

Successful Transfer of Credit

Report to the Legislature

Minnesota State Colleges and Universities

February 21, 2014



Minnesota
STATE COLLEGES
& UNIVERSITIES

EXECUTIVE SUMMARY

This year's *Report to the Legislature on Successful Transfer of Credit* summarizes the continuing progress of the Minnesota State Colleges and Universities in improving credit transfer throughout the system. It also describes next steps colleges and universities are taking to serve the increasing number of transfer students and to continuously improve student transfer.

In 2010, session law required the Minnesota State Colleges and Universities to report annually on its development and implementation of "a plan to improve credit transfers within the system, and on the results of those activities." From 2010 to 2014, the system achieved the following goals:

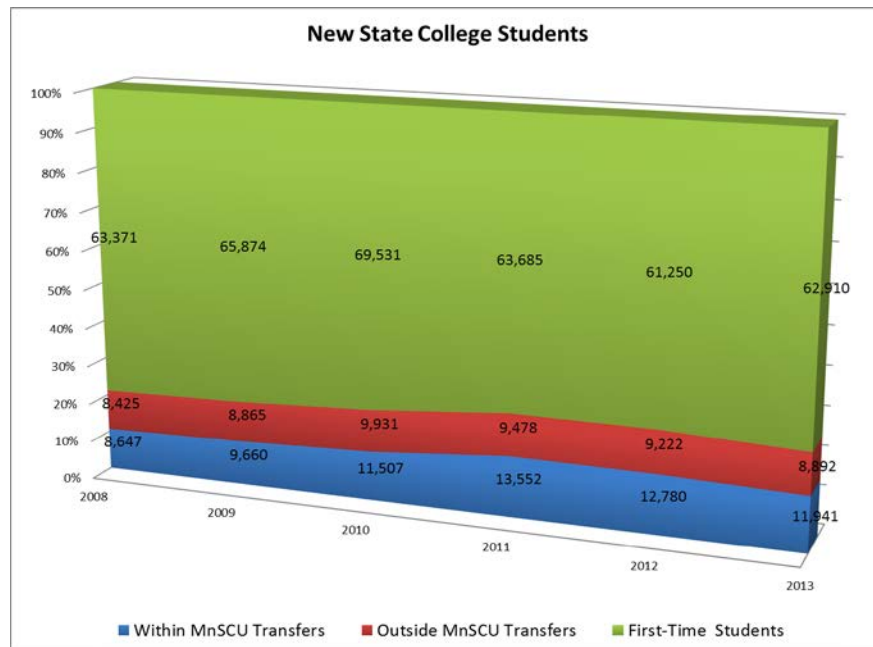
1. The **Smart Transfer Plan** was designed in 2011 to address legislative concerns, issues raised by students, and the 9% of transfer inaccuracies identified by an Internal Auditor's study (91% of credits presented for transfer by students were found to be accepted as they should be). **The 2011 Plan has been fully implemented** and has:
 - a. **Dramatically improved the accessibility of course equivalency information for transfer planning.** Students can use u.select (based on the Degree Audit Reporting System), a web-based tool, to find courses that are equivalent and transferable to other colleges and universities. An easier-to-use update of this software, called Transferology, will give students even clearer information about course transfer and academic planning at any of the Minnesota State Colleges and Universities.
 - b. **Significantly improved the availability and consistency of transfer information** on college and university websites;
 - c. **Improved the understanding of transfer among staff, faculty and administrators** through increased training opportunities.
2. **The Minnesota State University Student Association and Minnesota State College Student Association play a critical role** in assisting the colleges and universities improve transfer.
3. In 2014, student transcripts will be modified to certify completion of the Minnesota Transfer Curriculum, in order to **encourage student awareness of and completion of the 100% transferable general education sequence.**
4. A study of effective mechanisms for transfer in other states finds that **MnSCU has implemented almost all of the best practices identified in the literature.** MnSCU is committed to ongoing review of promising practices as it reviews and revises board policy and procedure on transfer and academic credit in 2014. Seven policies on transfer and the award of academic credit will be consolidated and streamlined for the benefit of students, staff, and faculty.
5. A student survey in 2010 identified process and communication improvements to improve students' satisfaction with transfer. The survey was repeated in 2013, and shows **marked improvements in students' reported experience with transfer and an increase in student use of advising assistance and web tools.**

6. Current articulation agreements provide clarity about how specific career programs transfer, as well as how specific already-approved courses transfer. New statewide agreements for health sciences, engineering, and nursing were finalized in 2012 to **provide standard transfer requirements in these high-enrollment fields**. The engineering broad field agreement is currently being revised, and the University of Minnesota will be a new partner.

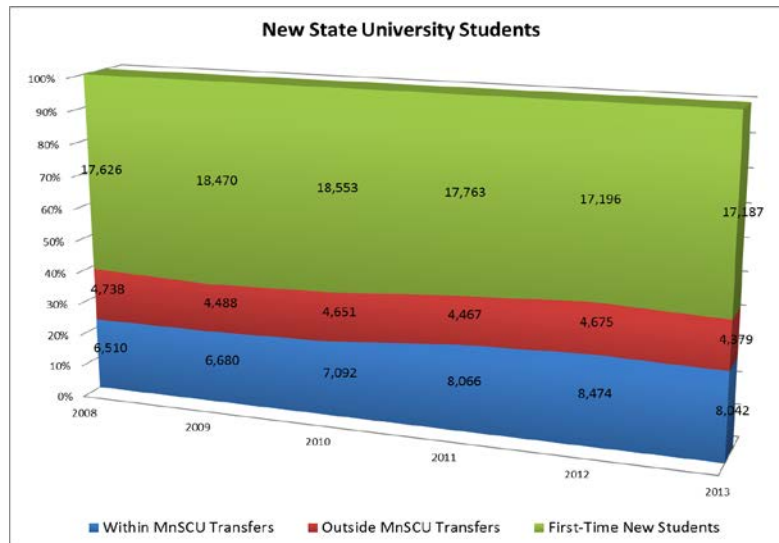
7. The 2010 session law called for the goals it set forth to be fully achieved no later than the start of the 2015-2016 academic year. **All of the prescribed goals have been achieved**, and the system is reviewing a number of next steps and ongoing considerations, not only to ensure the transferability of our courses and programs, but to broaden students' opportunities to earn credit for all prior college-level learning.

Increasing Numbers of Students Transfer with Increasing Amounts of Academic Credit

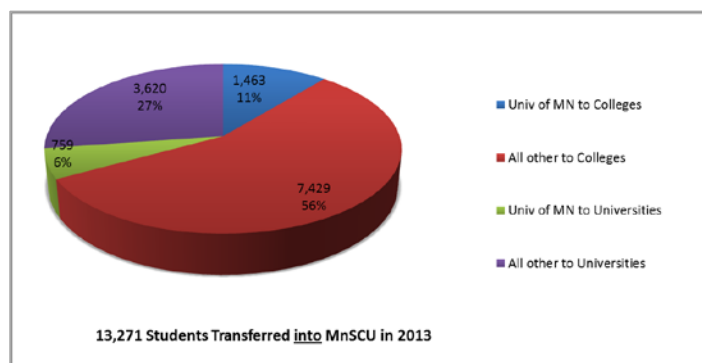
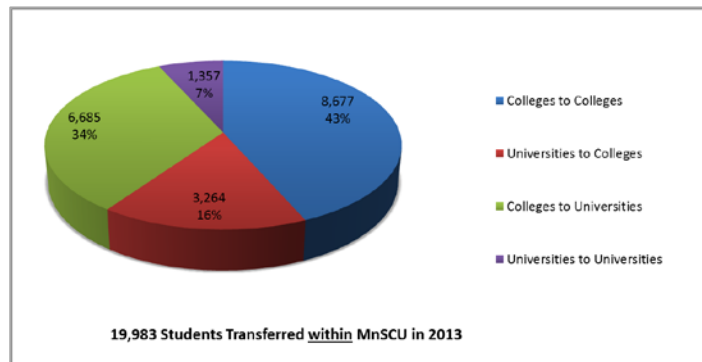
Transfer students make up a growing number of new enrollees at Minnesota State Colleges and Universities. At two-year colleges, students transferring from another college or university represented 25% of all new enrollees in 2013, up from 21% in 2008.



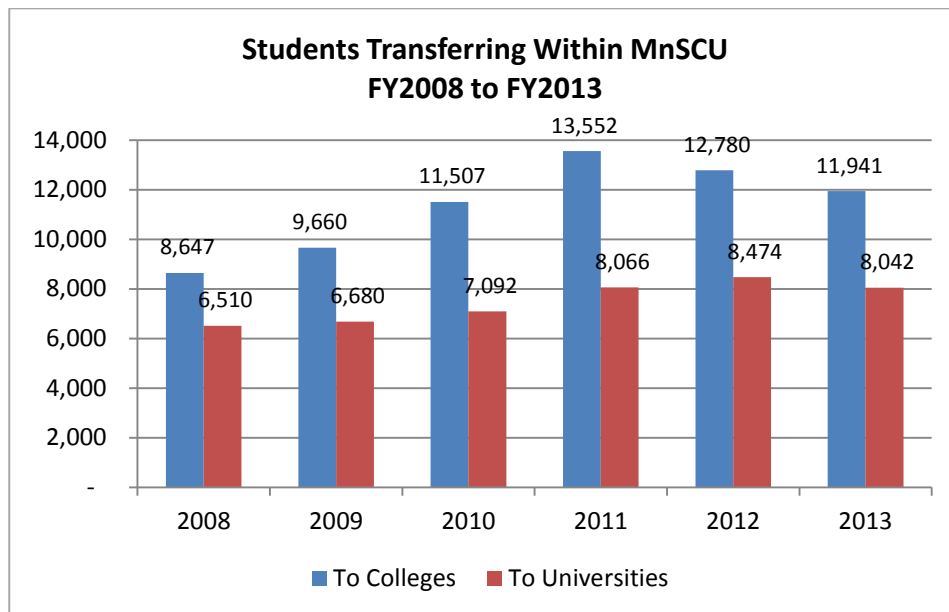
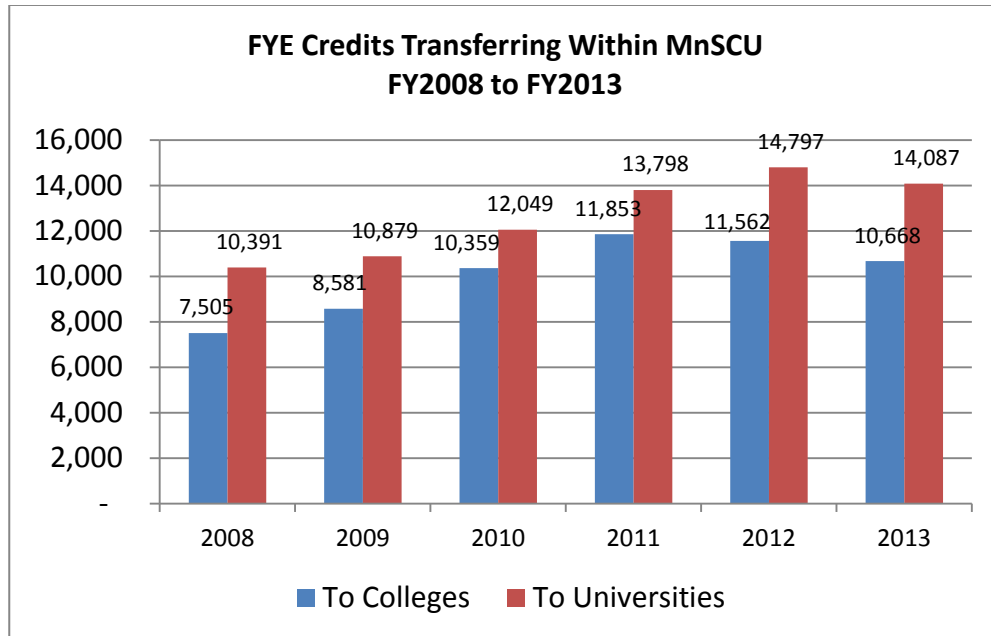
At state universities, transfer students, although fewer in number than at two-year colleges, constituted 42% of all newly enrolled students in 2013, up from 39% in 2008.



In 2013, there were 33,254 transfer students. Sixty percent of them, or 19,983, transferred from one MnSCU college or university to another. Forty percent transferred in from a non-MnSCU institution.



Since 2010, students are coming in with, and successfully transferring, more academic credit. Even as enrollments have flattened, the seven state universities accepted 36% more credit in 2013 than they had in 2008. The acceptance of credit at our colleges was up 42% over the same period.



INTRODUCTION

Minnesota Session Laws 2010, Chapter 364 Section 38 (d) required the Minnesota State Colleges and Universities to report annually through 2014 on the development and implementation of a plan to achieve several credit transfer goals. This report summarizes several years of transfer improvement activities within the Minnesota State Colleges and Universities and the achievement of each of the Legislature's requirements from 2010.

Prior reports have been submitted to the legislature on February 1, 2011; February 1, 2012; and February 15, 2013. The 2011 report detailed the development of the new **Smart Transfer Plan**, a set of systemwide guidelines to address the specific goals of the legislation on credit transfer.

Subsequently, legislation passed in 2011 (Laws 2011, Chapter 5, Section 14) additionally provided:

When providing the report required by Laws 2010, chapter 364, section 38, the Board of Trustees of the Minnesota State Colleges and Universities shall provide information about progress made toward achieving the goals described in the system's **smart transfer plan**, and shall provide information about the number of students transferring between and among the system's two- and four-year institutions during the previous fiscal year. In addition, the Board of Trustees shall include a system study of mechanisms for effective transfer in other states.

This report, then, details systemwide progress on implementation of the Smart Transfer Plan and provides data on the increasing rates of successful credit transfer within the Minnesota State Colleges and Universities, for fiscal years 2008 through 2013. The report also provides an overview of four years of study of promising practices in student transfer and articulation across the country.

IMPLEMENTATION OF THE SMART TRANSFER PLAN

The Smart Transfer Plan was developed in 2011 in direct response to legislative mandate. The plan and subsequent policy actions by the MnSCU Board of Trustees required the publication of systemwide transfer information on the Internet and required each system college and university to post information necessary to determine the transferability of course credits, using a common template, on its institutional websites.

- ✓ As recommended in 2010 session law, the system convened chief academic officers, campus transfer specialists, and systemwide advisory groups such as the Transfer Advisory Group and Transfer Oversight Committee. All groups provided input to the Smart Transfer Plan. The plan called for implementation of policies and practices in five areas: course outlines, DARS and course equivalencies, appeals, compliance and communication about transfer, and training. In 2012, the plan was reviewed and modified with further improvements (see Appendix A, Smart Transfer Plan).

The five focus areas of the plan were selected because they responded to the legislative requirements and to recommendations made in a study of transfer conducted by the system's Office of Internal Auditing in 2010. The Internal Auditor's report demonstrated that **91% of the credits presented for transfer by students transferring within the system were accepted as they should be.**

- ✓ **Course outlines** were the major focus of attention during the first year of Smart Transfer Plan implementation. Changes to board policy established course outlines as being the primary documentation of course content to be used in establishing the equivalency of courses to be transferred, and also established a common format to be used by all colleges and universities in the development of course outlines. This meant that **institutions, rather than students, bear the obligation to document course equivalencies.** Students no longer have to track down professors to obtain syllabi used in past courses or be stymied by finding that a professor's syllabus did not contain all the information necessary to determine a course equivalency.
- ✓ The Smart Transfer Plan required that colleges and universities post course outlines on their websites for all lower-division courses included in their Minnesota Transfer Curriculum no later than the end of fiscal year 2011, making them publically available for viewing by any interested parties. **All institutions met this deadline.** The plan called for course outlines of all remaining courses to be posted on institutional websites by the end of fiscal year 2013, and all system colleges and universities **currently post all course outlines.**

Regarding **DARS (the Degree Audit Reporting System) and course equivalencies**, the expectation of the Smart Transfer Plan in 2011 was that every institution would complete the evaluation of all Minnesota Transfer Curriculum courses to determine equivalencies and encode those courses to display in u.select, the publicly-available course equivalency database which can be accessed through the MnTransfer.org website or directly.

- ✓ Colleges and universities agreed to all aspects of the Smart Transfer Plan and completed encoding of their Minnesota Transfer Curriculum course equivalencies.
- ✓ In 2012, the revised Smart Transfer Plan added the expectation that all colleges and universities would encode equivalencies for all of their undergraduate courses, and they have made significant progress on this goal. The system office continues to explore feasible ways to fully ensure compliance as new courses are added to curricula each year. **There are 314,176 equivalent courses entered in DARS for display in u.select, accessible by students.** Courses that have at least 75% overlap in content or learning outcomes are considered equivalent.

Appeals of transfer decisions were a major concern for the students who provided input into the development of the Smart Transfer Plan. Accordingly, the plan requires enhancements to the information provided to students on websites and on transfer evaluation documents; namely, clear statements about their right to appeal transfer decisions, and notice that if an appeal at the institution is unsuccessful an appeal at the system level is available.

- ✓ Surveys conducted in 2010 and 2013 by the statewide student associations in cooperation with the system office found that **85-90% of students who appealed a transfer award determination had some or all of the contested credits accepted.**
- ✓ The Degree Audit form generated by the ISRS system and provided to students has been modified so that it **automatically prints a standard notification to students of their right to appeal** the transferability or application of credits earned at previous institutions. It also has information about the system-level appeal process.
- ✓ Reviews of all college and university websites conducted in 2012 and 2014 confirmed that **all colleges and universities have posted information about transfer appeals on their websites**, including information about the option to appeal at the system level. In addition, information about **system-level appeal** is now included on all campus appeal forms, which are accessible on the transfer page of each college and university.
- ✓ Appeals provide successful resolution of many transfer issues; however, notwithstanding the considerable efforts to make the appeals process highly visible to students, in the student surveys conducted in 2010 and 2013, about 60% of students reported they were not aware of their right to submit an appeal at either the campus or system level. Because the 2013 survey found no improvement in student awareness of appeals process, the system plans to explore creation of a **Student Transfer Review Committee**, advisory to the Sr. Vice Chancellor for Academic and Student Affairs, who has the authority to determine the award of credit transfer. A group made up of faculty, transfer specialists, counselors and students could review student inquiries, complaints, and appeals. The purpose would be to create and promote a highly visible, campus-based process, and for an expert group that can ensure consistency and thoroughness in credit transfer evaluation.
- ✓ Efforts are in progress to develop a standardized way for system colleges and universities to better **track transfer appeals** and review data annually for ongoing improvement on each campus and systemwide.

Objectives in the Plan related to **compliance and communication about transfer** centered on the expectation that information provided to students about the Minnesota Transfer Curriculum would be readily available, consistent, and accurate on college and university websites. Another primary goal in this area was that every college and university would have links to transfer information posted directly on their institutional home pages, making transfer information prominent and accessible.

- ✓ A survey conducted in 2012 by the Office of Transfer and Collaboration identified instances in which college and university websites did not have accurate, consistent information about their Minnesota Transfer Curriculum courses. The results of this survey were provided to the colleges and universities with the expectation that corrections and changes be made. Campuses made those changes, along with additional communication improvements required by the 2012 revision of the Smart Transfer Plan. **In early 2014, all college and university websites were reviewed and were found to have prominent links to transfer information on their home pages.**

Training of advisors and other staff involved in transfer is critical in order to make transfer and articulation as effective as possible. The Smart Transfer Plan requires that the Office of Transfer and Collaboration and the DARS/u.select unit in the system office provide training so that every MnSCU staff member involved in transfer is able to attend at least one training session annually. Because of staff turnover and changes in technology, institutional curriculum, and transfer initiatives, ongoing training is vital to transfer success.

- ✓ **The DARS/u.select team regularly provides training** in large conference sessions, in smaller regional drop-in lab sessions, in training sessions for individual campuses, and in regularly scheduled open-lab sessions held in the system office.
- ✓ **The Transfer and Collaboration staff also provides training**, including a large annual conference for Transfer Specialists from across the region, and a smaller orientation conference primarily for new Transfer Specialists. In addition, two to four regional conferences for Transfer Specialists and other staff involved in transfer are provided annually across the state, reducing the necessity for campus staff to travel to one central location for training.
- ✓ **The provision of training for college and university staff members remains a high-priority activity for the system office.**

In summary, **full implementation of the original Smart Transfer Plan has been achieved.**

Colleges and universities fulfilled the requirements called for in the original version of the plan (as detailed in Table 7, pages 26-28), and are now addressing ongoing improvements in process and communication. System office staff continues to monitor college and university progress.

INCREASE IN TRANSFER STUDENTS AND THE TRANSFER OF CREDIT

Table 2 on pages 17-19 provides full detail on the **number of students transferring** to MnSCU colleges and universities, both from within the system as well as from institutions outside the system, for fiscal years 2008 through 2013. **Table 3** on pages 20-21 details the **full-year equivalent of credits transferred** during these years (one FYE represents 30 credits.)

The number of students transferring within the system to two-year colleges increased steadily and significantly from 2008 through 2011, then dipped in 2012-2013 to 2010 levels (while overall new student enrollment at colleges was down 8% in 2013 from 2010 levels). **The number of credits that students were able to transfer continued to grow on pace, providing evidence of successful progress towards this most important goal.** A summary of transfer data is provided in Charts 1-3 on pages 10-11.

- ✓ The number of students transferring to state colleges increased by 38.1% between 2008 and 2013, while the number of students transferring to state universities increased by about 23.5%. Over the same period, **the acceptance of credit at our colleges increased by about 42% and the number of credits transferred to state universities increased by almost 36%.** These increases in students and credits transferring within the system are illustrated in the following charts. **Clearly, more students are transferring more often and with more credits within the Minnesota State Colleges and Universities.**

- ✓ In addition, at our universities, the average number of credits transferred per student has increased from 48 in 2008 to 53 in 2013—an increase of one or two courses per student (and a commensurate reduction of the total cost for each student). At our colleges, students successfully transfer about 27 credits—almost a full academic year of work. Detailed data is provided in Table 4 on pages 22-23.

Chart 1. Students Transferring Within MnSCU – Fiscal Years 2008 to 2013

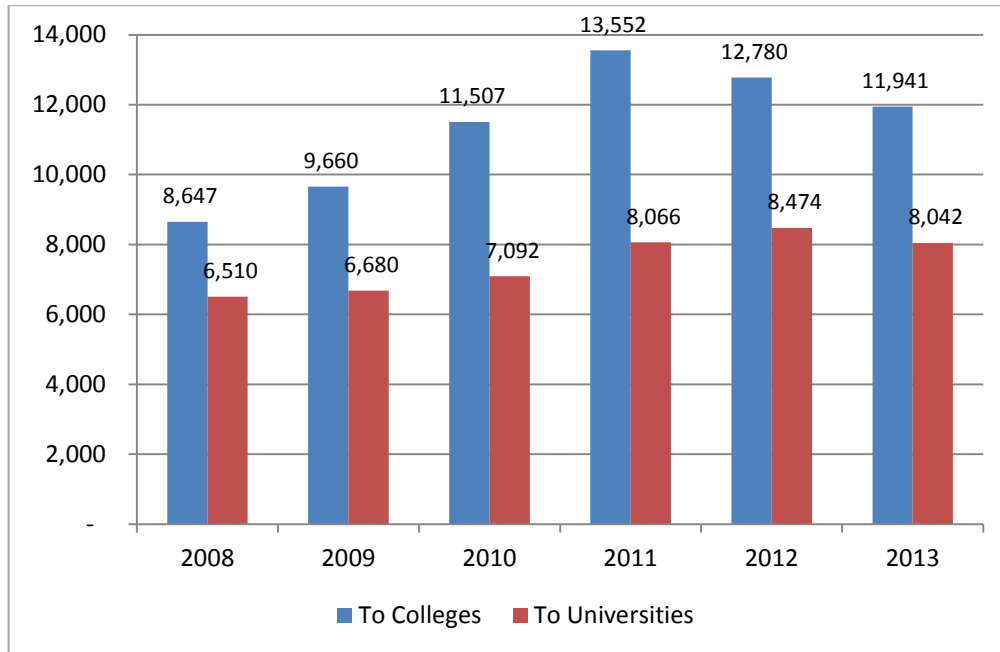


Chart 2. FYE Credits Transferring Within MnSCU - Fiscal Years 2008 to 2012

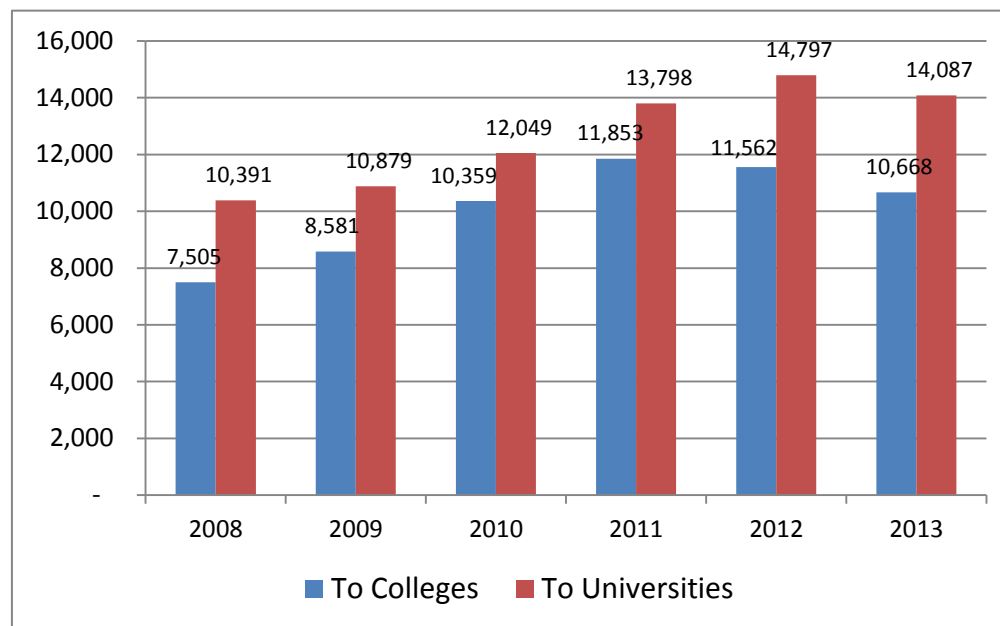
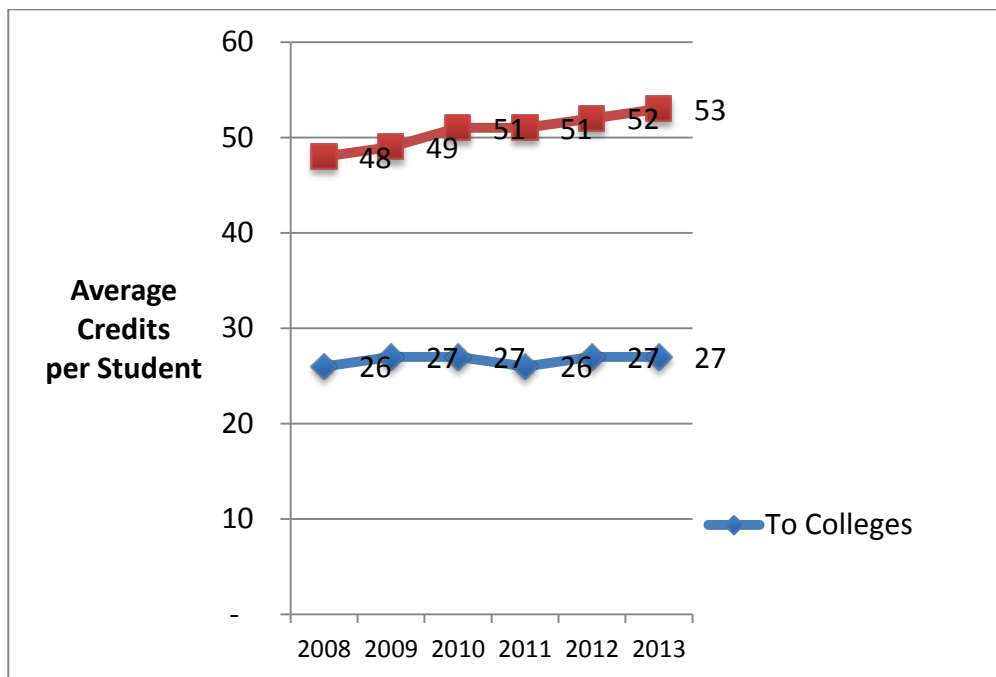


Chart 3. Average Credits per Student Transferred Within MnSCU - Fiscal Years 2008 to 2013



Source: Minnesota State Colleges & Universities Office of Research, Planning and Effectiveness

- ✓ MnSCU's systemwide student database, ISRS, allows tracking of individual student performance, and system data indicate that transfer students complete baccalaureate degrees at higher rates than first-time university freshmen. The data in Tables 5 and 6 on pages 24-25 detail the higher grade point averages and degree completion rates for transfer students.

STUDENT EXPERIENCE WITH TRANSFER

To assess whether the Smart Transfer Plan implementation is having a positive impact on students, the 2010 Student Transfer Survey was repeated in 2013 with students who had transferred any courses within the system in 2012-2013. Key findings included:

- **Seventy-six percent (76%) of students rated their overall satisfaction with the transfer experience as either good or excellent, a 10-point increase since 2010.**
- **Eighty-one percent (81%) of students rated the ease of transferring general education/Minnesota Transfer Curriculum credits as having met or exceeded their expectations, a 7-point increase from 2010.**
- **Eighty percent (80%) of students indicated that the transfer process either met their expectations or was easier than expected, a 6-point increase over 2010, including an 11-point increase in those who found transfer easier than expected.**
- There was a slight increase in **students' report of the ease of transferring credits into programs/majors, with 74% of students saying that it either met or exceeded expectations, up from 71% in 2010.**

- **More students are aware of the opportunity to appeal their transfer of credit, including** a 15 percent increase in the awareness of system-level appeals (15% vs. less than 1%).
- The proportion of **students surveyed who volunteered positive comments about transfer** increased considerably, from 19% in 2010 to 33% in 2013.
- Academic advising is known to be a key contributor to successful transfer. The 2013 survey found more students (63%) seeking advice about transfer than in 2010 (60%).
- However, among those who sought advice, **only forty-six percent (46%) of students in 2013 reported that they talked with a counselor/advisor**, a 23-point decrease over 69% of students in 2010. This is a result that must be explored, and it will be taken for consultation to groups of students, faculty and campus administrators.
- Many more students reported being referred to employees (both faculty and staff) who could provide advice on how to transfer.
- **About two-thirds of transfer students use online resources, including campus websites, the MnSCU website, and u.select, to assist them during transfer.**
- ✓ In 2013, the system enabled a new feature in u.select so that student transcripts are automatically uploaded and available for evaluation against equivalent courses and programs at other colleges and universities. This upgrade eliminated the need for students to manually enter their prior course information, grades and credits from system institutions, making it more efficient and easier to use.
- ✓ U.select (the course equivalency database) will be updated in spring 2014 to **Transferology**. This update will provide students easier navigation and allow them to more readily see where their courses would be accepted for programs in any of the Minnesota State Colleges and Universities, as well as other participating institutions throughout the region and U.S.

The image displays two screenshots of the Transferology Lab interface. The left screenshot, titled 'Equivalencies', shows a search for a replacement course. It lists several math courses from 'Wald/Ferris State Fall E199' and 'Brooks Community College' and their equivalents at 'Anoka-Ramsey Community College'. The right screenshot, titled '52 Schools Found', shows a list of schools with their match percentages, names, and locations. The schools listed include Alexandria Technical College, Rochester Community And Technical College, Saint Cloud State University, Hennepin Technical College, Century College, Ridgewater College-Willmar, and Central Lakes College-Brainerd.

IMPROVING THE CONSISTENCY OF CREDIT TRANSFER

In keeping with board policy and the session law of 2010, the system's consultation groups regularly review board policy and procedures relative to transfer, and offer input and counsel regarding campus- and student-identified issues that arise from discrepancies in transferring and accepting credits. MnSCU's student associations play a key and active role in system governance on transfer.

- ✓ The system's policy council will review seven policies in 2014 related to the awarding of academic credit, in order to consolidate and streamline procedures for students, staff, and faculty. Among the recommended new procedures to be considered is a requirement that campuses record a rationale for the denial of credit transfer or course equivalency. The rationale will increase communication between faculty groups at different system institutions, thus increasing the likelihood for an increase in the number of equivalencies.
- ✓ Smart Transfer Plan requirements will be integrated into board policies and procedures to ensure they remain a high priority and to drive the system toward continuous improvement in this important area.
- ✓ The system will begin in 2014 to certify completion of Minnesota Transfer Curriculum on student transcripts to encourage student awareness of and completion of the 100% transferable general education sequence.
- ✓ Broad-field or statewide articulation agreements have been created in health sciences, engineering and nursing, to smooth pathways to university transfer in these high-enrollment fields. Agreements involving multiple institutions and/or programs will continue to be developed, and a revised engineering agreement will include the University of Minnesota.

MNSCU'S POLICIES REFLECT NATIONAL BEST PRACTICES

The previous three reports detailed national research since 2000 and identified policies and best practices for student transfer. Studies published by the Western Interstate Commission on Higher Education and Hezel Associates in 2010, by the Education Commission of the States in 2010, and by the Center for the Study of Community Colleges in 2011, agree on what colleges and universities can do to promote effective transfer and articulation.

The Hezel report on U.S. transfer and articulation provided a comprehensive taxonomy of promising practices in statewide transfer and articulation systems. The taxonomy consisted of five broad sets of policies and practices: statewide collaboration, communication of policies, academic policies, use of data, and additional promising practices. As detailed in **Table 1** on pages 15-16, **the Minnesota State Colleges and Universities has implemented most of these proven and promising practices, and the board's policies are frequently cited as models for other states and systems.**

CONCLUSION

Since the creation of the Minnesota State Colleges and Universities in 1995, effective and barrier-free transfer of credit has been, and it remains, a top priority for the chancellor and the Board of Trustees. Elimination of barriers to transfer is a key objective; effective transfer is a component of how institutions and their presidents are assessed. The senior vice chancellor for academic and student affairs continues to devote considerable time and effort to furthering the goals of successful articulation and credit transfer. Statewide governance bodies in Academic and Student Affairs have collaborated on continuous improvements to the Smart Transfer Plan and to new policy and procedure. **We are pleased to report to the legislature in 2014 that the Smart Transfer Plan has been fully implemented, that credit transfer continues to increase, and that student concerns regarding transfer have notably decreased. More important still: we plan to continuously build upon this progress.**

Implementation of the recommendations in [*Charting the Future for a Prosperous Minnesota*](#) will further advance our transfer goals.

- **Certifying student competencies and capabilities** will refocus institutions and faculty away from debate about syllabus content, and redefine program quality around the evidence of competency-based learning outcomes and credit.
- Working together under **new collaborative and coordinated academic planning** models will increasingly encourage faculty to align the content and sequencing of courses and curricula in two- and four-year programs. Faculty collaboration can ensure smoother program transfer, especially in high-demand, high-enrollment programs.
- Redesigning our **financial models to reward collaboration** will reduce competition for enrollment and unnecessary duplication in course and program offerings.

Strategies going forward will not only continue to facilitate the transfer of credit, but will broaden students' opportunities to earn credit for all prior college-level learning. We will increase the mechanisms by which students can demonstrate their capabilities and progress toward completion of their programs in less time and at lower cost. We are committed to delivering to students both an extraordinary education and the highest value, most affordable higher education option. Successful transfer of academic credit plays a critical role in fulfilling that commitment.

Table 1

SUMMARY OF BEST PRACTICES IN TRANSFER AND MNSCU IMPLEMENTATION STATUS	
Best Practice	MnSCU Implementation of Best Practice
STATEWIDE COLLABORATION	
<ul style="list-style-type: none"> • Statewide standing committee focusing on multi-institution transfer and articulation • Involvement of faculty in policy development and implementation 	<ul style="list-style-type: none"> • Transfer Oversight Committee has responsibility for systemwide transfer issues; faculty and students are majority of membership. • Faculty members are involved in policy development at the system level by membership on the ASA Policy Council and on the campuses through campus-specific committees.
COMMUNICATION OF POLICIES	
<ul style="list-style-type: none"> • State-level office or official responsible for facilitating transfer • Designation of campus or state-level personnel as transfer contacts • Communication about transfer at conferences and meetings • Strong web presence for transfer and articulation • Inclusion of student feedback in transfer policies and practices 	<ul style="list-style-type: none"> • System Director for Transfer and Collaboration has responsibility for systemwide transfer and articulation. • Each campus has one or more Transfer Specialists who are the campus experts and contacts on transfer. A Transfer Advisory Group made up of transfer specialists informs statewide policy and practice, advises on training. • Transfer is an ongoing topic for training and process improvement at all systemwide Academic and Student Affairs conferences for faculty, administrators and transfer specialists. • Smart Transfer Plan and Board of Trustee policy require transfer information to be readily accessible on each college and university website. Software tools for finding information about transfer and articulation are available to students and advisors systemwide. • Students are members of the ASA Policy Council, Academic Affairs Council, and the Transfer Oversight Committee. Responses from a student association survey on transfer informed the development of the Smart Transfer Plan and revisions to Board policy on transfer. The survey was repeated in 2013 to provide current information, and students meet to discuss transfer with the chancellor on a regular basis.

**SUMMARY OF BEST PRACTICES IN TRANSFER AND
MNSCU IMPLEMENTATION STATUS**

(Table 1, continued)

Best Practice	MnSCU Implementation of Best Practice
ACADEMIC POLICIES	
<ul style="list-style-type: none"> • Statewide articulation agreements between program majors • Common General Education core requirements • Guaranteed admission to state university for students with an associate degree • Common course numbering (in place in about 16 states—in several of them, only in community colleges or in general education areas) 	<ul style="list-style-type: none"> • Broad field majors in Health Sciences were approved in 2011; Engineering was approved in 2012. Statewide Nursing Articulation Agreement was renewed in 2012. • The Minnesota Transfer Curriculum was one of the early examples (1995) of a common core. • MnTC and current system policy on admission makes a separate guarantee unnecessary. • Legislature required two prior studies (in 1985 and 1998) and neither time recommended adoption due to cost and complexity. Relies upon course equivalencies, already available in MnSCU via DARS/u.select.
USE OF DATA	
<ul style="list-style-type: none"> • Assessment of transfer policies and statutes • Assessment of transfer student success • Reporting results of transfer assessments 	<ul style="list-style-type: none"> • The Office of Internal Auditing conducted an assessment of transfer in 2010 that resulted in policy changes. Seven academic credit and transfer policies under review in 2014. • MnSCU’s student record system provides data for assessment of student academic success in terms of grades, retention and graduation rates, and credit accumulations. • Overall transfer assessment at each college and university is reported as an institutional performance measure and included in presidential evaluations.
ADDITIONAL PROMISING PRACTICES	
<ul style="list-style-type: none"> • Transfer Student Bill of Rights • Statewide principles related to transfer • Alternate pathways for degree completion • Financial assistance for student transfer from 2- to 4-year institutions • Funding incentives for institutions that perform well relative to transfer. 	<ul style="list-style-type: none"> • The board approved in 2012 a new policy, 3.39 Transfer Rights and Responsibilities. • Board policy and procedure establishes strong and regularly revised system policies. • <i>Graduate Minnesota</i> and <i>Credit When It’s Due</i> initiatives piloting new completion pathways. • A pilot program is underway to assess student interest and outcomes. • Board’s <i>Charting the Future</i> goals include review of current incentive structures.

**Table 2: Unduplicated Headcount of New Transfer Students
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received by State Colleges							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	2,262	2,359	2,843	3,350	3,121	2,898	636	28.1%
Community and Technical Colleges	2,534	3,049	3,792	4,446	4,651	4,541	2,007	79.2%
Technical Colleges	1,418	1,458	1,708	2,147	1,427	1,238	(180)	-12.7%
State Universities	2,433	2,794	3,164	3,609	3,581	3,264	831	34.2%
Total Transfer Students from Within System	8,647	9,660	11,507	13,552	12,780	11,941	3,294	38.1%
State College New Student Headcount	80,443	84,399	90,969	86,715	83,252	83,743	3,300	4.1%
Transfer HC as % of New Student HC	10.7%	11.4%	12.6%	15.6%	15.4%	14.3%	3.5%	
University of Minnesota	1,530	1,713	1,756	1,628	1,625	1,463	(67)	-4.4%
Other Minnesota	1,809	2,451	2,932	2,768	2,628	2,529	720	39.8%
Border States	2,577	2,666	2,800	2,670	2,657	2,683	106	4.1%
All Other	2,509	2,035	2,443	2,412	2,312	2,217	(292)	-11.6%
Total Transfer Students from Outside System	8,425	8,865	9,931	9,478	9,222	8,892	467	5.5%
Total Transfer Students	17,072	18,525	21,438	23,030	22,002	20,833	3,761	22.0%
State College New Student Headcount	80,443	84,399	90,969	86,715	83,252	83,743	3,300	4.1%
Transfer HC as % of New Student HC	21.2%	21.9%	23.6%	26.6%	26.4%	24.9%	3.7%	
Received by State Universities							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	2,040	2,156	2,278	2,531	2,534	2,437	397	19.5%
Community and Technical Colleges	2,571	2,725	2,929	3,367	4,093	3,879	1,308	50.9%
Technical Colleges	656	613	708	747	370	369	(287)	-43.8%
State Universities	1,243	1,186	1,177	1,421	1,477	1,357	114	9.2%
Total Transfer Students from Within System	6,510	6,680	7,092	8,066	8,474	8,042	1,532	23.5%
State University New Student Headcount	28,874	29,638	30,185	30,296	30,345	29,608	734	2.5%
Transfer HC as % of New Student HC	22.5%	22.5%	23.5%	26.6%	27.9%	27.2%	4.6%	

**Table 2 Continued: Unduplicated Headcount of New Transfer Students
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received by State Universities							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
University of Minnesota	810	713	812	753	839	759	(51)	-6.3%
Other Minnesota	832	1,171	1,216	1,232	1,236	1,214	382	45.9%
Border States	1,654	1,581	1,606	1,491	1,579	1,457	(197)	-11.9%
All Other	1,442	1,023	1,017	991	1,021	949	(493)	-34.2%
Total Transfer Students from Outside System	4,738	4,488	4,651	4,467	4,675	4,379	(359)	-7.6%
Total Transfer Students	11,248	11,168	11,743	12,533	13,149	12,421	1,173	10.4%
State University New Student Headcount	28,874	29,638	30,185	30,296	30,345	29,608	734	2.5%
Transfer HC as % of New Student HC	39.0%	37.7%	38.9%	41.4%	43.3%	42.0%	3.0%	

Received into the System							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	4,302	4,515	5,121	5,881	5,655	5,335	1,033	24.0%
Community and Technical Colleges	5,105	5,774	6,721	7,813	8,744	8,420	3,315	64.9%
Technical Colleges	2,074	2,071	2,416	2,894	1,797	1,607	(467)	-22.5%
State Universities	3,676	3,980	4,341	5,030	5,058	4,621	945	25.7%
Total Transfer Students from Within System	15,157	16,340	18,599	21,618	21,254	19,983	4,826	31.8%
System New Student Headcount	109,317	114,037	121,154	117,011	113,597	113,351	4,034	3.7%
Transfer HC as % of New Student HC	13.9%	14.3%	15.4%	18.5%	18.7%	17.6%	3.8%	
University of Minnesota	2,340	2,426	2,568	2,381	2,464	2,222	(118)	-5.0%
Other Minnesota	2,641	3,622	4,148	4,000	3,864	3,743	1,102	41.7%
Border States	4,231	4,247	4,406	4,161	4,236	4,140	(91)	-2.2%
All Other	3,951	3,058	3,460	3,403	3,333	3,166	(785)	-19.9%
Total Transfer Students from Outside System	13,163	13,353	14,582	13,945	13,897	13,271	108	0.8%
Total Transfer Students	28,320	29,693	33,181	35,563	35,151	33,254	4,934	17.4%
System New Student Headcount	109,317	114,037	121,154	117,011	113,597	113,351	4,034	3.7%
Transfer HC as % of New Student HC	25.9%	26.0%	27.4%	30.4%	30.9%	29.3%	3.4%	

**Table 2 Continued: Unduplicated Headcount of New Transfer Students
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Summary of Within System Transfer by Institution Type: Headcount								
Transfer From To:	2008	2009	2010	2011	2012	2013	Number	Percent
Colleges to Colleges	6,214	6,866	8,343	9,943	9,199	8,677	2,463	39.6%
Colleges to Universities	5,267	5,494	5,915	6,645	6,997	6,685	1,418	26.9%
Universities to Colleges	2,433	2,794	3,164	3,609	3,581	3,264	831	34.2%
Universities to Universities	1,243	1,186	1,177	1,421	1,477	1,357	114	9.2%
Total	15,157	16,340	18,599	21,618	21,254	19,983	4,826	31.8%

Summary of Within System Transfer by Institution Type: Percent Distribution						
Transfer From To:	2008	2009	2010	2011	2012	2013
Colleges to Colleges	41.0%	42.0%	44.9%	46.0%	43.3%	43.4%
Colleges to Universities	34.7%	33.6%	31.8%	30.7%	32.9%	33.5%
Universities to Colleges	16.1%	17.1%	17.0%	16.7%	16.8%	16.3%
Universities to Universities	8.2%	7.3%	6.3%	6.6%	6.9%	6.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table 3: Full Year Equivalent of Credits Accepted in Transfer
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received by State Colleges							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	1,837	1,856	2,402	2,709	2,642	2,344	507	27.6%
Community and Technical Colleges	2,104	2,610	3,234	3,693	3,996	3,866	1,762	83.8%
Technical Colleges	1,214	1,278	1,462	1,700	1,264	1,192	(21)	-1.7%
State Universities	2,351	2,837	3,261	3,751	3,660	3,266	915	38.9%
Total FYE Transfer Credit from MNSCU	7,505	8,580	10,359	11,853	11,561	10,668	3,163	42.1%
State College FYE	84,654	87,797	97,550	99,103	95,547	93,650	8,996	10.6%
Transfer Credit FYE as % of Actual FYE	8.9%	9.8%	10.6%	12.0%	12.1%	11.4%	2.5%	
University of Minnesota	2,039	2,282	2,487	2,286	2,077	1,818	(222)	-10.9%
Other Minnesota	2,540	3,117	3,529	3,285	2,995	2,854	314	12.4%
Border States	2,898	3,146	3,251	3,099	2,886	2,911	13	0.4%
All Other	2,843	2,574	2,973	2,872	2,651	2,614	(230)	-8.1%
Total Transfer Credit FYE from Outside System	10,321	11,119	12,240	11,542	10,608	10,196	(124)	-1.2%
Total Transfer Credit FYE	17,826	19,699	22,599	23,396	22,170	20,864	3,039	17.0%
State College FYE	84,654	87,797	97,550	99,103	95,547	93,650	8,996	10.6%
Transfer Credit FYE as % of Actual FYE	12.2%	12.7%	12.5%	11.6%	11.1%	10.9%	-1.3%	
Received by State Universities							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	3,395	3,628	4,106	4,636	4,791	4,482	1,087	32.0%
Community and Technical Colleges	4,457	4,706	5,215	6,048	6,487	6,302	1,845	41.4%
Technical Colleges	880	850	1,021	1,133	1,342	1,295	416	47.3%
State Universities	1,659	1,695	1,707	1,981	2,177	2,008	349	21.0%
Total FYE Transfer Credit from MNSCU	10,391	10,879	12,049	13,798	14,797	14,087	3,697	35.6%
State University FYE	55,231	56,127	57,872	58,799	57,900	56,255	1,024	1.9%
Transfer Credit FYE as % of Actual FYE	18.8%	19.4%	20.8%	23.5%	25.6%	25.0%	6.2%	
University of Minnesota	1,418	1,238	1,428	1,374	1,462	1,319	(99)	-7.0%
Other Minnesota	1,580	2,320	2,458	2,695	2,703	2,673	1,093	69.2%
Border States	2,672	2,495	2,660	2,675	2,721	2,577	(96)	-3.6%
All Other	2,874	2,022	2,122	2,074	2,220	2,092	(781)	-27.2%
Total Transfer Credit FYE from Outside System	8,544	8,076	8,668	8,818	9,106	8,661	118	1.4%
Total Transfer Credit FYE	18,934	18,955	20,717	22,616	23,903	22,749	3,814	20.1%
State University FYE	55,231	56,127	57,872	58,799	57,900	56,255	1,024	1.9%
Transfer Credit FYE as % of Actual FYE	34.3%	33.8%	35.8%	38.5%	41.3%	40.4%	6.2%	

**Table 3 Continued: Full Year Equivalent of Credits Accepted in Transfer
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received into the System							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	5,232	5,484	6,508	7,345	7,433	6,826	1,594	30.5%
Community and Technical Colleges	6,561	7,316	8,450	9,741	10,483	10,168	3,607	55.0%
Technical Colleges	2,093	2,128	2,483	2,833	2,605	2,488	395	18.9%
State Universities	4,010	4,532	4,968	5,732	5,837	5,274	1,264	31.5%
Total FYE Transfer Credit from MNSCU	17,896	19,459	22,408	25,652	26,358	24,755	6,860	38.3%
State College FYE	139,885	143,924	155,422	157,902	153,447	149,905	10,020	7.2%
Transfer Credit FYE as % of Actual FYE	12.8%	13.5%	14.4%	16.2%	17.2%	16.5%	3.7%	
University of Minnesota	3,457	3,520	3,915	3,661	3,539	3,137	(320)	-9.3%
Other Minnesota	4,120	5,437	5,987	5,980	5,698	5,528	1,407	34.2%
Border States	5,570	5,641	5,911	5,774	5,607	5,487	(83)	-1.5%
All Other	5,717	4,597	5,095	4,946	4,871	4,706	(1,011)	-17.7%
Total Transfer Credit FYE from Outside System	18,864	19,195	20,908	20,361	19,714	18,858	(7)	0.0%
Total Transfer Credit FYE	36,760	38,654	43,316	46,012	46,072	43,613	6,853	18.6%
State College FYE	139,885	143,924	155,422	157,902	153,447	149,905	10,020	7.2%
Transfer Credit FYE as % of Actual FYE	26.3%	26.9%	27.9%	29.1%	30.0%	29.1%	2.8%	
Summary of Within System Transfer by Institution Type							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	6,214	6,866	8,343	9,943	9,199	8,677	2,463	39.6%
Community and Technical Colleges	5,267	5,494	5,915	6,645	6,997	6,685	1,418	26.9%
Technical Colleges	2,433	2,794	3,164	3,609	3,581	3,264	831	34.2%
State Universities	1,243	1,186	1,177	1,421	1,477	1,357	114	9.2%
Total	15,157	16,340	18,599	21,618	21,254	19,983	4,826	31.8%
Summary of Within System Transfer by Institution Type: Percent Distribution								
Sending Institution Type	2008	2009	2010	2011	2012	2013		
Community Colleges	41.0%	42.0%	44.9%	46.0%	43.3%	43.4%		
Community and Technical Colleges	34.7%	33.6%	31.8%	30.7%	32.9%	33.5%		
Technical Colleges	16.1%	17.1%	17.0%	16.7%	16.8%	16.3%		
State Universities	8.2%	7.3%	6.3%	6.6%	6.9%	6.8%		
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

**Table 4: Average Transfer Credits Accepted
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received by State Colleges							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	24	24	25	24	25	24	(0)	-0.4%
Community and Technical Colleges	25	26	26	25	26	26	1	2.6%
Technical Colleges	26	26	26	24	27	29	3	12.5%
State Universities	29	30	31	31	31	30	4	16.9%
Total Average Transfer Credits per Student from Within System	26	27	27	26	27	27	1	2.9%
University of Minnesota	40	40	42	42	38	37	(3)	-6.8%
Other Minnesota	42	38	36	36	34	34	(8)	-19.6%
Border States	34	35	35	35	33	33	(1)	-3.5%
All Other	34	38	37	36	34	35	1	4.0%
Total Average Transfer Credits per Student from Outside System	37	38	37	37	35	34	(2)	-6.4%
Total Average Transfer Credits per Student	31	32	32	30	30	30	(1)	-4.1%
Received by State Universities							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	50	50	54	55	57	55	5	10.5%
Community and Technical Colleges	52	52	53	54	48	49	(3)	-6.3%
Technical Colleges	40	42	43	46	109	105	65	161.8%
State Universities	40	43	44	42	44	44	4	10.9%
Total Average Transfer Credits per Student from Within System	48	49	51	51	52	53	5	9.8%
University of Minnesota	53	52	53	55	52	52	(0)	-0.7%
Other Minnesota	57	59	61	66	66	66	9	16.0%
Border States	48	47	50	54	52	53	5	9.4%
All Other	60	59	63	63	65	66	6	10.6%
Total Average Transfer Credits per Student from Outside System	54	54	56	59	58	59	5	9.7%
Total Average Transfer Credits per Student	51	51	53	54	55	55	4	8.8%

**Table 4 Continued: Average Transfer Credits Accepted
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2013 Preliminary**

Received into the System							Change 2008-2013	
Sending Institution Type	2008	2009	2010	2011	2012	2013	Number	Percent
Community Colleges	36	36	38	37	39	38	2	5.2%
Community and Technical Colleges	39	38	38	37	36	36	(2)	-6.0%
Technical Colleges	30	31	31	29	43	46	16	53.4%
State Universities	33	34	34	34	35	34	2	4.6%
Total Average Transfer Credits per Student from Within System	35	36	36	36	37	37	2	4.9%
University of Minnesota	44	44	46	46	43	42	(2)	-4.4%
Other Minnesota	47	45	43	45	44	44	(2)	-5.3%
Border States	39	40	40	42	40	40	0	0.7%
All Other	43	45	44	44	44	45	1	2.7%
Total Average Transfer Credits per Student from Outside System	43	43	43	44	43	43	(0)	-0.8%
Total Average Transfer Credits per Student	39	39	39	39	39	39	0	1.0%
Summary of Within System Transfer by Institution Type: Average Transfer Credits Accepted							Change 2008-2013	
Transfer From To:	2008	2009	2010	2011	2012	2013	Number	Percent
Colleges to Colleges	25	25	26	24	26	26	1	2.9%
Colleges to Universities	50	50	52	53	54	54	4	9.0%
Universities to Colleges	29	30	31	31	31	30	1	3.5%
Universities to Universities	40	43	44	42	44	44	4	10.9%
Total	35	36	36	36	37	37	2	4.9%

**Table 5: Credits and Average GPA at Graduation: Transfer and Direct Entry Students
Minnesota State Colleges
Fall 2003 to 2008 Entering Students**

Class	Degree Level	Status	Students	Grad Credits	Transfer Credits % of Direct Entry	Grad GPA	No. Awards
Freshmen	Associate	New Transfer	13,117	77	99.4%	3.23	13,117
	Associate	Direct Entry	19,881	78		3.10	19,881
	No Degree	New Transfer	23,162	59		3.23	5,694
	No Degree	Direct Entry	63,651	59		3.04	12,372
Freshmen Total			119,811	71		3.13	51,064
Sophomore	Associate	New Transfer	2,899	98	112.5%	3.34	2,899
	Associate	Direct Entry	46,910	87		3.15	46,910
	No Degree	New Transfer	4,738	88		3.37	1,207
	No Degree	Direct Entry	47,649	77		3.10	21,223
Sophomore Total			102,196	85		3.15	72,239
Grant Total			222,007	79		3.14	123,303

**Table 6: Credits and Average GPA at Graduation: Transfer and Direct Entry Students
Minnesota State Universities
Fall 2003 to 2008 Entering Students**

Class	DegreeLevel	Status	Students	Grad Credits	Transfer Credits % of Direct Entry	Grad GPA	No. Awards
Freshmen	Associate	New Transfer	374	84	105.0%	3.04	374
	Associate	Direct Entry	263	80		2.80	263
	Bachelors	New Transfer	10,446	139	103.1%	3.28	10,446
	Bachelors	Direct Entry	7,837	134		3.08	7,837
	No Degree	New Transfer	7,645				
	No Degree	Direct Entry	7,302				
Freshmen Total			33,867	135		3.18	18,927
Sophomore	Associate	New Transfer	90	90	109.0%	3.12	90
	Associate	Direct Entry	437	83		2.86	437
	Bachelors	New Transfer	4,552	140	103.3%	3.23	4,552
	Bachelors	Direct Entry	14,011	136		3.15	14,011
	No Degree	New Transfer	2,728				
	No Degree	Direct Entry	5,450				
Sophomore Total			27,268	135		3.16	19,101
Junior	Associate	New Transfer	14	105	104.8%	3.06	14
	Associate	Direct Entry	217	100		2.78	217
	Bachelors	New Transfer	4,296	145	106.1%	3.29	4,296
	Bachelors	Direct Entry	14,967	136		3.15	14,967
	No Degree	New Transfer	1,651				
	No Degree	Direct Entry	2,553				
Junior Total			23,698	138		3.18	19,504
Senior	Associate	New Transfer	3	147	115.4%	3.80	3
	Associate	Direct Entry	71	127		2.73	71
	Bachelors	New Transfer	1,031	170	119.7%	3.34	1,031
	Bachelors	Direct Entry	18,995	142		3.18	18,995
	No Degree	New Transfer	360				
	No Degree	Direct Entry	1,169				
Senior Total			21,629	144		3.19	20,129
Grant Total			106,462	138		3.18	77,661

**Table 7: Smart Transfer Plan
Requirements for Colleges and Universities and System Office
Completion Dates**

Requirement	College and University Steps	System Office Steps	Completion Date
Course Outlines	<ul style="list-style-type: none"> • Course outlines with required information for MnTC, lower and upper division and technical (all courses) are provided on institutional websites with a link to MnTransfer.org 	<ul style="list-style-type: none"> • Policy 3.21 revised to use course outline as document for transfer evaluations • ISRS fields developed to allow for learning outcomes 	Completed June 30, 2013
DARS: Course Equivalencies	<ul style="list-style-type: none"> • Evaluate all courses to determine equivalencies and encode all MnTC and equivalent courses in u.select; • Evaluate and encode non-equivalent courses so that all MnSCU courses are entered to show how they transfer; • Review curriculum changes and encode them; • Review technical courses from 2010 forward and encode them; • Encode display of equivalent courses if they exist, whether or not student has taken the course; • Promote use of seeing how courses transfer to future programs; • Provide link for u.select handouts; • Provide link for u.select tutorials; • Ensure DARS encoders are made aware of decisions by curriculum committees; • Provide standard language describing u.select for institutional website transfer page 	<ul style="list-style-type: none"> • Standard message that course equivalencies don't necessarily go both ways added to u.select; • Standard message added to "Review a Plan" to alert students to look for major program requirements; • U.select enhanced to indicate the plan opens in a new window and to look for major course requirements at the bottom of the page 	Completed June, 2013
Appeals	<ul style="list-style-type: none"> • As required in system policy, information about institutional and system-level appeals is provided in multiple ways; • Adequate staff are provided to handle appeals; • Appeal forms and other relevant documents are provided on transfer page, in catalogs, on websites, etc. and mention the system-level appeal; • Types of documentation that might assist with appeals are described; • Websites, catalogs, forms with institutional and system-level appeals are maintained 	<ul style="list-style-type: none"> • Standard message is provided on DARS audits about institutional and system-level appeals 	Completed April, 2012

Requirement	College and University Steps	System Office Steps	Completion Date
Compliance and Communication about Transfer	<ul style="list-style-type: none"> • Curriculum committee follows system Procedure 3.37.1 to use appropriate documents when evaluating new courses for MnTC; • “Effective Practices” are followed per Procedure 3.37.1; • Transfer link from institutional website homepage is provided; • Equivalency chart or link to u.select for AP, CLEP, IB, DSST are provided; • Link to current MnTC and archived MnTC is provided; • “Minnesota Transfer Curriculum can be searched on website; • Links to “Transfer Action Plan is provided on the transfer page; • Link to articulation agreement database is provided; • Link to Veterans Education Transfer System is provided; • Link to Policy 3.39 is provided; • MnTC goal areas are described on website and in ISRS course descriptions; • Effective dates are provided on MnTC information; • Course titles, numbers, credit values are provided on all MnTC courses; • Goal requirements are provided; • MnTC lists are maintained; • Older MnTC lists and catalogs are archived; • One person is designated to maintain transfer information; • One person is designated to maintain DARS • Information about the transfer school for articulation agreements is provided on institutional program information; • Communicate to students to alert institution if they take courses at a prior system institution after they’ve transferred to a different system institution; • “Terminal” institutions refer students to transfer institution for advising when students convey desire to transfer; • Create “Transfer Advisory Groups” on campus; • Use promotional materials for u.select and MnTransfer.org if available; • Provide step-by-step instructions in 	<ul style="list-style-type: none"> • Develop step-by-step instructions for using DARS and u.select; • Transfer Action Plan revised to include explanation of different types of associate degrees; • Link for Military Credit is added to MnTransfer.org; • Language about MnTC GPA is added to MnTransfer.org; • Language about broad field and statewide nursing articulation agreements added to MnTransfer.org 	Completed June, 2013

Requirement	College and University Steps	System Office Steps	Completion Date
	<p>how to use u.select;</p> <ul style="list-style-type: none"> • Provide transfer information on TV monitors and posters; • Develop webpage that directs students to appropriate resources for assistance; • Provide information that encourages early and frequent advising; • Inform students that some majors at the next institution require specific courses; • Inform students to request subsequent transfer evaluations when they change majors; • Inform students to declare that they're following an articulation agreement upon transfer; • Provide opportunities to increase understanding of u.select to all staff and students; • Staff who work with transfer should attend at least one training session per year 		
<p>System Office Training and Coordination</p>		<ul style="list-style-type: none"> • Transfer Specialist and DARS User Conference held Fall semester; • Transfer Orientation and Regional Transfer meetings held annually; • Presentations at colleges and universities provided upon request; • Training provided on DARS encoding, u.select administration and transfer articulation; • Webinars, captivate and other electronic presentations developed and provided; • Transfer listservs are maintained; • MnTransfer.org and DARS websites are maintained; • Phone/email support is provided; • Transfer Tips are sent periodically; • CAOs and CSAOs are added to listservs upon request; • Websites, listservs and other communication strategies are developed and maintained; • Articulation agreements are promoted with information provided on MnTransfer.org; • U.select linked to eServices 	<p>Completed in 2012 and ongoing</p>

Appendix A: Works Reviewed

- American Association of State Colleges and Universities. (July, 2005). Policy Matters: Developing Transfer and Articulation Policies That Make a Difference. Washington, DC: AASCU. Accessed at: <http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/Transfer%20and%20Articulation.pdf>
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- Dickerson, K., & Tsuchida, H. (2012). Ohio Transfer to Degree Guarantee. Accessed at: <http://works.bepress.com/ocan/153/>
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