrial Engineering	Collab

<b>MnSCU Campus(es)</b>	<b>U of M</b>		<b>Title</b>	<b>Type</b>
	<b>Campus</b>	<b>Degree</b>		
Itasca CC	UMD	BS	Management Information Systems	Collab
Itasca CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
<i>Itasca CC</i>	<i>UMD/ UMTC</i>	<i>BS</i>	<i>Natural Resources Related Majors</i>	<i>Collab</i>
Itasca CC	UMD	BS	Physics	Collab
<i>Itasca CC</i>	<i>UMTC</i>	<i>BS</i>	<i>Dental Hygiene</i>	<i>Collab</i>
<i>Itasca CC</i>	<i>UMTC</i>	<i>DDS</i>	<i>Dentistry</i>	<i>Collab</i>
<i>Itasca CC</i>	<i>UMTC</i>	<i>BA</i>	<i>Journalism/Mass Communications</i>	<i>Collab</i>
<i>Itasca CC</i>	<i>UMTC</i>	<i>BS</i>	<i>Medical Technology</i>	<i>Collab</i>
Itasca CC	UMTC	BS	Paper Science Engineering	Collab
Lake Superior College	UMD	BS	Accounting	Collab
<i>Lake Superior College</i>	<i>UMD</i>	<i>BS</i>	<i>Chemical, Industrial, Electrical, and Computer Engineering</i>	<i>Collab</i>
<i>Lake Superior College</i>	<i>UMTC</i>	<i>BAS</i>	<i>Clinical Laboratory Science</i>	<i>Applied</i>
Lake Superior College	UMD	BS	Computer Science	Collab
Lake Superior College	UMD	BS	Health Education	Collab
<i>Lake Superior College</i>	<i>UMD</i>	<i>BAS</i>	<i>Health Education</i>	<i>Collab</i>
Lake Superior College	UMD	BS	Information Systems and Technology	Collab
Mayo Clinic	UMTC	MD/MPH	Public Health	Grad/Prof
Mesabi Range CTC	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	Business Administration	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	BA	Criminology	Collab
Mesabi Range CTC	UMD	BS	Economics	Collab
Mesabi Range CTC	UMD	BS	Electrical and Computer Engineering	Collab
Mesabi Range CTC	UMD	BA	Geography	Collab
Mesabi Range CTC	UMD	BS	Geology	Collab
Mesabi Range CTC	UMD	BA	History	Collab
Mesabi Range CTC	UMD	BS	Industrial Engineering	Collab
Mesabi Range CTC	UMD	BS	Management Information Systems	Collab
Mesabi Range CTC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Mesabi Range CTC	UMD	BS	Physics	Collab
Mesabi Range CTC	UMD	BA	Sociology	Collab
<i>Metropolitan State U</i>	<i>UMTC</i>	<i>BS</i>	<i>Nurse Practitioner</i>	<i>Collab</i>
Metropolitan State U, Minneapolis CTC	UMTC		Preparing Future Faculty	Grad/Prof

<b>MnSCU Campus(es)</b>	<b>U of M Campus</b>	<b>Degree</b>	<b>Title</b>	<b>Type</b>
Minnesota West CTC	UMTC	BS	Agricultural, Food and Environmental Education	Collab
<i>Minnesota West CTC</i>	<i>UMTC</i>	<i>AA</i>	<i>On-Line Training for Classroom Paraprofessionals</i>	<i>Collab</i>
MSU Mankato; Winona State	UMTC @ UCR	Ed.D.	Educational Policy and Administration	Grad/Prof
<i>MSU Moorhead</i>	<i>UMTC</i>	<i>BS</i>	<i>Engineering</i>	<i>Collab</i>
MSU Moorhead	UMTC	MSW	Social Work	Grad/Prof
MSU Moorhead	UMTC	BS	Technology	Collab
North Hennepin CC	UMTC	BAS	Applied Business	Applied
North Hennepin CC	UMTC	BAS	Clinical Laboratory Science	Applied
<i>North Hennepin CC</i>	<i>UMTC</i>	<i>BAS</i>	<i>Construction Management</i>	<i>Applied</i>
North Hennepin CC	UMTC	BAS	Information Technology Infrastructure	Applied
North Hennepin CC	UMTC	BS	Wood and Paper Science	Collab
<i>Northland CT</i>	<i>UMC</i>	<i>BS</i>	<i>Information and Technology Management</i>	<i>Collab</i>
<i>Northwest TC</i>	<i>UMC</i>	<i>BS</i>	<i>Applied Health</i>	<i>Collab</i>
<i>Northwest TC</i>	<i>UMC</i>	<i>BS</i>	<i>Applied Studies (Radiology)</i>	<i>Collab</i>
<i>Northwest TC</i>	<i>UMC</i>	<i>BS</i>	<i>Business Management</i>	<i>Collab</i>
Northwest TC	UMC	--	Credit based programming on corporate sites	Collab
Northwest TC	UMC	AA	General Education courses	Collab
<i>Northwest TC</i>	<i>UMC</i>	<i>BS</i>	<i>Information Technology Management</i>	<i>Collab</i>
Northwest TC	UMC	BS	Manufacturing	Collab
<i>Pine TC</i>	<i>UMC</i>	<i>AS</i>	<i>Business Administration</i>	<i>Collab</i>
Rainy River CC	UMD	BS	Accounting	Collab
Rainy River CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Rainy River CC	UMD	BS	Biology	Collab
Rainy River CC	UMD	BS	Business Administration	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	BA	Criminology	Collab
Rainy River CC	UMD	BS	Economics	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	Management Information Systems	Collab
Rainy River CC	UMD	BS	Outdoor/Environmental Education	Collab
Rainy River CC	UMD	BS	Physics	Collab
Rainy River CC	UMD	BA	Sociology	Collab
Rainy River CC	UMTC	BS	Wood and Paper Science	Collab
Ridgewater CC	UMC	BS	Agricultural Education	Collab

<b>MnSCU Campus(es)</b>	<b>U of M</b>		<b>Title</b>	<b>Type</b>
	<b>Campus</b>	<b>Degree</b>		
Ridgewater CC	UMC	BS	Animal Industries Management	Collab
Ridgewater CC	UMC	BS	Applied Management	Collab
Ridgewater CC	UMTC	--	Veterinary Technician Clinical Rotation	Collab
RCTC	UMTC	BAS	Applied Business	Applied
RCTC	UMTC	BAS	Emergency Health Services	Applied
RCTC	UMTC	BS	Environmental Horticulture	Collab
<i>RCTC</i>	<i>UMTC</i>	<i>BAS</i>	<i>Information Technology Infrastructure</i>	<i>Applied</i>
RCTC	UMTC	BS	Scientific and Technical Communication	Collab
<i>RCTC, Mayo Clinic, and Fairview University Medical Center</i>	<i>UMTC</i>	<i>BAS</i>	<i>Radiation Therapy</i>	<i>Applied</i>
<i>RCTC, Mayo Clinic</i>	<i>UMTC</i>	<i>BAS</i>	<i>Respiratory Care</i>	<i>Applied</i>
RCTC, WSU	UMTC	BAS	Manufacturing Technology	Applied
<i>St. Paul TC</i>	<i>UMTC</i>	<i>BAS</i>	<i>Clinical Laboratory Science</i>	<i>Applied</i>
South Central TC	UMTC	BS	Agricultural Education	Collab
SSU	UMC	BS	Hotel, Restaurant, & Institutional Management	Collab
SSU	UMTC	BS	Agricultural Industries and Marketing	Collab
SSU	UMTC	BS	Crop, Soil and Pest Management	Collab
SSU	UMTC	BS	Scientific and Technical Communication	Collab
Vermilion CC	UMD	BS	Accounting	Collab
Vermilion CC	UMD	BS	Biochemistry and Molecular Biology	Collab
Vermilion CC	UMD	BS	Biology	Collab
Vermilion CC	UMD	BS	Business Administration	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	BA	Criminology	Collab
Vermilion CC	UMD	BS	Economics	Collab
Vermilion CC	UMD	BS	Electrical and Computer Engineering	Collab
Vermilion CC	UMD	BS	Geology	Collab
Vermilion CC	UMD	BA	History	Collab
Vermilion CC	UMD	BS	Industrial Engineering	Collab
Vermilion CC	UMD	BS	Management Information Systems	Collab
Vermilion CC	UMD	BS	Mathematics (Applied and Statistics)	Collab
Vermilion CC	UMD	BS	Physics	Collab

## Examples of Programs in Development

<b>MnSCU Campus(es)</b>	<b>U of M Campus</b>	<b>Degree</b>	<b>Title</b>	<b>Type</b>
Alexandria TC	UMTC	BAS	Clinical Lab Technology	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
<i>Century College</i>	<i>UMTC</i>	<i>Developmental Education</i>	<i>English as a Second Language</i>	<i>Articulation</i>
Fergus Falls CC	UMTC	BS	Agricultural Business	Collab
Fergus Falls CC	UMTC	BS	Agricultural Education	Collab
Fergus Falls CC	UMTC	BS	Agricultural Industries and Marketing	Collab
Fergus Falls CC	UMTC	BAS	Clinical Lab Technology	Applied
Hennepin TC	UMC	BS	Manufacturing	Collab
<i>Itasca CC</i>	<i>UMTC</i>	<i>BS</i>	<i>Environmental Science</i>	<i>Collab</i>
Lake Superior College	UMTC	BAS	Clinical Lab Technology	Applied
Mayo Clinic	UMTC	Au.D.	Professional Doctorate in Audiology	Grad/Prof
Mayo Clinic	UMTC	Ph.D.	Communication Disorders	Grad/Prof
Mayo Clinic	UMTC	BAS	Radiation Therapy	Applied
MSU-Mankato	UMTC	BS	Scientific and Technical Communication	Collab
North Hennepin CC	UMTC	BAS	Clinical Lab Technology	Applied
<i>Pine TC</i>	<i>UMC</i>	<i>BAS</i>	<i>Computer Science</i>	<i>Collab</i>
<i>Pine TC</i>	<i>UMC</i>	<i>BAS</i>	<i>Mechanical Engineering Technology - Manufacturing</i>	<i>Collab</i>
Ridgewater College	UMTC	BS	Food Science	Collab
RCTC	UMTC	BS	Agricultural Education	Collab
RCTC	UMTC	BAS	Information Networking	Applied
RCTC	UMTC	BAS	Network Administration	Applied
RCTC	UMTC	BS	Wood and Paper Science	Collab
RCTC, Mayo Clinic	UMTC	BAS	Respiratory Care	Applied
St. Paul TC	UMTC	BAS	Clinical Lab Technology	Applied
South Central TC	UMTC	BS	Animal Production Systems	Collab
SSU	UMTC	BS	Agricultural Business	Collab

# APPENDIX D

APPENDIX D

Excerpts from  
Chapter V: Remedial and Developmental Education

**POSTSECONDARY  
PLANNING:  
A JOINT REPORT**

**February 2002**

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

## 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.

### **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.

# APPENDIX E

**Minnesota Cooperative Admissions Program (MnCAP)**

***Description and History***

*Updated and prepared for Joint Legislative Report on Postsecondary Planning, 2003  
10/30/02*

The Minnesota Cooperative Admissions Program (MnCAP) acts as a vehicle for prospective students to use in their quest to earn a bachelor's degree from the University of Minnesota – Twin Cities (UMTC). Students who apply as freshmen to UMTC but are not admissible due to lack of space or for scholastic reasons are offered a “contract” to enroll at a participating community college. There they 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 are 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. Participating community colleges now include, in addition to the pilot members: Anoka-Ramsey Community College, Century College, and Minneapolis Community & Technical College. The University of Minnesota colleges that now offer their majors as options to MnCAP students now include, in addition to Liberal Arts: Agricultural, Food & Environmental Sciences, Biological Sciences, Human Ecology, Natural Resources, and the Institute of Technology.

The program was first presented as an option to a cohort of fall 2000 freshman applicants from the greater Twin Cities metro area. This program's initial intent was to reach the students who, for scholastic or space reasons, were inadmissible as freshmen to the College of Liberal Arts (and with the participation of five additional colleges this year, we now offer the option to students with a wider range of major interests). 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 was the original 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.

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 an admissions agreement with the University before beginning at the community college. The agreement 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

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

### 2003-2004

- **2003-2004 participating institutions and target student cohort:**

Since St. Paul College has begun to award both the AA degree and the Minnesota Transfer Curriculum in fall 2002, we hope to be able to invite this institution to join the participating metro area community colleges in offering the MnCAP option to future students.

### 2002-2003

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

Each of the 6 metro area community college participated in 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 participated 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 remained the same, with an invitation to join this program initially sent out on 4/17/02 to a total of *1,088 students* in the greater metro area who had been denied admission from both the CLA and GC waitlists. The initial mailing included a letter of introduction that briefly described the program, along with a reply card to return to the Office of Admissions if they wanted more information. Between mid-April 2002 and late August 2002, a total of *129 students returned the reply cards (12% response rate)*. They were then sent a 4 page flier that outlined the community college choices, and UMTC college and major choices and admission criteria available through the program. Included with the flier was a MnCAP Admissions Guarantee, outlining the terms to be met prior to enrollment at the University. This form was to be filled out and turned in to the community college the student would choose to enroll in – turning in this form also enrolled the student in the MnCAP program. The following grids shows the

response rate for individual community colleges, and the number of students who expressed an interest in the individual UMTC colleges

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

Total number respondents: 129 (12% response rate)

Measured	ARCC	CCTC	THCC	MCTC	NCC	NHCC	Multi
Total number respondents	13	30	6	10	33	20	17
% of total respondents	10%	23%	5%	8%	26%	16%	13%

\* Students who indicated an interest in more than one community college.

Measured	COAFES	OBS	CFE	CNR	IT	GLA
Total number respondents	1	9	6	2	26	89

\* Includes students who indicated Undeclared as their major choice.

**2001-2002**

• **2001-2002 participating institutions:**

In December, 2000, *Minneapolis Community & Technical College* agreed to join MnCAP, along with *Inver Hills, Normandale and North Hennepin*, for the 2001-2002 application cycle. The *College of Liberal Arts* was the only UMTC college participating.

• **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, and *66 returned the reply cards (7.9% response rate)*.

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

Total number respondents: 66 (7.9% response rate)

Measured	Inver Hills	Normandale	North Hennepin	Minneapolis
Total number respondents*	17	22	13	11
% of total respondents	26%	33%	20%	17%

\* 3 responses indicated no community college preference

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 began with an initial 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 returned the reply card, the response was recorded in the student's file in the UMTC Office of Admissions, and then the information was forwarded to the community college the student has indicated on the card. The community college responded to the student by mailing an application for the college for the term indicated, as well as a MnCAP student contract. The student then came to the community college to register for courses and submit the MnCAP contract for a counselor signature. The community college kept one copy of the contract, student retained a copy, and a third copy was forwarded to the UMTC Office of Admissions. This UMTC copy was placed in the student's application file, and a MnCAP Student Group was 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*, and a total of *35 students returned the reply cards (6.5% response rate)*. 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 (6.5% response rate)
Confirmed number enrolled: (fall 2000)	19
% 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%

# **APPENDIX F**

## APPENDIX F

### **List of Electronic Documents and Resources**

#### **Section I: Introduction**

Minnesota State Colleges and Universities: [www.mnscu.edu](http://www.mnscu.edu)

- Office of the Vice Chancellor for Academic and Student Affairs:  
[www.academicaffairs.mnscu.edu](http://www.academicaffairs.mnscu.edu)
- Metro Alliance: [www.metroalliance.mnscu.edu](http://www.metroalliance.mnscu.edu)

University of Minnesota: [www.umn.edu](http://www.umn.edu)

- Office of the Executive Vice President and Provost: [www.evpp.umn.edu](http://www.evpp.umn.edu)

*Crosstown Connections: Academic Plan for the Twin Cities Metropolitan Area*, Minnesota State Colleges and Universities: [www.metroalliance.mnscu.edu/reports/2000report.html](http://www.metroalliance.mnscu.edu/reports/2000report.html)

*Postsecondary Planning: A Joint Report*, February 2002, Minnesota State Colleges and Universities and University of Minnesota: [www.umn.edu/govrel](http://www.umn.edu/govrel) or [www.mnscu.edu/Legislative/LegislativeReports/ReportsIndex.html](http://www.mnscu.edu/Legislative/LegislativeReports/ReportsIndex.html)

#### **Section II: Demand and Capacity of Higher Education in the Twin Cities Metropolitan Area**

Minnesota Department of Children, Families and Learning: <http://cfl.state.mn.us/>

Minnesota State Demographer: [www.mnplan.state.mn.us/demography/](http://www.mnplan.state.mn.us/demography/)

Office of Educational Accountability, University of Minnesota-Twin Cities:  
<http://education.umn.edu/OEA/>

Office of Institutional Research and Reporting, University of Minnesota-Twin Cities:  
[www.irr.umn.edu](http://www.irr.umn.edu)

US Census: [www.census.gov](http://www.census.gov)

#### **Section IV: Statewide Collaborative Efforts**

Information System for Education and Employment Knowledge (ISEEK): [www.iseek.org](http://www.iseek.org)

iSEEK Solutions: [www.iseeksolutions.org](http://www.iseeksolutions.org)

Minnesota Virtual University (MnVU): [www.mnvu.org](http://www.mnvu.org)

*Survey of Collaborative Efforts*, Minnesota State Colleges and Universities and University of Minnesota, for years 2000, 2001, and 2002: <http://www.evpp.umn.edu/evpp/init.htm>

University Libraries: [www.lib.umn.edu](http://www.lib.umn.edu)

- Research QuickStart: <http://research.lib.umn.edu>
- QuickStudy: Library Research Guide: <http://tutorial.lib.umn.edu>

## **Section V: College Readiness and Under-Prepared Students**

*Getting Prepared: A 2002 Report on Recent High School Graduates Who Took Developmental/Remedial Courses – State Level Summary*, a UM/MnSCU joint report: [www.mnscu.edu/NewsReleases/Fy02/GettingPreparedFinalSummary.pdf](http://www.mnscu.edu/NewsReleases/Fy02/GettingPreparedFinalSummary.pdf)

## **Section VI: Credit Transfer**

Course Applicability System (CAS): [www.cas.mntransfer.org/](http://www.cas.mntransfer.org/)

Degree Audit Reporting System (DARS): [www.dars.mntransfer.org/](http://www.dars.mntransfer.org/)

*Guide to College Transfer*: [www.MnTransfer.org](http://www.MnTransfer.org)

Minnesota Transfer Curriculum (MTC): [www.mntransfer.org/MnTC/MnTC.html#mntc](http://www.mntransfer.org/MnTC/MnTC.html#mntc)

Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE): [www.speede.mntransfer.org/](http://www.speede.mntransfer.org/)

*University of Minnesota Transfer Student Guide*: [http://admissions.tc.umn.edu/PDFs/03-04\\_trans\\_book.pdf](http://admissions.tc.umn.edu/PDFs/03-04_trans_book.pdf)